

National Louis University Policy on Full-Time Faculty Workload
FP: 102

Approved: Faculty Senate

Date: May 17, 2019

Approved: Faculty Association

Date: June 4, 2019

Approved: Board of Trustees

Date: June 12, 2019

EFFECTIVE DATE: July 1, 2019

Note: The approval of this policy will sunset the September 2013 version of FP120 Policy on Faculty Workload.

Philosophy

National Louis University values a fair and equitable workload policy that ensures academic quality, promotes work/life balance and professional growth among faculty, and contributes to achieving the University's goal of promoting an exceptional student experience. The policy is designed to promote equity while recognizing that the professional nature of faculty work precludes a prescriptive or reductive approach to work assignments.

Work assignments are integral to the development and productivity of faculty and align with goal setting, faculty performance evaluation, and promotion and tenure in advancing the work of the University. Faculty work encompasses the domains of teaching excellence, service, and scholarship. (For a detailed explanation of these domains, see FP 104).

The workload policy is not designed or intended to eliminate tenure status, nor is it designed to or intended to interfere with or diminish the academic freedom of any faculty member.

Purpose

The purpose of this workload policy is to maximize both the professional growth of each faculty member and their contributions to the university's strategic goals and priorities. It is designed to be consistent with FP 103 (Faculty Performance Evaluation) and FP 104 (Promotion and Tenure).

The policy is designed to provide a consistent, equitable, sustainable, and flexible process for assigning full-time workload across the University, leveraging individual strengths and interests, and promoting the excellence of the academic units in which faculty are located, while recognizing that different circumstances within and across colleges may require different approaches. It is also expected to be implemented in ways that protect the financial viability of the institution.

Whereas individuals' workload configurations may vary, this policy delineates standard workload parameters and provides guidelines to manage exceptions to ensure consistency in its application. It guides faculty and deans in creating workload plans that support the faculty,

college, and university goals for the year. It is flexible enough to allow deans to assign load that promotes faculty strengths and growth across their career, recognizing that faculty perform many diverse functions.

This policy was developed with input from a joint faculty/administration task force. Two Senate chairs helped provide leadership and participated during the process. It has been informed by internal information and data as well as benchmark data from peer institutions. The policy should be reviewed no less frequently than every seven years and adjusted as necessary to ensure that it continues to meet faculty and institutional needs and, first and foremost, to ensure excellent service to our students.

Scope

This policy covers all full-time faculty during the fiscal year, July 1 through June 30, acknowledging that faculty's workload typically covers three terms (fall, winter, spring). However, faculty may request permission to spread their three term academic load over four terms or to work full-time during summer and take winter or spring term off in lieu of summer. These alternative arrangements will be approved by deans for no more than one fiscal year at a time and approval will be contingent on the dean's determination that the arrangement will not negatively affect the faculty member's program(s), the college, or the university.

This policy does not apply to adjunct faculty. Part-time and temporary faculty may be employed for limited duties including but not limited to teaching specific courses and supervising students. They are expected to perform responsibilities only in those areas that are identified in their approved letter of appointment.

Definitions

Workload Terms

- Fall
- Winter
- Spring
- Summer
 - There are scenarios where the Summer term would be included in a faculty member's load:
 - If approved as an alternative to winter or spring term,
 - If load is spread across the four terms, or
 - If the faculty member serves an 11 or 12-month appointment.
 - Alternatively, summer stipends, as authorized by the dean, are paid to faculty based on the needs of the University. Two kinds of contracts are applicable to faculty during the summer months not covered by the faculty appointment. The first type of service is a continuation of full-time faculty service with all the attendant

responsibilities. The second type of service is for teaching without attendant obligations associated with full-time faculty service.

- Compensation for summer stipends, if not substituted for a regular term, is as follows:
 - Faculty who are assigned summer duties by their dean, will receive 1/12 of the previous year's base salary if working half-time (typically 3 semester hours or 5 quarter hours of teaching plus additional duties assigned by the dean) during the summer. Faculty receive 1/6 of the previous year's base salary if working full-time (typically 6 semester hours or 10 quarter hours of teaching plus additional duties assigned by the dean) during the summer. Semester/quarter hours taught beyond these maximums will be compensated at an adjunct rate of pay.
 - Faculty who contract to engage only in teaching duties during the summer will be compensated at the adjunct faculty pay scale.
 - Exceptions to this policy must be authorized by the Chief Academic Officer.

Overall Workload Configurations

Domains

- Teaching excellence
NLU faculty demonstrate a dynamic pedagogical content knowledge informed by their teaching. Teaching excellence consists of knowledge of the field and effectiveness of teaching and/or other instructional activities. At NLU, teaching excellence is central to our approach to supporting our students and how we differentiate ourselves from other institutions. Teaching excellence is not limited to instructional time, but also includes teaching related practices that have been proven to improve student outcomes.
- Guidelines for fulfilling load assignment
 - Full-time Tenure Track and tenured faculty in the graduate colleges will normally teach 21 semester hours during a three term academic year.
 - Full-time Professional Practice Track faculty in the graduate colleges and University Library faculty will normally teach 24 semester hours during a three term academic year.
 - Full-time faculty in the Undergraduate College will normally teach 24 semester hours (40 quarter hours) during a three term academic year.

- Full-time Culinary faculty will typically have a 12-month assignment and will normally teach 21.6-28.8 semester hour (36-48 quarter hours) across that period.
- Full-time Hospitality faculty will typically have a 36 semester hour (60 quarter hour) load.
- Variations in Teaching Load
 - Faculty will be eligible for overload teaching only after the dean is satisfied with evidence that they will meet their full, normal teaching load.
 - Faculty should teach no more than six semester hours or ten quarter hours per term beyond their regular, assigned teaching load. Deans may make exceptions to this based on the needs of the college.
 - Faculty, including 12-month administrative faculty, may have their academic year teaching load reduced by their dean in the following circumstances:
 - Assigned administrative duties (e.g. program director or chair, as detailed in the guidelines for this policy).
 - Chairing a substantial number of student theses or Dissertation projects.
 - Dean approved reassignment for a well-defined scholarly project that rises above normal expectations for faculty scholarly work and builds upon a track record of consistent and scholarly productivity (e.g. funded research).
 - Major service projects such as (e.g. leading a college-wide re-accreditation team, writing a program accreditation report). These types of projects are understood to be above and beyond regular service duties *and* represent a major and significant amount of additional work. For smaller incremental service assigned beyond typical load expectations, faculty should be paid an appropriate overload amount (see section on Service).
 - Reductions in teaching load awarded for assigned administrative duties are made in expectation that individuals will devote significant time to those leadership duties. Therefore, teaching overloads for those individuals should be carefully monitored to consider that adequate time is available for the duties assigned.
- Service

Every faculty member is expected to perform service as a regular component of their work at National Louis University. Service is an important form of citizenship. It ensures that faculty have a strong voice in shared governance, that faculty are active partners in program, college and university work beyond individual teaching assignments, and that faculty actively work to represent NLU in external partnerships and among professional communities at the local, regional, national, and international level.

- All faculty are expected to participate in key university events such as Connection and Commencement. These are not formally part of load. They are simply uniform expectations as members of the university community.
- Some service elements are embedded in the teaching and/or research roles (e.g. collaborating with colleagues to advise and retain students, reviewing manuscripts for a professional association in one's research area.) Those forms of service are naturally part of those domains and are not considered in this section.
- An individual faculty member's contribution to service will vary based on interests, talents, and time availability. Their opportunities for service will vary within and across academic years, based on college and institutional need. Consequently, there can be no definitive load hour equivalents published for these activities.
- Faculty will work with their Dean, Program Director, and/or Program Chair to determine the appropriate types and amount of service in a given year.
- Service can include activities other than governance. A sample list of service examples can be found in the guidelines to this policy. The examples included in the guidelines are not an exhaustive list but may be used in discussions between individual faculty and their Dean and/or Program Chair.
- Faculty are expected to provide evidence of service in their performance evaluations and promotion and tenure dossiers. Service contributions will be considered in both merit pay evaluations and the promotion and tenure process. Program leadership roles such as Program Director and Program Chair are special cases that are not included in the category of regular faculty service expectations.
- Undergraduate faculty should refer to the UGC Full-Time Faculty Workload Service Guide for additional guidance.
- Special cases
 - Recognizing the special duties of the Senate Executive Group, the role of the Senate Chair will be awarded 50% release time from teaching. The Senate Chair Elect and Senate Secretary 3 semester hour / 5 quarter hour release from teaching.

- Program leadership and coordination represent a special form of service. Faculty who are appointed by their dean as a program or department chair, director, or coordinator are still expected to provide regular faculty service as described above.
 - Therefore, faculty appointed to program leadership and coordination roles will normally have their teaching load reduced by an amount appropriate to a reasonable time allocation for the leadership/coordination duties.
 - The actual amount of release from teaching duties will vary across programs and roles depending upon factors such as program size, complexity, and level of assistance from others (e.g. coordinators supporting a program chair role).
 - From time to time, faculty may be asked to perform non-teaching tasks that require a significant, one-time allocation of time and effort that does not fit easily within the above service expectations. For example, a faculty member might be asked to draft a lengthy accreditation report or to engage in specialized outreach efforts to help develop an important external partnership. In such cases, the faculty member and their dean will work together to determine whether the level of effort should receive an overload stipend for the additional duties or if it is significant and sustained enough to warrant a course release.
 - Faculty working as subject matter experts (SMEs) for major course revisions or the development of new courses will generally be considered overload and thus paid a stipend for this work either through university managed curriculum development budgets or through college budgets. Consequently, curriculum development is not covered under this domain of load. Further, general course maintenance is considered a normal part of teaching duties and, hence, is not covered in this portion of the load policy.
 - At the discretion of their Dean, faculty may participate in grant-related work that may impact the overall workload configuration. In such cases, the faculty member and their dean will work together to determine if a course release should be given. The institution's guidelines and policies for managing grants should be referenced for compliance.
- Research and Scholarship

Research and scholarship are important functions, even in institutions primarily devoted to teaching and learning. Scholarly productivity can significantly enhance the reputation of the institution. Further, scholarly work helps the institution maintain strong ties to the

professional associations that manage and increase the knowledge bases of the disciplines and that provide an avenue for future faculty recruitment. At NLU, scholarly productivity is a core characteristic of the tenure track, differentiating it from the other faculty tracks. Therefore, and recognizing that NLU is primarily a teaching institution, tenure track positions are allocated in the budget carefully and are designed expressly to fulfill the needs described above.

- Tenure track and tenured faculty are expected to engage in scholarship and demonstrate a reasonable amount of scholarly productivity on an annual basis in addition to their full teaching load. Faculty on this track will be expected to contribute annual scholarly effort equivalent to teaching a three semester hour course.
- Scholarly productivity usually includes some combination of peer reviewed publications, books or book chapters, and presentations at regional, national, and international scholarly conferences. Productivity will be monitored through the annual performance evaluation process.
- Highly productive research faculty should make every effort to apply for external funding to support work beyond the load typically allocated for scholarship.
- Normally there is no expectation that Professional Practice track faculty engage in scholarship beyond the expectation of staying current in their field to support their teaching. Hence, there is no load assignment for those faculty under scholarship.
- Special Cases
 - Faculty who demonstrate a consistent and significant pattern of scholarly productivity may apply to their dean for consideration of a reduction in teaching load in order to engage in a significant and time-bound scholarly project (see “Guidelines for exceptions” under teaching) (e.g. manuscript deadlines).
 - Tenure track faculty who fail to demonstrate adequate scholarly productivity will be counseled and mentored to increase the likelihood that they will achieve tenure at the appropriate time.
 - Tenured faculty who fail to demonstrate adequate scholarly productivity as documented in the annual review process will be expected to teach more to compensate. However, it should be noted that extra teaching does not in itself represent an acceptable alternative to scholarly productivity for tenured faculty and gaps in scholarly productivity will be a consideration in both promotion and in the awarding of merit compensation for all tenured faculty, in alignment with the promotion and tenure and faculty evaluation policies.

- Occasionally, exceptions may be made at the discretion of the Dean that allow faculty on the Professional Practice track a reduction in teaching load for scholarly activity related to the strategic goals of the college and/or institution.

Guidelines

Semester and Quarter Hour Conversions

Graduate colleges use semester hours to quantify load. Undergraduate colleges use quarter hours to quantify load. Three semester hours is equivalent to five quarter hours.

Teaching Load for Culinary Faculty

The teaching load for culinary faculty will vary based on the mix of curricula and lab courses being taught across the 12-month period. This includes variances due to the Culinary curriculum changes that were implemented during the 2018-2019 academic year. Individual teaching load assignments are at the discretion of the Dean and/or designee.

Program Leadership Descriptions

- A program is loosely defined as a cluster of courses and/or curricula under a central unit.
- Program variations generally, though not exclusively, and fall into three categories:
 - Size
 - Number of sections
 - Number of full-time equivalent (FTE) students in program
 - Complexity
 - Number of campus locations
 - Number of modalities
 - Level of maturity (i.e. new program vs. established program)
 - Special Circumstances
 - Required field work
 - Special or unique accreditation requirements
 - Major program revision
- These types of variations result in load ranges within program leadership roles. Ranges can vary within and across colleges and change year to year based on the needs of the program and the college.
- There is a distinction between role and title.
 - Role: The broad category of the leadership position.
 - Title: Other titles may occasionally be used to articulate positions and responsibilities to internal and external stakeholders (e.g. a campus coordinator might informally be referred to as a campus program director or campus chair).

Program / Department Director		
Description	Standard Appointment Terms	Standard Annual Release Time Range
Program Directors are typically responsible for multiple programs. They are also responsible for other program-related activities such as outreach, hiring/mentoring faculty and adjuncts, staffing, assessment, accreditation, program planning and scheduling courses. Colleges that do not have Program Directors may have staff positions such as an Associate Dean that handle many of the functions covered by Program Directors in other colleges. Faculty could also be designated as Founding Program Directors. In this role the faculty holds a Director title due to the work associated with building and establishing a new program. Release time for Founding Directors typically reduces after three years as the program becomes more mature and established. Directors serve as the program representative to a range of internal and external stakeholders. Additionally, Directors are responsible for managing a broad curricular view and overall ownership for their programs. Directors, in partnership with the Dean, set the strategy and vision for the program(s) under their direction.	12 Months	20 – 28 semester hours / 33.33 – 46.67 quarter hours (Note: Release for Founding Program Directors may diminish below this range over time)

Program (Graduate) / Department (Undergraduate) Chair		
Description	Standard Appointment Terms	Standard Annual Release Time Range
Program / Department Chairs are typically responsible for one program or a small cluster of affiliated programs or concentrations. Program / Department Chairs are assigned as needed to programs. Chairs support the hiring/mentoring of faculty and adjuncts. They may be responsible for staffing, marketing, external relationships, assessment/accreditation/compliance, program planning/growth, student concerns, and scheduling courses. Chairs serve as the program representative to a range of internal and external stakeholders. Additionally, Chairs are responsible for managing a broad curricular view and overall ownership for their program. Chairs, in partnership with the Dean, set the strategy and vision for the program.	Graduate: 10 Months + Possible Summer allocation Undergraduate: 11 Months	3-12 semester hours / 5 – 20 quarter hours

Program / Department Coordinator		
Description	Standard Appointment Terms	Standard Annual Release Time Range
Program Coordinators report to a Program Director or Program Chair. Program / Department Coordinators provide additional administrative support to large and/or complex programs. Coordinators partner with the Director and/or Program Chair on scheduling, staffing, adjunct meetings, and serve as an additional program contact for students. Some Program / Department Coordinators roles are specific to a campus location. Key activities include serving as the community agency liaison for the program, managing site approvals, pre-advising for prospective students, conducting student interviews, and supporting staffing. Every program does not have a Coordinator. The need for a Coordinator varies by program and is at the discretion of the Dean.	Graduate: 10 Months Undergraduate: 10 Months	2 – 4 semester hours / 3.33 – 6.67 quarter hours

Program / Department Specialized Roles & Projects		
Description	Standard Appointment Terms	Standard Annual Release Time Range
Faculty may be asked to take on temporary large projects and/or initiatives that are significant in the amount of work required. These projects and/or initiatives would not fit within the definition of a standard service load and therefore require release time and/or stipend in order to complete. These projects and needs may vary across colleges. Examples include: ▪ Completing a major accreditation report ▪ Leading a specialized initiative Other specialized roles may not be temporary as described above, but may be for a specific subject or content area. The duties required typically are not equivalent to that of a Director, Chair or Lead/Coordinator, but don't fit within the definition of a standard service load and therefore requires release time and/or stipend. Examples include: ▪ STEM program coordinator	Varies	Based on estimated amount of work

Service Examples

This is not an all-encompassing list of service activities. This list is meant to be used as a tool to help facilitate conversations between faculty members and their Dean and/or program leadership.

- Participation on faculty governance committee(s)
- Sponsoring a student organization
- Helping with student experience and career events
- Serving on search committees
- Managing new faculty orientation
- Mentoring adjuncts and new full-time faculty
- Hosting conferences/symposiums
- Conducting and participating in enrollment and admission events