

October 2011

## 5.313 Core Faculty Workload

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### Recommended Citation

"5.313 Core Faculty Workload" (2011). *5.300 Faculty Employment at the University*. Paper 7.  
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Type of Policy <input checked="" type="checkbox"/> <b>University</b> <input type="checkbox"/> <i>Campus</i> <input type="checkbox"/> <i>Department/Unit</i> <input type="checkbox"/> <i>Interim</i>		<b>Core Faculty Workload</b>  <b>Policy 5.313</b>	
<b>Academic Policies</b>		<b>Effective date: November 1, 2016</b>	
<b>Policy History:</b>	<b>Approved by:</b>	<b>Resolution #</b>	<b>Date</b>
Approved	Chancellor	N/A	June 1, 2011
Revised	Chancellor	N/A	October 28, 2016
<b>Responsible Office</b>	<b>Responsible Administrator:</b>	<b>Contact information</b>	<b>Applies to:</b>
Office of Vice Chancellor of	Vice Chancellor of Academic Affairs	937-769-1890	All Core Faculty

## I. Introduction

### A. University Expectations

It is the policy of the University to attract and employ highly qualified, dedicated and diverse faculty who are able to achieve the University's commitment to rigorous education, innovative experiential learning and socially engaged citizenship. Toward that end, the University has established a set of definitions, terms, and expectations regarding faculty workload that

- Reflect the true nature of faculty work in fulfilling Antioch's mission and purpose.
- Support the philosophy of unit responsibility and accountability.
- Create sustainable work arrangements in order to retain, attract, and support excellent core faculty to build Antioch University for the 21st Century.

### B. Purpose

The purpose of this policy is to frame the workload of core faculty and provide parameters for faculty contract term lengths, workload categories and responsibilities, and the general terms of the faculty development and evaluation processes which will be used to

administer and support such appointments. In addition, where applicable, transition guidelines are provided.

The standards included in this policy are intended to accomplish the following:

1. Articulate guidelines in terms of benchmark targets for workload allocations that reflect institutional mission and unit customization.
2. Establish differentiated workloads that are equitable and flexible and in so doing address individual faculty careers, shared responsibility for the work of the unit, and fulfillment for and accountability to the campus purpose and University mission.
3. Ensure that specific assignment of faculty work emerges from a collaborative and transparent effort at the unit level to assure that the work of the unit is accomplished.
4. Establish the University's expectation of unit heads and campus academic leadership to act responsibly and ensure inter-unit equity and inter-campus alignment.

### **C. Jurisdiction**

This policy applies to “core faculty,” who are defined in the University’s Faculty Personnel Policies as those faculty who have responsibility for engaging all four areas of faculty duties including engagement with student learning, scholarship, service, and institutional citizenship. Therefore, this policy does not apply to visiting, adjunct, affiliate, teaching, public service, research, clinical faculty, or any other faculty who do not meet the definition of “core faculty.” Unless specifically differentiated, these policies apply to all Core Faculty, regardless of organizational or academic unit.

## **II. Core Faculty Contract Terms**

- A. Core faculty contracts are expressed as two or three year appointments (except for one-year terminal contracts) which will include nine months of faculty responsibility each contract year. See Core Faculty Contract Policy 5.305.
- B. Although nine-month schedules are the norm, an individual core faculty schedule may, at the discretion of the chief academic officer, span ten months per academic contract year based upon the needs of the department and the approval of the campus Provost.
- C. The three months (or two months, in cases where the nine month workload is distributed over ten calendar months) of unscheduled time is preferred, but not required, to be granted or taken contiguously. Based on the unit’s allocation of work, and within the parameters established by the campus, Antioch core faculty will ordinarily be allowed to take their three months (or two months, in cases where the nine month workload is distributed over ten calendar months) in blocks of no less than one month if necessary, at the discretion of the unit and with the approval of the campus academic leadership.

- D. If the University deems it necessary for a core faculty to work more than a nine month workload, then this will be stipulated in the contract, and compensated additionally (see Section V.B.2 below).

### **III. Core Faculty Workload**

- A. Core faculty must have workload time allocated to each of the four categories of faculty work:

#### **1. Engagement in Student Learning**

Student learning is measured by evidence of both the quality and quantity of engagement with students including course-based and non-course-based learning, advising, supervising, chairing and participating in theses and dissertation committees and the like. For Core Library Faculty, student learning is measured by evidence of both the quality and quantity of engagement with students including course-based and non-course-based learning, individual consultations, reference, classroom and other group instruction, academic reader's advisory, as well as other activities in support of student learning. All Antioch Library Core Faculty are expected to demonstrate better-than-satisfactory to excellent engagement in student learning.

#### **2. Engagement in Scholarship**

This role reflects the faculty's responsibility to engage in scholarly and creative work, and may focus on a) the scholarship of engagement, which includes the generation of knowledge stemming from the interaction of theory and practice, ideas and action; b) the scholarship of integration, which includes interdisciplinary work, syntheses of knowledge, and the effort to bring knowledge to wider audiences; and c) the scholarship of discovery, which includes research as well as many forms of creative expression in the arts. The key to this role is the critical aspect that faculty's disciplinary, interdisciplinary, and/or professional expertise plays in scholarship, research and other creative work. Furthering the knowledge or practice base of one's field and applying one's expertise to the problems and needs of our local and global societies are all evidence of intimate engagement in the teaching and learning process.

#### **3. Engagement in Service**

While engagement as a University citizen is one form of service, shared governance is such an important component of faculty work that we felt it was important to separate it from the other understandings of service. In addition to University citizenship, Antioch faculty are also citizens of their communities (for example, serving on community boards) and citizens of their disciplines or professions (for example, holding an office in a professional society). These are distinct from the scholarship of practice discussed above but round out the nature of Antioch core faculty work.

#### 4. Engagement in Institutional Citizenship

In addition to being citizens of our classrooms and disciplines, Antioch faculty are also citizens of the University. This responsibility for citizenship dictates that faculty are effectively involved in the governance and operations of our campuses/units and the University as a whole. Faculty involvement is essential and critical in (1) program development and quality oversight, curriculum, degree process and design, methods of instruction, and scholarship; (2) faculty membership (selection and review); and (3) those aspects of student life that relate to the educational process. As well, the faculty should participate through appropriate governing bodies in deliberations relating to the preparation of the campus's/unit's annual budget and institutional strategic directions.

Shared governance does not assume, however, that faculty participate in planning and decision making that is purely administrative, unrelated to the educational process, or not enhanced by the contribution of an academic perspective. In addition, faculty engagement as a University citizen should not supplant the engagement of administrative and support personnel in the operations of departments, campuses/units, and the University nor release the University from its obligation to appropriately staff administrative and operational functions.

- B. A typical workload allocation for Antioch University core faculty would be in the following ranges:

Engagement in Student Learning	60 – 80%
Engagement in Scholarship	5 – 20%
Engagement in Service/Practice	5 – 20%
Engagement as a University Citizen	5 – 20%

Each individual core faculty workload allocation will be negotiated within the academic unit.

Direct instruction, that is, faculty work that results in student credit, must be part of every core faculty contract, and is considered as a component of engagement with student learning every year. Direct instruction includes courses and other forms of direct instruction such as dissertation/thesis supervision, and clinical supervision. For core library faculty direct instruction may not result in student credit.

- C. Typically, within engagement in student learning, direct instruction constitutes 60% of the workload and indirect engagement in student learning, such as advising, constitutes the additional 20%.
- D. Eighteen semester credit hours or 24 quarter credit hours per year is the benchmark for a 100% full-time core faculty teaching load (direct instruction) on an annual

nine-month contract. This figure includes courses and other forms of direct instruction such as dissertation or thesis supervision and clinical supervision.

- E. The minimum direct instruction teaching responsibilities shall be the equivalent of one 3-credit course per term (6 semester hours or 9 quarter hours total) per academic contract year.
- F. Variations to this benchmark 18/24 target depend upon the negotiations within the unit in terms of the unit's needs and the individual's other workload commitments; therefore, any particular faculty member may be higher or lower than this figure.

#### **IV. Unit Accountability**

- A. The University is committed to the philosophy of unit responsibility and accountability. Each campus and academic unit subsumed therein will strive to strengthen unit accountability and promote transparency. Each core faculty member's workload allocation for the contract term would be presented in the unit's annual planning document.
  - 1. To the degree possible given timing, the expectations should also be outlined in the annual appointment letter.
- B. Each campus will move toward integrating faculty workload planning with campus planning and budget development. Evidence of such integration may be achieved through the following processes:
  - 1. The unit's allocation of faculty responsibilities is shared with its faculty and with other units on campus.
  - 2. A complete documentation of the allocation decisions - including narrative rationale - is prepared by the unit and submitted to campus leadership for review as part of academic and budget planning.

#### **V. Base Compensation**

- A. For the initial transition year in core faculty contracts from 12-month schedules to 9-month schedules, compensation shall be equivalent to the compensation level had the contracts remained a 12-month schedule. However, a provost or, for University-wide programs, the Vice Chancellor for Academic Affairs, may authorize salary adjustment to address equity issues or workload changes.
- B. Calculation of faculty compensation for working more than nine months in an academic year:
  - 1. If the faculty's contracted nine month workload is being completed over ten months, there is no adjustment to the faculty's salary.
  - 2. If the faculty's workload consists of assignments that constitute more than the equivalent of a full-time nine-month workload in an academic year:

a) The core faculty contract shall establish that exact number of months of full-time work included in the contract.

b) Each additional month of full time work (beyond nine) shall be compensated at the rate of 11.1% (1/9) of the nine-month schedule.

c) If the faculty's workload is contained within a 9-month contract and the faculty member is hired to work specific additional tasks during the 3-months which was to be unscheduled time, and these tasks do not meet the criteria of full time work, then faculty member shall be awarded an affiliate or adjunct faculty contract for this work for a defined rate of compensation.

d) Designated overload courses will be compensated at the adjunct rate.

c) Base compensation for faculty may vary from individual to individual, but shall be in accordance with the University policy on faculty compensation.

## **VI. Overload and Release Time**

- A. Core faculty must have met the contractual obligation as determined by the unit of work in all four categories, including the 60-80% in student learning, to be eligible for overload assignments.
- B. The cap on overload is two semester courses or three quarter courses per year. When an overload course is negotiated, it should be designated as an overload course and overload payment made in the term in which the course is taught.
- C. Courses taught during the three-month non-scheduled work period are not calculated into the "overload" limit.
- D. Overload will only be considered for direct instruction. In other words, University policy considers overload pay for extra teaching only; other special assignments are worked out as part of the regular workload allocation. (Obviously, campus leadership may choose to make exceptions with justification.)
- E. Release time must be determined only after faculty members' workloads within a unit are constructed.

## **VII. Academic Unit Head**

- A. The role of the academic unit head is, first and foremost, a core faculty appointment, and expected to have a faculty workload. As a core faculty appointment, the academic unit head's workload would be expected to include all four categories, albeit the work of the

academic unit head would necessitate changes in the percentages. For the purposes of this policy, library directors are considered academic unit heads.

- B. Release time for academic unit heads will be based upon application of the approved unit head release chart.
  
- C. The standard length of academic unit head appointments is a three-year term, which is renewable. Campuses may establish other academic unit head appointment term lengths, both minimums and maximums, based upon program and campus capacity and need.
  
- D. Release time for Academic Unit Heads is governed by Policy 5.315 Academic Unit Head Release Time.

**Policy References**

Faculty Classification	Policy # 5.301
Core Faculty Contracts, Development Plans, and Evaluations	Policy # 5.305
Academic Unit Head Release Time	Policy # 5.315