

**UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS
WORKLOAD POLICY FOR
NON-TENURE-TRACK FACULTY**

12.1.20

Purpose:

The mission of the College of Business is to create and disseminate knowledge to guide current and future business leaders and scholars, serving Rhode Island and beyond. We prepare our students to be effective communicators and critical thinkers who can perform independently or as members of a team to solve business and societal problems. We engage with local and global communities to enhance value for all of our stakeholders. We inspire our graduates to be globally informed, innovative, ethical, and socially conscious lifelong learners.

In order to fulfill its mission, the college needs to focus its faculty resources in a manner that allows it to best utilize the potential of each non-tenure-track faculty member to serve the students, the State of Rhode Island, and beyond. To achieve this, each faculty member is encouraged to pursue a workload that maximizes his or her talents and, in turn, assists the College in achieving its mission. This workload policy recognizes that each faculty member makes a unique contribution to the mission of the College of Business.

The College workload policy is intended to serve as the foundation to establish faculty workload expectations that contribute to the Mission and Vision of the College. This policy was developed in consideration of the College's Strategic Plan (Actions 2.6, 3.1, 3.2). It is understood that all non-tenure-track faculty members are expected to make contributions to the areas in their performance review regarding teaching and service. Pending a vote by the faculty, these guidelines will go into effect in Fall 2022. Faculty may opt to be evaluated using the standards in this workload policy immediately rather than be evaluated by the standards in the existing workload policy.

General Expectations for Faculty:

Aside from workload issues specified in the Workload Policy document, faculty are expected to perform certain activities, such as: hold regular office hours for students, serve as career advisors for College students, attend Area/Department and College faculty meetings, serve on University-level committees, and provide timely response to all requests from the Dean's office or the University. Faculty are also encouraged to apply for external grants that support teaching activities.

The workload policy specifies the teaching, and service/citizenship requirements that non-tenure-track faculty are expected to meet, at a minimum, to effectively carry out the normal duties and responsibilities of their roles. In order to be promoted, faculty should refer to the Promotion Guidelines for Non-Tenure-Track Faculty.

Workload Review Process:

The College will review workload inputs each year on February 1. The teaching and service activity of the five prior years (February 1 five years prior to January 31 of the current year), based on information in the University Interfolio system. The information, management of which

is the responsibility of the faculty member, will be used to determine faculty workload status. Workload status is effective as of January of the current academic year. Workload effort levels as detailed in appointment letters will take this policy into account. For those hired in recent years, the workload agreements in existing appointment letters will be in place for the stated time period.

The Dean (or Dean designee) shall meet with all current full-time faculty to clarify expectations for workload in light of the newly articulated standards. Changes in faculty member workload will also be communicated. For transparency purposes, faculty workload profile status will be posted each year along with any workload adjustments (with rationale) on the COB Faculty Google Drive.

WORKLOAD PROFILE

All non-tenure-track faculty members will be on a *teaching* profile as consistent with the AAUP contract.

Faculty teaching workload will be based on three factors: a) number of courses, b) number of students (CHGs), and c) number of course preparations. Typically, the number of students in undergraduate courses is 40 students per three credit course, with 120 CHGs/course. At the maximum, each faculty should have an average undergraduate class size of no more than 50 students, generating 150 CHGs/course. The number of course preparations for non-tenure track faculty will be normally be limited to two per semester, but occasionally may reach three per semester and additional course preparations should be compensated. Faculty teaching workload is based on the number of courses taught each year and it is subject to a cap in total CHG/faculty/academic year as detailed below.

Reductions in the semester teaching load of one course per year may be granted by the Dean for activities consistent with fostering the mission of the College, including administrative activities (e.g. Area Coordinator, Department Chair, Program Director); pedagogical initiatives such as developing new curriculum or programs; external grant initiatives; or significant engagement with the broader community that contributes to students employment, enhancement of College influence and reputation, or attracts significant resources that supports the College Mission and Vision.

Teaching Profile:

Non-tenure track faculty members will follow the *teaching* profile and are expected to make significant contributions to the teaching mission of the College. Each faculty member following this profile will contribute to the mission of the College by teaching 8, three credit courses per year (24 credits). The average undergraduate class size cannot exceed 50 students which translates into a cap of 1200 total CHG (8 courses * 3 credits * 50 students) per faculty per academic year. Faculty, who are asked to teach larger sections, may satisfy the 1200 CHG workload requirement by teaching fewer courses (e.g., 7 courses/year with an average of 58 students/course). Any teaching assignment above 1200 CHG/year is subject to overload compensation or other mutually agreed-upon arrangement (e.g., future course release), as long as curriculum needs are met. Courses may include a combination of undergraduate and graduate courses with appropriate qualifications.

All non-tenure-track, full-time faculty are automatically assigned this workload. Non-tenure-track, full-time faculty at the ranks of Senior Lecturer or Teaching Professor are also expected to make significant contributions to the service mission of the College. All full-time non-tenure-track faculty are expected to maintain professional qualifications, engagement, and practice sufficient to meet the AACSB standards to be Instructional Practitioners (IP). If an IP-qualified non-tenure track faculty publishes in professional journals, they may be designated as a Scholarly Practitioner (SP). To maintain the SP designation, SP faculty must publish in professional and/or scholarly journals and are expected to have one publication in a five-year period.

Additional Considerations

1. Non-tenure track faculty shall not be required to have more than three course preparations per semester, and no more than four total course preparations over the course of the academic year.
2. Any faculty member who agrees to teach a class on overload status will be guaranteed a class capacity of 40 students (120 CHGs) or less for the additional course. Teaching an overload will not be required and will result in additional compensation.
3. All sections of the same course will begin at the same class capacity to promote fairness among faculty members teaching the same course. Additional seats will be added to each section only once all seats in current sections of the course have been filled, taking into account student scheduling needs.
4. Faculty may be granted a reduction in teaching load to support significant and ongoing curriculum development initiatives in areas that are prioritized in the COB Strategic Plan
5. Although teaching schedules will typically be balanced, in terms of the number of courses taught each semester (4/4), unbalanced semester loads may be allowed if it provides some advantage for the College and/or the faculty member.
6. The workload policy may be adjusted by the Dean for programmatic needs of the College that can include reduction for faculty participating in off-load programs (e.g., programs offered in other countries through international agreements, organizationally-based programs, etc.) during the Fall and Spring semesters. All adjustments will be documented and transparent. If faculty are receiving compensation for teaching in off-load programs, then there will be no course release also granted for teaching in the off-load program. It is the faculty's responsibility to maintain service consistent with their profile while participating in off-load programs.
7. Workload adjustments are typically made in the Spring semester following the review period based on qualifications described previously, but occasionally may be delayed until the following academic year if reasonable accommodations in workload reduction can't be made.
8. Any non-tenure-track faculty member whose course is cancelled due to low enrollment will be reassigned to teach another appropriate course during the same semester. Typically, they will replace a part-time faculty, but not a full-time faculty already assigned to a course. If a substitute course can't be found in the same semester, the faculty

member's workload in the next semester can be raised to count for the substitute course. Notice of the cancellation of a course will be made as early as practical (at least 2 weeks prior to the first day of the classes).

Service and Citizenship:

Faculty in the College of Business are expected to engage in academic citizenship activities within the College and extramural engagement outside the College. Faculty can meet service expectations through a combination of service activities within the College and external to the College as outlined Table 2 in the Appendix. Some activities are more strategically critical than others for the college and the university and are given different weights in the table. If there is any significant compensation for these services, they are not included in the service count. Faculty are responsible for documentation of service activities.

Teaching Professors are expected to earn a minimum of 4 points per year in service. Senior Lecturers are expected to earn a minimum of 2 points per year in service. Lecturers are expected to advise but are not required to participate in service nor will they be reviewed nor evaluated on service. Other activities may be suggested by faculty for consideration and possible approval during a meeting of the Area Coordinators. The decision will be submitted to the Dean or Dean's Designee for possible final approval.

Changes in the Workload Policy

Revisions and amendments to the workload policy can be proposed by the faculty. The dean, in consultation with area coordinators, will set up an ad-hoc committee to review the proposed changes and then forward the changes to a vote by the faculty.

APPENDIX*

***Note: Table 1: Scholarly Output Equivalency is not included in this document.**

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Table 2: Service and Citizenship Activities

Activity	Points
Union Executive Committee	1
Board member of a non-profit or for-profit organization (documented significant responsibilities; count per organization)	1
Leadership role in industry or professional workshops or seminars (relevant to area teaching)	1
President of a major academic organization	1
Significant administrative responsibility (Associate Dean, Chair, Area Coordinator, Director, PhD Coordinator)	1
Faculty Advisor of a student organization or major event	1
AACSB Peer Reviews or Peer Mentoring	1
Mentor Honors Project or Undergraduate Independent Research Project	1
International Study Abroad or Faculty Exchange, e.g. J-term Travel Course	1
Chair Committee at the University level	1
Chair COB committee	1
Invited talk or panel presentation (academic setting, industry, or professional organization)	1
Civic or professional leadership (boards, officials, etc. w/significant responsibilities; duties related to academic discipline)	1
Creating and/or delivering an education seminar for a business, non-profit or discipline-based professional association	1
Media publication or interview in a relevant business topic (at the national or international level)	1
Trade-oriented publication on relevant disciplinary topic	1
Technical report or white paper on relevant disciplinary topic for an organization	1
Liaison with advisory board	1
Engage in a significant service activity associated with the initiatives in the COB strategic plan	1
Attendance at a substantive academic seminar/workshop in teaching discipline area	0.5
Active member of university committee	0.5
Active member of COB committee	0.5
Textbook reviewing	0.5
Active involvement in curriculum and/or assessment (e.g. program-level evaluation)	0.5
Obtain grant to support pedagogical activities that don't net income to the college but don't create unfunded expenses for the college	0.5
Participation in various student development activities (e.g. career outreach/placement, Career Day, Beta Gamma Sigma, Open Houses, Graduation, etc.)	0.5
Regularly conduct observations for peer evaluations of teaching and for RPT	0.5
Community service directly related to discipline	0.5
Engagement in advancement/fund-raising activities	0.5
Serve as reviewer of peer-reviewed articles or engage in textbook surveys/focus groups	0.5
Immersive student experience (e.g. taking students to NY financial district)	0.5
Serve on a doctoral or thesis committee within or outside URI	0.5