

**UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS
WORKLOAD POLICY FOR
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 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 profiles 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 regardless of tenure-track faculty profile status, all tenure-track faculty members are expected to make contributions to the areas in their performance review regarding research, 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 research and teaching activities.

The workload policy specifies the research, teaching, and service/citizenship requirements that tenure-track faculty in different profiles are expected to meet, at a minimum, to effectively carry out the normal duties and responsibilities of their roles. In order to obtain tenure and be promoted, faculty should refer to the Promotion & Tenure Guidelines.

Faculty Expectations from the College and University:

Scholarly productivity is one of the major performance expectations of tenure-track faculty. Because of the significant cost of conducting scholarly activity (e.g., costs of research activity, journal submission fees, attending conferences, course releases, etc.), the College and/or

University shall provide some resources to support faculty efforts in attaining the research expectations. It is the responsibility of the tenure-track faculty member to meet expectations for scholarly productivity with the resources available.

Workload Review Process:

The College will review workload inputs each year on July 1. The research, teaching, and service activity of the five prior years (June 1 five years prior to May 31 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.

In considering the 2020 pandemic, 6-year intervals (rather than 5-year intervals) of research productivity up through 2026 will be used to evaluate and determine workload. Any changes in workload language in the collective bargaining agreement will take precedence.

WORKLOAD PROFILES

All tenure-track faculty will work within one of the four profiles described in the next section: *research, balanced, pedagogy, or teaching*. All new tenure-track faculty will be on the *research* profile. Consistent with the AAUP contract, the determination and assignment of faculty workload status shall be made by the Dean after consultation with the faculty.

Faculty teaching workload will be based on three factors: a) number of courses, b) number of students (CHGs), and c) number of course preparations. The number of courses will be based on workload profile status. 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 will be limited to two per semester for tenure-track faculty 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 in each profile below.

For doctoral seminars to count toward teaching load, at least two students must be enrolled. Typically, each area can receive full course credit for up to four doctoral, discipline-specific seminars for each student cohort. Doctoral seminars taught in excess of four per area, per cohort, will not count toward teaching load unless the seminar is open and appropriate for all doctoral students in all business areas and there are at least six students registered. Only one of these seminars can count per academic year.

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 student employment, enhancement of College influence and reputation, or attracts significant resources that supports the College Mission and Vision.

Research Profile:

Tenure-track faculty members following the *research* profile are Scholarly Academics (SA) who make contributions to the teaching, research, and service mission of the College. New tenure-track faculty who are not yet tenured are generally assigned this profile for their first two years, with subsequent renewal subject to the Dean’s approval, based on satisfactory progress toward tenure and promotion, and progress on other responsibilities such as committee work, etc.

A tenure-track faculty member following this profile will contribute to the teaching mission of the College by teaching 4, three credit courses per year (12 credits). The average undergraduate class size per year cannot exceed 50 students which translates into a cap of 600 total CHG (4 courses * 3 credits * 50 students) per faculty per academic year. Faculty who are asked to teach larger sections may satisfy the 600 CHG workload requirement by teaching fewer courses (e.g., 3 courses/year with an average of 67 students/course). Any teaching assignment above 600 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, including doctoral-level courses.

A tenure-track faculty member in the *research* emphasis workload is expected to contribute to the College’s scholarship mission by contributing through basic and applied scholarship. Each tenure-track faculty member following this profile is expected to earn a minimum of 13 points in 5 years. Further, a minimum of 11 points must be earned by contributions of published scholarship and/or grants every five years. Finally, at least two of these published scholarship articles should be categorized as A* or A (or equivalent) according to the Australian Business Deans Journal List (ABDC). Articles that are published in journals not on the ABDC list may be considered equivalent to A’s, B’s, or C’s with a simple majority vote of a quorum of the Research and Doctoral Committee (RDC). The vote of the committee will be submitted to the Dean for final approval. The burden of proof of journal quality resides with the author who must submit evidence of research quality to the RDC for review. Evidence of journal quality must be submitted in a timely manner or a delay in teaching adjustments will occur until the following academic year.

Research faculty research points must result from the list of activities in Table 1.

Table 1: Scholarly Output Equivalency

List	Types of activity	Weight
I.	Refereed Journal Article A* from ABDC list	4
II.	PI or Co-PI on Externally Funded Research Grant with at least \$20,000 overhead to COB (per grant) – This is equivalent to A*	4
III.	PI or Co-PI on Externally Funded Research Grant with at least \$10,000 overhead to COB (per grant) – This is equivalent to A	3

IV.	Refereed Journal Article A from ABDC list or Q1 in SJR List	3
V.	Editor/Senior Editor of an A or A* Journal (each year)	2
VI.	Refereed Journal Article B from ABDC list	2
VII.	Scholarly book (initial publication) (does not include edited books)	2
VIII.	Editor/Senior Editor of a B or C Journal (each year)	1
IX.	Refereed Journal Article C from ABDC list	1
X.	Other refereed journal articles	1
XI.	PI or Co-PI on Externally Funded Research Grant with no overhead to COB but no (\$0) cost to the college	1
XII.	Associate Editor or Editorial Review Board of an A or A* Journal or National or International Conference Chair (Maximum of 3 points in 5-yr. period)	1
XIII.	Scholarly book chapter	1
XIV.	Associate Editor or Editorial Review Board of a B or C Journal or Regional Conference Chair (Maximum of 3 points in 5-yr. period)	0.5
XV.	Peer-reviewed national and international conference presentations (Maximum of 2 points in 5-yr. period)	0.25
XVI.	Peer-reviewed regional conference presentations (Maximum of 1 point in 5-yr. period)	0.25
Note: Additional items of scholarly activity may be <u>considered and potentially</u> added to the table, based on the recommendation of the RDC with approval by the Dean. For single-authored refereed journal articles, points will be multiplied by 1.25.		

Balanced Profile:

Tenure-track faculty following the *balanced* profile are Scholarly Academics (SA) who make contributions to the teaching, research, and service mission of the College. A tenure-track faculty member following this profile will contribute to the teaching mission of the College by teaching 5, three credit courses per year (15 credits). The average undergraduate class size cannot exceed 50 students which translates into a cap of 750 total CHG (5 courses * 3 credits * 50 students) per faculty per academic year. Faculty who are asked to teach larger sections may satisfy the 750 CHG workload requirement by teaching fewer courses (e.g., 4 courses/year with an average of 63 students/course). Any teaching assignment above 750 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.

A tenure-track faculty member who follows the *balanced* profile is expected to contribute to the College's scholarship mission by contributing through basic, applied and instructional scholarship. Each tenure-track faculty member following this profile is expected to earn the equivalent of 10 research points every five years. *Balanced* profile tenure-track faculty members are expected to make (1) at least three contributions of published scholarship every five years and (2) at least one of the articles published scholarship articles should be categorized as A* or A (or equivalent) according to the ABDC journal list. Remaining scholarly activity can be a combination of B or C journal categories, with no more than two C journals for the 5 year review period. Articles that are published in journals not on the ABDC list can be considered equivalent to A's, B's, or C's with a simple majority vote of a quorum of the RDC. The vote of the committee will be submitted to the

Dean for final approval. The burden of proof of journal quality resides with the author who must submit evidence of research quality to the RDC for review. Evidence of journal quality must be submitted in a timely manner or a delay in teaching adjustments will occur until the following academic year.

Balanced faculty research points must result from the list of activities in Table 1.

Pedagogy Profile:

Tenure-track faculty following the *pedagogy* profile are Scholarly Academics (SA) who make contributions to the teaching, research, and service mission of the College. Each tenure-track faculty member following this profile will contribute to the teaching mission of the College by teaching 6, three credit courses per year (18 credits). The average undergraduate class size cannot exceed 50 students which translates into a cap of 900 total CHG (6 courses * 3 credits * 50 students) per faculty per academic year. Faculty who are asked to teach larger sections may satisfy the 900 CHG workload requirement with fewer courses (e.g., 5 courses/year with an average of 60 students). Any teaching assignment above 900 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.

A tenure-track faculty member who follows the *pedagogy* profile is expected to contribute to the College's scholarship mission by contributing through basic, applied, or instructional scholarship. Each tenure-track faculty member following this profile is expected to earn the equivalent of 7 research points every five years. Pedagogy faculty are expected to make (1) at least two contributions of published scholarship every five years, and 2) at least one of the articles in the B category of the ABDC journal list. Articles that are published in journals not on the ABDC can be considered equivalent to A's, B's, or C's with a simple majority vote of a quorum of the RDC. The vote of the committee will be submitted to the Dean for final approval. The burden of proof of journal quality resides with the author who must submit evidence of research quality to the RDC for review. Evidence of journal quality must be submitted in a timely manner or a delay in teaching adjustments will occur until the following academic year.

Pedagogy faculty research points must result from the list of activities in Table 1.

Teaching Profile:

Tenure-track faculty members following the *teaching* profile 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 tenure-track faculty in this category must maintain professional qualifications such as

nationally-recognized certifications (e.g. CPA, CFA, CTL, CLTD, SHRM, PCM), professional engagement, and practice (e.g. consulting, national or international service, serve on national boards, etc.) to meet the AACSB standards to be Practice Academic (PA).

Additional Considerations

1. It is understood that published scholarship means research accepted for publication from the ABDC journal list (or equivalent as described above). The scholarship need not be in print in order for it to meet the specified time frame, but it must be counted in either the year in which it is initially accepted or in the year when it is published (i.e., it cannot count in the year it is accepted and be treated as a separate contribution in a later year).
2. Tenure-track faculty teaching at the doctoral level are required to show evidence of research consistent with the *research* profile. Exceptions can be made by the Area Coordinator, in consultation with the Doctoral Program Director and with the approval of the Dean or the Dean's designee.
3. Tenure-track faculty shall not be required to have more than two course preparations per semester, and no more than three total course preparations per year.
4. 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.
5. 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
6. Although teaching schedules will typically be balanced, in terms of the number of courses taught each semester (e.g. 2/2, 3/3, 4/4), unbalanced semester loads may be allowed if it provides some advantage for the College and/or the faculty member.
7. 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 and faculty assigned to research contracts, among other things. 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 the scholarship consistent with their profile while participating in off-load programs.
8. 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.
9. Any 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 (Across Profiles):

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 these expectations through a combination of service activities within the College and external to the College as outlined Table 2 below. 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.

Professors are expected to earn a minimum of 4 points per year in service. Associate Professors are expected to earn a minimum of 2 points per year in service. Untenured Assistant Professors are expected to earn a minimum of 1 point per year in 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.

Table 2: Service and Citizenship Activities

Activity	Points
Union Executive Committee or Faculty Senate 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	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
Serve as a major professor to a doctoral student	1
Serve as a thesis advisor to a master's student	1
Engage in a significant service activity associated with the initiatives in the COB strategic plan	1
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 ad hoc reviewer of multiple peer-reviewed journal articles	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 of URI	0.5

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.