

Language in this policy that is quoted from the Collective Bargaining Agreement appears in *italics*.

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Each Chair/Director will meet with the Dean to discuss each faculty member's proposed workload allocation.

The Chair/Director will provide the perspective from the individual academic unit on relevant workload considerations, including department/school guidelines for faculty ranks and categories, as well as discipline-specific practices and expectations. The Dean will provide the broader College perspective. Each Chair/Director and the Dean will engage in a thorough discussion of the relevant evidence for each faculty member's proposed workload allocation, including both the record of accomplishment and prospective work.

**4.** Faculty taking a 1-semester Professional Leave of Absence (PLOA) in the upcoming year will receive 50% of their assigned Academic Year workload allocation. Faculty taking a 2-semester PLOA will not receive a workload allocation.

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Following the Chair/Director and Dean Meeting and on or before January 31st, the Chair/Director will notify each faculty member in writing of the workload allocation for the subsequent academic year (August-May). (13.1.C)

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Normally, College Lecturers/Professors of Practice *will teach 4 courses of 3 to 4 credits per semester, with the remainder of the 30 credits assigned to service or other defined activities. The faculty of the relevant Department/School will be consulted regarding assignments to teach upper-level undergraduate and graduate courses.* (12.2.I and 12.3.J)

Lecturers / Professors of Practice will perform service activity at a level compatible with their full teaching load and consistent with their responsibility as delineated in the CBA to be in *full engagement in the life of the department.* (12.2.E and 12.3.F)

Additional service workload hours in lieu of teaching workload hours may be allocated to lecturers performing substantial and sustained service beyond what would normally be expected.

For non-tenure track faculty with active RSCA, a case can be made to give research credit in lieu of either teaching or service at the recommendation of the department chair and dean.

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*Clinical faculty shall be assigned up to 16 credit hours per semester of introductory/ clinical instruction, or practical supervision of students, or a combination of these functions. The Dean has sole discretion*



*Approved 11/1/2022*

*Effective beginning with AY 2023-2024 Workloads as finalized on 1/31/2023*







The purpose of this appendix is to recognize faculty supervision of laboratories, internships, tutorials, independent studies, exit projects, and undergraduate/graduate student research as

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Be documented as an appropriate, successfully completed course (e.g., "Advanced Chemistry Lab" or "Independent Research"). Such courses will be pre-populated on the faculty member's eFAAR.

Teaching workload credit may also be given for supervising chair-approved independent studies and exit projects not included in faculty members' assigned teaching loads.

Mentoring a student in the Undergraduate Research Award (URA) or the Undergraduate Summer Research Award (USRA) program will be counted as the equivalent of 3 student credit hours of independent study per student supervised. Evidence of this will be an award letter from the Office of Research.

In cases where the URA/USRA student also registers for an independent study, the faculty member would receive credit for the URA/USRA or independent study (whichever is greater), but not both.

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For undergraduate student course enrollments (and upon successful course completion) and mentored experiences, supervision of 9-12 student credit hours will translate to 1 banked workload credit. Ordinarily, at least 1 full workload credit should be earned/accumulated before any teaching workload credit will be given, but values can be rounded up (or down) for ease of record-keeping and credit utilization. Teaching workload credit is given on eFAARs in the form of full credits (1.0, 2.0, etc.), not fractions of credit. Banked credit rules follow the CBA (14.4)

For graduate student course enrollments (and upon successful course completion) and mentored experiences, supervision of 8-12 student credit hours will translate to 1 earned teaching workload credit. Ordinarily, at least 1 full workload credit should be earned/accumulated before any teaching workload credit will be given, but values can be rounded up (or down) for ease of record-keeping and credit utilization. Teaching workload credit is given on eFAARs in the form of full credits (1.0, 2.0, etc.), not fractions of credit.

Teaching workload credit valuation in this policy is necessarily imprecise (using ranges of total SCHs) because there is variation in the nature of students' research activities and the nature and extent of faculty supervision activities.

The total number of teaching workload credits given on eFAARs under these provisions (above) may not exceed a per-faculty total of 3 credits per academic year, for faculty research supervision of no more than 5 students per semester, regardless of the total number of credit hours generated by students' enrollment in eligible courses. Faculty may supervise the research of more than this number of students per semester, but they will not receive teaching workload credit for more than 5 students.

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Faculty may earn a total of 8 teaching workload credits annually for their sole, close, and intensive research supervision of Ph.D. students whose graduate assistantships are funded by an external grant. The number of credits is calculated as follows: for one externally-funded student, 4 teaching workload credits will be awarded; for a second externally-funded student, 3 additional credits will be awarded; for a third externally funded student, 1 additional credit will be awarded. No more than 8 teaching workload credits (annually) will be awarded.





