WORK-LOAD FOR OFFICIAL FACULTY

PURPOSE: To establish, in accordance with BSU Policy 4650, college-wide policies and procedures for the College of Business and Economics governing the assignment of work load for members of the official faculty who occupy full-time positions in academic departments, have academic rank, and are eligible for tenure. Faculty members pursuing promotion and/or tenure should consult the latest requirements for attaining promotion and/or tenure (as set forth in the COBE Promotion and Tenure Guidelines.)

I. DEFINITIONS

Official Faculty - Faculty (as defined in BSU policy 5000-A, but excluding library faculty) who occupy full-time positions in academic departments, have academic rank, and are eligible for tenure.

Scholarship - The word scholarship is used to refer to all forms of research and creative activity carried out by a faculty member. Official Faculty are expected to meet the COBE internally defined scholarship standard for “Academically Qualified” status with the AACSB.

Service - Service refers to traditional activities that directly support the department, college, or university, and to those activities that support the business and economic academic disciplines.

Community Engagement - Community engagement includes activities in which faculty members use their professional expertise to interact with business, government and non-profit communities to both add value to the community and to enhance COBE’s reputation within the community.

II. BASIC PRINCIPLES

In keeping with the six goals set forth in 2007-2012 Strategic Plan, The College of Business and Economics seeks a faculty who, in totality, provide a “portfolio of excellence” across four areas; teaching, scholarship, service, and community engagement. These four components of the portfolio are all important, but are not necessarily of equal importance. The Dean, at any point in time, has the responsibility to prioritize these components on a College-wide basis and to assure that the portfolio is balanced accordingly. Inherent in this is the assumption that not all faculty will contribute to the four areas in the same way, or at the same level. It is recognized that faculty have different strengths and interests and that these may change over time.
Official faculty shall be responsible for making a significant contribution to the College’s portfolio of excellence. In the final analysis, each faculty member’s contributions will be measured based on outputs rather than inputs. However, assuming that a positive relationship exists between output achieved and time spent, the Faculty Work-load Policy establishes a flexible approach whereby faculty members, together with their department chair, will define how they will distribute their effort among the four portfolio components during an academic year.

III. WORK-LOAD STANDARD

The general work-load standard during each academic year requires official faculty members to be engaged in teaching, scholarship, service and community engagement. The levels of engagement in these four areas may vary over time and will likely vary among faculty. Special circumstances may exist which require a faculty member to have no involvement in one or more of the four areas during an academic year.

Faculty work-load shall consist of 30 work-load units per academic year and is divided equally with 15 work-load units assigned in fall semester and 15 units assigned in spring semester. In a given academic year, the 30 work-load units are distributed among teaching, scholarship, service and community engagement.

Baseline Distribution:

The baseline distribution of 30 work-load units in per academic year is the following:

- 12 Teaching units (40%)
- 12 Scholarship Units (40%)
- 3 Service Units (10%)
- 3 Community Engagement Units (10%)

This baseline distribution assumes the following:

- High performance teaching
- Scholarship output that exceeds the “Academically Qualified” standard for AACSB as defined by COBE
- At least one high performance service activity with demonstrated value-added impact to COBE, the University, or the profession
- At least one high performance community engagement activity with demonstrated value-added impact
Deviations From the Baseline:

In order to achieve the goals set forth in COBE’s strategic plan and a properly balanced portfolio of excellence, the Department Chair and faculty members can create individual work-load plans that deviate from the standard. Four typical deviation plans are defined:

1. Scholarship Focused Work-load

In keeping with the strategic goal to expand the quantity and quality of COBE’s research and scholarly output, the College may be best served by some faculty having a scholarship focused work-load. In this situation, the number of work-load units assigned to scholarship will be increased and the teaching, service, and/or community engagement work-load units will be decreased accordingly to keep the total units equal to 15 per semester and 30 per year. The specific deviation plan will be defined by the department chair and faculty member. To maintain a desired degree of work-load equity among faculty and among departments, the Dean shall review all work-load plans that deviate from the baseline.

2. Service Focused Work-load

Periodically, situations may occur which call for expanded service performance from a faculty member. In these situations, a service focused work-load plan may be developed in which the number of work-load units allocated to service will be expanded. To offset the expanded service units, the number of work-load units assigned to scholarship, teaching and/or community engagement may be reduced accordingly to keep the total units equal to 15 per semester and 30 per year. The specific deviation plan will be defined by the department chair and faculty member. To maintain a desired degree of work-load equity among faculty and among departments, the Dean shall review all work-load plans that deviate from the baseline.

3. Community Engagement Work-load

Periodically, situations may occur which call for expanded community engagement performance from a faculty member. In these situations, a community engagement focused work-load plan may be developed in which the number of work-load units allocated to community engagement will be expanded. To offset the expanded community engagement units, the number of work-load units assigned to scholarship, teaching and/or service may be reduced accordingly to keep the total units equal to 15 per semester and 30 per year. The specific deviation plan will be defined by the department chair and faculty member. To maintain a desired degree of work-load equity among faculty and among
departments, the Dean shall review all work-load plans that deviate from the baseline.

4. Teaching Focused Work-load

Periodically, situations may occur which call for expanded teaching performance from a faculty member. In these situations, a teaching focused work-load plan may be developed in which the number of work-load units allocated to teaching will be expanded. To offset the teaching units, the number of work-load units assigned to scholarship, community engagement and/or service may be reduced accordingly to keep the total units equal to 15 per semester and 30 per year. The work-load value (units) assigned to an undergraduate lecture course is normally identical to the number of course credits. An optional adjustment (increase or decrease in units) may be used by a department to take into account additional factors that significantly impact effort (such as large enrollment, help from graduate teaching assistants, service learning, or hybrid courses). Adjustments should also be considered for graduate courses, which may require more effort and can add to the number of preparations. The specific deviation plan will be defined by the department chair and faculty member. To maintain a desired degree of work-load equity among faculty and among departments, the Dean shall review all work-load plans that deviate from the baseline.

IV. IMPLEMENTATION

A. To the extent possible, the individual faculty work-load plans should satisfy the following in spirit and in practice; (1) uniform application to all faculty members in the college; (2) direct linkage between the annual work-load plan and the annual faculty evaluation; and (3) provide for work-load modifications during the academic year should the need arise.

B. In order to determine annual work-load, a faculty member will meet annually during spring semester with the department chair to create a written work-load plan. In the case of newly hired faculty, the meeting will take place prior to the start of the faculty member’s first semester at Boise State University. Flexibility of work-load will depend on meeting the department’s overall contribution to COBE’s portfolio of excellence. Each work-load plan will contain the work-load unit distribution and the performance expectations associated with each component of the plan. All work-load plans must be approved by the department chair prior to the start of the academic year. Workload plans that differ from the baseline plan will also be approved by the college dean prior to the start of the academic year.

C. If the work-loads of individual faculty members and/or collective faculty within a department/unit exceed the 30 unit per faculty member limit set by this policy, the appropriate chair, dean, or provost will re-examine work-load assignments. If necessity
demands that faculty work-load exceeds the 30 unit limit, faculty members may receive additional compensation commensurate with the expanded work-load.
D. Faculty members should be aware that university, college, department, or outside resources are (or may become) allocable to support certain activities. A faculty member that chooses a heavier work load in such activities is more likely to benefit from these resources than a faculty member that focuses in other areas. For example, a faculty member that chooses a “Scholarship Focused Work-load” is, all else being equal, more likely to be supported with greater research support funds (summer stipends, etc.) than is a faculty member on the “Baseline Distribution” plan. Likewise, a faculty member that chooses a “Service Focused Work-load” is, all else being equal, more likely to benefit from a departmental service award than a faculty member that chooses a different distribution.

E. In the case that a faculty member and the department chair are unable to agree on the expectations associated with a defined work-load plan, the Dean will make the final determination.

V. EXCEPTIONS
This policy does not apply to faculty members on sabbatical leave, military leave, family medical leave, or sick leave.