Preamble

This policy was developed out of a need for fiscal responsibility on the part of the University and the need for faculty workload to be sustainable and reasonable on the part of the faculty. Faculty workload is defined for the purposes of this policy as the load expected and it is divided between the four domains outlined in Faculty Policy (FP) 104 (“Awarding of Promotion and Tenure”).

The Proposed Faculty Workload Policy, attached, is the product of many hours of discussion and research by the Faculty Workload Task Force, meeting between October 28, 2011, and May 31, 2012.

This recommended policy is the result of drawing upon examples of practices and policies of peer institutions as well as the professional literature, solicited and received information from NLU faculty regarding workload practices and preferences and referenced related policies including FP 103 (“Evaluation of Faculty Performance”, approved circa 1970) and FP 104 (“Awarding of Promotion and Tenure”, approved March 10, 2011) and other relevant NLU policies. These examples were thoroughly discussed and debated in the context of National Louis University. This draft policy is the result of creativity and compromise conducted in the spirit of shared governance. The draft policy is quite inclusive; however, there were several items surfaced during the discussion that may potentially impact this policy, but were deemed to be outside the purview of this Task Force. These areas include the following:

Summer Compensation: This policy is intended to replace current Faculty Policy 102 with the exception of the section on Summer Load. “Summer stipends, as authorized by the dean, are paid to faculty based on the needs of the University. Two kinds of contracts are applicable to faculty during the summer months not covered by the faculty contract. The first type of service is a continuation of full-time faculty service with all the attendant responsibilities. The second type of service is for teaching without attendant obligations associated with full-time faculty service.
Compensation is as follows:
1) Faculty receive 1/12 of the previous year’s base salary for a one-month commitment or 1/6 of
   the base salary for a two-month commitment of teaching (to a maximum of 6 SH or 10 QH) and
   all other full-time faculty duties. Semester/quarter hours taught beyond these maximums will be
   compensated at an adjunct rate of pay.
2) Faculty who contract to engage only in teaching duties during the summer will be
   compensated at the adjunct faculty pay scale for that College.
Exceptions to this policy must be authorized by the Provost.”

Reassigned Time and/or Overload: From FP 102: “Reassigned time and/or overload pay for
full-time faculty is authorized by the Dean for a specific purpose. Reassigned time and/or
overload pay is based on the needs of the University. Tasks or activities that are appropriate for
reassigned time or overload pay are those, which related directly to the faculty role as
teacher/advisor/academic administrator. These activities and/or tasks may include teaching in
situations that call for full-time faculty presence, academic program direction, non-contract
advising, curricular development, etc.”
FACULTY WORKLOAD POLICY

1. Introduction to This Policy:
National Louis University’s ability to accomplish its mission depends on the quality of the teaching it delivers to students, on the research and other contributions that the University as a whole makes to the disciplines, professions, and communities in which it engages, and its ability to be fiscally responsible with equal attention to the fiscal needs of the University and the human capital and professional needs of the faculty and staff. This is congruent with the Strategic Plan of the University.

2. Background:
   a. This Faculty Workload Policy was developed in 2011-12 by the Workload Task Force (WTF), a shared governance body that was created by the Chair of the Faculty Senate and the Provost of National Louis University (NLU). The WTF worked collaboratively from October through May, drawing upon examples of practices and policies of peer institutions as well as the professional literature, solicited and received information from NLU faculty regarding workload practices and preferences, and referenced related policies including FP 103 ("Evaluation of Faculty Performance", approved circa 1970), FP 104 ("Awarding of Promotion and Tenure", approved March 10, 2011), and other relevant NLU policies.
   b. This policy was recommended by the WTF on May 31, 2012; it was reviewed by the Faculty Senate and the Provost on June 15, 2012; it was reviewed and recommended by the President of NLU on June 22, 2012, and it was adopted by the Board of Trustees of NLU on September 13, 2012. This policy supersedes the current Faculty Policy 102 (enacted April 15, 1995) with the exception of the section on “Summer Load” and the section concerning “Reassigned time and/or Overload, and is effective at start of the Fall Term 2012-13. These two (2) sections would remain as Faculty Policy 102-Summer Load and Reassigned time and/or Overload.

3. Purpose:
The purpose of this policy is to advance the University and its faculty by supporting the mission and vision of NLU and the goals of the 2011-2016 Strategic Plan. These goals include ensuring academic excellence and distinction, providing an unparalleled student experience, and ensuring the financial sustainability of the institution. It is consistent with FP 103 and FP 104 and with the values of the University. This policy:
   a. Provides a consistent, equitable, sustainable, and flexible process for assigning full-time faculty workload across the University, leveraging individual strengths and interests, and promoting the excellence of the academic units in which faculty are located.
   b. Guides faculty, Chairs, and the Dean in developing and assigning the work of faculty in the four domains of (1) teaching excellence, (2) research, scholarship, and inquiry, (3) professional development and engagement, and (4) service to the institution. Significant activity in each domain is expected for all tenure-track faculty, because the awarding of tenure requires a strong record in research as well as in teaching and service.
c. Encourages and supports faculty in applying their professional skills, expertise, creativity, ingenuity, and initiative in performing many diverse functions.
d. Recognizes that the activities, duties, and responsibilities of the faculty must be determined in relation to:
   i. The mission, goals, vision, policies, and Strategic Plan of the University, and
   ii. The specific missions, objectives, visions, policies, and plans of the academic units in which they work.

4. Philosophy:
   a. Faculty load assignments will be determined by this policy in relation to the mission, objectives, and strategic plans of the University, College, and Instructional Unit. An Instructional Unit’s workload assignments will be consistent with student, program, Instructional Unit, and College needs and in a way that enables faculty to fulfill their responsibilities in the areas of (1) teaching; (2) research, scholarship, and inquiry; (3) professional development and engagement; and (4) service to the institution.
b. The budget funds available to a College/Instructional Unit for instruction, research, professional development and engagement, and service must fully cover the cost of the assigned loads.
   i. When this is not the case, the College/Instructional Unit head must re-calculate loads so that the Unit’s salary budget is adequate.
   ii. In cases where the faculty salary budget more than covers the faculty workload (assuming no significant changes in student enrollments or in Instructional Unit mission), loads must also be recalculated.

5. Coverage:
   a. This policy covers all full-time tenured, tenure-track, and non-tenure track faculty during the regular academic year (Fall, Winter, and Spring Terms).
b. Part-time and temporary faculty may be employed for limited duties including but not limited to teaching specific courses and supervising students. They are expected to perform responsibilities only in those areas that are identified in their employment agreement and/or the approved personnel appointment document.

6. Workload Guidelines:
   a. Workload: All full-time faculty are required to have a 9 unit workload (1 unit = 3 semester credits or 5 quarter credits) for the ten month teaching contract period.
b. Definitions:
   i. The University’s full-time faculty consists of three tracks: tenured/tenure-track, non-tenure track, and Distinguished Professor of Practice (un-ranked).
      1. Tenured/tenure-track faculty are expected to develop and maintain a record of scholarship/research/inquiry that advances the body of knowledge in their discipline and for which both they and National Louis University are recognized. These faculty are required to demonstrate a clear record of accomplishment in each of the following domains:
         a. Teaching excellence (except faculty with non-teaching primary assignments)
b. Research, scholarship, and inquiry

c. Professional development and engagement that reflect currency
   in one’s field, discipline, or profession

d. Service to the institution

2. Non-tenure-track faculty are expected to demonstrate a significant
   record of accomplishment as practitioners within their profession as well
   as a commitment to advance teaching and learning. As NLU faculty
   members, they are required to maintain activity in each of the following
   areas:

   a. Teaching excellence (except faculty with non-teaching primary
      assignments)

   b. Professional development and engagement that reflect currency
      in one’s field, discipline, or profession

   c. Service to the institution

3. Distinguished Professor of Practice.

   a. This unranked, non-tenure-track appointment is intended to
      provide a distinguished role for individuals who have a strong
      record of accomplishment, are revered in their professional
      communities, have had many years of experience, and bring to
      National Louis University a level of distinction by virtue of
      their career accomplishments. Appointments to this track are
      made mutually by the Provost and the President, and ratified by
      the Board of Trustees. The purpose of these appointments is to
      enhance the reputation of the institution, and responsibilities
      are designed accordingly.

   b. This category of faculty is not covered by this policy; instead,
      the workload expectations of these faculty will be established
      by the Provost and Dean.

      ii. Workload includes activities related to (1) teaching; (2) research, scholarship,
          and inquiry; (3) professional development and engagement; and (4) service to
          the institution.

   c. Assignment and measurement of workload:

      i. The criterion for determining instructional activity include all activities related
         to (1) teaching, (2) research, scholarship, and inquiry, (3) professional
         development and engagement, and (4) service to the institution.

      ii. For purposes of defining standard instructional load expectations, the course
          unit is defined as equivalent to a three-semester credit course or a five-quarter
          credit course.

      iii. A 9-unit workload will be 100% of load. The Dean or his/her designee in
          consultation with the faculty member will apportion workload expectations
          for (1) teaching, (2) research, scholarship, and inquiry, (3) professional
          development and engagement, and (4) service to the institution as a
          percentage of the total.
7. **Distribution of Workload:**

Workload will be apportioned according to the following schedules. Recognizing the various individual strengths and interests as well as the needs of the academic unit to which faculty are assigned, workload assignments may vary among the academic units in accordance with tenure status. In making assignments, Deans will be guided by the following schedules. Percentages are identified to build flexibility into the policy; i.e., teaching load percentage decreases as other load categories increase.

a. **Teaching:** workload will be apportioned in accordance with the following schedule:

<table>
<thead>
<tr>
<th>TENURED</th>
<th>TENURE-TRACK</th>
<th>NON-TENURE TRACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min- 33% - Max- 78%</td>
<td>Min- 33% - Max- 78%</td>
<td>Min- 66% - Max- 90%</td>
</tr>
<tr>
<td>3-7 units per contract period</td>
<td>3-7 units per contract period</td>
<td>6-8 units per contract period</td>
</tr>
</tbody>
</table>

b. **Research, scholarship, and inquiry:** workload will be apportioned in accordance with the following schedule:

<table>
<thead>
<tr>
<th>TENURED</th>
<th>TENURE-TRACK</th>
<th>NON-TENURE TRACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min -10%- Max 25%</td>
<td>Min 10%- Max 25%</td>
<td>Min 0%- Max 10%</td>
</tr>
</tbody>
</table>

c. **Professional development and engagement:** workload will be apportioned in accordance with the following schedule:

<table>
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<tr>
<th>TENURED</th>
<th>TENURE-TRACK</th>
<th>NON-TENURE TRACK</th>
</tr>
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<tbody>
<tr>
<td>Min 7%- Max 15%</td>
<td>Min 7%- Max 15%</td>
<td>Min 5%- Max 15%</td>
</tr>
</tbody>
</table>

d. **Service to the institution:** workload will be apportioned in accordance with the following schedule:

<table>
<thead>
<tr>
<th>TENURED</th>
<th>TENURE-TRACK</th>
<th>NON-TENURE TRACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Min 5%- Max 50%</td>
<td>Min 5%- Max 50%</td>
<td>Min 5%- Max 15%</td>
</tr>
</tbody>
</table>

8. **Exceptions:**

a. Faculty with a research agenda that is fully funded by an external source may apply to the Dean for a full-release from teaching responsibilities. Depending upon the needs of the institution, the Dean may grant this release for the duration of the grant.

b. Faculty on sabbatical leaves or approved unfunded leaves of absence from the University will have zero units of faculty workload for the duration of the leave.

c. Faculty who have assumed full-time administrative responsibilities on an interim basis will have zero units of faculty workload for the duration of the assignment.
d. Faculty who have special projects assigned by the Dean or the Provost of the
University may have their workload in one or more domains reduced for the duration
of the project.

9. Reassigned Time and/or Overload Pay:
Reassigned time and/or overload pay for full-time faculty is authorized by the Dean for a
specific purpose. Reassigned time and/or overload pay is based on the needs of the
University. Tasks or activities that are appropriate for reassigned time or overload pay are
those that are directly related to the faculty role as a teacher/advisor/academic
administrator. These activities and/or tasks may include teaching in situations that call for
full-time faculty presence, academic program direction, non-contract advising, curricular
development, etc.

Reassigned time and or overload compensation for full-time faculty for purposes other than
those that are related to faculty roles, as defined above, must receive the authorization of
the Provost.

Deans are expected to communicate with each other in order to maintain consistency and
equity in the assignment of overloads throughout the University.

10. Establishing Annual Workload:
a. Loads and budgets: The monies available for instruction, research, and service must
fully cover the cost of the assigned loads. When this is not the case, the budget head
must recalculate loads so that the unit’s salary budget is adequate.

b. Communication of load expectations: The workload obligation of an individual
faculty member should be made clear to the faculty member at the time of original
employment and be consistent with the principles stated above. These workload
expectations should be clarified and confirmed regularly throughout the career of an
individual faculty at such times as each reappointment, at the beginning of each
probationary appointment, at the time of the award of tenure, biannually following the
award of tenure, at the conclusion of sabbatical leave, at the time of probation, and at
other times when an Instructional Unit, College, or University need arises.

c. Load equivalencies:
   i. In calculating instructional workload, Deans/Dean’s designee will use the
      following guidelines:
         1. Face-to-face instruction: three semester credits of instruction or five
            quarter hours of instruction will constitute one unit of workload.
         2. Online instruction: same as face-to-face instruction
         3. Practica: practica will be assigned units per amount of credit; i.e., 3
            semester credits will be one unit of workload.
         4. Laboratory instruction: laboratory instruction will typically be
            assigned ½ unit for each 20 hours of contact time.
5. Internships and supervision: these will be determined by the Dean or Instructional Unit Chair based on the number of persons supervised and the hours estimated for such supervision. One hundred and fifty (150) hours spent supervising shall typically constitute one unit.

6. Externships: The Dean or Dean's designee will determine this based on the number of persons in the externship and the hours estimated for overseeing the externship. One hundred and fifty (150) hours spent overseeing shall typically constitute one unit.

ii. Research, scholarship, and inquiry: Deans/Dean’s designees will make these determinations based on the amount of time required to create the paper, presentation, or other deliverable. One hundred and fifty (150) hours shall typically constitute one unit.

iii. Professional development and engagement: Deans/Dean’s designees will make these determinations based on the amount of time required for the activity. One hundred and fifty (150) hours shall typically constitute one unit.

iv. Service Units: Deans/Dean’s designees will make these determinations based on the amount of time required for the activity. One hundred and fifty (150) hours shall typically constitute one unit.

d. Determining overall load expectations: By March 1 of each year, the University Provost will provide to each Dean a preliminary statement of funds for workload for the year that begins on the following July 1 as well as guidelines for apportioning these among the four domains of activity subject to the distribution of workload schedule located in “Distribution of Workload” section above. These targets will include the following:

   i. Number of courses to be taught by full-time faculty
   ii. Funds available for adjunct and overload instruction
   iii. Strategic initiatives to be accomplished (e.g., development of online courses and programs, undergraduate courses)
   iv. Course and program revision initiatives expected
   v. Scholarship/inquiry/research expectations
   vi. Expectations of professional development and engagement
   vii. Expectations of service to the institution

Upon receiving these estimates, Deans will develop workload projections for their Colleges in consultation with designees and/or Instructional Unit chairs who will, in turn, advise College and Instructional Unit faculty so that they will be knowledgeable of these expectations and able to participate in the development of their workload.

11. Assigning Load:

Beginning on/about April 2, each faculty member will develop a proposed workload for the year beginning the following July 1 using the following process and in accordance with the following timetable:

a. Development of Workload Worksheets: faculty will complete Workload Worksheets for the year beginning the following July 1 and by April 15, submit it to the Dean/Dean’s designee as appropriate. Their worksheets would include the following:
i. Desired teaching assignments
   1. Amount of course/program revisions proposed
   2. Individual student mentoring activities proposed including thesis/dissertation supervision
ii. Proposed scholarship/inquiry/research
iii. Proposed professional development and engagement activities
iv. Proposed service to the institution
b. By May 1: Deans/Dean’s designee will review worksheets and make preliminary workload assignments.
c. By May 15: Deans/Dean’s designee will meet individually with faculty and discuss workload assignments. Deans/Dean’s designee may make adjustments after initial meetings.
d. By June 1: The finalized workload plans will be submitted by the Deans to the Provost. The Provost will confirm or modify the plans and return them to the Deans by June 15.
e. By June 30: The Deans and Dean’s designees will finalize workload assignments with faculty. Deans or their designee will provide signed copies to the faculty member, retaining another copy in the faculty member’s file.
f. At the conclusion of each term, the faculty member and/or the Dean may review these assignments. With the mutual consent of both, adjustments may be made. In the event of adjustments, a modified worksheet, signed by the Dean, will be provided to the faculty member with another copy retained in the faculty member’s file.

12. Accountability:
   At the end of the academic year, the final workload assignments will be updated as needed and submitted to faculty file where it will become one factor used to evaluate performance.

13. Review and Revision of This Policy:
   This Policy may be reviewed periodically at the request of the President, the Provost, the Faculty Association, or the Faculty Senate, and shall be reviewed no less frequently than every 7 years. For each review, the Provost and the Faculty Senate will mutually agree upon a review process. This Policy may be modified or supplemented by mutual agreement between the President of the University and the Faculty Senate, as ratified by the Board of Trustees.
Appendix 1:  
Definition of the Four Domains of Faculty Workload

This Appendix identifies the “four domains” of faculty workload and summarizes the activities that are included in each.

1. **Teaching excellence:** consists of knowledge of the field and effectiveness of teaching and/or other instructional activities. Activities include the following:
   a. Teaching assignments: Preparation, delivery, assessment/grading, student consultation; development of lesson plans, syllabi, assignments, finding appropriate videos for courses, grading of assignments, papers, and exams, and development of course website; course updates (if not significant)
   b. Academic advising which is integrally related to the learning process and to course outcomes (as it relates to the course for which you are being given credit)
   c. Design and development of new curricula / programs/courses
   d. Program evaluation and review, design, development, and implementation of program changes, participation in accreditation preparation and review.
   e. Significant changes/updates to existing courses
      i. The development of online offerings
      ii. The development of new course offerings
      iii. The development and evaluation of new methods of instruction including instructional software
      iv. Writing evaluations of teaching materials
   f. Preparation for special teaching activities outside of the University (especially outside the United States, e.g., Fulbright awards, special lectureships, panel presentations, seminar participations, and international study and development projects.
   g. Direction of individual student work including teaching independent studies and/or courses by arrangement and informal student seminars; preparation, delivery, assessment/grading, student consultation
   h. Supervising internships, theses or dissertations, special student projects, and students being trained in clinical activities in practical and/or field sites; preparation, assessment/grading, student consultation
   i. Service on dissertation and thesis research committees
   j. Administration of teaching
   k. Organizing of team teaching of multiple sections
   l. Course coordination involving mentoring/teaching of other course instructors (as it relates to a specific course)
   m. Coordination of course abroad design, development, arrangements and management
   n. Overseeing laboratory courses, including preparation, delivery, assessment/grading, student consultation; securing resources and supplies
2. **Research, scholarship, and inquiry:** The research, scholarship, and inquiry domain involves the creation and dissemination of new knowledge or the application of new knowledge or theory. National Louis University employs Boyer’s taxonomy of scholarship that includes the scholarship of discovery: (creating/discovering new knowledge), the scholarship of application (responsibly applying knowledge to societal needs and practice), the scholarship of integration (research that melds two or more disciplines and/or applies theories of one discipline to describe and explain; interdisciplinary research); and the scholarship of teaching (research on teaching and learning). Using this taxonomy, research, scholarship, and inquiry include the following:

a. Discovery, creation and/or application of new knowledge
b. Development and application of effective ways to identify problems, assess needs, and recommend solutions in a service area
c. Development of material for future publication (books, articles, studies, cases, policy papers, and/or other materials). This includes doing the research first, gathering data, coding data when relevant and analyzing data, reading of relevant literature, writing abstracts and submitting abstracts.
d. Refereed presentations of research (e.g., professional conferences)
e. Dissemination of faculty work through a variety of quality professional presentations, seminars, speeches, performances, and exhibits
f. Publication of articles, books, cases, studies, policy papers, monographs, bulletins, textbooks, reviews, software, musical compositions, and other scholarly works in reputable journals, scholarly presses, and publishing houses that accept works based on rigorous review and approval by peers in the discipline (includes any other media)
g. Development and presentation of materials on pedagogy before learned societies (includes papers, books, articles, studies, cases, policy papers, presentations, speeches, and performances)
h. Designing and conducting feasibility studies, field-test basic knowledge, developing procedural and technical manuals, and providing group instruction on and off campus
i. Providing information, testimony, program development, training, advice, or assistance to local, state, national and/or international organizations, or government bodies (e.g., Congress, State Legislature, City Council, Committees, or Commissions of government)
j. Serving as consultant on problems appropriate to the disciplines
k. Supervision of graduate student research (coauthoring and/or co-presenting)
l. Competitive grants/contracts to fund research, for students, or innovations in delivery of service/work that advances the discipline (combines similar tasks)
m. Writing and applying for grants; managing of research grants
3. **Professional development and engagement:** Regardless of an individual faculty member’s track, tenure status, or rank, National Louis University expects its faculty to remain actively engaged in the work and advancement of their fields, disciplines, and/or professional areas of practice through activities such as the following:

   a. Attendance at meetings of relevant professional and/or academic associations, community organizations, consortia, workshops, seminars, webinars, and symposia  
   b. Service on bodies that review and evaluate  
   c. Service on editorial boards reviewing publications  
   d. Service on panels judging grant/contract proposals  
   e. Service on juries judging artworks  
   f. Serving on other bodies concerned with teaching (e.g., accreditation teams, special commissions)  
   g. Serving as a member of a scientific committee and reviewing proposals for a conference  
   h. Completing academic courses, participating in in-service training and workshops  
   i. Service as an officer in professional associations and learned societies  
   j. Disseminating professional work and innovations in the appropriate media  
   k. Mentoring people nationally and internationally in areas of expertise.

4. **Service to the institution:** Service to the institution involves taking on roles and responsibilities vital to the operation and advancement of the institution. The quality of a candidate’s service to the institution should not only represent the work of the individual, but also contribute to the progress of National Louis University.

   a. Administrative activities, including  
      i. Instructional Unit/program level activities (e.g., Instructional Unit Chair, Program Director/Coordinator) and performing such activities as scheduling classes, carrying out administrative responsibilities developing processes or instruments useful in solving problems relevant to the mission and needs of unit, managing programs, courses, students needs (e.g., issues, complaints, extension requests), or multi-institutional grants.  
      ii. Reviewing and evaluating student files and interviewing students for admission to graduate programs  
      iii. Serving in special assignments such as representing the University at national and/or international meetings  
      iv. Participating in recruiting activities  
      v. Reviewing and editing marketing materials  
      vi. Serving on search committees for faculty, staff, and administrative positions  
      vii. Serving on self-study and program review committees  
      viii. Developing and delivering assessment reports  
   b. Governance activities, including service on College and University committees, councils, and special ad hoc committees or task forces.
c. Student support, including
   i. Writing letters of recommendation
   ii. Student advising and mentoring (not related to a specific course)
   iii. Advising student organizations

d. Faculty support, including
   i. Preparing faculty for tenure and promotion
   ii. Orienting new faculty
   iii. Assisting faculty with creation and delivery of online courses
   iv. Conducting observations and documenting them
   v. Faculty mentoring (not related to a specific course)