

Report of the Faculty Affairs Committee AY 2010-2011

Committee Members: Patricia Wittberg, Chair, Jan DeWester (Agenda Council Representative), Jason Kelly, Scott Pegg, Rachel Wheeler, Ben VanWyck. Marianne Wokeck, *ex officio* (first semester) Enrica Ardemagni *ex officio* (second semester).

Activities:

1. In the fall, the Faculty Affairs Committee was tasked with composing an “SLA Faculty Workload” document, to be used as guidelines whenever departments did not have their own guidelines for faculty workload and distribution of effort. It was emphasized that this document was not to supplant or supersede any department policies in this matter. Associate Dean Marianne Wokeck had drawn up an initial draft. This went through many revisions throughout the year, but was unable to be voted on in the March or April Faculty Assemblies. A copy of the most recent document is appended to this report. It was understood by the present committee and the Dean’s office that a vote on this document would be held in the September Faculty Assembly.
2. A second task was the drawing up of a similar document on Lecturers and Senior Lecturers. Originally, the document also included guidelines for Clinical Ranks, but, at the March Faculty Assembly it was noted that such ranks did not exist in SLA. Also, the inclusion was problematic because it implied that Senior Lecturers could move “laterally” to Associate Clinical rank, and then be eligible for further promotion. This type of move, it has been found, is forbidden by University policy. Accordingly, the section on guidelines for Clinical Ranks has been removed from the lecturer document. The Faculty Affairs Committee recommends that the Clinical Ranks section be tabled until such time as university policies change and/or the School of Liberal Arts adopts Clinical ranks. The remaining part of the document, on Lecturers and Senior Lecturers, had few or no suggested changes at the March Faculty Assembly. A copy of this document is appended to this report. It was understood by the present committee and the Dean’s office that a vote on this document would be held in the September Faculty Assembly.
3. The Committee received six nominations for the School of Liberal Arts Faculty Medal of Academic Distinction. The award was given to Jason Maddox.
4. The Committee is also charged with selecting the faculty recipients of the SLA Faculty Awards for 2010-2011. The following faculty members were chosen:
 - **SLA Outstanding Tenure-Track Faculty Award:** Jason Eberl
 - **SLA Outstanding Lecturer Award,** Anita Morgan
 - **SLA Outstanding Lecturer Award,** Moffett Craig

Recommendations:

The Committee recommends that next year’s Faculty Affairs Committee take up the following tasks:

1. Completion of the voting on the Lecturer and Faculty Workload Documents

2. Encouraging the departments to nominate more faculty for the faculty awards, and more qualified students for the Faculty Medal of Academic Distinction.

The Committee further notes that all but one member of the Faculty Affairs Committee rotates off the committee this year. This leaves only one member for carry-over to the next committee. The committee has also operated one member short all year – last year there were 6, not 5, members in addition to the 2 *ex officio* ones. We strongly urge that senior faculty be appointed to leadership of this committee – preferably those with experience on the Campus or University Faculty Affairs Committees.

Patricia Wittberg

Appendix A Faculty Workload Document

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Version March 21, 2011

Guidelines for SLA Faculty Workload: Proportions of Effort and Assignments of Courses

The following are guidelines regarding SLA faculty workload, to be used as benchmarks for departmental and school policy formation. In general, departments will be expected to draw up their own guidelines for distribution of effort, changes in distribution of effort, and policy for assigning course loads, applicable for all tenure-line and non-tenured faculty. The present document is not intended to supersede already established department policies, but to serve as guidelines for future policy formulation and evaluation. In the absence of established departmental policies, the present document will be applied.

All full-time faculty in the IU School of Liberal Arts are considered professionals, who are paid monthly, which means they are exempt from overtime obligations and payment. Workload equivalent to a forty-hour, five-day work week is assumed to be the norm. This weekly norm for full-time commitment applies to faculty with ten or twelve-month appointments. Each year the university requires that faculty complete the Conflict of Commitment form in compliance with the law that restricts employment in addition to the full-time faculty appointment to twenty percent (20%)[{add HR link here}](#).

- For faculty with nine-month appointments, the period of academic effort in the Academic Year (AY) extends from 15 August to 15 May. Some faculty appointments are for ten months, with time or responsibilities as an option for one or both summer sessions.
- For faculty with twelve-month appointments, the HR-regulated vacation rules for full-time administrators and professional staff apply (22 days). [{add HR link here}](#)).

Types of Full-time Faculty Appointments

There are two types of faculty appointments. Both can be supplemented with external grants (all external grant applications have to comply with SLA policies and

procedures). The IU Faculty Handbook and the IUPUI Supplement {add FAA/IFC links} provide details on faculty ranks, rights, privileges, and obligations.

- Tenure-line faculty
 - Assistant Professor
 - Associate Professor
 - Professor
- Non-tenure-track faculty (NTT faculty)
 - Lecturer
 - Senior Lecturer
 - Assistant Clinical/Teaching Professor
 - Associate Clinical/Teaching Professor
 - Clinical/Teaching Professor

Distribution of Faculty Effort

All faculty are expected to give one-hundred percent (100%) effort. Among the various faculty appointments and ranks this academic effort is distributed differently. All tenure-line faculty have rights, privileges, and obligations in three areas of academic effort: research; teaching; and service. All non-tenure-track faculty have rights, privileges, and obligations in two of those three areas of academic effort: most typically in teaching and service

- The normal distribution of academic effort for tenure-line faculty (ranks of professors) is forty percent (40%) research; forty percent (40%) teaching; twenty percent (20%) service
- The distribution of academic effort for non-tenure-track faculty (ranks of lecturers and clinical/teaching professors) is eighty percent (80%) teaching; twenty percent (20%) service
- Redistribution of academic effort normally requires the approval of the dean and a memorandum of understanding to be added to the faculty member's personnel file (there may be need for an additional e-Doc as well) that details the approved changes and includes a time table for review and renewal
 - Ideally, all considerations for a redistribution of effort should take place at least one semester prior to the redistribution except in extraordinary circumstances, irrespective of whether the faculty member or the chair or program director initiates the request.
 - For tenure-track faculty, chairs may request a temporary redistribution of effort (in some instances likened to a pre-tenure sabbatical-like reassignment of teaching efforts toward research)
 - In such cases chairs or program directors need to present to the dean a plan that details how programmatic needs are met and that resources allow the redistribution.
 - The outcome of such a temporary redistribution of effort must be evaluated in the chair's annual review of the faculty member
 - Tenured faculty for whom particular circumstances indicate a desire or need to redirect their focus and professional development and, therefore, to redistribute their academic effort are required to develop a three-year

plan that provides {since this may include cases which are triggered by circumstances specified in the school's enhancement policy, the following procedures need to be reviewed and amended by the FA's Enhancement Committee}

- a rationale for the redistribution of academic effort
 - a detailed proposal for the particular redirection and rebalancing of research, teaching, and service
 - appropriate measures and the names of peers for the evaluation of expected outcomes
 - a review process and timetable for renewal or reconsideration
 - the effort redistribution plan becomes part of the faculty member's personnel file
- Any plan for the redistribution of academic effort requires the full support of the chair or program director, who presents the plan to the dean for approval and appropriate administrative follow-up action (in effect, all external research grant proposals that include requests for course buy-out[s] fall in this category and can serve as models)
 - The Faculty Annual Report (FAR) and the annual review of the faculty member need to reflect the redistribution of academic effort

Translation of Effort into (Course) Assignments

For the areas of research and service there are no easily normed units by which academic effort is conventionally measured. Departmental, school, and campus expectations (evident in annual review as well as articulated in promotion and tenure policies and guidelines) determine how the particular proportions of effort in research and service are evaluated, valued, and rewarded. For the proportion of academic effort focused on teaching, the number of courses has typically served as a convenient approximation of effort into measurable units.

Typically, letters of appointment state SLA norms for course loads, which differ according to type of appointment.

- Tenure-line faculty with an active research agenda are typically expected to teach a load of six (6) credit hours in one semester and nine (9) credit hours in the other semester of the same academic year, for a total of fifteen (15) credit hours. If at all possible, there should be no more than two (2) different course preparations for the semester with a nine credit hour load. Program needs take precedence in redistribution decisions.
- Non-tenure-track faculty with efforts in teaching and service, are typically expected to teach a load of 24 credit hours in each academic year (twelve [12] each semester) if they have a ten-month appointment. The number of different course preparations should never be more than two (2) for any semester). For non-tenure-track faculty with twelve-month appointments, the typical course load is thirty (30) credit hours. The number of different course preparations should never be more than two [2] for any semester.

Schematic Ways of Calculating Effort Systematically

Since faculty work is unevenly distributed across the semester and across each week of ten or twelve-month appointment period and since it is the completion of the task that counts rather than the time spent on task, faculty often do not keep detailed record of the time in which they discharge their respective responsibilities. The following considerations may establish a framework for gauging faculty work and making the reassignment of courses for other responsibilities easier and more equitable.

- Effort for one three-credit-hour course is calculated as approximately 140 hours per semester (sixteen [16] weeks/semester), or an average of ten (10) hours per class each week: three (3) hours of class time/week plus a little over two (2) hours for each credit hour in order to meet demands of preparation, grading, and office hours.
- Effort for an additional section of the same three-credit course is about 80 hours per semester, which is on average five (5) hours per week, since preparation and office hours are the same as in the other section(s).
- For tenure-line faculty with an active research agenda, their academic effort in an average semester week can be schematically divided into and calculated as equivalent to two (2) days of teaching; two (2) days of research; one (1) day of service
- For non-tenure-track faculty with teaching as the major focus of their academic effort, the schematic distribution across an average semester week is equivalent to four (4) days of teaching and one (1) day of service.

Reassignment of Courses

“Reassignment” refers to the reallocation of a faculty member’s teaching load to reflect special responsibilities or circumstances. Faculty may seek to adjust their normal course load as special opportunities or needs arise. In order to be reassigned from a course (or courses) that had been part of the faculty member’s course load and rotation, the following considerations need to be in place.

- Chairs or program directors are responsible for making the case for course reassignments to the dean
 - Application to the dean for approval of course reassignments is typically tied to the annual review process, the application for external research funding, or in connection with the scheduling of courses.
 - Chairs or program directors need to present a plan that details how programmatic needs are met and the resources that are available for effecting the course reassignment(s).
 - A course reassignment for administrative duties is not the same as a course buyout for research. Typically, the buyout for a 3-credit course is 12.5% of the faculty member’s salary. A course buyout only releases a faculty member from the teaching component; the faculty member is still expected to perform the department’s usual amount of service.
 - The outcome of any course reassignment must be reflected and evaluated in the chair’s annual review of the faculty member.
 - Depending on the reason(s) for the course reassignment request, the associate deans of academic affairs and/or research and graduate

studies may assist the chair in preparing the request for course reassignment

- Faculty who consider taking on responsibilities that require, or make desirable, the reassignment of course(s) need to discuss their plans first and foremost with the chair or program director, and prepare for her or him a detailed statement that enables the chair or program director to make the necessary request to the dean.
- The Faculty member's statement to the chair or program director needs to address
 - The rationale for the course reassignment,
 - A detailed explanation of how the planned project or responsibility is, in terms of effort, comparable to one three-credit hour course,
 - How and by whom the effort and outcome of the project or responsibility can be evaluated, especially if a renewal of the course reassignment request is likely or if the request is for a term longer than one academic year.
- Projects and responsibilities that are typically associated with course reassignment(s) include:
 - Externally funded research
 - Administrative responsibilities
 - Lead advisor/director of undergraduate studies
 - Director of graduate studies
 - Program director
 - Curriculum/course development
 - Faculty fellowships
 - Individualized teaching and mentoring on the undergraduate and graduate levels that, over the course of several years, add up to the equivalent of teaching a regular three-credit course. Individual departments may determine a policy for the suitable number of theses, individual readings courses, and/or internships that would count as this equivalent.

Faculty members applying for course reassignments must meet with their department chair to discuss the amount of effort expended and the needs of the department's curricula. Course reassignments will conform to programmatic needs and need not be granted in a particular semester if departmental needs prohibit.

The Chair will make the case to the Dean for course reassignment for the faculty member involved. In the case of administrative responsibilities, this needs only to be a one-time approval. Once approved, the Chair will be able, at his/her discretion, to decide on the course reassignment for the previously-approved administrative responsibility without requesting further approval from the Dean.

The Dean will make the ultimate decision regarding course reassignment.

Faculty members may approach the Dean's Office directly in case of disagreement about reassignment between the faculty member and the chair.

Appendix B
Lecturer Document

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Version Apr. 8, 2011

Lecturers; Senior Lecturers

Guidelines in the IU School of Liberal Arts (SLA)

The following are guidelines regarding SLA Lecturers and Senior Lecturers, to be used as benchmarks for departmental and school policy formation. They are not intended to supersede already established department policies, but to serve as guidelines for future policy formulation and evaluation.

Lecturers and Senior Lecturers are non-tenure track faculty (“ntt” faculty). The IU Faculty Handbook and the IUPUI Supplement to the Faculty Handbook provide the university system and campus wide policy frameworks for these faculty ranks {[add IFC and FAA links here](#)}. The following SLA policies and procedures address how hiring, review, promotion, and sabbatical-like leaves are handled within those frameworks.

Lecturers

In the IU School of Liberal Arts, Lecturers are non-tenure-track faculty whose responsibilities focus primarily on teaching.

Appointment

- Lecturers are appointed as a result of regional or national searches.
- Lecturers’ appointments can be for ten months or twelve months (the letter of appointment spells out the general framework and expectations of the appointment).
- Lecturers must have earned a master’s degree (at the minimum) or a terminal degree appropriate for teaching in the discipline or field of their appointment.
- Lecturers typically teach at the undergraduate level.
- Lecturers’ appointments are for one year and require annual reappointment for continued employment.
- Lecturers are expected to excel in teaching (as is typically specified in the appointment letter).
- The typical distribution of academic effort for Lecturers is eighty percent (80%) teaching and twenty percent (20%) service. In general, the normal load is 12 credit hours in both the fall and the spring semesters [for a ten-month appointment] or 30 credit hours over the course of one year [for a twelve-month appointment], according to programmatic needs and in mutual agreement between chair or program director and Lecturer.
- Depending on programmatic needs, Lecturers on ten-month appointments have the option to teach six (6) credit hours in the summer. Summer school teaching is not guaranteed.
- Expectations in teaching and service are determined according to the policies and procedures established by the department or program in accordance with the policies and procedures of the school and campus.

Annual Review

As members of the faculty, Lecturers are subject to periodic review. It is suggested that new Lecturers be reviewed in the first semester of their appointment, and annually thereafter. Since Lecturer appointments require annual reappointment, annual reviews are critical in determining the basis for the chair's or program director's recommendation. Departments and programs are therefore expected to develop a policy of regular peer review. The review process is to be "formative" (focused on faculty development) and not merely summative.

- Review policies and procedures are determined by the department or program and operate within the framework set by school and campus policies and procedures, including deadlines.
- Lecturers typically are evaluated on their teaching and service; however, research specifically focused on teaching may also be included in the review.
- All faculty must complete the Faculty Annual Report (FAR){add link}
- All faculty must complete the Conflict of Interest form (university policy){add link}
- All faculty must complete the Conflict of Commitment form (university policy){add link}
- All faculty must include end-of-semester student evaluations of all of their classes with enrollments of more than five students (school policy){add link}
- All faculty must include evidence of peer review; Lecturers are expected to include at least one such review for each year (school policy){add link}
- All faculty should receive reviews by their peers (typically the department's or program's primary committee or its annual review committee) in collegial and timely fashion (school policy){add link}
- All faculty should receive an annual review by their chair or program director in a timely fashion (school policy){add link}

Professional Development

All faculty are encouraged to engage actively in professional development planning.

- Lecturers usually discuss professional development with their respective chair or program director. Often, the annual review by the chair or program director presents an opportunity for professional development planning.
- Since professional development is a regular responsibility of the associate dean of academic affairs and is not tied to any particular time in the academic calendar, Lecturers may also want to discuss professional development plans with the associate dean of academic affairs at a time of their choosing.
- The Center for Teaching and Learning, the Office for Women, and other units on campus offer a variety of opportunities for the professional development of Lecturers.

Promotion to Senior Lecturer

After four years of a Lecturer's service, the chair or program director needs to review the position in regard to continued programmatic needs. If it is clear that the department or program will continue to depend on the lectureship for the long term, the

chair or program director will discuss with the faculty the procedures for promotion to Senior Lecturer, and how to prepare a dossier that demonstrates excellence in teaching.

- It is the responsibility of the faculty member to inform herself or himself of the departmental, school, and campus guidelines for promotion. The school and campus offer annual workshops on promotion; in addition several other units, like the Office for Women, offer promotion-related workshops and presentations.
- Promotion dossiers, with teaching as the area of excellence, are prepared according to departmental expectations and policies and procedures, always mindful of school and campus guidelines, and with the support and advice of the chair
- The associate dean of academic affairs offers advice in regard to dossier preparation

Senior Lecturers

In the IU School of Liberal Arts, Senior Lecturers are experienced faculty (non-tenure track) whose responsibilities focus primarily on teaching.

Appointment

- Senior Lecturers are promoted from the rank of Lecturer.
- Senior Lecturers' appointments can be for ten months or twelve months (the letter of appointment spells out the general framework and expectations of the appointment).
- Senior Lecturers hold master degrees or appropriate terminal degrees.
- Senior Lecturers who hold master degrees typically teach at the undergraduate level; those who hold terminal degrees appropriate for the disciplines and/or field of their appointment may teach at the undergraduate and graduate levels.
- Senior Lecturers' appointments are for three (3) years and require reappointment for continued employment.
- Senior Lecturers are expected to excel as master teachers.
- The typical distribution of academic effort for Senior Lecturers is eighty percent (80%) teaching and twenty percent (20%) service. In general, the normal load is 12 credit hours per semester (24 credit hours for a ten-month appointment) or 30 credit hours over the course of one year (for a twelve-month appointment), distributed depending on programmatic needs and in mutual agreement between the chair or program director and the Senior Lecturer.
- Depending on programmatic needs, Senior Lecturers on ten-month appointments have the option to teach six (6) credit hours in the summer. Summer school teaching is not guaranteed.
- Expectations in teaching and service are determined according to the policies and procedures established by the department or program in accordance with those in the school and on campus

Review

As members of the faculty Senior Lecturers are subject to regular review. Since Senior Lecturer appointments require reappointment, regular reviews are critical in determining the basis for the chair's or program director's recommendation.

- Review policies and procedures are determined by the department or program and operate within the framework set by school and campus policies and procedures, including deadlines.
- Senior Lecturers typically are evaluated on their teaching and service; however, research specifically focused on teaching may also be included in the review.
- All faculty must complete the Faculty Annual Report (FAR). **{ADD LINKS AGAIN}**
- All faculty must complete the Conflict of Interest form (university policy). {add link}
- All faculty must complete the Conflict of Commitment form (university policy). {add link}
- All faculty must include end-of-semester student evaluations of all of their classes with enrollments of more than five students (school policy). {add link}
- All faculty are encouraged to show evidence of peer review; Senior Lecturers are encouraged to include peer review as part of their regular review (school policy). {add link}
- All faculty should receive reviews by their peers (typically the department's or program's primary committee or annual review committee) in collegial and timely fashion (school policy). {add link}
- All faculty should receive an annual review by their chair or program director in a timely fashion (school policy). {add link}

Professional Development

All faculty are encouraged to engage actively in professional development planning.

- Senior Lecturers usually discuss professional development with their respective chairs or program directors (typically the annual review by the chair or program director presents an opportunity for professional development planning).
- Since professional development is a regular responsibility of the associate dean of academic affairs and is not tied to any particular time in the academic calendar, Senior Lecturers may also want to discuss professional development plans with the associate dean of academic affairs at a time of their choosing.
- The Center for Teaching and Learning, the Office for Women, and other units on campus offer a variety of opportunities for the professional development of Senior Lecturers.

Sabbatical-like Leave

All Senior Lecturers are eligible for a sabbatical-like leave after seven years of full-time service in the IU School of Liberal Arts (service as Lecturer counts). In order to assure that programmatic needs are met during the sabbatical-like leave, Senior Lecturers

need to work closely with their respective chairs or program directors when applying for sabbatical-like leave to the SLA Sabbatical Leave Committee (please note: the committee needs to be enlarged to include Senior Lecturer[s]; this requires a change in the FA bylaws). The schedule and school policies and procedures for sabbatical-like leave applications are essentially the same as those for sabbatical leave applications of tenured faculty, except that there is no need for review at the campus level.

- Eligible Senior Lecturers on ten-month appointments have the option of teaching four (4) courses over the course of the year or being exempt from teaching any courses in either fall or spring semester.
- Eligible Senior Lecturers on twelve-month appointments have the option of teaching fifteen (15) credit hours in one year or being exempt from teaching any courses in the fall, spring, or summer and teaching eighteen (18) credit hours in the two remaining semesters.
- The Senior Lecturer it needs to be supported by the chair or program director for any type of sabbatical-like leave.
- Eligible Senior Lecturers need to submit a project proposal to the SLA Sabbatical Leave Committee that is modeled after project proposals required for sabbatical leave applications by tenured faculty (See IUPUI Faculty Handbook, p. 84).
Proposals may include (e.g):
 - A project for professional development that enhances the teaching of the Senior Lecturer
 - A research project focused on the scholarship of teaching
 - Course or curriculum development
 - Research in the discipline, because of the close relationship between such research and cutting-edge, excellent teaching in that discipline or field.
- Upon completion of the sabbatical-like leave the Senior Lecturer will submit a written report (modeled on the reports about sabbatical leaves) and will commit to a presentation about the project to colleagues, alumni, students, and staff of the school.