



SCHOOL OF LIBERAL ARTS

INDIANA UNIVERSITY

Department of World Languages and Cultures
IUPUI

TO: Subir Chakrabarti
President, SLA Faculty Assembly

FROM: Ben Van Wyke, Chair
SLA Faculty Affairs Committee

RE: Annual Committee Report

DATE: April 26, 2012

The members of the 2011-2012 academic year Faculty Affairs Committee were as follows: Ben Van Wyke (WLAC – Chair), Gabrielle Bersier (WLAC), Linda Haas (Sociology – Agenda Council Representative), Lynn Pike (Sociology), Jonathan Rossing (Communication Studies), Susan Shepherd (English), Margaret Ferguson (Political Science – *ex officio* fall semester), and Marianne Wockeck (History – *ex officio* spring semester).

The committee met in person four times throughout the year: October 19 and November 30 in fall 2011; February 7 and April 3 in spring 2012. The main tasks for this year were 1) continuing the work of the previous committee on the “SLA Faculty Workload” document and 2) selecting the recipients of the SLA Faculty Medal of Academic Distinction and the SLA Outstanding Faculty Awards.

The “SLA Faculty Workload” document is to be used as general guidelines for departments in the absence of such documents. The committee decided it would be best to divide the document from the previous year into parts that could be approved separately to avoid some of the problems from the previous year that caused the matter to be tabled. It was decided that the committee would focus on the part related to the lecturers especially with regard to establishing a “sabbatical-like leave” for Senior Lecturers. In order to ensure that the document conformed with Campus policies on Lecture Appointments, the Campus policy was used as a basis, with specific additions for SLA. Questions were raised in the Faculty Assembly meeting on January 27, 2012 when the new document was first introduced and the vote was postponed until the March 2 meeting. The policy proposed in the document that was ultimately entitled “Additions to IUPUI Campus Policy on Lecturer Appointments” was accepted and adopted unanimously. **The full document is included as “Appendix A.”**

During the discussion that led to the creation of the “Lecturer Document” the committee also clarified that SLA does not have a policy that requires Lecturers to become Senior Lecturers after a certain number of years (i.e., there is no “up or out” policy). However, aspiring towards Senior Lectureship is ideal as it keeps lecturers active in their improvements/research on teaching and service. The committee believes that the “sabbatical-like leave” will serve as motivation for Lecturers to work towards promotion to Senior Lecturer.

The committee received four nominations for the SLA Faculty Medal of Academic Distinction. The award was given to **Jeffrey Hoffman** (WLAC and Communication Studies).



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The committee also selected the faculty recipients of the SLA Faculty Awards for 2011-2012. The following faculty members were selected:

- SLA Outstanding Tenure-Track Faculty Award: **Karen Kovacik**
- SLA Outstanding Lecturer Award: **Mike Polites**
- SLA Outstanding Lecturer Award: **Lori Bruns**

The committee recommends that the 2012-2013 Faculty Affairs Committee continue to revise the original “SLA Faculty Workload” focusing on the assistant, associate, and full professors to ensure that there are general guidelines in cases where departments do not have their own clearly articulated guidelines. **Appendix B** is the document from the 2010-2011 committee that may serve as a point of departure in drawing up the suggested guidelines.

In addition, although there were very strong nominations for the awards this year, the committee should think of ways to further encourage chairs to nominate faculty, especially adjuncts, for these awards. The committee could also consider dividing the tenure-track award into three awards: Outstanding Assistant, Associate, and Full Professor.

Appendix A

From: Faculty Affairs Committee of the School of Liberal Arts

To: Liberal Arts Agenda Council/Assembly

Re: Additions to IUPUI Campus Policy on Lecturer Appointments (in bold italics)

Below is the campus policy on Lecturer Appointments. The Faculty Affairs Committee is proposing additions to this policy that apply only to SLA. These additions are in bold italics.

Lecturer Appointments at IUPUI

From the Non-Tenure Track Faculty Subcommittee of the
Faculty Affairs Committee of the
IUPUI Faculty Council

Spring 2002 (Approved at 7 Feb 2002 Faculty Council Meeting)

This document is intended to supplement the University wide description and policies for Lecturer appointments, as found in the August 2001 Indiana University Academic Handbook, pages 59, and 77-79. (Available at <http://www.indiana.edu/~deanfac/acadhbkc/>)

Description of Lecturer track appointments

Lecturers and Senior Lecturers are responsible primarily for teaching and the scholarship of teaching. They are also expected to provide service that supports the academic mission of IUPUI.

Distribution of academic effort

The typical distribution of academic effort for Lecturers and Senior Lecturers is eighty percent (80%) teaching and twenty percent (20%) service. In general, the normal load is twelve (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.

Lecturer: At the entry level, Lecturers will have completed an appropriate advanced degree or have the appropriate credentials as determined by the hiring department. Lecturers may have organizational and oversight responsibility for the courses in which they teach. They will also perform service for the department or school. Senior members of the department will supervise and mentor Lecturers, according to department policies. After having completed a probationary period satisfactorily, Lecturers are eligible for long-term contracts and to be promoted to Senior Lecturers.

Senior Lecturer: Promotion to Senior Lecturer is based on continued improvement in and demonstration of excellence in teaching, with at least satisfactory performance in service. Senior Lecturers are ordinarily expected to provide leadership in teaching and to contribute to course and curriculum development. Senior Lecturers may have organizational and oversight responsibilities for a course, participate in course and curriculum development, and, where appropriate, provide workshops for colleagues. They may oversee and provide mentoring for full and part-time non-tenure track faculty. Senior Lecturers may also make school and campus contributions beyond the classroom, such as campus service or other professional activities.

Appointment and qualifications

The qualifications of people hired for Lecturer positions will depend on the needs and standards of the departments. Minimal qualifications may be:

1. an advanced degree in a relevant field,
2. experience and instruction in effective teaching within the discipline,
3. an enthusiasm for teaching undergraduates, and
4. a commitment to developing as an educational professional.

(Upon the adoption of this policy, current Lecturers will be assigned a rank according to their qualifications, the quality of their past service, and the standards of their departments.)

Lecturer positions are not intended to lead to tenure-track ones. Appointees who have extensive responsibilities for research or creative endeavors outside their teaching responsibilities should be appointed to tenure-track positions. Creation of a new Lecturer position is not intended to be a means of retaining a tenure-probationary faculty appointee who has not been able to demonstrate the performance levels required for tenure.

Orientation, supervision, and mentoring

New Lecturers should be oriented adequately to their responsibilities during their first year in the position. Mentors should be assigned within that first year to assist the Lecturers in their work and to prepare for eventual promotion. Each school and department should establish clear reporting lines of authority for Lecturers and Senior Lecturers.

Appointment contracts

At the time of a Lecturer's initial appointment, the length of the probationary period shall be specified. Reappointments will depend on performance reviews and the educational needs of a department. After a maximum of six years of a probationary appointment, the individual's work and contributions will be reviewed to assess whether to promote the individual to Senior Lecturer with a renewable multiyear contract awarded. (The probationary period may be waived or shortened as agreed upon by the appointee and the department.) Multiyear contracts should be awarded to Lecturers and Senior Lecturers whose professional characteristics indicate that they will continue to serve with distinction in their appointed roles.

Evaluation practices and criteria

All Lecturers and Senior Lecturers must complete the Faculty Annual Report, as well as the Conflict of Interest and Conflict of Commitment forms. All will be reviewed annually following standard faculty review procedures. Senior Lecturers should participate in providing peer reviews for lecturers. This evaluation will be based on teaching and service activities.

Appropriate evidence to demonstrate teaching and service achievements may include:

- Student and peer evaluations of classroom teaching
- Review of classroom materials
- Demonstrated student learning
- Teaching and mentoring awards
- Review of instructional innovations
- Presentations at conferences and workshops
- Publications dealing with teaching
- Participation in conferences and workshops relevant to teaching
- Mentoring of other non-tenure track faculty
- Involvement with entry-level students in courses that assist them in transitions to the university
- Mentoring of students, especially those planning to train as teachers
- Participation in grants that fund the scholarship of teaching

Promotion considerations

Promotion recognizes past achievement and indicates confidence that the individual is capable of greater

responsibilities and accomplishments. Promotion considerations must take into account the individual's contribution to the school/campus mission as well as differences in mission of varying primary and unit levels.

Contract renewal/termination or dismissal

For probationary Lecturers, notice of non-reappointment or dismissal shall be given under the same terms as apply to tenure-track faculty during the probationary period (i.e., three months notice if in the first year of appointment, six months notice if in the second year of appointment, twelve months' notice after two or more years of service.)

The notice periods for dismissal of Lecturers and Senior Lecturers shall be the same as for tenure-probationary faculty.

Lecturers and Senior Lecturers may appeal these decisions to the School's Faculty Grievance Committee once all administrative levels of appeal within the School have been exhausted. In appealing beyond the level of the school, Lecturers should follow the procedures for requesting a Faculty Board of Review described in the current edition of the Indiana University Academic Handbook: IUPUI Supplement.

Equitable salaries and fringe benefits

Salaries for Lecturers and Senior Lecturers should be appropriate to their education, qualifications, experience, and responsibilities within their positions. Benefits such as retirement plans, access to health insurance, leaves of absence, and vacation should be equivalent to those offered to tenure-track faculty members.

Professional development

Schools and departments should put into place structures that provide Lecturers with on-going exposure to content and pedagogical developments within their fields. Professional development support should contribute to developing pedagogical practice and be equivalent to that which is provided to tenure-track faculty members.

Sabbatical-like Leave for Senior Lecturers in the IU School of Liberal Arts

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; six [6] years after completing a sabbatical-like leave senior lecturers are eligible to apply again). 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 a sabbatical-like leave. The Senior Lecturer needs to be supported by the chair or program director for any type of sabbatical-like leave application.

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 option for a year-long sabbatical-like leave at half-salary.

Eligible Senior Lecturers on ten-month appointments have the option of being released from any teaching and service responsibilities in either fall or spring semester, always with the proviso that all sabbatical leaves need to be arranged well in advance with the chair or program director, so that the needs of the department can be taken into consideration. All leaves must also have the consent of the dean, but they do not need campus review.

In some cases eligible senior lecturers may opt for teaching twelve (12) credit hours over the course of the academic year, an option for a reduced teaching load that releases the faculty member from service responsibilities for one of the two semesters in the academic year. In effect, all sabbatical-like leaves are for one semester, even in those cases where the teaching load release is distributed over the academic year.

Eligible Senior Lecturers need to submit a detailed project proposal to the departmental chair and the Dean's office of the School of Liberal Arts 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 project focused on the scholarship of teaching*
- *Course or curriculum development*
- *Research in the discipline that clearly bears a connection to excellence in teaching*

Upon completion of the sabbatical-like 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.

Following the guidelines for sabbatical leaves in the Faculty Handbook, Senior Lecturers pledge to return to their academic duties for at least one academic year immediately following the leave. Should that not occur, they shall reimburse Indiana University for any salary, retirement contributions, and insurance premiums paid during the sabbatical-like leave.

According to the Faculty Handbook regarding sabbatical leaves, "Faculty members enrolled in a managed care health care plan who plan to be out of the Indianapolis area during their sabbatical leave may want to consider enrolling in a PPO Healthcare Plan (Preferred Provider Organization, Administered by Anthem) during the leave period. For managed care plans, coverage outside the service area is limited to emergency care while on sabbatical leave."

Creation of new Lecturer positions

The chair of a department or director of a division will recommend the establishment of new Lecturer positions. These recommendations should be based on the teaching and service mission, goals, and needs of the department or division. The Dean of the school and the Dean of the Faculties for IUPUI will review and act upon the requests.

Rights and privileges of Lecturers

Lecturers must follow and are protected by university policies, including those pertaining to faculty hiring and faculty annual reviews.

Lecturers and Senior Lecturers have the right to petition the School Grievance Committees and the IUPUI campus Faculty Board of Review for redress of grievances concerning dismissal, non-reappointment, academic freedom, salary adjustment, or other conditions of work. Lecturers and Senior Lecturers will follow the same procedures as tenure track faculty members in doing so.

[Approved at FC020207]

Appendix B

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.