WORKLOAD POLICY
College of Education and Human Development

Scope

This policy sets forth workload guidelines for the College of Education and Human Development (CEHD) faculty and academic staff who are at least 75% employed. The guidelines cover Tenured and Tenure-track Faculty and Academic Professional and Administrative staff who are engaged full time in scholarship and work with students. Both groups of employees are integral to the core of College success, with distinct job descriptions and responsibilities.

Definition of Terms Used in This Policy

Scholarship
For the purpose of this document scholarship refers to the advancement and dissemination of knowledge, understanding, and the exchange between the University and society with engagement and application of scholarly expertise accessible to those outside of the University. Scholarly pursuit includes teaching and learning, research and discovery, and outreach/engagement and service.

B-Term
B-term appointments are the basis for the workload policy. B-Term refers to 9-month appointments that conform to University of Minnesota academic year dates.

Tenured and Tenure Track (TTTF) appointments
Regular TTTF are engaged in teaching, research, outreach/engagement, and service. This workload policy applies to TTTF on appointments of at least 75% as Professor (9401), Associate Professor (9402), or Assistant Professor (9403).

Academic Professional and Administrative (P&A) appointments
For P&A staff, this workload policy applies to those with primary responsibilities in activities related to the teaching mission, may also have research or service expectations and/or administrative responsibilities, and are on appointments of at least 75%. P&A are generally, but not exclusively, appointed in job categories such as Teaching Specialist (9754) or Lecturer (9753).

Extension appointments
University of Minnesota Extension appointments have slightly different work assignments. Extension faculty are categorized as teaching and learning and engagement which may involve dissemination of knowledge through non-credit and non-formal instruction and media-based instructional materials and applied research and discovery.

Agricultural Experiment Station (AES) appointments
AES are categorized as research and discovery.

Academic unit head
The academic unit head is responsible for managing the administrative and budgetary functions of the unit, and is generally appointed as chair, head, or director.
Guiding Principles

This Workload Policy is intended to supplement and reflect existing University policies relevant to workload and performance covered elsewhere (University Tenure Code, Human Resource policies related to Academic Professional and Administrative staff, and annual performance/merit reviews required in CEHD). The University of Minnesota is a land-grant university and an Association of American Universities and Carnegie Research I Institution. It has baccalaureate degrees and a focus on doctoral graduate education and research intensity. Thus, we acknowledge that whatever percentage of time is devoted to teaching and learning, research and discovery, and outreach/engagement and service must be congruent with the scholarship that is being produced and the source of funding for the position. This agreed upon percentage should also consider faculty and academic staff expertise and aptitude, departmental and disciplinary needs, developmental opportunities, and budget. Any adjustment of the workload that results in or from a buyout agreement, or a transfer of effort, must be financially viable and cover the cost of the instruction, research, or outreach/engagement activity; have a return for the department; and an incentive for the faculty or academic staff member that brings in additional resources including indirect costs.

Values

This policy is informed by three interrelated values: equity, transparency, and flexibility with accountability.

Equity is imperative to achieve a balance of responsibility for departmental, college, university, and external service commitments. A major intent of this workload policy is to promote equity within and across units. The academic unit head is responsible for the broad overview of the needs and expectations of the entire unit and the necessary role of each individual. The academic unit head has the flexibility to adjust workloads among individuals in the unit, but only to the extent that the adjustments will be equitable overall within a specified period of time.

Transparency is imperative in order to balance equity and accountability. Workload and adjustments to it, for TTTF and P&A, shall be documented and agreed to by the academic unit head and faculty/ P&A member. The information is to be shared within the unit. The U of M is a public university in which all class instructors, size of class, funded research projects, and salaries are public information.

Flexibility with accountability is imperative to determine the workload of each individual in the unit. For example, when an adjustment in the workload of one individual has an impact on the entire unit, the academic unit head needs flexibility to make necessary adjustments with other unit members who are affected. The unit may not opt out of basic responsibilities because of overly flexible individual assignments.

Overview

CEHD is dedicated to promoting excellence in research and discovery, teaching and learning, outreach/engagement and service. As the college’s mission states, The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities. This workload policy governs TTTF and P&A efforts in departments and programs of the college and is intended to promote productivity in the areas of teaching,
research, outreach/engagement, and service as well as promote collaborative work and other activities that
enhance the mission of the college and the University of Minnesota.

This workload policy establishes normative standards for equitable distribution of effort across the faculty
and academic staff, recognizing that the college must also be flexible in expectations that apply to a diverse
group of departments and instructors.

The Workload Guidelines are divided into three sections: Teaching and Learning; Research and Discovery;
Outreach/Engagement and Service. Where appropriate, guidelines for TTTF and P&A that are dissimilar are
detailed.

**Teaching and Learning**

CEHD instructors are expected to be excellent teachers, to take an active part in advising and mentoring of
students, and to engage in course development.

Units should strive for fair and equitable assignments of workload across various types of teaching
assignments, although not all TTTF and P&A will have the same type of assignments due to the nature of
the teaching and learning in the unit.

Further, the specific dimensions of assigned teaching responsibilities should be taken into account when
setting workload so as to uphold the values of equity, transparency, and flexibility with accountability.
These dimensions might range from face to face classroom teaching to technology assisted learning, on
campus to off campus teaching, supervision of interns, to oversight of field experiences. Teaching
responsibilities might also include coordination of programs, advising undergraduate, post-baccalaureate,
graduate students, and/or coordination of internships for various programs.

**Specifics regarding credit-based teaching**

For full-time TTTF, the typical expectation for a teaching load is a minimum of 12 credits with a minimum of
220 Student Credit Hours (SCHs). All TTTF are expected to teach at least one class during the academic year
regardless of other workload assignments and opportunities unless on an approved leave of absence.

For full-time instructional P&A, the typical expectation for a teaching load is a minimum of 18 credits with a
minimum of 330 Student Credit Hours (SCHs). P&A are expected to have a job description that outlines the
responsibilities for teaching courses, program coordination, advising of students, and other activities
supportive of the teaching and learning functions and other assignments for the appointment. The job
description and teaching assignments for P&A are subject to annual review by the academic unit head.

The recommended minimum class size is 15 students for an undergraduate and post-baccalaureate class
and 10 students for a graduate class.

**Non-credit teaching assignments**

Non-credit teaching assignments for TTTF and P&A may include community-based outreach, provision of
non-credit professional development activities, development of instructional web sites available to specific
audiences or the general public, organized non-credit workshops and technical assistance designed to
disseminate research findings and infuse them in professional practice as well as other activities. Additional
non-credit instructional assignments include course and curriculum development and serving on exam committees, as well as mentoring. These assignments are approved by the unit and in accordance with this policy. Some units have University of Minnesota Extension faculty who have responsibilities for publicly engaged-teaching and program development as their primary teaching assignment.

Advising

Advising and mentoring of students is considered part of the expected teaching load of TTTF and P&A. Advising, recruiting, career counseling, mentoring and sponsorship of student organizations are examples of activities considered to be part of the advising expectation. Advising load is expected to follow the transparency principle.

Course Release Agreements

These are agreements that result in a reduction of the teaching workload for TTTF and P&A. All agreements must be approved by the academic unit head who is responsible for managing in a manner that protects curricula and minimizing the replacement cost for instruction. Any purchase of replacement teaching services must be cost-efficient.

Overload Agreements

Overload is permissible in cases in which the work is deemed strategically important and fiscally viable to the academic unit and/or the college. Requests by TTTF and P&A to receive payment for overload teaching work are considered on a case-by-case basis. All agreements must be in writing, pre-approved by the academic unit head, and may require approval of the Dean if they result in increased expenditures for the unit beyond its budgetary model. The maximum amount of course overload is up to four credits during the academic year (B-Term) appointment.

Overload shall only be approved and funded when there is a full complement of workload across teaching and learning, research and discovery, outreach/engagement and service that already exist as reflected in assignment for each TTTF and P&A in the unit.

Transfer of Effort

Transfer of effort occurs when there is a shift in the composition of workload (such as moving some instruction from the academic year into the summer term). All other responsibilities continue throughout the entire academic year. Course instruction is the only effort transferred. Transfer of effort agreements must follow the transparency principle and do not result in additional compensation.

Buy-out Agreements

Buy-outs from teaching shall only be approved and funded when the individual has a full complement of workload across teaching and learning, research and discovery, and outreach/engagement, and service. All buy-out agreements must account for the cost of instruction incurred and coverage of the curricula of the unit in a manner that strives to preserve the quality for the program. Each unit is responsible for establishing a policy that insures coverage of the cost of instruction that is equitable across the unit.
**Research and Discovery**

All TTTF are expected to engage in research and discovery as part of their regular workload. Expectations for excellence in this domain are defined in *Faculty Tenure*, especially section 7.11 and in each individual department 7.12 statement. If productivity falls below expectations, these situations will be addressed through established pre-tenure or post-tenure review procedures.

Each faculty member is expected to publish scholarly work on a regular basis, disseminate work to appropriate groups, and to promote publicly engaged scholarship. Each faculty member, regardless of the source(s) of funding for the position, is expected to seek extramural support for research, scholarship and professional development efforts. When there is a conflict between the workload policy and the department 7.12 tenure statement, the 7.12 statement supersedes this policy.

P&A faculty are not typically expected to engage in research and discovery as part of their regular workload. However, in some cases, research and discovery may be an explicit component of a P&A appointment as determined by unit needs and opportunities and the unit head. In such cases, the unit head should establish clear expectations and guidelines for evaluating the work.

**Outreach/Engagement and Service**

The contribution of the college community to outreach and engagement is central to the college and University missions. Outreach and engagement involves a partnership of university knowledge and resources for a wide range of programs, initiatives, and opportunities to connect ideas, discoveries, and resources to people throughout the state, nation, and world. It may include such activities as consultation, policy analysis, media work, testifying at legislative hearings, technical assistance, and program evaluation.

Discipline-related service for TTTF is expected as defined in *Faculty Tenure*, especially in section 7.12. All TTTF are expected—and all P&As are encouraged and may be expected—to participate actively in university service, including collegial governance, through participation in department, college, university committees, and initiatives.

**Sources of Documentation for Workload Policy**

University of Minnesota Board of Regents Policy for Employee Group Definitions, December 9, 2005
Faculty Tenure, June 8, 2007
Mission Statement, February 8, 2008
College of Education and Human Development Constitution, April 25, 2007
College of Education and Human Development Mission, October 2006
Carnegie Foundation, Research I 2008 Designations

Previous Workload Policies from:
College of Education and Human Development, December 13, 2004
College of Human Ecology, April 8, 2004
General College/Post Secondary Teaching and Learning, May 16, 2008
Consultation

The proposed draft CEHD workload policy was shared for feedback with the Academic Leadership Council and the CEHD Professional and Administrative Council (CPAC). CPAC retroactively voted to approve use of this policy in CEHD on November 23. In addition, the draft was discussed in each academic department and all Tenure and Tenure-track faculty (TTF) and Academic Professional and Administrative staff (P&A) were provided with an opportunity to review the policy and provide comments via the web.

This policy was approved by the CEHD Governing Council on October 21, 2009.