



COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DIFFERENTIAL STAFFING AND WORKLOAD PLAN

Introduction

This plan deals with the allocation of faculty members' efforts across the three performance areas: instruction, professional activity/scholarship and service. This College differential staffing and workload plan shall adhere to the policy described in the University Regulations and Board Policy Manual. University Regulations and Board Policy will take priority should there be a discrepancy with the plan herein.

Faculty effort across the three performance areas is allocated in a manner designed to meet the needs of the program, its faculty and students, and the College.

Policy

The purpose of this plan is to elucidate the University Regulations and Board Policy in light of College and program needs and faculty interests and expertise.

A full faculty load at UNC is 15 semester credit hours or 30 credit hours over two semesters. Tenured and tenure-track faculty members allocate 3 semester hours of work assignment to provide service to their department, College, University, and professional community. Tenured and tenure-track faculty members also allocate 3 semester hours of work assignment to engage in professional activity/research. Thus, most tenured and tenure-track faculty have a 9-hour teaching load base.

Term faculty members are assigned a 12-semester hour teaching load, with 1.5 semester hours to be devoted to professional activity and 1.5 semester hours to be devoted to service.

Differential Staffing

Differential staffing refers to workload assignments that differ from the assignments described above. Differential staffing permits faculty members to have a workload that varies from the typical workload. A differential workload policy in the College facilitates the optimal distribution of faculty expertise to meet program and College needs. Differential staffing also permits faculty assignments to be more directly based on the outcomes of faculty evaluation and to more accurately reflect faculty productivity.

Each school is encouraged to develop a differential workload policy that best meets the needs of the program and its faculty and students, while taking into account equity in workload across all faculty members and also the resources available to the program.

Valid instances of differential staffing include, but are not limited to, changes to workload distribution for grant activity or administrative assignments. Further, term faculty loads may be adjusted to 9 hours teaching, 3 professional activity/research, and 3 service in units where there is an expectation that the term faculty member will serve on and/or chair dissertations or in instances where the unit determines it is more advantageous to the program a term faculty member may be assigned a 9-semester hour teaching load.

Faculty members in units with doctoral programs will be expected to contribute to those programs by serving on and chairing doctoral dissertations. Programs and schools are encouraged to develop differential staffing plans that take into account the contributions made by faculty on dissertations and theses.

All instances of differential staffing must be agreed upon in writing by the Director and the Dean. Prior to reassignment from teaching the Director and Dean must agree that the faculty member has a sufficiently high workload in scholarship and service.

Three particular types of differential staffing are encouraged:

Teaching Professor: A tenured professor or a term faculty member may request that his/her workload assignment be adjusted to reflect increased interest in teaching. Such a faculty member could teach four or five classes per semester, with limited or no expectations in either scholarship or service. The faculty member would be required to attend faculty meetings. The reassignment would be reevaluated at agreed upon intervals with the reevaluation completed as part of the annual review cycle. Eligibility for merit pay would be based on performance in the faculty member's agreed upon workload distribution.

Research Professor: A tenured professor may request that his/her workload assignment be adjusted to reflect increased interest and productivity in scholarship and grant writing. In exceptional cases a faculty member with a very strong record of scholarship may be hired into a Research Professor position. Such a reassignment could, for example, be in the form of a one-course reassignment from teaching or a three-credit reassignment from service. The reassignment would be reevaluated at agreed upon intervals with the reevaluation completed as part of the annual review cycle. Eligibility for merit pay would be based on performance in the faculty member's agreed upon workload distribution.

Service Professor: A tenured professor may request that his/her workload assignment be adjusted to reflect increased interest and productivity in service. Such a reassignment could, for example, be in the form of a one-course reassignment from teaching or a three-credit reassignment from scholarship. The reassignment would be reevaluated at agreed upon intervals with the reevaluation completed as part of the annual review cycle. Eligibility for merit pay would be based on performance in the faculty member's agreed upon workload distribution.

Relationship to the Evaluation Process

Differential staffing should be tied to the evaluation process. Tenured faculty members who have not met expectations (during the comprehensive preview process) in professional activity and/or service may have their teaching load increased by 3 semester credits and their professional activity and/or service reduced to 0 semester credits. The above workload adjustments could also apply to tenure-track faculty in their third year of service and after.

Similar adjustments may be made to the workload distributions of term faculty members who have not been professionally active or engaged in substantive service over a comprehensive review period.

The school director should initiate the discussion tying workload to the evaluation process.

Overload Teaching

Faculty members seeking to teach an on-campus or off-campus course overload during the academic year for compensation will:

- receive ratings of “meets expectations” or higher in all performance areas on both annual and comprehensive evaluations
- be making satisfactory progress toward tenure and/or promotion.

Faculty members not meeting the above criteria who wish to teach compensated overloads will develop a plan in conjunction with their Director that will permit them to satisfy the above criteria in as expeditious a manner as possible. Minimally, a satisfactory annual review should be completed in which the faculty member is deemed “meets expectations” in all relevant areas and, where appropriate, is judged to be making adequate progress toward tenure and/or promotion.

Off-campus overloads will follow the University Policy and the Colorado Department of Higher Education (CDHE) in operation at the time the course is taught. Faculty meeting the above criteria may teach one compensated overload per semester. Additional overloads need approval from the Director and Dean.