Faculty Personnel Policy Committee

Memorandum

TO: Figen Mekik, Chair, UAS/ECS
Cory DiCarlo, Vice-Chair, UAS/ECS
FROM: Kurt Ellenberger, Chair, FPPC
DATE: March 29, 2013
SUBJECT: FPPC Charge #3: *Baseline Expectations v8 FINAL/Approved*
CC: Tom Butcher, University Counsel
Jon Jellema, Associate Vice President for Academic Affairs
FPPC

Please find attached a draft revision (version #8) of section 3.01 of the Faculty Handbook, which deals with Faculty Responsibilities and Baseline Expectations, along with FPPC's rationale. This version includes several revisions from FPPC based on UAS/ECS feedback from the previous meeting.

The most important of these from a policy perspective is regarding the question of whether the terminology describing the "per semester" teaching load should be "9 hours," "9 credits," or "9 credit hours." FPPC preferred "9 credits" as the best option since it is linked to course credits, but does not bring "hours" into the discussion.

In response to concerns about courses with non-standard credits (i.e. 4 credit courses), the committee noted that the document states the following under "Teaching:"

> *"Each unit, with the approval of its dean, shall determine the number of courses that are required when any or all of the courses are other than 3 credits. Each unit, with the approval of its dean, shall also determine equivalencies of studios, labs, rehearsals…"*

FPPC was of the opinion that this clearly recognizes non-standard courses and unambiguously states that each unit, with dean's approval, is responsible for determining equitable load equivalencies for these courses.

Sincerely,

Kurt

Faculty Handbook 3.01.A-E
Charge #3 "Baseline Expectations"
Clean Version of Draft, with only most recent revisions included

3.01 Faculty Responsibilities and Workload
The role of a faculty member involves an interlocking set of responsibilities to students, to colleagues in both the institution and the wider profession, to the institution itself and its surrounding community, to the advancement of knowledge and understanding in the faculty member's field, and to the ideals of free inquiry and expression. Normally, these are articulated as the areas of teaching, scholarship and creative activity, and service, as outlined in the Administrative Manual, Chapter 4 Faculty Personnel Policies, Sections 2.9.1.

The primary responsibility of faculty is excellent teaching [as described in the Administrative Manual, Chapter 4, Section 2.9.1.A]. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations. Evidence of effective teaching is a significant factor in contract renewal, tenure, promotion, and salary increment decisions. Units should periodically review and clarify course expectations of students. Appropriate course expectations, pedagogies, and assessment vary, depending on the discipline, course level, and class size.

Each unit shall establish expectations in writing for all its faculty, in the areas of teaching, scholarship and creative activity, and service based on disciplinary standards and best practices and unit, college and university goals, and work. Teaching, scholarship/creative activity, and service are included in each faculty member's workload. These unit expectations will be approved by the unit faculty, unit head, and the dean.

A. Teaching
Normally, within a full-time load, the expectation for teaching shall be 9 credits per semester. Evidence of effective teaching is significant in decisions on tenure, promotion, and salary increments. Each unit, with the approval of its dean, shall determine the number of courses that are required when any or all of the courses are other than 3 credits. Each unit, with the approval of its dean, shall also determine equivalencies of studios, labs, rehearsals, team-teaching, distance education, supervision of theses or student research, clinical or internship supervision, independent study or reading courses, teaching extraordinarily large classes, and other such formal teaching activities. Normally, no more than three different course preparations will be required of any faculty member in any semester.

B. Scholarly/Creative Activity (formerly called Professional Activity)
Within a normal full-time load, all faculty are expected to engage in basic, applied, or pedagogical scholarship or creative activity as determined by the unit, college, and profession. Evidence of scholarship or creative activity is significant in decisions on tenure, promotion, and salary increments. A variety of activities are considered appropriate for accomplishing these objectives and such activities are significant in decisions on tenure, promotion, and salary increments. Faculty scholarship or creative activity is generally acknowledged to be an important indicator of professionalism. Such activities not only sustain academic vitality but also promote student involvement, an activity that is desirable in the undergraduate and graduate education experiences. Methods of maintaining and updating professional competencies may include, but are not limited to, publications, presentations, performances, grant writing, scholarly or creative activity with students, and participation in professional meetings, institutes, and workshops. Enrollment in graduate courses may be especially important to those individuals lacking the terminal degree.

C. Service
In addition to teaching and scholarly/creative activities within a normal full-time load, all faculty are expected to engage in service as determined by the unit, college, and profession. Service may include participating in unit, college, or university activities that support the operation and mission of the unit, college or university, the profession, and/or the community. Evidence of service is significant in decisions on tenure, promotion, and salary increments.

i. Service to the Unit
Faculty members' contributions to the unit may include unit committees and leadership activities, design and implementation of curriculum, the maintenance of facilities and equipment, the preparation of unit-related grant proposals, etc.

ii. Service to the College and University
GVSU operates under a shared governance model. Faculty members serve through election or appointment to college and university committees. A listing of current university committees and the members on each

committee will be posted on the Faculty Governance website. Service may also include participating in college or university activities that support the mission of the university or college.

iii. Service to the Community and/or the Profession.
Faculty members are also responsible for contributing to their profession and/or their community. Community service and service to the profession involves the engagement of a faculty member's professional expertise. Community service includes, but is not limited to, engaging in community outreach, acting as a board member in a community based organization, participating in public service programs, and work as a *pro bono* consultant on community projects when representing the University. Service to the profession includes leadership or committee roles in professional organizations.

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D. Area of Significant Focus
In their annual faculty workload plan, every faculty member shall propose a significant focus beyond the expectations established by the unit in the areas of teaching, scholarship/creative activity, and service. The significant focus will be reviewed and approved by the unit head and dean.This focus shall require approximately the same amount of time as teaching a 3 credit, or standard course per semester; it shall not have been counted as part of the expected 9 credits per semester teaching load or have been compensated externally or additionally. Faculty members anticipating review for personnel action, and especially action for tenure and promotion, will want to ensure that their significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

Rationale:

The issues surrounding the current language of "Baseline Expectations" have been discussed repeatedly by FPPC over the last three years. As we researched the term, we discovered that it is not defined consistently across campus. The issues we found include the following:

1. Baseline Expectations and Quantity/Quality of Faculty Work
Some units view baseline as a "minimum" expected of a faculty member, while others have a higher standard when using this term.
2. Baseline Expectations and Workload
There is also confusion on campus about whether "baseline expectations" are part of the workload (as teaching, service, and scholarship), or whether they exist outside of workload plans as general duties of all faculty members.
3. Significant Focus Beyond Baseline Expectations
All of this was further exacerbated by the various opinions on where this "significant focus" is then found in the actual workload if it is "beyond" the "baseline."
4. *Full-time Load vs. 12-Hour Load*
FPPC determined that there is an inherent problem when our job is described in terms of a "12-hour load" while our teaching loads are similarly described using "credit hours." This implies that everything in our workload can be numerically accounted for somewhere in the "12-hours" which is not the case. In consultation with ECS, the term "12-hour load" was therefore replaced with the term "full-time load" in order to better delineate and delink the two concepts.

FPPC found this entire section to problematic in terms of both organization and content:

1. The three areas (teaching, scholarship, and service) are not described consistently. For example, under teaching, the current language describes what constitutes "evidence," but does not provide that information for scholarship and service.
2. Service is incomplete because community service is not discussed. The service section is also inconsistent in the way it describes service as "contributions to the unit" and "committee responsibilities."

After many lengthy discussions, FPPC did not see any particular value gained from using the term "baseline" and revised the entire section to remove it and to speak more broadly in terms of "faculty expectations." The Committee also revised each section to make the description of each area of responsibility more consistent, robust, and in line with current practice.

Faculty Handbook 3.01.A-E
Charge #3 "Baseline Expectations"
Draft With All Revisions Highlighted in Track Changes

3.01 Faculty Responsibilities and Workload

The role of a faculty member involves an interlocking set of responsibilities to students, to colleagues in both the institution and the wider profession, to the institution itself and its surrounding community, to the advancement of knowledge and understanding in the faculty member's field, and to the ideals of free inquiry and expression. Normally, these are articulated as the areas of teaching, scholarship and creative activity, and service, as outlined in the Administrative Manual, Chapter 4 Faculty Personnel Policies, Sections 2.9.1.

The primary responsibility of faculty is excellent teaching [as described in the Administrative Manual, Chapter 4, Section 2.9.1.A]. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations. Evidence of effective teaching is a significant factor in contract renewal, tenure, promotion, and salary increment decisions. Units should periodically review and clarify course expectations of students. Appropriate course expectations, pedagogies, and assessment vary, depending on the discipline, course level and class size.
~~The primary responsibility of faculty is excellent teaching.~~

~~The role of a faculty member involves an interlocking set of responsibilities to students, to colleagues in both the institution and the wider profession, to the institution itself and its surrounding community, to the advancement of knowledge and understanding in the faculty member's field, and to the ideals of free inquiry and expression. Normally, these are articulated as the areas of teaching, scholarship and creative activity, and service, as outlined in the Administrative Manual, Chapter 4 Faculty Personnel Policies, Sections 2.9.1.~~

~~**A. Primary Responsibility**~~

~~The primary responsibility of faculty is excellent teaching [as described in the Administrative Manual, Chapter 4, Section 2.9.1.A]. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations. Evidence of effective teaching is a significant factor in contract renewal, tenure, promotion, and salary increment decisions. Units should periodically review and clarify course expectations of students. Appropriate course expectations, pedagogies, and assessment vary, depending on the discipline, course level and class size.~~

~~**i) Baseline Expectations**~~

Each unit shall establish expectations in writing~~,~~ for all its faculty, ~~baseline expectations~~ in the areas of teaching, scholarship and creative activity, and service based on disciplinary standards and best practices and unit, college and university goals and work. Teaching, scholarship/creative activity, and service are included in each faculty member's workload. These unit expectations will be approved by the unit faculty, unit head, and the dean. ~~In the area of teaching, the baseline expectation normally shall be 9 credit hours per semester over the course of the academic year, in addition to other teaching-related work. All faculty are also expected to engage in basic, applied, or pedagogical scholarship or creative activity as determined by the expectations of the unit, college, and profession. A faculty member's workload includes service to the unit, college, and university as well as to the community/profession.~~

A. ~~B.~~ Teaching

Normally, within a full-time-load, the ~~The baseline~~ expectation for teaching shall be ~~9 credit hours per semester over the course of the academic year, in addition to other teaching-related work. Typically, these~~ 9 credit ~~hours~~ per semester. ~~w ill represent three 3-credit-hour courses~~. Evidence of effective teaching is significant in decisions on tenure, promotion, and salary increments.~~, but e~~ Each unit, with the approval of its dean, shall determine the number of courses that are required ~~to meet the baseline expectation~~ when any or all of the courses are other than 3 credits. Each unit, with the approval of its dean, shall also determine equivalencies of studios, labs, rehearsals, team-teaching, distance education, supervision of theses or student research, clinical or internship supervision, independent study or reading courses, teaching extraordinarily large classes, and other such formal teaching activities. Normally, no more than three different course preparations will be required of any faculty member in any semester.

B. ~~C~~. Scholarly/Creative Activity (formerly called Professional Activity)

Within a normal full-time load, all faculty are expected to engage in basic, applied, or pedagogical scholarship or creative activity as determined by the unit, college, and profession. Evidence of scholarship or creative activity is significant in decisions on tenure, promotion, and salary increments. ~~The achievement and maintenance of professional excellence is a responsibility of faculty.~~ A variety of activities are considered appropriate for accomplishing these objectives and such activities are significant in decisions on tenure, promotion, and salary increments. Faculty ~~research~~ scholarship or creative activity is generally acknowledged to be an important indicator of professionalism. Such ~~research~~ activities not only sustain~~s~~ academic vitality but also promote~~s~~ student involvement ~~in research~~, an activity ~~which~~ that ~~may be~~ is desirable in the undergraduate and graduate education experiences. ~~Another m~~Methods of maintaining and updating professional competencies may include, but are not limited to, ~~is through~~ publications, presentations, performances, grant writing, scholarly or creative activity with students, and participation in professional meetings, institutes and workshops. Enrollment in graduate courses may be especially important to those individuals lacking the terminal degree. ~~Faculty participation in professional organizations is encouraged. Most unit budgets include limited funds for support of professional activities such as attendance at conferences and workshops. The Center for Scholarly and Creative Excellence is an additional source of funding.~~

C. ~~D.~~ Service

In addition to teaching and scholarly/creative activities within a normal full-time load, all faculty are expected to engage in service as determined by the unit, college, and profession. Service may include participating in unit, college, or university activities that support the operation and mission of the unit, college or university, the profession, and/or the community. Evidence of service is significant in decisions on tenure, promotion, and salary increments.

i. ~~Contributions~~Service to the ~~Department~~Unit

~~In addition to teaching and advising activities, f~~ Faculty members' ~~are responsible for~~ contributions ~~ing~~ to the ~~various other activities of their department~~unit, ~~which~~ may include unit committees and leadership activities, ~~the~~ design and implementation of curriculum, the maintenance of facilities and equipment, the preparation of unit-related grant proposals, etc. Service includes participating in unit activities that support the mission and operation of the unit. ~~Contributions to the department are significant in decisions on tenure, promotion, and salary increments.~~

ii. Service to the College and University ~~Committee Responsibilities.~~

GVSU operates under a shared governance model. Faculty members ~~ordinarily~~ serve through election or appointment to ~~on~~ college and university committees. A listing of current university committees and the members on each committee will be posted on the Faculty Governance website. Service includes participating in college or university activities that support the mission and operation of the university or college. ~~A listing of current university committees and the members on each committee will be posted on the Faculty Governance website. Contributions to the college and university are significant in decisions on promotion and salary increments.~~

iii. Service to the Community and/or the Profession.

Faculty members are also responsible for contributing to their profession and/or their community. Community service and service to the profession involves the engagement of a faculty member's professional expertise. Community service includes, but is not limited to, engaging in community outreach, acting as a board member in a community based organization, participating in public service programs, and work as a *pro bono* consultant on community projects when representing the University. Service to the profession includes leadership or committee roles in professional organizations.

D. ~~E.~~ Area of Significant Focus ~~Beyond Baseline Expectations~~

In their annual faculty workload plan, every faculty member shall ~~select~~ propose a significant focus ~~of activities~~ beyond the ~~baseline~~ expectations established by the unit in the areas of teaching, scholarship/ ~~or~~ creative activity, and ~~or~~ service. The significant focus will be reviewed and approved by the unit head and dean.This focus shall require approximately the same amount of time as teaching a 3 credit ~~hour~~, or standard course per semester; it shall not have been counted as part of the ~~baseline~~ expected 9 credits ~~hour~~ per semester teaching load or have been compensated externally or additionally. Faculty members anticipating review for personnel action, and especially action for tenure and promotion, will want to ~~i~~ensure that their significant focus of activity is consistent with their unit's and college's expectations for tenure and promotion.

F. Workload Planning

As part of the Faculty Activity Reports (FAR) completed annually each faculty member is expected to establish an annual Workload Plan containing both baseline and significant focus expectations for the next year. The faculty of each unit will review these plans according to the same procedures as described in 3.02 in order to secure adequate information for proper allocation of unit and college resources and for appropriate programs of faculty development. The unit head will sign the workload plan to indicate the review has been completed. The Faculty Activity Report for any given year will have appended to it the Workload Plan which anticipates the current FAR and these together will be forwarded to the dean. The Workload Plan may be revised as necessary in consultation with the unit head. The policy for extending probationary appointments by pausing the tenure clock can be found in the Administrative Manual, Chapter 4, Section 2.7.2.