

## **EHREND COLLEGE ADMINISTRATIVE PROCEDURE**

### ***BCF21 - Penn State Behrend Faculty Workload Guidelines***

#### **Background**

Institutions of higher learning benefit when all full-time faculty members align their professional strengths and interests with organizational needs. Accordingly, these workload guidelines promote a level of flexibility that allow all full-time faculty members to be highly productive while ensuring that the College fulfills its teaching, scholarship, and service missions.

Faculty workload responsibilities consist of teaching, scholarship, and service. A faculty member's teaching duties are assigned annually by the School Director. Any changes to the standard workload may be made only after consultation between the School Director and the faculty member and with the approval of the Senior Associate Dean for Academic Affairs.

#### **Standard Teaching Loads**

- Lecturer: 12 credits per semester (24 credits per year)<sup>i</sup>
- Tenure-track Faculty: One 3-credit hour reduction within the first two years of the tenure-track period<sup>ii</sup>  
9 credits per semester for the remainder of the tenure-track period  
(18 credits per year)
- 15 credits per year for School of Business graduate faculty members, subject to Black School policy documents
- Tenured Faculty 9 credits per semester (18 credits per year)<sup>iii</sup>

<sup>i</sup> All full-time Lecturers are encouraged to discuss their teaching assignments with their department/program chairs and school directors in order to develop plans for their deployment that will coordinate their professional strengths with institutional needs.

<sup>ii</sup> The reduction of teaching responsibilities for tenure-track faculty members provides an opportunity to develop a research record worthy of tenure and promotion to associate professor. The established teaching assignment is a 4/4. Tenured and tenure-track faculty normally receive a 3/3 teaching assignment predicated on a productive research and scholarship program.

<sup>iii</sup> Tenured faculty members' workload will consist of a combination of teaching, scholarship, and service and outreach activities.

#### **Variations of Teaching Assignments:**

- The School of Humanities and Social Sciences and the Black School of Business calculate a faculty member's teaching assignment by the number of sections taught and number of credits assigned to each course.
- The School of Science and the School of Engineering use point systems to equate lectures and lab sections to the eight-course and six-course standard teaching assignments, respectively.

All schools take into consideration professional accreditation guidelines when assigning faculty members' teaching assignments. Workload assignments are designed to ensure adequate opportunities for student-faculty interaction for all full-time faculty members, to promote student success, and to optimize the ability of the schools to deliver their curricula.

**Workload for Tenured Faculty Members:**

Tenured faculty members maintaining a productive program of scholarship or a program of significant service and outreach activities which support the mission of the University and the College will retain the 3/3 teaching assignment that they experienced while on the tenure track. Teaching loads may occasionally vary due to tenured faculty members' involvement in various service and leadership duties. Any changes to the standard 3/3 teaching assignment may be made only after consultation between the School Director and the faculty member and with the approval of the Senior Associate Dean for Academic Affairs.

A productive scholarship/research program consists of ongoing and sustained activities which have tangible, peer-reviewed or professionally-reviewed outcomes. A flexible understanding of a productive research program is required in the Penn State Behrend environment, with its wide variety of academic disciplines the paucity of research-oriented graduate programs, and an equal evaluative weighting of teaching research. The academic schools are the primary units which shall establish research standards appropriate for their academic disciplines. A faculty member's research productivity can be expected to change from year to year--due to a number of factors including but not limited to, cycles of investigation and publication, temporary reallocation of effort to teaching or to service responsibilities and personal circumstances.

A tenured faculty member's program of scholarly, teaching, and outreach and service activities supporting the mission of the University and the College may be negotiated between the School Director and the faculty member.

**Workload for Lecturer-level Faculty Members:**

Full-time Lecturers who have demonstrated a successful record of teaching while also meeting their school's scholarship, and service and outreach requirements should consult with their School Director and department/program chairs regarding teaching load adjustments that may be to the mutual benefit of the individual and the institution. Any changes to the standard teaching load may be made only after consultation among the School Director, the faculty member and the department/program chair, and with the approval of the Senior Associate Dean of Academic Affairs.

Successful and productive professional development is vital to Lecturers' abilities to be effective in the classroom, active professionally in their fields, and successful in contributing to the University and the College. In order to retain and assist lecturer-level faculty members, a flexible understanding of scholarship, and service and outreach is required in the Penn State Behrend environment. Academic schools are the primary units which shall establish the standards appropriate to their academic disciplines. Occasional workload adjustments may be made for Lecturers serving the College in a capacity that requires demonstrable and extraordinary time commitments. It is advisable that such workload adjustments be made thoughtfully and with the benefit of workload data.

A Lecturer's productivity can be expected to change from year to year--due to a number of factors including, but not limited to, cycles of course offerings, the temporary reallocation of effort to teaching or service responsibilities, and personal circumstances.

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