

**University of Massachusetts Lowell  
Zuckerberg College of Health Sciences  
Workload Policy for Tenured and Tenure-Track Faculty**

**January 31, 2019**

**I. Purpose**

The Zuckerberg College of Health Sciences (Health Sciences) recognizes that the workload of tenured and pre-tenured faculty should be distributed among teaching, scholarship and service to the department, school, college and university. All tenured and tenure track (TTF) faculty are expected to make contributions in all three areas; productivity in each area will vary among faculty with some faculty members being significantly more productive in one area than another, and individual faculty workload balance may shift over time. The overall purpose of the Zuckerberg College of Health Sciences Workload Policy is to describe the expectations for faculty for workload and to provide a process for determining faculty workload in order to:

- Continually improve the quality of intellectual and professional life for faculty in Health Sciences.
- Support the research mission of the university through the scholarship of Health Sciences faculty.
- Support essential department, school, college and university-wide service activities and initiatives.
- Sustain national accreditation in professional disciplines consistent with Health Sciences and the university's missions.
- Contribute meaningfully to disciplinary professional societies, associations, and peer-review processes.

All members of the faculty of the Zuckerberg College of Health Sciences are expected to provide quality service to students and the constituencies identified above. This is fulfilled through the many modes of scholarship, teaching, and service. Each faculty member will have a unique combination of these activities as part of his or her workload. Workload of individual faculty will depend upon the level of research productivity, teaching requirements of the College, and service contributions. Faculty members are required to carry out service responsibilities in a quality manner as described in the MSP agreement, with a specific focus on student success.

**II. Teaching Load – Overview**

The maximum teaching load for full-time faculty who have not received a workload reduction for service or research is 18 credits per academic year or equivalent contact hours. The minimum teaching load “will consist of at least three contact hours

per semester (exclusive of thesis supervision) and at least 200 student credit hours per academic year, or direction of graduate thesis or equivalent combination during each semester” (Article XVI MSP Workload). As per Article XVI section H.1. of the Contract, “Each of the colleges of the University should have an equitable opportunity for providing reduced teaching load to the faculty for the purpose of enhancing and improving their-institutional research productivity” In accordance with provisions of the MSP contract, the Zuckerberg College of Health Sciences has established guidelines to implement modified teaching loads. These guidelines do not replace articles related to workload that are included in the MSP contract.

It is the responsibility of the Chair in each Department, who is most familiar with the requirements for each course in the Department, to assign appropriate teaching loads for each faculty member, consistent with the Health Sciences Workload Policy. Within Health Sciences, department Chairs and the Dean have discretion to take into consideration class size, coordination of lab or clinical courses with multiple sections in determining teaching assignments. These issues vary considerably by department and the Chair is in the best position to assess workload implications of these variables.

When a course that is part of the planned workload is canceled beyond the specified contract period, the faculty member may be asked to teach an appropriate alternative course, if one is available. If another appropriate course is not available, the faculty member may propose a plan of work to the Chair to support departmental, school, college or university needs. The Chair and College Dean (School Dean in the case of the Solomont School of Nursing as that role involves determination of all Personnel related issues in consultation with the College Dean) must approve the plan. All parties are expected to take a collegial approach in reaching a resolution. (MSP agreement XVI, section 1)

### **III. Teaching Load Modification**

Workload for each faculty member can be modified on an annual basis to adjust teaching assignments such that a faculty member can engage in a higher level of contribution in research and/or service. Descriptions of typical modifications are provided below.

In all cases, course modifications for major service, research productivity, or individual course buyout *cannot* be combined to reduce teaching load below the minimum teaching load per semester and the minimum student credit hours per academic year as set by MSP Contract (see section II. above).

Publications and research proposals count only in the calendar year in which they are published or awarded, respectively. Annual designation of research status (Active, Productive and Intensive) will be determined on a 3-year rolling average of publications and grant awards

## **A. Research Active/Research Productive/Research Intensive**

The College and the Departments/Schools expect all tenure track faculty members to maintain a program of research and scholarship. The College has a goal of increasing the stature of each discipline and therefore, demonstration of leadership in each research area is important. Other important considerations are extramural funding, quality of publishing outlets, and involvement of students in research activities.

The determination of whether a faculty member is research active, research productive or research intensive shall be made annually based on the review of the Workload Modification Request described below in section IV. Service is expected to be at an appropriate level consistent with Section IIIC and Appendix B of this agreement.

Faculty involved with interdisciplinary projects are requested to clearly document their contribution to each publication and the quality reputation of the publication outlet.

Faculty who are on projects with extramural funding are requested to indicate their role on the project, their percent effort on the project and the amount of funding credited to their role on the project.

**Research Active.** To be considered Research Active in a specific year, a faculty member must document active engagement in scholarship with documented progress toward accomplishments and outcomes described in Appendix A. This documentation must include both evidence of productivity in the past year as well as progress to produce concrete and achievable research goals for the coming year. These include presenting a paper at a national, regional or international conference, submitting a research proposal to a funding agency, or prepare a manuscript for publication. The conference proceeding, manuscript draft, or submitted research proposal must be submitted along with the 16A. Faculty members who are considered “research active” have a usual teaching load of 15 credits/contact hours per academic year.

**Research Productive.** To be considered Research Productive in a specific year, a faculty member must demonstrate a high level of research activity that yields documented outcomes. Appendix A presents examples of types of productivity that could be considered to qualify a faculty member for Research Productive status. These examples are not exhaustive or prescriptive, but illustrate research outcomes that may be counted as part of the requirement for the research productive level. Generally, to be considered Research Productive, faculty will produce a minimum rolling 3-year average of 2 published peer reviewed articles per year. All publications must represent acceptable scholarly effort and contribution, and must be published or documented to be in press in a recognized outlet of acceptable quality and in sufficient quantities to assure wide dissemination of the research to the discipline. Faculty members who are considered “research productive” have a usual teaching load of 12 credits/contact hours per academic year.

**Research Intensive.** To be considered Research Intensive in a specific year, a faculty member must demonstrate a high level of research activity that yields documented outcomes of research productivity such as publications, presentations at national and international conferences and submission of research proposals. Research Productive status approval is required for consideration of Research Intensive status. Generally, to be considered Research Intensive, faculty will have met the Research Productive status, demonstrated leadership in research, and exhibited a 3-year rolling average of research expenditures at or above 150% of the 3-year average of tenure-track faculty in the college. The 3-year college averages will be calculated annually and distributed each summer to Chairs and shared with faculty. Faculty with less than 3 years of service will be evaluated for research intensive status based on comparison of their average research expenditures during their time of service. If this level is not achieved, the faculty member may request consideration of other high-level research activity. Faculty members who are considered Research Intensive have a usual teaching load of 9 credits/contact hours per academic year.

## **B. Research supervision**

A faculty member who has, within the most recent six years, served as the chair of 4 completed doctoral dissertation committees, 6 Doctor of Nursing Practice (DNP) scholarly projects or 8 completed master's research thesis committees qualifies for one 3-credit course reduction. The supervising experience is counted only once per student regardless of the length of time supervised.

## **C. Service Activities**

All faculty members are expected to engage in service activities within the college and university and may also be engaged in community service work that is directly related to their field of expertise. Faculty who wish to be considered for research active, productive, or intensive status must maintain strength in service.

Expected service for pre-tenured faculty includes, but is not limited to:

- Quality advising of students
- Recruitment of students
- Departmental and/or College committee work
- Membership in professional organizations
- Community organization membership
- Peer-reviewer for professional Journals and funding agencies

Expected service for tenured faculty includes, but is not limited to the above noted service activities for pre-tenured faculty and:

- Leadership on Departmental committee work, including serving as *chair* or *co-chair*
- Leadership on College committee work, including serving as *chair* or *co-chair*
- Service on University committees, including leadership roles as chair or co-chair
- Recruitment of faculty and service on search committees
- Mentoring faculty colleagues
- Ad hoc committee membership as requested by the Chair, Dean or University officials

- Faculty governance committee, such as elected membership to the faculty senate or the faculty union
- Leadership positions of professional organizations
- Leadership roles of Community organizations in context of one's professional expertise
- Membership and leadership of Industry and Professional boards
- Service on grant review panels
- Editorial staff of professional journals

Faculty members are encouraged to provide their professional expertise to professional societies, community agencies and other external organizations. Such service is recognized as an important asset to the university. Appendix B provides additional examples of service that may qualify for workload modification on the basis of extraordinary service assignments.

Course buyout: Any faculty member can use extramural grant funds to buyout of a course assignment at the rate listed in the MSP agreement. Course buyouts cannot result in a workload of less than one course per semester.

#### **D. Teaching load modifications for new faculty**

Newly hired pre-tenured faculty members are expected to have a goal of achieving and maintaining a minimum of research active status and preferably research productive status by the end of the second year. To facilitate this level of research productivity, newly hired pre-tenured faculty members will be offered a choice of either a:

1. Teaching load modification equivalent to research productive status during their pre-tenure period consisting of either a teaching load of nine credits/contact hours per year for their first year as pre-tenured faculty and 12 credits/contact hours per year in the second pre-tenure year (this is equivalent to a 5-course load reduction) OR
2. Pre-tenure sabbatical leave (MSP agreement XXI, this is equivalent to a 3-course load reduction).

Teaching load modifications will be discussed with pre-tenured candidates upon hire and they will select their preferred option at that time.

For pre-tenured faculty opting for teaching load modification in their first two years, their workload starting in year three will be based on their research status as defined by the provisions of this document.

#### **IV. Workload Planning and Evaluation Process**

A consistent process of annual review and teaching load adjustment reporting will be used to guide and manage the workload process at Departmental and College level.

##### **A. Requests for Workload Modification**

Each faculty member's workload is planned and evaluated on an annual basis by the Department Chair.

Faculty members (both tenured and pre-tenured, after the second year) can request a modification of the maximum teaching load using the following process:

1. The Chair will meet individually with each faculty member as requested prior to January 31.
2. The faculty member prepares a Workload Modification Request consisting of Form 16-A, updated CV and Academic Plan and supporting materials. These documents summarize activities and accomplishments from January 1 to December 31 of the previous year along with an Academic Plan specifying the request for workload assignments for the subsequent academic year (September to May) detailing the research and/or service activities that will be substituted for teaching assignments.
3. The Workload Modification Request is due to the Department Chair by January 31.
  - a. The Department Chair will review the Workload Modification Request and may suggest revisions. The faculty member will adjust as needed to secure the Chair's approval and resubmit to the Chair. The Chair will submit all applications for Workload Modification to the Department Personnel Committee (DPC) by the fourth Monday in February.
  - b. The DPC will review the Workload Modification Request forms from all faculty requesting Research Active, Productive or Intensive status to determine if the faculty member meets the Research Active qualifications. The DPC will provide a report to the Department Chair by the second Monday in March detailing the DPC's determination if each faculty member meets the Research Active definition.
  - c. It is the responsibility of the faculty member to work with the Chair to find qualified instructional replacement(s) for his/her course reduction(s) (this needs to begin as soon as possible, but no later than when the approval has been received). *Failure to have qualified replacements in place may result in delaying a decision for reduction as determined by the Chair in consultation with the Dean to ensure students and curriculum are not negatively impacted.*
4. If the Department Chairperson is applying for a modification in teaching load based on these guidelines, the Chair applies directly to the College Dean (School Dean for School of Nursing) by the same process and schedule.
5. The Chair will confer with the Dean on the Workload Modification Requests for faculty members as well as for the Chair by first week of April.
6. The Dean will review the recommendations and consult with the Chair. The decisions will be based on a 3-year rolling average of productivity in teaching, research and service culminating in the previous calendar year (January to

December), along with the predicted success of the current semester's activities described in the proposed Academic Plan. The Dean will notify the Department Chair of the final decisions by the fourth Monday in April.

7. The Department Chair will notify faculty of the approved workload plan by the second Friday in May.
8. To appeal a workload assignment, the faculty member first meets with the Chair, then (as necessary) with the Dean, and then (as necessary) with the Provost. In the case of the School of Nursing the order for an appeal would be: Chair, School Dean, College Dean and then the Provost. Workload assignment issues that are not resolved by this process can be appealed via the MSP grievance process.
9. The Provost will review all approvals annually to ensure equity in workloads across the University.

## **B. Teaching Load Adjustment Reporting**

When each semester's course schedule is submitted by the Department Chair to the Dean for review, an explanation of modifications in teaching load needs to be presented and must be in agreement with the approved Academic Plans for each faculty member. The final determination of specific course(s) to be reduced is (are) determined by the Department Chair in consultation with the Dean.

The Dean, in consultation with Department Chairs, shall compile an annual report listing faculty members by Department for whom teaching load modifications have been recommended and approved, the number of reductions taken, and the reason for each reduction. This report is public information for all faculty members through request to the Chair and is forwarded to the Vice Chancellor for Research, the Provost, and the department Chair.

## **V. Authority of the Dean and other contractual rights and duties—agreed on**

No provisions in this agreement shall be construed to abridge either the authority of the Dean to grant workload reductions, or the rights of faculty members or departments provided in the MSP contract.

**Appendix A:  
Additional Research Activities to be Considered in Determining  
Research Status Level for Workload Assignments**

The following indicators of research activity may be considered in the Chair's determination of research status:

- Research proposals submitted to or funded by external agencies. This would include— developing a grant proposal, submitting a grant proposal, or receiving funding for a grant proposal in the past year.
- Funding or research assistants or professional staff from extramural grants.
- Maintaining and managing multi-user research Centers or core research facilities
- Seed funds and start-up funds provided by University sources provided that there are tangible outcomes resulting from that funding, such as peer-reviewed publications, or follow-on extramural funding resulting directly from those university-funded projects. As these funds are not extramural funds, they are not included in the analysis of funding for Research Intensive status.
- Un-sponsored research efforts will be considered in determining workload provided that that the faculty member can demonstrate marked and tangible progress in preparing to submit manuscripts for peer-reviewed journals, solicited book chapters or books, or grant proposals to funding agencies. The collection of preliminary data for grant submissions may also be considered if marked and tangible evidence is provided.
- Coordination of a major research conference
- Scholarly books published by a recognized and reputable publisher. Chapters in scholarly books published by a recognized and reputable publisher. Monographs published in a refereed series or by a reputable publisher. Additional examples might include, but are not restricted to, publication of an invited paper in a recognized journal or a scholarly report to a foundation or government agency that is expected to obtain recognition and wide dissemination. Such scholarly outputs must be published or in press, and have wide dissemination to demonstrate impact in the discipline.

The determination of minimum acceptable scholarly effort and contribution will be made by the Chair, School Dean and College Dean with reference to standards appropriate to the practices in the discipline. Departments are encouraged to develop guidelines to increase awareness of the rankings of journals and publishers.



## **Appendix B**

### **Service Activities to be Considered in Determining Workload Assignments**

Service roles for which faculty receive additional compensation, either as directed by the MSP agreement or for specific agreements initiated by the University, are **not** eligible for additional workload modification. Appointed administrative roles such as Department Chairs, Program Directors and Coordinators, and Faculty Fellows, receive contracts specifying the scope of work to be performed and the compensation to be received in the form of either stipends, summer salary, course-release, or allocations to research accounts.

Faculty may request a teaching modification for extraordinary service contributions to Department, School, College, University or professional societies, and other substantial public service above and beyond the expected level of service. Such extraordinary service contributions must be at the request or approval of the department Chair and school/college Dean.

Examples of extraordinary service activities that may be considered for workload modification.

- Primary responsibility for programmatic and administrative work required to meet accreditation, new academic program development or similar processes.
- Leadership of major projects advancing strategic planning and other initiatives of the College or University.
- Leadership of a national professional society or editorship of a major publication that enhances the reputation of the College and University.
- Primary author of reports for government agencies, National Academies of Science, United Nations, and other agencies with high impact on research, practice and/or policy.