

STANDARD PRACTICES ON FACULTY WORKLOAD FOR FULL-TIME FACULTY

This document outlines the Deans' Cabinet's views of standard practices on faculty workload. These practices are based on our analysis of common practice at similar institutions. As a public institution, the college has a responsibility to make clear to the campus community and to the general public its expectations for professional performance of all of its employees, including faculty. The vast majority of faculty already meet or exceed the guidelines of this document.

- I. **Availability on Campus for Instruction and Service** – SUNY Plattsburgh is a residential campus and faculty are expected to be regularly on the campus and available for both students and colleagues. The college has no intention of becoming an online campus where faculty would be teaching completely on line and might not be expected to be available on campus except on rare occasions. Being a full-time tenured or tenure-track faculty member is a full-time, five-day-a week (or more) job, but faculty are free to work part of the time at their homes or in other venues which often facilitate both classroom preparation and research. Nevertheless, students and colleagues expect faculty to be generally available, including some weekdays each week when his/her classes are not scheduled.
- II. **Consulting and Outside Work** – Some consulting and outside work by faculty members can benefit the college through the professional experience gained by the faculty member, the service provided to other organizations and institutions, the professional contacts created and maintained, and the enhancement of the college's reputation. However, SUNY and New York State clearly indicate that any outside work undertaken by employees of the college—professionally related or not—must not interfere with an employee's performance for the college. According to SUNY Human Resources, the general SUNY guidelines on outside work is that normally faculty should not have outside employment of more than a day per week. According to SUNY regulations, any work for another state agency or compensated extra-service at the college must be approved by the college administration.
- III. **Office Hours for Students** — Faculty are expected to establish, post, and keep regular office hours. The expectation is that faculty teaching full-time have

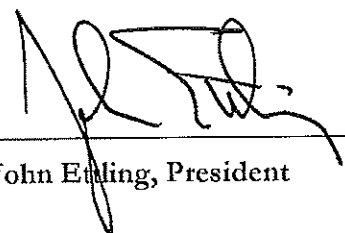
scheduled office hours both on class days and on days their classes are not offered. Faculty should also be available for student appointments at times other than their office hours and should let students know this through their syllabi or notes on their office doors

- (Attached)*
- IV. **Expectations for Service** — Faculty are expected to be engaged in service in their departments, the college, the community, and/or their profession, as outlined in the campus agreement on faculty evaluation. As a guideline, faculty should be involved in service in their department plus at least one other area.

- V. **Advising and Mentoring** — All faculty in departments offering majors or minors to students are expected to be academic advisors and serve as mentors to students. Academic advising is treated as an aspect of teaching effectiveness. The college will be examining ways to enhance its evaluation and reward structure for academic advising. Faculty academic advisors are to understand that academic advising involves assisting students in long-term educational and career planning, not just course scheduling. Academic advisors have the responsibility of understanding general education and other college-wide requirements, as well as the curriculum in their field.

- VI. **Course Load** — The standard course load for full-time faculty is 12 credit hours per semester (or equivalent library faculty assignment), which has been reduced to 9-credit hours for most tenured or tenure-track faculty to allow time for scholarship and/or extraordinary service commitments.

- VII. **Annual Activity Report** - Commencing in the 2007-08 academic year, faculty in their annual activity reports will be asked to describe the scholarly or exceptional service activities they undertook for the 3-credit per semester reassigned time. The college needs this information to justify the 3-credit reassigned time to both SUNY System Administration and external constituencies.



John Etting, President

10/27/08

Date

Source: *Performance Reviews of Academic EEs:
Policies and Procedures, 3rd edition July '05* 11

employees can be appointed to selection committees for Distinguished Professorships except that one member of the selection committee for the Distinguished Service Professorship may be a professional employee. Appointing parties should make every effort to see that at least one member of each selection committee holds the rank of Distinguished Professor.

III. 13. 1. 2. Procedure: As soon as such materials are available, the College President, or designee, will forward to the Chairperson of the Promotion Review Board copies of any guidelines sent to the campus by the System Administration of State University of New York along with a current list of academic employees holding the rank of Distinguished Professor. The Promotion Review Board will appoint the conveners and give them a timetable for deliberation and reporting commensurate with SUNY guidelines. The conveners will solicit appointments from the Student Association and the Vice President for Academic Affairs and will appoint members as stipulated above. The Vice President for Academic Affairs will solicit nominations for the Distinguished Professorships and forward those of eligible nominees to the conveners. The conveners will consult with the nominees prior to the submission of evidentiary material for the purpose of clarifying the process and answering pertinent questions. Once the committees have formulated their recommendations, academic employees will be notified in writing of the status of their nominations. The conveners and/or full selection committees may consult with nominees concerning preparation of any required documentation. The conveners will forward their recommendations to the college President by the date specified.

ARTICLE IV. CRITERIA FOR PERFORMANCE REVIEWS

IV. 1. CRITERIA

The criteria to be used to formulate and support performance review recommendations are those specified in ***Policies Of the Board of Trustees, State University of New York***. Among the criteria to consider (but not limited to consideration) are:

- a) **Mastery of Subject Matter**--as demonstrated by such things as advanced degrees, licenses, honors, awards and reputation in the subject matter field.
- b) **Effectiveness of Teaching**--as demonstrated by such things as judgment of colleagues, development of teaching materials or new courses and student reaction, as determined from surveys, interviews and classroom observation.

Teaching is the central activity of the College. For this reason, contributions to instruction including effective classroom teaching, development of pedagogical approaches, curricular design and development, and assisting others in the improvement of instruction are especially important in review of academic employees. Three sources of evidence of teaching effectiveness employees may wish to include are classroom observation, testimonials from qualified commentators, and student evaluations. Inclusion of either narrative or objective student evaluations is encouraged. Student evaluations must not be written in the presence of the academic employee and must be collected by a third party.

- c) **Scholarly Ability**--as demonstrated by such things as success in developing and carrying out significant research in the subject matter field, contribution to the arts, publications and reputations among colleagues.
- d) **Effectiveness of University Service**--as demonstrated by such things as college, University, public service, committee work, administrative work and

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work with students or community in addition to formal teacher-student relationships.

- e) Continuing Growth--as demonstrated by such things as reading, research attendance at or participation in conferences, workshops or other formal activities related to the improvement of teaching, or other activities to keep abreast of current developments in the academic employee's fields and being able to handle successfully increased responsibility.

IV. 2. DEFINITIONS OF "SCHOLARLY ABILITY" AT THE STATE UNIVERSITY OF NEW YORK COLLEGE OF ARTS SCIENCE AT PLATTSBURGH

Publication of research in refereed journals and the appearance of artistic works in juried exhibitions, both traditional examples of scholarly ability, remain widely respected at this College; at the same time, the College subscribes to the broader view of scholarship set forth in former SUNY Chancellor Ernest L. Boyer's groundbreaking study *Scholarship Reconsidered* (Princeton: The Carnegie Foundation for the Advancement of Teaching, 1990). The four categories of scholarship developed by Boyer--discovery, integration, application, and teaching provide a framework for recognizing less traditional ways of demonstrating scholarly performance.

1) *The scholarship of discovery* is disciplined investigation closest to the traditional meaning of research. Such scholarship "contributes to the stock of human knowledge but also to the intellectual climate of a college or university." Researchers engaging in discovery ask, "What is to be known what yet is to be found?"

2) *The scholarship of integration* gives meaning to isolated facts, putting them in perspective. Closely related to discovery, the scholarship of integration makes "connections between disciplines." It is "fitting one's own research--or the research of others--into larger intellectual patterns." The operative question is "What do the findings mean?"

3) *The scholarship of application* is professional service requiring a high degree of expertise. "To be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and grow directly out of, this professional activity." Some examples of applied scholarship are consultation, technical assistance, policy analysis and program evaluation. "In documenting *applied* work--of whatever kind--faculty should include not only their own written record of the project, but also the evaluations of those who received the service." Some questions asked by scholars of application are "How can knowledge be responsibly applied to consequential problems?...How can it be helpful to both individuals and institutions?...Can social problems themselves define an agenda for scholarly activities?"

4) *The scholarship of teaching* recognizes that teaching is not a "routine function, tacked on, something almost anyone can do." It recognizes that knowing and learning are communal acts. Writing about teaching, presenting workshops and papers on pedagogical concerns, and publishing textbooks are examples of the scholarship of teaching.

IV. 3. **USE OF CRITERIA:** At every stage of the review process, reviewers will comment on the individual's professional performance in the categories established by the Board of Trustees of the State University of New York.

IV. 4. **LENGTH OF SERVICE:** In accordance with Article XII, Title B, Section 3 of the *Policies of the Board of Trustees, State University of New York*, "completion of a