

Faculty Work Load, Scholarship and Service

VII. Work Load

Faculty members will be evaluated in the four crucial areas of their work: teaching, scholarship, student support, and service. This evaluation must take into consideration the faculty member's work load. Each faculty member will consult with his or her department chair on his or her work assignments and performance expectations associated with these assignments.

A. Teaching

A full-time teaching load (2 trimesters) for faculty should not exceed 24-26 credit hours. A faculty member teaching 24-26 credit hours during two trimesters may teach up to 12 credit hours during a third trimester. Loads for faculty teaching laboratory courses should be calculated by adding lab course credit hours and lab contact hours and dividing by two.

Other duties under teaching may include creation of new courses and new modes of teaching (e.g., web-based or distance learning) as well as supervision of internships, practica, student teaching, field experiences, and independent studies. A faculty member may apply for partial release time to engage in significant curriculum development through their department chair, with the approval of his/her dean, the Provost and the President. Partial release time will also be provided for approved University assignments requiring significant blocks of time.

(Revised June 27, 2012 Chapter 2 p.- 7 - Beginning with line 263 and ending with line 286 in the electronic version of the Faculty Handbook)

B. Scholarship

Time should be allotted for scholarship in the normal work week. Upon the recommendation of the department chair, college dean, the Provost and the President, reassigned time may be authorized in order to provide faculty member's time for scholarship that contributes to both departmental and personal goals. A faculty member who is granted this opportunity will be required to provide a report to the department chair. Department chairs will provide a comprehensive report to the appropriate college dean. In planning academic assignments, department chairs (or supervisors of those faculty members whose primary functions may not be teaching) will attempt to provide blocks of time for scholarship by individual faculty members who have had reassigned time approved.

Student advisement involves helping a student define and achieve his/her educational goals, proceed through the undergraduate experience, and establish an educational foundation for life-long learning. All faculty members advise students as directed by the department chair, and will be evaluated by the chair in this activity. The chair will assign advisees in an equitable way so as to distribute work load throughout the department and maximize the skills of department members. In some cases, eligibility requirements will determine which faculty members can advise certain students (e.g., B.S. Ed. programs). Faculty members shall be knowledgeable of essential aspects of the curriculum and pertinent policies and procedures of the University in order to provide accurate and timely advice to students. In advising students, faculty members may not knowingly make representations or commitments that are inconsistent with University policies.

(Beginning with line 287 and ending with line 319 in the electronic version of the Faculty Handbook)

Student Support

All faculty members are expected to provide support to students as part of their work load. See Section IX.A.3. for some of the possible ways to fulfill this function.

1. Advisement

Student advisement involves helping a student define and achieve his/her educational goals, proceed through the undergraduate experience, and establish an educational foundation for life-long learning. All faculty members advise students as directed by the department chair, and will be evaluated by the chair in this activity. The chair will assign advisees in an equitable way so as to distribute work load throughout the department and maximize the skills of department members. In some cases, eligibility requirements will determine which faculty members can advise certain students (e.g., B.S. Ed. programs). Faculty members shall be knowledgeable of essential aspects of the curriculum and pertinent policies and procedures of the University in order to provide accurate and timely advice to students. In advising students, faculty members may not knowingly make representations or commitments that are inconsistent with University policies.

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2. Availability to Students

Each faculty member must post on his/her office door a schedule of at least seven office hours each week for consultation with students and advisees. Faculty members should make special appointments for students who cannot appear during the regular office hours because of conflicts with other classes.

3. Mentoring

Faculty members should assist students with their academic and professional development. This mentoring role can be fulfilled by such activities as: teaching Freshman Seminar, overseeing undergraduate research, sponsoring student organizations, and tutoring students who need help.

D. Service

A faculty member is expected to serve the department and college to which he/she is assigned as well as the University in areas of advice and governance. All faculty members are expected to serve on departmental committees. All Assistant Professors, Associate Professors, and Professors are expected to serve on a University Level I, II, or III committee, attend its meetings and participate in its work. First-year faculty are exempt from committee service. Faculty members may be asked to serve on additional committees, sub-committees, and task forces, but should carefully consider with their department chair other workload considerations before agreeing to serve.

Service may also include contribution to one's profession—that is, serving in an official capacity in a state, regional, or national organization related to one's discipline—or service to the community, provided it is related to one's discipline.

VIII. Faculty Development

A. Orientation Process

The faculty orientation process orients and integrates new faculty into the Northwest culture. Through a coordinated effort among the University, colleges, and departments, new faculty members are presented with an overview of their department, college, and the University and the important role they are expected to play in each. Orientation familiarizes new faculty with the Faculty Handbook contents and initiates a plan for career development. The faculty member should engage fully in the orientation process and if the faculty member does not feel that he/she has received adequate or appropriate orientation, he/she has the responsibility to bring this to the attention of his/her department chair, dean, and/or Provost.

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(line 300-363)

<http://www.nwmissouri.edu/fsenate/pdf/FacultyHandbook.pdf>