

College of Education Workload Policy

2025–2028 ISU/UFISU Agreement

The mission of the College of Education is purposefully to allocate intellectual and financial resources to develop talented graduates and professionals, establish meaningful partnerships, foster innovative faculty and staff, advance academic excellence, and embrace the principles of *Realizing the Democratic Ideal*. To fulfill its mission, the College must utilize its faculty resources in a manner that prioritizes the potential of each faculty member to serve our students and the profession. The College Workload Policy is intended to foster and adequately compensate faculty time and contributions to the College as teachers, scholars, and through service to the institution and field of education.

The College of Education's Workload Policy establishes normative standards for equitable distribution of effort across College faculty, recognizing that the College must also be flexible in expectations that apply to the diverse School and Departments within the College. The policy below shall apply to full-time, tenured and tenure-track academic faculty. The distribution of workload assignments for a tenured/tenure-track academic faculty member will be determined in accordance with the mission and priorities of the University, in alignment with the university's ASPT document and associated policies, in accordance with the goals and needs of the College of Education's School/Departments and shall comply with the 2025-2028 ISU/UFISU Collective Bargaining Agreement (CBA) dated 4/8/25.

A 1.0 full-time equivalent (FTE) workload is twenty-four (24) Credit Hour Equivalents (CHEs) annually, inclusive of routinely expected professional obligations (CBA Article 30.02.A).

This document is intended for workload definition and will be further defined in Department- and School-level workload policies. Faculty performance appraisal and evaluation standards are defined by University, College, and School/Department ASPT documents.

Professional Teaching Obligations

Routine teaching obligations for tenure-track faculty include, but are not limited to, the following:

- Designing, updating, and delivering course content consistent with the course's University Catalog description.
- Providing a written course syllabus with objectives, schedule, policies, office hours/availability, and evaluation methods by the first day of class.
- Assessing and evaluating student output with timely, constructive feedback.
- Offering accessible means of student consultation.
- Mentoring students, including writing letters of recommendation..
- Maintaining disciplinary currency in the field/s in which one teaches.
- Attending and participating in department meetings.
- Holding appropriate office hours per courses taught.

In some program areas, other teaching activities are essential to students' program completion; these activities count as teaching and toward a faculty member's total 18 CHEs. The following College of Education activities, some of which have thresholds and caps, shall result in reductions of teaching workload by the amounts listed:

- Developing and supervising one independent study per semester is considered a standard faculty expectation. CHEs for additional students will be awarded at the School/Department level.
- Supervising one Master's thesis per semester is considered a standard faculty expectation. CHEs for additional students will be awarded at the School/Department level.
- Directing study abroad programs is not considered a standard faculty expectation. CHEs or additional compensation for directing a study abroad program will be negotiated and awarded at the School/Department level.
- Supervision of clinical and student teachers and supervision of professional practices will follow the supervision load charts on file for the School/Department in HR and will be credited to a faculty member's load accordingly.
- Serving as chair for one active dissertation (student continuously enrolled in 599 hours) at any given time is considered a standard faculty expectation and within load. Faculty will earn 0.5 Credit Hour Equivalents (CHEs) per semester for each additional dissertation beyond this expectation, which may not be earned for more than four total semesters for each dissertating student. Faculty are expected to continue working with a student until the dissertation is completed, even if the completion timeframe extends beyond four semesters. Faculty will receive one 3.0 CHE course reassignment per semester when supervising a total of seven dissertations (all students must be enrolled in 599 hours). Those supervising more than seven and up to a maximum of ten may earn additional CHEs, which can be applied toward scholarship or service or result in additional pay per the CBA rates as negotiated with the chair/director. Chairing more than ten dissertations is considered out of load and voluntary.
- Serving other roles such as methodologist, reader, or member on dissertation committees will be credited CHEs according to School/Department policy, above and beyond the School/Department definition of the minimum standard faculty expectation

In the College of Education typical class sizes are set at a minimum of 25 students in undergraduate courses, 15 at the master's level, and 10 at the doctoral level. For courses that do not meet the typical class size, a decision on whether a low-enrolled course will run will be made by the Dean, in consultation with the chair/director. Large-section load thresholds are atypical across all academic units and therefore will be determined by individual School/Departments. When courses exceed the School/Department large-section threshold, the instructor will receive additional CHEs. For courses that do not meet the College's typical class sizes (excluding field experiences, laboratory, and other small-cohort programs), chairs/directors will refer to the University Workload Policy on small sections below standard minimum enrollment levels. Final CHE equivalents will be determined based on the university's 10th-day census and apply to all course modalities.

Per the University Workload Policy, those engaged in scholarly and creative productivity deemed “sufficient” shall not be assigned more than 18 CHEs in teaching. No faculty will be assigned more than 24 CHEs per academic year (inclusive of all teaching, scholarship, and service activities) unless additional work is mutually agreed-upon and compensated. Teaching a course on overload will always be by mutual agreement, voluntary, and compensated according to the ISU/UFISU Agreement. Teaching, research, and service activities undertaken beyond the mutually agreed-upon 24 CHEs that are not contracted by the College will be considered voluntary. All service undertaken on a voluntary basis may be discontinued by the faculty member at any time; voluntary work will not be evaluated as a part of the appraisal process. No excess CHE may be carried forward into the next academic year.

Scholarship and Creative Activity Obligations

Scholarly and creative activity are central to maintaining ISU’s R2 Carnegie classification. Faculty members’ scholarly and creative contributions are evaluated to establish one’s qualifications for merit, tenure, and promotion. Each faculty member is expected continuously to be working toward publication of scholarly and/or creative work and is expected to disseminate their work to appropriate audiences. Typical scholarly activities include:

- Conducting empirical and/or theoretical research resulting in peer-reviewed publications.
- Submitting and/or securing external or internal grants and contracts and meeting reporting demands on external funding projects.
- Peer-reviewed scholarly presentations made at national or international conferences.
- Producing peer-reviewed, applied scholarship with documented impact on practice or policy.
- Peer review of journal manuscripts and/or conference paper proposals.
- Service on a journal’s Editorial Board.
- Authoring peer-reviewed books, book chapters, or other significant scholarly or creative works.

Faculty maintaining “sufficient” research productivity, as determined by the College and School/Department, will be assigned a minimum of 4 CHEs per year toward scholarship/creative activity.

Service Obligations

Service contributions are essential to the operation of the College and individual School/Departments, as well as the profession at large. It is expected that faculty members shall make internal contributions to the Department or School, College, and/or University. They may also make external contributions to schools, districts, other educational entities, and professional associations or organizations. No faculty member will be assigned College service obligations without their consent. The expectation is that faculty members should contribute no more than 2 CHEs of University, College, and School/Department service in total on an annual basis. Typical service obligations might include:

- Participating in School/Departmental, College, and/or University committees/subcommittees and governance.
- Performing leadership roles in School/Departmental, College, and/or University committees/subcommittees.
- Participation and leadership roles in professional organizations.

College-level service that carries CHE values includes:

Committee Service:

- College of Education Council Chair – 0.5 CHE per semester.
- College Council Subcommittee Chair or coordinating role – 0.5 CHE per semester.
- College-level Search Committee Chair - .5 CHE per semester.
- College-level Search Committee Membership - .25 CHE per semester.
- College Committee Member – 0.25 CHE per semester.
- College-level work in school districts/schools and in forming and maintaining external university partnerships on behalf of the College – .25 to 1.0 CHE.
- Ad-hoc, new, or other committee assignments, in keeping with the University Workload Policy. The Dean shall offer service credit in CHEs for the particular service commitment. This service shall be by mutual consent.

College Workload Credit Hour Equivalent (CHEs)

The following College activities may result in reallocation of workload in teaching, research, or service by the amounts and categories listed. With mutual agreement of the Dean, School Director/Department Chair, and faculty member, CHEs may be assigned for activities that enhance the mission and operation of the College.

All values below assume the activity takes place over an entire academic year unless otherwise stated.

- **Administrative Role** [a role a faculty member fills in a School/Department that is a non-AP role, such as Assistant/Associate Director/Chair, Center Director, etc.] – 1 to 3 CHEs per semester.
- **Grant Principal/Co-Principal Investigator** – Teaching load release time will only be granted if a reduction in semester CHE load has been included in a funding proposal and that proposal has been awarded, therefore compensating the university for an agreed-upon percentage of the faculty member's time. For each credit-hour reduction in teaching load, the external funding received must be equivalent to one-eighteenth (1/18) of the faculty member's annual salary plus fringe-benefit costs.
- **Accreditation, Materials Preparation, and Site-Visit Roles** – CHEs assigned based on mutually agreed-upon scope, timeline, and responsibilities.
- **Program Coordination Roles** – CHEs assigned based on mutually agreed-upon scope, timeline, and responsibilities. At the Department level, CHEs or additional pay can be assigned, but not both.

- **Editing a Scholarly Journal** - CHEs will be assigned to lead editor for this work by the chair/director at the School/Department level.
- **College-level Special Project Coordination**-CHEs assigned based on mutually agreed-upon scope, timeline, and responsibilities. At the Department level, CHEs or additional pay can be assigned, but not both.