

**UNIVERSITY OF RHODE ISLAND  
COLLEGE OF BUSINESS ADMINISTRATION  
WORKLOAD POLICY**

---

**Purpose**

The mission of the College of Business Administration is to expand, transmit, and foster the application of business and management knowledge. The College is a center for business scholarship, creative research, and service with its primary responsibility to provide students with a solid academic foundation that will support lifelong learning. In order to fulfill its mission, the College needs to focus its faculty resources in a manner that allows it to best utilize the potential of each faculty member. To achieve this end, each faculty member is encouraged to allocate his or her resources in a manner that maximizes his or her talents and, in turn, assists the College in achieving its mission. This workload policy recognizes that each faculty member makes a unique contribution to the College's mission and specifies expectations regarding instructional, research and service activities under three different profiles.

The College workload policy will serve as the basis for faculty members to establish their individual workloads through consultation with the Dean taking into consideration the University expectation of a nine-credit per hour semester instructional assignment. This workload framework is designed to allow for reasonable flexibility relative to the University's expectation in determining the manner in which faculty members shall carry out their responsibilities. Together with the College's *Promotion and Tenure Standards Policy*, this workload policy will also serve as the basis for establishing how faculty members are assessed. Regardless of the profile within which faculty members work, they are expected to make contributions in each of the traditional areas of performance review: Research, Teaching and Service. Faculty members will use one of the three profiles (*Research, Standard, or Teaching*) described in the next section as the basis for developing their individual profile. It is important that this policy, and the accompanying Promotion and Tenure Standards Policy, be administered in a climate of trust, mutual benefit, faculty development, financial support, and commitment to the mission of the College.

**General Expectations for Faculty:**

All faculty members are expected to perform such activities as holding regular office hours for their students, serve as academic and career advisors for College students, attend College faculty meetings, and provide timely response to all requests from the Dean's office or the University in addition to their research, teaching, and service obligations. All faculty members are encouraged to apply for grants that support research and teaching activities when appropriate.

**Faculty Expectations from the College and University:**

Faculty members incur significant costs in fulfilling their teaching, research and service obligations (e.g., costs of journal submission fees, costs of attending conferences, memberships, cost of software for teaching, etc.). Therefore, faculty members expect the University to provide,

within state budgetary allocations and guidelines, the necessary support for effective teaching, for quality scholarship and its dissemination, and for service activities.

## **WORKLOAD PROFILES**

### ***Research Profile:***

The Research Profile is designed for those faculty members engaged in either (1) an ongoing research program, (2) heavily involved in the doctoral program, or (3) actively supported by grants. Faculty members following the research profile are expected to make contributions to the teaching, research, and service mission of the College. A faculty member following this profile will contribute to the teaching mission of the College by teaching two courses each semester. These courses may include undergraduate and graduate level (including Ph.D.) courses. Reductions from the semester teaching load of two courses may be granted by the Dean for activities consistent with fostering the mission of the College and can include administrative activities.

A faculty member in the research profile is expected to contribute to the College's scholarship mission by conducting basic and applied scholarship<sup>1</sup>. Each faculty member following this profile is expected to make the equivalent<sup>2</sup> of five contributions of published scholarship every five years and that at least three of these contributions should come from the areas of basic and applied research. Faculty members working in this profile should attempt to publish their research in their target journals.<sup>3</sup> The research profile faculty member should also pursue other scholarly activities such as writing grants, serving as editor of a journal, serving on the editorial board of a journal, or serving as a program chair for national or regional meetings.

A faculty member who follows the research profile is expected to contribute to the College's service mission by serving annually on a College committee or University committee, including the Faculty Senate. Faculty members are expected to engage in service to the community and/or the profession.

### ***Standard Profile:***

The Standard Profile is provided for those faculty members who wish to maintain a balance between their research and teaching contributions. Faculty members following the standard profile are expected to make contributions to the teaching, research, and service mission of the College. A faculty member following this profile will contribute to the teaching mission of the College by teaching courses each semester. These courses may include a combination of undergraduate and graduate (including Ph.D.) courses. Reductions from the semester teaching load of three courses may be granted by the Dean for activities that are consistent with fostering the mission of the College and can include administrative activities.

A faculty member who follows the standard profile is expected to contribute to the College's scholarship mission by conducting basic, applied and instructional scholarship<sup>4</sup>. Each faculty

---

<sup>1</sup> See Appendix A

<sup>2</sup> See Output Equivalency Table under Outcome Expectations: Research

<sup>3</sup> See Promotion & Tenure Standards: Target Journals

<sup>4</sup> See Appendix A

member following this profile is expected to make the equivalent of three contributions of published scholarship every five years.

A faculty member who follows the standard profile is expected to contribute to the College's service mission by serving annually on a college committee or university committee including the Faculty Senate. Faculty members are expected to engage in service to the community and/or the profession.

***Teaching Profile:***

The Teaching Profile is provided for those faculty members who wish to devote more time to the development and delivery of our academic and outreach programs than is possible under the other profiles. Faculty members following the teaching profile are expected to make contributions to the teaching, research, and service mission of the College. In addition to teaching three courses each semester, a faculty member following this profile will contribute to the teaching mission of the College by reaching an increased number of students, by performing significant program development work, or by engaging in significant service/outreach activity. Examples of specific specialized activities may include:

- Teaching more sections: e.g, taking on a 4/4 or 4/3 teaching load
- Teaching large sections: Credit hour generation approximates 4 standard sections/per semester (approximately 400 credit hours)
- Supervision and coordination of multiple section core courses
- Significant program curriculum development effort
- Significant course design effort
- Significant Pedagogical initiatives (e.g., web based courses)
- Significant ongoing program evaluation effort
- Significant effort in university/college sponsored outreach programs
- Significant professional association activity
- Supervision of multiple independent study projects and/or internships (at least 6)

*Note: Significant is to be interpreted as efforts requiring an average of 6 hours per week*

Reductions from the expected semester teaching load may be granted by the Dean for activities that are consistent with fostering the mission of the College and can include administrative activities.

In order to provide the additional time for teaching or outreach effort, a teaching profile faculty member will have a reduced expected research responsibility. However, a faculty member who follows the teaching profile is still expected to contribute to the College's scholarship mission by contributing through applied and instructional scholarship.<sup>5</sup> Each faculty member following this profile is expected to make the equivalent of two contributions of published scholarship every five years.

A faculty member who follows the teaching profile is expected to contribute to the College's service mission by serving annually on a College committee or university committee including

---

<sup>5</sup> See Appendix A

the Faculty Senate. The faculty member should also engage in service to the community and/or the profession.

### ***Selecting a Workload Profile***

Each faculty member will notify the Dean, in writing, which workload profile best fits his or her talents. The faculty member then submits a plan to the Dean indicating how it will achieve the required scholarly contributions for the profile selected. Included with the plan shall be an updated copy of his/her curriculum vitae and an annual report of activities for the past academic year. The Dean of the College of Business Administration will, in writing, confirm the faculty member's selection or meet with the faculty member to discuss why his or her workload selection cannot be granted. If the workload selection is not approved, the Dean will provide an explanation in writing as to why the faculty member's choice cannot be granted at this time. The Dean and the faculty member will discuss the modification and attempt to reach an amicable agreement. If an agreement is not reached, consistent with the union contract, the final decision rests with the Dean.

Faculty members may stay in their chosen profiles as long as the supporting evidence is filed and approved annually and is consistent with the expected outcomes.

The timetable for this process is as follows: By September 15<sup>th</sup>, the Dean will send out a request for faculty members to submit their workload choice for the following year. The faculty member must respond to the request by October 1. If no request is received, the Dean will assign a workload which best serves the mission of the College. The Dean will review the requests and respond to each faculty member by October 20. The Dean will meet with each faculty member whose workload profile request is not approved by November 10 at the request of the faculty member.

### ***Additional Considerations***

1. Workload decisions are made every year.
2. It is assumed that if the dates outlined in the policy fall on the weekend the following Monday is the appropriate date.
3. It is understood that published scholarship means research accepted for publication. The scholarship need not be in print in order for it to meet the specified time frame.
4. New tenure-track faculty members, for whom the appointment represents his or her initial post-graduate academic employment, will be assigned to the research profile for their first year of appointment.
5. Faculty teaching at the doctoral and masters level are required to show evidence of research consistent with the research requirement of AACSB accredited graduate programs.
6. Release from the normal teaching expectation may be authorized by the Dean for administrative and other needs consistent with the mission of the College.
7. Faculty shall not be required to have any more than two course preparations per semester unless the faculty member voluntarily does so in writing.
8. Although teaching schedules will typically be balanced, in terms of the number of courses taught each semester (e.g., 2/2, 3/3, 4/4), unbalanced semester loads may be allowed if it provides some advantage for the College and/or the faculty member.

9. The workload assignments may be adjusted by the Dean for programmatic needs of the College that can include reduction for faculty supervising doctoral students, faculty participating in off-campus programs and faculty assigned to research contracts, among other things.
10. Faculty members performing significant administrative duties (i.e., program directors, center directors) will negotiate appropriate course releases with the Dean upon appointment. These course releases may be applied to any of the three workload profiles.
11. The Dean shall meet with all faculty who are progressing toward promotion and tenure decisions, and clarify expectations for promotion and tenure in light of the newly articulated promotion standards. Senior faculty will play a significant role in mentoring faculty through the promotion and tenure process.
12. The Dean will provide the faculty with a list of releases granted and their purpose by July 1<sup>st</sup> of each year.

## APPENDIX A DESCRIPTIONS OF SCHOLARSHIP

---

**Basic Scholarship:** The creation of new knowledge.

Outputs from basic scholarship activities include publication in refereed journals, research monographs, scholarly books, chapters in scholarly books, proceedings from scholarly meetings, papers presented at academic meetings, publicly available research working papers, and papers presented at faculty research seminars.

**Applied Scholarship:** The application, transfer and interpretation of knowledge to improve management practice and teaching.

Outputs from applied scholarship activities include publication in professional journals, professional presentation, public/trade journals, book reviews and papers presented at faculty workshops.

**Instructional Development:** The enhancement of the educational value of instructional efforts of the institution or discipline.

Outputs from instructional development activities include textbooks, publications in pedagogical journals, written cases with instructional materials, instructional software, and publicly available materials describing the design and implementation of new courses.

Source: AACSB STANDARDS INTELLECTUAL CONTRIBUTIONS

**APPENDIX B  
COMPARISON CHART**

<b>Workload Profile</b>	<b>Teaching</b>	<b>Scholarship</b>	<b>Service</b>
<b>Standard</b>	3/3	3 contributions of published scholarship every five years in Target, refereed Tier B journals or equivalent.	1 College or University committee every year.
<b>Teaching</b>	4/4 or 3/3 & additional significant activity	2 contributions of published scholarship every five years in Target, refereed Tier B journals or equivalent.	1 College or University committee every year
<b>Research</b>	2/2	5 contributions of published scholarship every five years in Target, refereed Tier B journals or equivalent.	1 College and/or University committee every year