

**UNIVERSITY OF RHODE ISLAND
COLLEGE OF BUSINESS ADMINISTRATION
WORKLOAD POLICY
Revised November 2005, May 2007
(Effective starting AY 2007/2008)**

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, each faculty member is encouraged to allocate his or her resources in a manner that maximizes his or her talents and, 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. 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 nominal twelve-credit per hour semester instructional assignment. Normally, this expectation is translated into a workload expectation of 18 credit hours per year and one significant scholarly piece of work. 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 also serves as the basis for establishing how faculty members are assessed. Regardless of their workload profile, all faculty members are expected to make contributions in each of the traditional areas of performance review: Research, Teaching and Service. 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 hold regular office hours for their students, serve as academic and career advisors for College students, attend College faculty meetings, participate in the peer annual review process, 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 SPECIFICATION

Each faculty member is expected to contribute to the teaching, research and service mission of the College in a manner consistent with his or her expertise. A faculty member's total semester workload is specified in terms of (a) the number of 3 credit courses to be taught (teaching), (b) the expected level of research and scholarly output expected (research), and (c) the type and level of service activities expected. Expected research output is articulated in terms of a unit termed Research Equivalents (RE). Research Equivalents are described in detail later in this section. A faculty member's workload expectation will consist of a list of courses assigned; number of research equivalents accrued and specific committee and other service assignments. Research releases are typically granted to those faculty members engaged in either (1) an ongoing research program, (2) heavily involved in the doctoral program, or (3) actively supported by grants.

Research Equivalents (RE)

Every faculty member is expected to contribute the research and scholarship mission of the college. Typically, the nominal workload at the university is specified as six 3-credit courses and the amount of work it takes to publish one referred journal article per year. This amount of time and effort is defined as a Research Equivalent (RE), that is, the amount of time and effort to produce a refereed journal article. We acknowledge that performing research and producing articles for highly selective journals generally takes more time and effort, so work accepted in these journals is awarded a greater number of RE's. For a description of the relative weight given to various forms of scholarship see the Research Equivalency Table. It must be noted that RE's will be used for workload calculations only and as a measure of the extent to which basic workload expectations have been met. They do not represent a measure of research performance (See *CBA Promotion and Tenure Standards* for further clarification). The following process will be used to calculate expected RE's based on teaching load:

1. Faculty members will accrue .5 Research Output Equivalents (RE) for every research release starting from a 4/4 load. For example, someone on a 3/3 teaching load will accrue a research output expectation of 1 RE per year, while someone on a 2/2 load will accrue a research output expectation of 2 RE per year.
2. New Assistant Professors with a 2/2 teaching load for the first two years will accrue only 2 RE's for the first two years. If they continue on a 2/2 teaching load, they will begin to accrue 2 RE's per year starting in the third year.
3. The Dean's office will track each faculty member's workload and accumulated RE expectation. At the time of review, a cover sheet will be provided listing the faculty members accumulated RE expectation and the total Research Equivalents (from vita).

Doctoral Program Workload Credit

1. Required Doctoral Seminars
 - a. Faculty members with a 2/2 teaching load. Teach doctoral seminar as part of 2 section teaching load; receive a reduction of .5 RE from their total research output expectation. (Normally 2/2 faculty members would accrue 1 RE per semester. In semesters they teach a seminar, they would accrue .5 RE per semester).
 - b. Faculty members with a 3/3 teaching load - receive a course release for teaching a doctoral seminar.

2. Major Professor of Dissertation Committee
 - a. Faculty members with a 2/2 teaching load. Part of normal load
 - b. Faculty members with a 3/3 teaching load. An addition of .5 RE when and if release is taken.

Requesting a Research Release

Each faculty member requesting a research release must submit a completed application (See Exhibit C) by the stated due date. The Promotion and Tenure Committee will review all proposals for research releases and make a recommendation to the Dean. Research releases are granted on an annual basis for the following academic year. All faculty members must compete each year for the limited number of releases available to the College. The Dean of the College of Business Administration will, in writing, confirm whether the faculty member has received their release. If the release is not approved, the Dean will provide an explanation in writing as to why the faculty member's release cannot be granted and at the faculty member's request will meet with the faculty member to discuss why his or her release cannot be granted.

The timetable for this process is as follows: By October 1st, the Dean will send out a request for faculty members to submit their application for the following year. The faculty member must respond to the request by November 1st. The Faculty Workload Committee will review the requests and the Dean will respond to each faculty member who requested a research release by December 15.

Additional Considerations

1. Workload decisions are made every year.
2. The dates outlined in the policy fall on a 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 not be eligible for research releases other than those provided in their initial employment contract.
5. Faculty members 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 others.
10. Faculty members performing significant administrative duties (i.e., program directors, center directors) will negotiate appropriate course releases with the Dean upon appointment.
11. The Dean shall meet annually with all faculty members who are progressing toward promotion and tenure decisions, and clarify expectations for promotion and tenure. Senior faculty will play a significant role in mentoring faculty through the promotion and tenure process.
12. Faculty members must meet expectations (3) in all three areas of evaluation to be eligible for extra compensation. Faculty members receiving scores of 1 or 2 on any performance dimension on an annual review will receive a letter from the Dean notifying them they have one calendar year to show they are performing at an expected level before the privileges listed above are rescinded. This letter will contain specific expectations as to how the faculty can show acceptable performance. Every effort will be made to provide resources and help necessary for the faculty member to meet performance expectations.

EXHIBIT 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

EXHIBIT B
Research Equivalency Table

Category	Description	Research Equivalent¹
CBA Target Journals ^{2, 3}	Top five journals in discipline	3.0
Discipline Target Journals ⁴	Next ten journals in each discipline	2.0
All other refereed Journals	Remaining referred journals in discipline	1.0
Conference Paper	Refereed National or International	.50 ⁵
Electronic Journal Article		1.0
Other Conference Paper	Regional or Local	.25
Conference Panel	National Regional or Local Panel	.25
Book Chapter		1.0
Textbook (1st ed.)		2.0
Textbook (revision)		1.0
External Grant Proposal		.25
Funded External Grant		.25
Grant Report		.50

LEGEND:

1. The limits listed above can be amended for an area by petitioning the Research Committee. The petition to amend should be done prior or concurrent to the individual submitting the article to the journal. The decision of this committee will be based on evidence provided by the area that there are more than the allotted limit of journals that are essentially equal and no legitimate distinction among these journals can be made.
2. CBA Target Journals apply to all CBA faculty members. If a journal appears on any Discipline Target Journal list, it will be counted as 2.0 RE's for any faculty member in the College of Business Administration.
3. CBA Target Journals are top journals in each of the major business disciplines. Journals whose articles have high impact on the current thinking in a field, have wide readership, are highly selective and take more effort (in terms of revisions) to get articles accepted. Each of the major areas in the College (Accounting, Finance, Decision Sciences, Entrepreneurial Management, MIS, Marketing and Supply Chain Management) may select up to five of its top journals for inclusion in the CBA Target Journal list.
4. Discipline Target Journals are the top journals in each sub-discipline. They have some of the same general characteristics of CBA Target Journals, but not all (e.g., narrow readership as compared to CBA Target Journals, fewer revisions). Each of the major disciplines may place up to 10 journals on their Discipline Target Journal list. Some disciplines may decide to allocate their allotments among specific sub-disciplines in their areas (e.g., tax within Accounting or Insurance within Finance)
5. Maximum of 2.5 RE's/5year period