



School of Public Service Workload Policy Statement for Tenured and Tenure-Track Faculty Members

Boise State’s School of Public Service is dedicated to excellence in innovative teaching, cutting edge scholarship, and meaningful community outreach, serving the State of Idaho, region, nation and global communities. The vision of the School is to (1) empower students to become innovative and responsive public service leaders within local, state, national, and global communities, (2) achieve national and international recognition for relevant theoretical and applied research, (3) promote and facilitate informed discourse and civic engagement across diverse groups, and (4) serve as a recognized and trusted resource for policymakers searching for effective solutions to pressing public concerns.

This policy statement deals specifically with workloads for full-time, tenure stream faculty in the School of Public Service. Instructional planning requires an annual determination of faculty workloads—including teaching loads—for the coming academic year. This determination, ideally, is made during the annual faculty planning and evaluation process that occurs each spring semester. This process is explained in the Process section that follows.

The purpose of this policy statement is to provide guidance to faculty, program leads, personnel committees, and administration in making assignments of workload to faculty.

Workload/Promotion & Tenure/Annual Evaluation

According to Boise State policy, workload is tied to both promotion and tenure and annual evaluations. As such, according to “Guidelines for Awarding Tenure and Promotion to Associate Professor, School of Public Service,” candidates must meet or exceed standards set forth in teaching, research, and service. Candidates should demonstrate both teaching effectiveness and commitment to teaching. In addition, candidates for tenure and promotion to associate professor can meet or exceed expectations in research through a combination of both peer reviewed and public service scholarship. Finally, candidates for tenure and promotion to associate professor must demonstrate a record of sustained, effective service related to university, school or program goals.

While successful candidates for promotion and tenure meet or exceed expectations in all areas, the relative percentage of time devoted to each criterion is based on faculty members’ agreed upon workload in the areas of teaching, research, service and when relevant, administration. In addition, annual evaluations of faculty members also are framed around an agreed upon workload distribution.

General Decision Rules Guiding Workload

- The base teaching load at Boise State University is 3-3.
- Full time faculty should have comparable total effort, although individual distributions of teaching, service, research, and public service engagement will vary across faculty members.
- This policy should be flexible and responsive to the needs of individuals and units, given individual faculty expertise and preferences.
- Equity in workloads across individuals and programs in SPS is valued.
- Both traditional academic and engaged scholarship is desired and funded research is particularly encouraged.

- Credit hour production is important for the School in the new budget model.
- Junior faculty should be afforded additional time to establish their research agendas.
- Workloads will be consistent with tenure and promotion and annual evaluation guidelines.
- SPS promotes a much-needed balance between home and work responsibilities.

The SPS Flexible Workload

The SPS Flexible Workload is designed to promote faculty members' career goals, program goals and School goals. As such, the relative distribution of teaching, research and service may vary from one faculty member to another, but the comparable total effort among faculty will be similar. For example, some faculty will teach more courses than others, but their percentage of time devoted to research, service and/or administration will be less. Conversely, others may engage in more service, administration and/or research, but will teach fewer courses. In each instance, the comparable total effort will be similar. Flexible workloads are always predicated on the ability of the program and School to offer high quality courses to our students, and to do so in a manner that does not create delays in degree progression.

Workloads in the School of Public Service are not intended to change from one semester to the other, or even every year. Faculty workloads result from a conversation between faculty members, their mentor, their program leads and/or the faculty director. Workloads can be renegotiated at any time, but are regularly reassessed in two-year increments. Yearly performance evaluations (as well as progress toward promotion and tenure) are based on individual workloads of SPS faculty. For pre-tenured faculty: at least 30% effort in research and no less than 40% effort in teaching are recommended. For post-tenure faculty, consistent with promotion guidelines, greater workload flexibility is allowable: between 20% and 80% effort in teaching towards workload is recommended. See *Process for Determining Workload* below.

General parameters for three common workloads in the School of Public Service are delineated below:

60% Teaching--Standard Workload

*Usually 6 courses during contract period, but could include other teaching activities such as high impact courses (e.g., service learning courses), participation in teaching conferences, or large course sections so that 60% effort could be fewer than 6 courses

50% Teaching Workload (3-2 or 2-3)

*Usually 5 courses during the contract period (50% effort) with enhanced research, service, and/or administrative activities.

40% Teaching Workload (2-2)

*Usually 4 courses during the contract period (40% effort) with extensive research (e.g., funded projects), service and/or administrative activities.

Process for Determining Workload

Each spring semester, as part of the annual evaluation and planning process, workloads are discussed with faculty members. The workload discussion is framed around a faculty members' career goals, the goals of the program(s) with which the faculty members are affiliated, and the goals of the School.

Initial discussions concerning workload involve faculty members, their mentors, their program leads, and the academic director. The goal is to create an individualized workload that represents 100% effort in the areas of teaching, research, and service (including administrative assignments, when relevant).

For pre-tenured faculty members, progress toward tenure reviews, annual evaluations, and ultimately applications for promotion and tenure are framed around the agreed upon workload of faculty members. Relatedly, for tenured faculty members, post tenure reviews and annual evaluations are framed around the agreed upon workload of each faculty member.

While workloads are not intended to change significantly from year to year, circumstances may be such that workload adjustments are initiated. This may be done by faculty members, program leads, or by the dean. Workload changes are discussed during spring semesters as part of the annual evaluation and planning process.