

College of Health and Human Development
Guidelines for Teaching Responsibilities for Fixed-Term Faculty

Fixed-Term faculty members in the College of Health and Human Development (CHHD) make important contributions to the College and to student life, usually with a particular focus on undergraduate teaching. The purpose of these guidelines is to describe the parameters of faculty workloads in the College, recognizing that there will be considerable variability as a function of academic unit history and culture, the types of courses faculty are assigned to teach, and the combination of courses that faculty are asked to teach in a given semester or year. These guidelines provide the broad outline; details of implementation may vary by academic unit.

1. Fixed-term faculty members on a 36-week contract who focus exclusively on teaching teach a minimum of 3, 3-credits per semester (i.e., a 3-3 load) and a maximum of 4, 3-credit courses per semester (i.e., a 4-4 load), or their equivalent. A variety of types of courses would meet this requirement including those offered via resident instruction, the e-learning cooperative, the world campus, or a blended format.
2. Some fixed-term faculty members have additional departmental assignments that preclude a full teaching load. These may include advising, coordinating an internship program, administrative or research assignments, and the like.
3. There are several conditions that department heads should consider when developing teaching assignments for fixed-term faculty members. These include the number of different course preparations involved in a given semester, class sizes, availability of teaching assistance, and time demands inherent in certain types of classes (e.g., writing-intensive courses; laboratory courses).
4. All fixed-term faculty members in HHD are expected to be involved in service activities. These may include service to the academic unit, College, and/or University, as well as service to the faculty member's profession. Service expectations should be modest (e.g., one committee assignment; attendance at departmental events) for fixed-term faculty teaching 4-4 loads and more extensive for those with lighter loads.
5. All fixed-term faculty members are expected to engage in professional development activities that keep them abreast of their fields. These may include continuing education, professional conferences, reading pertinent books and journal articles, and engaging in research.
6. Although supervising independent study courses and mentoring student research projects are important parts of the faculty role, they do not count as part of the formal teaching load. These activities are, however, essential indicators of faculty productivity and should be included in annual performance reviews and decisions about promotion.
7. When a faculty member is released from one or more courses, the decision about which courses are reassigned to other people and which ones are taught by the faculty member is the prerogative of the academic unit head.