Approved DRAFT changes: Please send any feedback to the Committee members below.

List of current changes:

Revise: Introduction
Add: UNI Vision, Mission and Strategic Plan
Revise: 2.2 Temporary (Adjunct) Appointments
Add: 2.7 Tenured Appointments
Revise: Chapter Four
Add: Faculty Office Hours (Chapter 4.13)
Add: Modified Duties (Chapter 4.14)
Move: PDA (Chapter 4.15)
Revise/Move: Summer Research Fellowships (Chapter 4.16)
Revise: 8.11 Sick Leave

The Faculty Handbook Committee is charged with reviewing the Faculty Handbook on an annual basis and recommending any changes to the Faculty Handbook to the Provost. The FHC will consult with the Faculty Senate and Faculty Leadership before presenting to the Provost any recommended changes to the Handbook. The Provost shall either accept or reject the recommendations for the FHC. Subject to limited exceptions, any changes to the Faculty Handbook will not take effect until the beginning of the following academic year.

Committee Members: Mary Connerley, Carissa Froyum, Becky Hawbaker, Donna Hoffman, Tim Kidd, Eric Lange Mick Mack, Kate Martin, Jim Mattingly, Amy Petersen, John Vallentine, Angela Waseskuk

Introduction
The Faculty Handbook is the official statement of University of Northern Iowa (“University” or “UNI”) policy governing the rights and responsibilities of faculty. The Office of the Provost and Executive Vice President for Academic Affairs (“Provost”) is responsible for maintaining the Faculty Handbook and posting the Handbook on its website.

This Handbook is updated annually by the Provost’s Office following consultation with the Faculty Handbook Committee (FHC). The FHC is a standing, joint committee of six administrators, including the Associate Provost for Faculty, appointed by the Provost; and six faculty members appointed by Faculty Leadership (United Faculty President, Faculty Senate Chairperson, and the Chair of the Faculty). Membership on subcommittees should be composed of an equal number of administrative and faculty representatives. The FHC shall be chaired by the Associate Provost for Faculty. Faculty and Administrative representatives will serve rotating, three-year terms, excluding the chair. Terms may be renewed. Appointments by the Provost and Faculty Leadership should take place by March 15 of each year to take effect July 1.

The FHC will convene on a regular basis to discuss issues that are of mutual interest to faculty and administrators. Faculty or administrators wishing to propose changes to the Faculty Handbook may submit proposed changes, in writing, to the FHC. The FHC will typically consider proposed changes to the Faculty Handbook in the academic year in which such changes are proposed. If a majority of the entire FHC votes to adopt a proposed change to the Handbook, the
FHC will consult with the Faculty Senate and Faculty Leadership before presenting to the Provost any recommended changes to the Handbook. The FHC’s recommendations will include the vote of the committee and may include dissenting opinion(s). The Provost shall either accept or reject the recommendations of the FHC. If the Provost rejects the recommendations, the Provost will provide to the FHC written reasons for the rejection. Subject to limited exceptions, any changes to the Faculty Handbook will not take effect until the beginning of the following academic year.

This Handbook supersedes all prior UNI handbooks that are inconsistent with its current provisions. This Handbook does not create a contract of employment between UNI and its employees. To the extent that any provision of this Handbook conflicts with University or Board of Regents, State of Iowa (“Board”) policy, any applicable collective bargaining agreement, or applicable state or federal law, such provision shall be void.

Approved by Faculty Handbook Committee, 12/8/17, with changes 4/20/18

Vision, Mission, and Strategic Plan
2017-2022

Our Vision
Offering personalized attention to students, the University of Northern Iowa will be a diverse and inclusive campus community that provides an engaged education empowering students to lead locally and globally.

Our Mission
Within a challenging and supportive environment, the University of Northern Iowa engages students in high-quality and high-impact learning experiences and emphasizes excellence in teaching and scholarship.

Our Values
As a university community we are guided by the following core values:

  - **Academic Freedom**
    The freedom of inquiry and expression in teaching and scholarship.

  - **Access**
    An inclusive educational environment that is accessible and affordable.

  - **Accountability**
    A commitment to integrity, responsibility, and the highest ethical standards integrated into all University practices.

  - **Collaboration**
    A commitment to work together to achieve our shared vision, mission, and goals.

  - **Community**
    A caring and safe community, characterized by civility and respect, which stands in solidarity against any actions that exclude, discriminate against, or silence members of our community.

  - **Diversity**
    The cultivation of a diverse and inclusive learning and work environment.

  - **Engagement**

Active participation in transformative, innovative, and lifelong learning in service to humanity.

**Excellence**
A commitment to the pursuit of excellence in individual and collective endeavors.

**Sustainability**
A vibrant community and campus that is economically sound, environmentally responsible, and socially just.

Approved by Faculty Handbook Committee, 2/16/18

**Section 2.2 Temporary (Adjunct) Appointments**
A temporary (Adjunct) appointment runs for a precisely stipulated short term, usually one year or less. It terminates automatically at the expiration of the stipulated term. It carries no implications of renewal or continuation beyond the stipulated term.

**Subdivision 2.21**
When allocating courses within a department among Adjunct Faculty Members, seniority (defined as years of service to the University) shall be considered. In addition, reasonable efforts shall be made to maintain half-time or greater status for Adjunct Faculty Members who have already taught continuously for six consecutive semesters or more at half-time or greater status.

**Subdivision 2.22**
An Adjunct Faculty Member’s course allocation shall be subject to performance evaluations and other extenuating circumstances including, but not limited to, budget and enrollment, when courses are allocated within a department.

**Subdivision 2.23**
An Adjunct Faculty Member may file a faculty petition relating to this section pursuant to Chapter 11 of this Faculty Handbook. However, the decision of the Provost pursuant to Chapter 11 shall be final.

Approved by Faculty Handbook Committee, 4/23/18

**Section 2.7 Tenured Appointments**
Tenured faculty hold faculty positions through which they contribute to the teaching, research/scholarship/creative activities, and service missions of the University and hold the rank of Associate Professor or Full Professor, with a small number of faculty who were previously granted tenure with the rank of Instructor (i.e., those who previously taught at Price Lab School). Having successfully earned tenure grants faculty an appointment that can be terminated only for just cause or extraordinary circumstances such as financial exigency or program closure.

Approved by Faculty Handbook Committee, 2/16/18
CHAPTER FOUR: FACULTY WORKLOAD

Section 4.0 Purpose
The purpose of this Chapter is to define UNI’s priorities for faculty members’ standard workloads. Faculty at UNI are teacher- or librarian-scholars, whose work life encompasses teaching or librarianship, scholarship/creative activity, and service. "Workload" reflects the priorities of our faculty and the university, as well as the expectations for evaluating faculty work.

UNI recognizes, values, and prioritizes teaching as a faculty member’s primary responsibility. The university also values and rewards scholarship/creative activity and service when such activities are part of the faculty member’s assigned workload.

Section 4.1 Definition of Teaching
Teaching is the development, preparation, and delivery of course content. Teaching also includes communicating with students in a course in a timely fashion and supervising and evaluating student performance for courses. The standard form of instruction consists of a course offered by an academic department and delivered in a traditional classroom or classroom equivalent setting, such as through distance education.

Subdivision 4.11 Nonstandard Teaching Activities
Certain non-standard teaching activities are employed by departments and are part of a faculty member’s teaching loads. When a department regularly uses non-standard forms of instruction to deliver its curriculum, the Department Head or School Director shall develop, in consultation with the Dean of the College, a description of how the non-standard forms of instruction are converted to equivalent credit hours to be counted toward a faculty members’ teaching workload. The credit hour conversion used to determine teaching loads, along with a description of how the conversion was determined, shall be distributed to all probationary and tenured faculty members in the affected academic departments or school no later than the first class day of each academic year. A copy of the conversion description shall be provided to the Dean of the College, to the Provost and to Faculty Leadership by October 1 of each academic year.

Subdivision 4.12 Teaching Overload
Teaching overload occurs when faculty members are assigned and agree to teach more credit hours than specified by their designated portfolio (see Sections 4.7 and 4.8).

Department heads should consult with faculty regarding overload assignments in order to meet the needs of the department and individual faculty members. Faculty who are assigned and agree to more than the equivalent assigned credit hours during the regular academic year shall receive overload compensation for the work at the part-time per-credit-hour-rate specified in the Master Agreement, subject to the limitations of UNI Policy 4.41 Special Compensation and Summer Appointments.

Subdivision 4.13 Faculty Office Hours
Faculty members who have teaching assignments are expected to schedule a minimum of one office hour per class, up to three hours per week each semester. Days, times, and location of office hours should be appropriately matched to the schedule of the
faculty member’s teaching assignments. Additionally, faculty members should allow students an opportunity to meet outside of those times through a special appointment request. The mode of office hours offered should be matched to the mode of instruction for each course. Scheduled office hours should be posted and also included in course syllabi. The department office should be notified of scheduled office hours by the end of the first week of each semester. If a faculty member cannot attend office hours, students and the department office should be notified and a notice should be posted and/or entered in the online learning management system, as appropriate.

Section 4.2 Definition of Librarianship
Librarianship is the creation and provision of information, resources, and services that advance critical thinking, scholarly research, and learning in an evolving information landscape. This includes, but is not limited to, the provision of reference services, research consultations, and instruction in support of information literacy; the selection, acquisition, organization, preservation, and administration of library collections and other information resources; and supporting sharing of and access to library collections and other information resources.

Section 4.3 Definition of Scholarship/Creative Activity
Scholarship and creative activity are those discipline-specific or professional expertise activities that result in a tangible artifact or outcome. Scholarship makes use of the faculty member’s professional expertise, and it must be of appropriate quality and be disseminated. The university recognizes, evaluates, and rewards three types of scholarship/creative activity (Discovery, Integration, Application), which are defined and illustrated below. The definitions include but are not limited to the examples provided. The Departmental Standards and Criteria Document may provide additional specific examples of products or outcomes in order to demonstrate these forms of scholarship. The Departmental Standards and Criteria Document must be consistent with Sections 4.4 and 4.5 of this Chapter and Chapter 3 of this Handbook.

Subdivision 4.31 Discovery
Discovery is the original production or testing of a theory, principle, knowledge, or artistic creation. Examples include a traditional quantitative and/or qualitative data analysis, as well as an artistic or literary artifact (such as a fiction or non-fiction writing, art exhibition, musical composition, or musical/theatrical performance). The university recognizes the scholarship of teaching and learning, such as the evaluation of curricula or pedagogy, as discovery when it produces original knowledge. All discovery scholarship is evaluated within the faculty member’s field of expertise through traditional peer review and is publicly disseminated in traditional outlets, such as journals, books, recordings, performances, or refereed exhibitions. Products produced from the acquisition of grants may contribute to the scholarship of Discovery.

Subdivision 4.32 Integration
Integration is the use of knowledge found within or across disciplines to create an original understanding or insight that reveals larger intellectual patterns. Examples include the writing of a textbook, curating an artistic exhibition, editing an anthology, or integrative work that summarizes or extends what is known about a topic or process. Being awarded a competitive external grant may be considered Integration scholarship. Integration scholarship is peer reviewed and may appear in a variety of outlets (see
“Peer Review” in Chapter 3). Products produced from the acquisition of grants may contribute to the scholarship of Integration.

**Subdivision 4.33 Application**
Application brings discipline-specific knowledge to bear to address a significant issue or problem or to influence a current or future condition. Examples include producing a technical report; performing public policy analysis; creating program, curriculum, or tools that are adopted across the state/nation; evaluating a community-based program; or being awarded a patent. Application scholarship is distinguished from service by the presence of peer review and may appear in a variety of outlets (see “Peer Review” in Chapter 3). Products produced from the acquisition of grants may contribute to the scholarship of Application.

**Section 4.4 Scholarship/Creative Activity for Probationary Faculty**
Probationary faculty are expected to engage in the scholarship/creative activity of Discovery, including the scholarship of teaching and learning when it produces original knowledge. Some departments may also evaluate and reward peer-reviewed Integration or Application scholarship/creative activity when consistent with disciplinary expectations and applicable accreditation requirements. Typically, twenty-five percent of a probationary faculty member’s workload shall be allocated for scholarly or creative work, unless a different portfolio has been assigned to the faculty member.

See Chapter 3 of this Handbook regarding more specific standards and documentation requirements for the purposes of annual review, post-tenure review, and promotion.

**Section 4.5 Scholarship/Creative Activity for Tenured Faculty**
Tenured faculty may engage in Discovery, Integration, or Application research within their field of expertise. Each type of scholarship shall be recognized as legitimate for the purposes of annual review, post-tenure review, and promotion to full professor when it has undergone peer review that attests to its acceptable quality and meaningful impact. Faculty members are expected to collaborate with their colleagues and department head to ensure their scholarship is consistent with requirements for scholarship for program accreditation. Typically, twenty-five percent of a tenured faculty member’s workload shall be allocated for scholarly or creative work, unless a different portfolio has been assigned to the faculty member.

See Chapter 3 regarding more specific standards and documentation requirements for the purposes of annual review, post-tenure review, and promotion.

**Section 4.6 Definition of Service**
Service is recognized as an essential component of UNI’s overall workload for all faculty members. Tenured, probationary, renewable term, and term faculty are expected to engage in service to the university, the profession, and the broader community. These faculty may fully participate and exercise shared governance in the life of the university community through service work. Service to the university occurs at the department, college, or university level. Service to the profession includes work for the faculty member’s discipline or disciplinary organizations at the local, regional, national, or international level. Service to the broader community includes those activities that make use of the faculty member’s disciplinary expertise with organizations or communities.
outside of the university or in one’s discipline. Examples of service to the broader community include but are not limited to performing program evaluation for a nonprofit organization, using disciplinary expertise to advise a community organization on an initiative, and volunteering on the board of a community organization related to one’s disciplinary expertise. Typically, fifteen percent of a probationary or tenured faculty member’s work load shall be allocated for service. Service obligations are to be shared and fulfilled equitably by all faculty members according to their assigned portfolios. Major impactful service activities, projects or outcomes that are peer reviewed may qualify as Scholarship of Application (see Section 4.33).

**Subdivision 4.61 Probationary Faculty Service**
Whenever possible, the service obligations of probationary faculty shall be reduced in their first two years in order to devote more time to teaching and scholarship/creative activity. They shall increase service gradually to 15 percent of their workload by the time they apply for tenure and promotion.

**Section 4.7 Faculty Workload**
University faculty workload is designated according to position type, rank, availability and percentages of effort in teaching, scholarship/research/creativities activities, and service (see the Workload Summary Table in Subdivision 4.71 and definitions in Sections 4.9 to 4.11). Workload does not designate a prescriptive breakdown of work hours dedicated to each category of responsibility but rather guides faculty and administrative priorities. How faculty members utilize their time varies across the week, semester, year, and career, according to discipline, departmental needs, and individual strengths.
### Subdivision 4.71 Faculty Workload Summary Table

<table>
<thead>
<tr>
<th>Appointment Type</th>
<th>Rank</th>
<th>Availability</th>
<th>Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary</td>
<td>Assistant Professor</td>
<td>Required</td>
<td><strong>Standard Portfolio (probationary)</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td></td>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or 60% librarianship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25% scholarship / creative activity (Discovery scholarship/creative activity; departments may allow additional criteria for Integration and Application as appropriate for their discipline)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15% service = department, college, university, community, and/or discipline with active participation and impact (see subdivision 4.61 regarding reduced service obligations during the first two years)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured</th>
<th>Instructor</th>
<th>Required</th>
<th><strong>Instructor Portfolio (tenured)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20% teaching = 1 3-credit hour course</td>
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<td></td>
<td></td>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20% service* = department, college, university, community, discipline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured</th>
<th>Assistant Professor</th>
<th>Default</th>
<th><strong>A. Standard Portfolio (tenured)</strong>&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Associate Professor</td>
<td></td>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td></td>
<td>Full Professor</td>
<td></td>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or 60% librarianship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25% scholarship / creative activity (choice of Discovery, Integration, or Application)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15% service = department, college, university, community, and/or discipline, involving leadership and impact</td>
</tr>
</tbody>
</table>

<sup>1</sup> Faculty workload shall be flexible across time. See Subdivision 4.82 (Workload Flexibility Options), Section 4.9 (Differentiated Workload for Extended Teaching Portfolios for Tenured Faculty), and Section 4.12 (Overload for Special Projects/Course Reassignments).
<table>
<thead>
<tr>
<th>Tenured</th>
<th>Associate Professor</th>
<th>Full Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Extended Teaching Portfolio (tenured)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td>20% teaching = 1 3-credit hour course</td>
</tr>
<tr>
<td>5% scholarship / creative activity (maintenance of scholarly competence)</td>
</tr>
<tr>
<td>15% service = department, college, university, community, discipline, involving leadership and impact</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term (1-4 years)</th>
<th>Instructor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Term Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% teaching = 1 3-credit hour course*</td>
</tr>
<tr>
<td>20% teaching = 1 3-credit hour course*</td>
</tr>
<tr>
<td>20% teaching = 1 3-credit hour course*</td>
</tr>
<tr>
<td>20% teaching = 1 3-credit hour course*</td>
</tr>
<tr>
<td>20% service** = department, college, university, community, discipline</td>
</tr>
<tr>
<td>** To be specified in letter of offer; in some instances, this 20% may be split between service and scholarship/creative activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjunct (temporary)</th>
<th>Instructor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Adjunct Faculty (temporary) Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching assignments specified in letter of offer</td>
</tr>
</tbody>
</table>

2 Or Librarianship
Section 4.8 Workload for Standard Portfolio for Probationary and Tenured Faculty

The standard workload of probationary and tenured faculty at UNI (hereafter “Standard Portfolio”) reflects the prioritization of teaching. UNI also values research/scholarship/creative activity and service. Faculty workload for probationary and tenured faculty on a Standard Portfolio is represented by five components spread across teaching, research/scholarship creative activity, and service (see Section 4.7). Faculty on 10, 11, or 12 month contracts are assigned an equivalent of one to three additional months of workload according to their official assignments.

Subdivision 4.81 Workload Flexibility Options

Though specific percentages are allocated for scholarship and service to indicate the university’s Standard Portfolio, upon approval of the department head and dean, differentiated weight may be allocated to scholarship or service workload responsibilities for the purposes of faculty development. Such an approved portfolio will be for one year at a time with the opportunity to renew for up to one additional year. Upon completion, the faculty member’s portfolio returns to the Standard Portfolio. Opportunities in applying for differentiated scholarship and service obligations are available to all faculty members, however, neither scholarship nor service workload obligations shall drop below 5% in contributions per year.

Differentiated workloads shall be documented in writing by the department head or Dean in a Memorandum of Understanding to the faculty member and placed in the evaluation file. Faculty members who receive course releases are required to report such assignments annually in each Faculty Activity Report, including the activities assigned in lieu of teaching. Applications for tenure and promotion should summarily report such assignments as a part of faculty members’ overall portfolio. Faculty members are to annually document such workloads in their Faculty Activity Report. Each Fall, all differentiated workloads shall be reported by the department head to the Provost and disseminated in a report to Faculty Leadership, Deans and Department Heads.

Section 4.9 Differentiated Workload for Extended Teaching³ Portfolios for Tenured Faculty

Tenured Associate and Full Professors are eligible to apply for a differentiated workload with an additional class to teach (hereafter “Extended Teaching³ Portfolio”). Faculty assigned to the Teaching Portfolio are expected to contribute fully to their specified loads (see Section 4.7).

Subdivision 4.91 Tenured Instructors

Tenured Instructors will be assigned to an Instructor Portfolio, unless an alternate assignment has been arranged with the department head, in consultation with the dean, and documented in a letter of offer or Memorandum of Understanding.

Subdivision 4.92 Eligibility

Tenured Faculty are eligible to apply for an Extended Teaching³ Portfolio when they achieve the rank of Associate or Full Professor. Faculty must also have an established record of teaching excellence, service impact, and service leadership. The faculty member’s request must also align with departmental and university needs and priorities, as determined by the department head and dean, in order to be approved.

³ Or Librarianship
Subdivision 4.93 Extended Teaching\(^3\) Portfolio Application Process
Eligible faculty members who wish to be assigned an Extended Teaching\(^3\) Portfolio may apply for an Extended Teaching\(^3\) Portfolio. The faculty member will provide a written request to the department head by the end of the fall semester for the following academic year. The department head, in consultation with the dean, will assess whether or not the eligibility criteria have been met, as defined in 4.92 before deciding whether or not to grant the request. If the request is granted, a Memorandum of Understanding will be developed to outline the workload expectations while the faculty member remains on this differentiated workload portfolio. The term for an Extended Teaching\(^3\) Portfolio is typically 3 years and may be renewed through the application process.

Subdivision 4.94 Maintaining Competence in Scholarship/Creative Activity
Faculty with an Extended Teaching\(^3\) Portfolio are required to stay abreast of developments within their field and continue to be engaged in their discipline in order to maintain scholarly competence. Faculty may stay engaged in their discipline by producing scholarship/creative activity, presenting at conferences, reviewing for journals, using their disciplinary expertise in service, engaging in scholarship-oriented faculty development, or submitting grants. This list is not exhaustive. Departments shall develop a list of any additional activities to denote the maintenance of scholarly competence.

Section 4.10 Workload for Renewable Term and Term Faculty
Term and renewable term faculty members' predominant assigned workload is teaching. They also are expected to perform service and are integrated, full members of the university community.

All teaching assignments and service expectations are to be specified in the faculty member’s letter of offer or annual workload assignment (see Section 4.7). In some limited cases, service may be split between service and scholarship/creative activity, as specified in the faculty member’s offer letter or annual workload assignment.

Section 4.11 Workload for Adjunct Faculty (temporary)
The primary workload assignment for Adjunct Faculty (temporary) is teaching (see Section 4.7). Teaching assignments are specified in their offer letter and paid per course, as specified in the Collective Bargaining Agreement. Any service assignments, beyond those typically associated with teaching courses, are specified in their offer letter and paid per activity or assignment.

Section 4.12 Overload for Special Projects/Course Reassignments
A president, provost, dean, or department head may designate as overload some special, agreed-upon assignments or projects which sufficiently exceed a faculty member's overall workload. In such cases, a Course Reassignment (release) may be applied or earned. Alternatively, administrators shall compensate faculty by determining the work’s credit-hour equivalency. Department heads shall consult with their dean before assigning special projects.

Faculty on a 9 month contract hired to work during the summer months (outside of teaching summer school) shall be compensated according to the assignment.
The responsibilities, time frame, and compensation shall be outlined in a Memorandum of Understanding or letter of offer.

Section 4.13 Continuing Education and Special Programs

This Chapter will not affect the current methods for determining whether or not courses taught through the division of Continuing Education and Special Programs are part of a faculty member’s teaching load and the method of compensating faculty for teaching courses for the division.

Approved by Faculty Handbook Committee, 4/20/18

Section 4.14 Modified Duties Assignment

Subdivision 4.141 Definition

A Modified Duties Assignment (“MDA”) is a temporary (i.e., one semester or less) reconfiguration of a Faculty Member’s work assignment (i.e., teaching, scholarship and service) in order to accommodate the Faculty Member’s need for a flexible schedule following their return from a FMLA leave. Modified duties may include but are not limited to: research, scholarship, professional service, curriculum development, development of course materials, accreditation and/or certification materials, departmental operation manuals, communication materials, or undergraduate or graduate recruitment materials.

Subdivision 4.142 Compensation

A MDA will maintain the Faculty Member at 100% workload and 100% of their budgeted salary unless the Faculty Member agrees to a reduction in workload during the term of the MDA.

Subdivision 4.143 Eligibility

Any Faculty Member with a probationary, tenured, term, renewable term, or clinical appointment, is eligible to request to take a MDA during any semester in which the Faculty Member has been approved for continuous FMLA leave that is expected to exceed five (5) weeks. Alternatively, any tenure-track or tenured Faculty Member who (a) has been designated as the primary caregiver for a child and (b) takes FMLA leave due to birth, adoption or foster care placement of the child is eligible to request to take a MDA within 12 months of the birth/adoption/placement of the child. The University reserves the right to impose limitations on the number of MDAs that a faculty member may take during their employment with the University.

Subdivision 4.144 Procedure

Eligible faculty interested in a MDA should contact their Department Head to request a MDA. The Department Head and Dean, in consultation with the Associate Provost for Faculty, will work with the eligible faculty to develop a MDA that meets the needs of the Faculty Member and the department. The terms of the MDA, if agreeable to the Faculty Member, Department Head and Dean, will be memorialized in a memorandum of understanding with the Faculty Member. The Department Head or Dean reserve the right to decline to grant a requested MDA if granting such a request would cause an undue hardship to the department or college (e.g., inability to cover necessary courses), the decision which may be appealed to the Faculty Petition Committee.

Subdivision 4.145 Return Obligation

Faculty on a MDA are expected to follow the modified duties assignment as memorialized in the memorandum of understanding. When the MDA period has ended, the Faculty Member is required
to submit a written report to the department head and dean with evidence of their accomplishments while on a MDA.

Faculty completing a MDA are also required to return to their standard duties for a minimum of two semesters following the MDA. If the faculty member leaves the University before two semesters have passed, the University reserves the right to require the Faculty Member to pay back any costs associated with the MDA.

Approved by Faculty Handbook Committee, 4/20/2018

**Section 4.14 Modified Duties Assignment**

**Subdivision 4.141 Definition**
A Modified Duties Assignment (“MDA”) is a temporary *(i.e., one semester or less)* reconfiguration of a Faculty Member’s work assignment *(i.e., teaching, scholarship and service)* in order to accommodate the Faculty Member’s need for a flexible schedule following their return from a FMLA leave. Modified duties may include but are not limited to: research, scholarship, professional service, curriculum development, development of course materials, accreditation and/or certification materials, departmental operation manuals, communication materials, or undergraduate or graduate recruitment materials.

**Subdivision 4.142 Compensation**
A MDA will maintain the Faculty Member at 100% workload and 100% of their budgeted salary unless the Faculty Member agrees to a reduction in workload during the term of the MDA.

**Subdivision 4.143 Eligibility**
Any Faculty Member with a probationary, tenured, term, renewable term, or clinical appointment, is eligible to request to take a MDA during any semester in which the Faculty Member has been approved for continuous FMLA leave that is expected to exceed five (5) weeks. Alternatively, any tenure-track or tenured Faculty Member who (a) has been designated as the primary caregiver for a child and (b) takes FMLA leave due to birth, adoption or foster care placement of the child is eligible to request to take a MDA within 12 months of the birth/adoption/placement of the child. The University reserves the right to impose limitations on the number of MDAs that a faculty member may take during their employment with the University.

**Subdivision 4.144 Procedure**
Eligible faculty interested in a MDA should contact their Department Head to request a MDA. The Department Head and Dean, in consultation with the Associate Provost for Faculty, will work with the eligible faculty to develop a MDA that meets the needs of the Faculty Member and the department. The terms of the MDA, if agreeable to the Faculty Member, Department Head and Dean, will be memorialized in a memorandum of understanding with the Faculty Member. The Department Head or Dean reserve the right to decline to grant a requested MDA if granting such a request would cause an undue hardship to the department or college *(e.g., inability to cover necessary courses)*, the decision which may be appealed to the Faculty Petition Committee.

**Subdivision 4.145 Return Obligation**
Faculty on a MDA are expected to follow the modified duties assignment as memorialized in the memorandum of understanding. When the MDA period has ended, the Faculty Member is required to submit a written report to the department head and dean with evidence of their accomplishments while on a MDA.
Faculty completing a MDA are also required to return to their standard duties for a minimum of two semesters following the MDA. If the faculty member leaves the University before two semesters have passed, the University reserves the right to require the Faculty Member to pay back any costs associated with the MDA.

8.43 4.16 Summer Research Fellowships
The university shall allocate funds for a number of Summer Research Fellowships each year. The summer research fellowships shall consist of either four week or eight week periods during the months of May, June, or July. The details concerning application guidelines will be found on the Graduate College website, including the compensation and minimum number of total fellowships available for that year. These Summer Research Fellowships will be available to any full time tenured or tenure-track faculty with a current appointment except that recipients may not receive a Summer Research Fellowship in consecutive years.

During the summer fellowship period, recipients cannot generally hold another assignment or receive additional compensation from the university. However, recipients may receive compensation from other sources up to a total amount equal to their standard 1/9 salary if the projects funded by other sources also relate to the focus of the Summer Research Fellowship Proposal.

Approved by Faculty Handbook Committee, 2/2/18
Moved to section 4.16 Approved by Faculty Handbook Committee 4/20/18

Section 8.1 Sick Leave
Subdivision 8.11 Definition
Sick leave is leave with regular pay granted for the Faculty Member’s personal injury or illness, including pregnancy-related temporary disability. Family caregiving leave is the portion of a Faculty Member’s accrued sick leave that may be used following the Faculty Member’s birth/adoptions of a child or to care for the Faculty Member’s spouse, child, domestic partner, or parent with an injury or illness. A Faculty Member may use up to fifteen (15) days of family caregiving leave per academic year. Approved with edits 4/20/18 by Faculty Handbook Committee

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