



Policy and Procedures Manual Application: All Faculty Section F2.9 Duties and Responsibilities

F 2.9 Faculty Duties and Responsibilities

F 2.9.1 Professional Ethics

As members of their separate learned societies and of the teaching profession, faculty members are considered to be professionals. As professionals, faculty members exhibit considerable autonomy in their activities and are guided in these activities by codes of ethical conduct. Included in Appendix V as a reminder of general standards is a copy of the "Statement on Professional Ethics" from the 1995 Edition, AAUP Policy Documents & Reports.

F 2.9.1.1 Ethics in Teaching

Faculty members should be guided by the "Statement on Professional Ethics" of the AAUP.

F 2.9.1.2 Ethics in Research

When conducting and reporting research, faculty members should adhere to accepted ethical procedures. Persons performing research on human subjects should abide by the Policy and Procedures for the Protection of Human Subjects in Research Activities, which is on file with the Research and Professional Development Committee.

F 2.9.2 Faculty Authority

No faculty member, administrator, or other representative of the university shall make any representations to, or enter into any agreements with, or act toward any student or other person in any manner which is not in conformity with established university policies, practices, and procedures expressed in the Faculty Handbook, the University Catalog, or other published university documents.

F 2.9.3 Teaching Responsibilities

The determination of an equitable time and amount of work for university faculty is a complex process. University professors are not required to adhere to a rigid time schedule, yet, they are not self-employed and completely free to set their own work schedules. University professors are expected to have the integrity to devote to their job the amount of time necessary to complete the tasks assigned. This often entails working nights and weekends grading papers, preparing lectures, researching in the library, etc. They are also expected to be available for a fixed amount of time to teach classes, advising and assisting students, meeting with committees, etc. By recognizing both the flexibility and responsibilities of their unique professional status, faculty members can derive much self-esteem from having the freedom to select when they can best prepare for their professional responsibilities as university professors. On the other hand, there is potential for abuse. If faculty were on campus only to teach classes, the students would suffer from

the inability to confer with faculty. Faculty members are employed to engage in teaching, research, and public service for an academic year.

F 2.9.3.1 Definition and Philosophy

Advising is an integral and necessary part of the higher educational process. Although much faculty advising of students does occur spontaneously, it is vital to the overall quality of life and education at East Central University that there be some clear and conscious channels of advising open to students. Evidence suggests that the most effective form of advising in the college setting is a two-way interaction between student and advisor. An expanding literature of research into college advising repeatedly points to faculty members as the most influential and most significant source of advising to students. Through the advising role, a faculty member can find opportunities to enhance the educational program and individual development of his/her students. This has special significance in an educational institution like East Central University, since direct experience and contact with faculty members strengthen the relationship between academic preparation and the worlds of work and career. Helping others to develop their potential by acting as coordinator, inspiration, catalyst, partner, or architect of their educational experiences provides not only intrinsic satisfaction, but also enriches a teacher's knowledge of human nature and development, often contributing to a reappraisal of his/her own intellectual pursuits and growth. It is no accident, therefore, that advising is considered as a vital part of faculty service to the university.

To be most effective, advising must be personal rather than mechanical. Scheduling and honoring mutually convenient office hours is one way to assure at least minimum availability. That faculty members are knowledgeable about their own fields of study is unquestioned; however, students look to faculty members as a source of all knowledge. Providing additional information about some basic institutional and college requirements and sources of information is vital. No person is or can be expected to have all the answers to all the questions he/she is likely to be asked. What is most important to students, and is likely to influence their attitudes toward East Central University and its educational programs, is evidence of genuine concern.

F 2.9.3.2 University Policy on Advising

The academic advisor has the responsibility of helping students plan their academic program in light of their educational and vocational objectives, their special interests and abilities, and the goals and procedures of the university. The primary responsibility for academic advising at East Central University rests with the faculty. Personnel in other offices in Student Development and the Academic Success Center provide academic assistance. The organization and administration of the academic advisement program is the responsibility of the provost/vpaa. The student is responsible for identifying and completing the degree program requirements.

F 2.9.4 Service to Institution

East Central University recognizes its responsibility for educational leadership and service, and for intellectual alertness among its faculty. These concerns are reflected in the criteria for the granting of promotion and tenure. It is the responsibility of every faculty member to contribute to the educational and service interests of the university, and to continue to develop mastery of his/her professional discipline. Educational leadership within the institution is achieved through faculty excellence in teaching. It is expected that faculty members will be thoroughly prepared for their classes, will meet their classes promptly, and will evaluate their students fairly. Faculty participation in group deliberations on

the departmental, college/school, and/or university level is necessary for the improvement of the academic program and smooth operation of the university community. Such participation facilitates the university's attainment of educational leadership and is the responsibility of every faculty member.

Faculty members also have an obligation to the institution in the area of service. This obligation is fulfilled through contributions to professional organizations and community work. Some faculty members may be called upon to serve as advisors to student organizations or to otherwise facilitate the social and scholarly development of the student outside the classroom setting.

The faculty member has an obligation to grow professionally. Unless each faculty member keeps up with recent developments in his/her field and strengthens his/her grasp on older materials, he/she will soon dwindle into ineffectiveness as a scholar and a teacher. Continued development in his/her professional discipline is expected of every faculty person. Such development may be in the form of formal course work towards a terminal degree, or by attendance at continuing education programs. Continuing mastery of the discipline also is evidenced by research, or creative or scholarly work.

F 2.9.5 Faculty Workload

The academic work year is determined by the contract between the university and the individual faculty member. The beginning and ending of each semester and intervening holidays are determined by the approved academic calendar.

The following, and such other days as the board or the university president, on authority of the board, may designate, shall be holidays for employees:

New Year's Day

Martin Luther King, Jr. Day

Memorial Day

Independence Day

Labor Day

Thanksgiving Day

Christmas

If any such holiday falls on Sunday, the succeeding Monday shall be a holiday.

F 2.9.6 Teaching Load and Compensation

The following is a definition of the faculty teaching load and the factors used to compute the load. The teaching load is defined in terms of Faculty Load Hours (FLH).

F 2.9.6.1 Definition of Faculty Load Hour

A faculty load hour is defined as teaching a lecture class that meets one 50-minute period each week for a 16-week semester, i.e., a one-semester credit hour lecture course equals one FLH. Since there is a well-defined statement regarding the equivalence of a semester credit hour lecture course (1 hour = 800 minutes class time), the number of semester credit hours is equivalent to the faculty load hour for lecture courses regardless of the length of class periods or the number of weeks.

F 2.9.6.2 Conversion of "non-lecture" instructional assignments to FLHs

1. Class contact hours spent in laboratory courses will be converted as though one 50-minute period equals 3/4 FLH. For purposes of this definition, laboratory courses are defined as those in which lecture instruction is enriched by laboratory experiences; i.e., the course must have distinct lecture and laboratory periods assigned. This includes courses in biology, chemistry, physics, and nursing, for example.
2. Classes that are held entirely in a laboratory setting, generally those in which students are required to meet two 50-minute periods per week for one semester hour credit, shall be converted as follows: one 50-minute period equals 2/3 FLH. This includes courses in art, , and family and consumer sciences, for example.
3. Private music lessons shall be converted as though three 30-minute lessons per week, for the semester, equals one FLH.
4. The FLHs for 5000 level courses are to be converted by multiplying 5/4 times the FLH that the course is assigned. (Not applicable to the summer term.)
5. The faculty load hours given for supervision of students in internships or practicums, provided they are off-campus, will be one FLH for three half-semester internships, practicums. If the duration of the internship varies from half semester, the faculty work load is pro-rated accordingly, provided the number of trips to supervise the student is extended accordingly. The faculty load hours given for supervision of student teachers will be one FLH for two twelve-week student teachers. It is assumed that during a half-semester internship, practicum or twelve weeks of student teaching, the supervisor will visit the student a minimum of three times.
6. Since individual studies or courses taught by directed readings (to be arranged) are at the discretion of the faculty member, generally no FLHs will be given for this instruction. However, if the number of credit hours being taught in this type of course is nine or more and is being taught in at least three different courses, then the faculty member will receive one FLH. No faculty member may receive more than one FLH per semester for such courses.
7. Residence Year Supervision will not be included in load. Faculty will contract for out-of-load reimbursement.
8. Faculty teaching courses at an off-campus site that requires the faculty member to be at the site will receive compensation in the amount to equal 1 hour of overload pay for 16 trips during the semester. For courses requiring fewer than 16 trips, the amount of compensation will be prorated (number of trips divided by 16 times the amount of payment for one hour of overload pay). Compensation requires the faculty member to live outside the service area of the off-campus site. Compensation requires prior approval by dean and chair.
9. The faculty load hours given for supervision of students who successfully complete Honors Program projects and theses will be one FLH for each successfully completed Honors thesis (two semesters of independent study) and .17 FLH for each successfully

completed Honors Project. Compensation will come in the form of a stipend that will be awarded in June for work done in the previous spring and fall semesters.

F 2.9.6.3 Normal Load

1. Academic Year. A full teaching load, including conversions and/or assignments, for the academic year for a regular faculty member is defined as 24 FLHs. Each faculty member shall be assigned the equivalent of at least 10 FLHs each semester during the academic year. In order to pursue the goal of increased productivity in all areas of responsibilities (instruction, research, public service), the recognized teaching load for full-time faculty members is 24 (FLH) per academic year. Although 24 hours is the recognized load, there may be years where a person might be assigned as many as 27 hours in a year. This flexibility is necessary because it is not always possible to assign exactly 24 hours to every faculty member. The faculty load hour (FLH) is defined in Section 2.8.6 Teaching Load.
2. The full instructional load for the summer term for regular faculty is defined as 9 FLHs. For summer school salary calculations and determination of other responsibilities, reduced loads will be prorated.

F 2.9.6.4 Overload

The university is committed to the goal of not overloading the faculty. The faculty can be more productive in the areas of research, public service, advisement, and curriculum development if teaching loads are within defined limits. However, it is not always possible to meet class needs without assigning additional courses. Since overload is a possibility, the following policies shall be used:

1. Overload pay shall be given for FLHs taught during the academic year that are in excess of 24 to 27 FLHs except in years of financial distress. During such periods, 27 FLHs could be a regular faculty load. .
2. No overload shall be paid if faculty has reassigned load without the written approval of the provost/vpaa.
3. No person can earn more than six (6) hours overload in any one academic year except by prior, written approval of the provost/vpaa and vice president for academic affairs.

F 2.9.6.5 General

In assigning the work load of a faculty member, chairs take into consideration certain variables:

1. the number of different class preparations required each semester;
2. the number of total student credit hours taught each semester;
3. courses that require an unusually large amount of paper grading by the faculty member.

F 2.9.6.6 Reassigned Load

Serving on the Faculty Senate, standing committees, and ad hoc committees is done without a reduction in teaching load. The assignment of non-instructional duties related to the educational functions (instruction, research, public service) is as follows:

1. Some faculty members are assigned to supervise organized activities related to the instruction function, such as forensic teams and directing drama productions and musical groups. Specific faculty loads are assigned below for these various duties. No FLHs will be given for the courses assigned in conjunction with these activities. Normal reassigned load is:

Drama Director	3 FLH/SEM
Band Director	7 FLH/SEM
Assistant Band Director	5 FLH/SEM
Vocal Music Director	6 FLH/SEM

2. Deans and department chairs shall receive teaching load credit for their administrative responsibilities according to the following guidelines:
 1. Deans are considered full-time academic administrators with negotiated teaching assignments.
 2. Department chairs will receive the number of FLHs per year designated in the following table:

Number of full-time faculty (including the chair)	Reassigned Time
1 – 4	0 FLH/YR
5 – 10	3 FLH/YR
11 or more	6 FLH/YR

Department chairs receiving zero (0) FLH will earn three (3) FLHs reassigned time in the fall semester in which a program or programs housed in the department are scheduled for program review. No overload salary will be allowed during this year.

Department chairs receiving three (3) FLHs will earn an additional three (3) FLHs of reassigned time for the academic year in which a program or programs housed in the department are scheduled for program review. No overload will be allowed during this year.

Faculty serving in unofficial status as “Program Director” or “Program Coordinator” will not earn reassigned time for program review.

3. Faculty members may be assigned FLHs for conducting research. The number of FLHs will be recommended by the Research and Professional Development Committee and approved by the provost/vpaa.
4. The provost/vpaa may assign FLH credit for special projects, such as curriculum development, institutional research, accreditation requirements, or other activities related to the educational (instruction, research, or public service) function.

F 2.9.6.7 Time and Effort Report

Faculty earning reassigned time under section D above shall submit an annual time and effort report to the Office of Academic Affairs accounting for the reassigned time.

F 2.9.7 Faculty Research

It is the responsibility of East Central University to stimulate research and creative scholarship on the part of its faculty members. In order to facilitate this, the university, when funding is available, provides grants for selected research projects.

In general, these grants are intended to facilitate faculty research at the university level by encouraging the increase of knowledge and understanding of academic and professional areas and instructional processes and products and the development and evaluation of innovative ideas. Research grants may be awarded to regular faculty members for a semester, the academic year, and/or summer term.

F 2.9.7.1 Research Support

1. **Reassigned Teaching Load.** Grants may be used for a reduction in the teaching load of a faculty member for a maximum of six hours per academic year subject to approval of the chair, dean, and provost/vpaa. Normally the funds of the research grant will be used to pay part-time and/or overload to faculty teaching those courses from which the researchers have been released.
2. **Other Support.**
 1. **Private Rooms.** Private rooms for university research shall be provided for faculty members when available. Otherwise, every attempt will be made to find a suitable space for the research, either by sharing office, laboratory, or other space normally used for other purposes or by requesting space off-campus from private industry.
 2. **Secretarial Services.** Secretarial service for university research projects may be provided, as funds allow, through the use of student workers hired for the department under which the research is being conducted. In the event that more experienced skills are needed (for example, in typing final reports), full-time secretaries may be asked to perform the task as time permits, as long as this does not interfere with their other duties.

F 2.9.7.2 Required Reports on Research Activities

Reports of research sponsored by the university must be completed as the rules of the Research and Professional Development Committee state. If other sources of funds for research are utilized, copies of the reports of this research that are submitted to the sponsoring organization shall also be filed in the office of the president of the university. In addition, department chairs and deans may request copies of research reports done in their area if they so desire.

In order to accurately track proposal development, submission, and award, Principle Investigators should initiate all grants and contracts only after first contacting the Office of Sponsored Programs and Research (OSPR) and filing the appropriate paperwork.

The first step in the university grant submission process is the completion of a planning sheet which may be obtained from the OSPR. This Planning Sheet contains basic information about the proposal and should be completed prior to actual proposal development. Although the Planning Sheet contains sections requesting financial information, it is clearly understood that data entered on the Planning Sheet are only preliminary estimates. Final figures for a submitted proposal will be taken from the file copy left in the grants office for reference.

(NOTE: THE ONLY AUTHORIZED UNIVERSITY REPRESENTATIVE WHO MAY SIGN GRANTS, CONTRACTS AND APPLICATIONS IS THE UNIVERSITY PRESIDENT.)

The following steps should be utilized when initiating a proposal/grant/contract on behalf of East Central University:

1. Print a Proposal Planning Sheet from the OSPR website; secure signatures/approval of the Proposal Planning Sheet PRIOR to writing the proposal.
2. Research and write the proposal.
3. Conduct a proposal budget review with the Compliance Officer of the OSPR. This review should be conducted when the budget is sufficiently developed to allow for a review and revision, if necessary.
4. Prior to submission, the complete proposal and budget must be reviewed by the Director of OSPR. Once approval has been received, the proposal will be sent to the president for signature. **THE DIRECTOR OF OSPR MUST SIGN OFF ON THE PROPOSAL BEFORE THE PRESIDENT WILL SIGN THE DOCUMENT.**
5. Submit proposal according to the funding agency's requirements—electronic or paper. When electronic submissions are made via grants.gov, fastlane, etc., only OSPR has authority to submit the proposal.
6. Submit a copy of the proposal to OSPR.
7. Once the proposal has been submitted, the PI must submit a Certification Memo indicating who was responsible for writing the proposal and if multiple writers, each person's percentage of effort must be indicated.
8. When the notification of award is received, OSPR should be notified and provided a copy of the award letter. Using award letter and information from the funded proposal, OSPR will initiate the process of obtaining an accounting procedure from the controller's office. If the proposal is not funded, the letter should be forwarded to OSPR so the file can be closed.

F 2.9.9 Intellectual Property, Ownership, Copyright, Patent, and Revenue

Faculty are encouraged and expected to pursue intellectual inquiry, research, scholarship, and creativity in furtherance of the University's educational and academic mission. The University is committed to an academic tradition that recognizes the intellectual property rights of those who create work, including legally compliant uses of the work of others in the course of scholarly inquiry. Please refer to the East Central University *Intellectual Property, Ownership, Copyright, Patent, and Revenue Policy* found in the Appendix (**Note: put in hyperlink to policy in appendix**).

F 2.9.10 Consulting

The university recognizes the value of professional consulting work in terms of the academic growth of the faculty member as well as the benefit to the community that results from the sharing of knowledge and expertise. Consulting work is encouraged as long as it does not interfere with the adequate performance of teaching contract duties.

F 2.9.10.1 Consulting for Other Agencies

The attorney general has given an official opinion that affects those who arrange workshops and seek consultants from among colleagues in other state institutions. Statements 1 and 2 below are taken from page 3 of the Attorney General's Opinion #80-213. It is, therefore, the official opinion of the attorney general that:

1. a state employee of one agency may not enter into a contract with another state agency, either as an individual or through any business enterprise in which the employee holds a substantial financial interest to furnish said agency consultant services;
2. a full-time state employee of one agency may not be paid consultant fees by another state agency; and
3. another state agency may contract with the university for the services of an individual faculty member.

1.

F 2.9.13 Community Service

The extent to which a faculty member participates in community activities, whether of a civic, religious, governmental or professional nature, is the prerogative of the individual. He/she should realize, nonetheless, that community service, as ascertained by the faculty member's account of such activities on his/her annual faculty performance evaluation report, section III will be evaluated by appropriate administrators as a part of the faculty member's total professional performance in determining salary.