

AAUP Contract Proposal

Proposal Title: Faculty Workload Proposal (4-16-2026) (revised 5-6-26 and 6-26-26)

Relevant CBA Article / Section: Article 6

1. Summary of Proposal

To establish visibility into full-time faculty workload ensuring all faculty work is recognized, considered and evaluated equitably.

2. Proposed Contract Language

(1) PURPOSE

The parties agree to incorporate the Faculty Workload Policy into the 2026–2031 Collective Bargaining Agreement as set out below. Language is presented with deletions and additions for easy insertion into the CBA.

ARTICLE 6: WORKING CONDITIONS — Amendments

6.2 Normal Work Year. ~~As a general principle, faculty members will be on campus as required to complete their workload, including at least three days per week.~~ The normal work year for all full-time faculty, excluding those in the Library, includes the Fall and Spring semesters and shall begin ~~with the first day of the final enrollment services period in the Fall (not to be more than~~ ten (10) days prior to the start of classes and shall end after the Spring commencement exercises for the faculty member's unit. The normal work year does not include University holidays or the January intersession, except that faculty are expected to be available during the January final enrollment services period for the Spring semester. The work year for the Library shall be as set forth in Article 9 of this Agreement. Faculty may be expected to attend meetings during the January intersession or the summer to fulfill the work of the university.

6.3 Teaching Load.

[DELETION — of this sentence] ~~The teaching load shall be eighteen (18) semester hours during a twelve (12)-month period, commencing with the Fall semester, normally divided into two (2) semesters, Fall and Spring, normally consisting of nine (9) semester hours each semester for all faculty, other than those in the Library (See Article 9).~~

[ADDED — NEW PARAGRAPH]: The parties agree to adopt a workload framework in which a full-time faculty member's duties equal 100% of annual effort distributed across Teaching, Research/Scholarship/Creative Activity (or Clinical time for clinical faculty), and Service. The standard distributions are as follows unless otherwise specified in a School workload policy mutually developed under Section 6.30:

- **Tenure/Tenure-Track and Clinical Faculty:** Teaching 40%-60% / Research 30%-50% / Service 10%-30%.
- **Teaching-Track Faculty:** Teaching 70%-90% / Service 10%-30%.
- Chairs and Deans will give good faith consideration to faculty requests for deviation from these standard distributions where school and departmental needs allow. A 50% (3-2) teaching load is the University's preferred distribution so as to enable the University to fulfill its responsibilities as an R2 High Research Activity institution.

[ADDED — COURSE-CONVERSION TABLE] Each standard three-credit course shall be accounted as 10% of annual workload effort for purposes of this framework. Thus:

- 5 three-credit courses (3–2 load) = 15 credit hours = 50% effort.
- 4 three-credit courses = 12 credit hours = 40% effort.
- 3 three-credit courses = 9 credit hours = 30% effort.
- Teaching-track: 8 three-credit courses (4–4) = 24 credit hours = 80% effort.

Where the CBA elsewhere references semester hours for teaching load and overload calculations, such references shall be interpreted in light of the percentage accounting above.

Defining and Quantifying Workload – Research, Scholarship and Creative Activities.

Understanding and valuing the differences in practice of these efforts across disciplines, each school will establish a written workload policy that delineates the constitution of a full workload (30% effort) along with how deviation from the standard workload will be quantified, i.e. what work would constitute increasing or decreasing workload in this category.

Research, Scholarship and Creative Activities workload focuses on efforts as a continuum of activities closely aligned with department standards for promotion and tenure. Effort is credited for producing, developing, and disseminating knowledge.

Examples include mentoring undergraduate and graduate research students, publications, creative works, proposal submissions and funded grants, work in progress, (e.g. research projects, manuscripts in preparation) dissemination of results, (e.g. conference presentations, invited lectures), public scholarship (aligns with *Hofstra 100* and community-engaged work).

Credit is quantified by disciplinary norms, e.g. X percentage for a peer-reviewed publication, a higher percentage for a book, a lower percentage for a conference paper, Y percentage for creating a performance, etc., as part of a faculty member's annual review.

Defining and Quantifying Workload – Service. Understanding that service is an important aspect of a faculty member's responsibilities to the institution as outlined in the CBA and FPS, and that these responsibilities are more consistent across disciplines than research, scholarship and creative activities, service contributions, while included in each School's

approved workload policy, are more standardized across departments. Every full-time faculty member is expected to contribute to the effective operations of their academic department by providing effective service at a standard level of 20% workload. Deviations are allowed and expected.

An example framework would assign workload effort in percentages for each responsibility:

DPC membership – 4%

DPC Chair – 6%

Manuscript review – 0.5% per review (with a cap)

External peer review – 2% per review (with a cap)

University Senator – 4%

Senate President – 10%

AAUP Officer – 10%

Service activities include participation in departmental governance, curriculum review/development, advising, accreditation/compliance, admissions events, committee service at the department, school and/or university levels, and/or service to the profession or community. Examples of service to the profession include membership on committees or boards; review of manuscripts, books, grant applications; editorial assignments, etc.

Chairs are to assign service such that all faculty have the opportunity to meet their service workload percentage.

Significant administrative assignments (e.g. department chair, assistant chair, program director), appointed or elected university service (e.g. Senate, AAUP) constitute service.

Department chairs. 50%. 9-credits release time (30%) plus standard service (20%) plus stipend.

Graduate program directors. Compensation is as defined in the 2017 MOA. Stipends will be calculated based on three-year average of enrollments. If stipends are converted to release time, the release time may be credited to teaching workload.

Undergraduate program directors. To be negotiated following principles outlined herein.

6.3.A Graduate Supervision Credit (NEW)

Faculty shall receive teaching-effort credit for graduate supervision as follows:

- Master's thesis primary advisor (for completed thesis): 1 % of annual workload per thesis (annual cap 6% without Dean approval).
- Doctoral dissertation primary advisor (active supervision): 2.5% of annual workload per active dissertation per year. (capped at 6 semesters).
- Doctoral committee member (including chair if not primary advisor): 1% of annual workload per dissertation per year.

Such supervision credit may substitute for classroom teaching within a faculty member's teaching allocation subject to Chair approval and consistent with school workload policy and department norms.

6.5 Release Time, Overload Compensation, Stipends — (Amend)

[ADDED] Course Buyout for Research. Faculty may buy out of one course with external funding adequate to cover instructional replacement and required overhead, and upon Chair and Dean approval following submission of a documented research plan. Teaching shall not normally fall below 30% (three courses per year) absent prior Provost approval. Buyouts reallocate effort to Research/Scholarship accordingly.

[TO BE AGREED UPON] Compensation for graduate program directors.

[TO BE AGREED UPON] Compensation for undergraduate program directors.

Faculty with release time may not back fill that time with overload teaching assignments as the purpose of the release is to afford time necessary to complete the assigned leave work.

6.7 Overload Compensation — (Amend)

[ADDED — Overload Caps and Conditions] - Overload is defined as teaching beyond the assignment equivalent to the standard workload percentages above (e.g., beyond 50% teaching for tenure-track/research-active faculty; beyond 80% for teaching-track) and, teaching beyond the assigned workload for a given semester considering all types of leaves and administrative assignments. **Benchmark Cap:** A faculty member may teach a maximum of one additional course (~10% effort) with Chair approval. A second overload course in the same academic year requires Chair, Dean and Provost approval. Total teaching effort shall not exceed seventy percent (70%) of annual workload for research-active faculty except under documented extraordinary institutional need and with Provost approval. Overload must be voluntary and shall be compensated per Article 8. Overload shall not substitute for unmet research or service expectations. Repeated overload beyond two consecutive years triggers Dean review for subsequent approvals.

6.6 Faculty without Full Teaching Loads (Amend — cross-reference)

[Language in 6.6 regarding owed credits, pooling, and repayment remains in force, with the recognition that underload/overload accounting will be calculated in percentage terms consistent with the workload framework.]

6.19 Teaching Load Reduction to Promote Research and Scholarship (Amend)

[Where Article 6 provides for reduced-load programs (e.g., Article 6.19), the selection and assessment of proposals shall explicitly account for the workload redistribution described in this policy and calculate reductions in percentage terms (e.g., a 3-credit reduction = 10% research reallocation).]

Article 6.19 — (Amend)

(a) All full-time tenured faculty who have not filed an irrevocable agreement to terminate employment shall be eligible to apply for the load reduction. Although eligible faculty may apply in multiple years, no faculty member may receive the load reduction under this Article more than once during each of the three (3)-year periods. In order to demonstrate eligibility to apply for a reduced load under this Article, a faculty member who has previously received a grant of a reduced load or stipend pursuant to the terms of Article 6.18 or 6.19 of the prior Agreements or a special leave pursuant to Article 6.17 must submit at the time of the application a copy of the completed work or works as appropriate, which will be considered by the chair and dean in recommending future research and scholarship leaves.

6.29 Clinical Faculty

The University shall be permitted to appoint up to 20 clinical faculty members in Physician Assistant Studies, Nursing, and Allied Health and Kinesiology, ~~Biology, Chemistry and Computer Science~~ programs combined.

[ADDED] Clinical faculty workload distributions shall follow the clinical-track percentages above and appointment letters shall identify teaching load and release time consistent with workload percentages.

~~Clinical faculty may elect to stand for tenure by notifying the Chair in writing by March 15. Upon making such an election the faculty member will be converted to a tenure-track position effective September 1. In this event the new appointment period will conform with the provisions of Article 6.1. Clinical faculty may apply up to three years of prior academic service to the tenure probationary period at the time they elect to stand for tenure.~~

Any clinical faculty members ~~who have been employed by the University for two (2) years~~ are entitled to serve on any faculty or department committees for which they are otherwise eligible.

ARTICLE 3 / ARTICLE 6 — Incorporation and Governance (NEW CLAUSE)

[ADDED] Policy Incorporation and Modification. The parties agree that the Faculty Workload Policy shall be incorporated into the CBA as part of Article 6 and the Faculty Policy Series (FPS). Any amendment to the workload policy that affects rights or obligations under this Agreement shall be subject to the amendment procedures set forth in Article 3 and shall require the mutual written consent of the parties where such changes alter terms covered by this Agreement.

EVALUATION ALIGNMENT (NEW)

Faculty evaluations shall be conducted in alignment with each faculty member's assigned workload percentages.

SCHOOL WORKLOAD POLICY PROCESS (NEW)

Each School shall establish a faculty committee to draft a school-level workload policy consistent with this Agreement. School policies must be approved by a majority vote of the School faculty, the Dean, and the Provost. Mid-year workload modifications must be documented in writing and signed by the faculty member and Chair; unresolved disputes may be appealed to the Dean.

IMPLEMENTATION TIMING (NEW)

Faculty workload policies shall be in operation for the start of the 2027-28 academic year. School workload faculty committees shall be constituted by September 15, 2026, with a policy submitted to the Dean by February 1, 2027 and to the Provost by March 15, 2027.