



Clarifying Faculty Workload, RSCA Expectations, and Service Responsibilities

RES 252633

FAC

- RESOLVED:** That the Academic Senate affirms that the professional workload of tenure-line faculty includes engagement in teaching (including indirect instructional activities), research, scholarship, creative activity, and professional service, consistent with the Collective Bargaining Agreement and campus policy; and
- RESOLVED:** That probationary faculty are expected to demonstrate sustained engagement in research, scholarship, and creative activity (RSCA) and appropriate participation in professional service consistent with retention, tenure, and promotion standards; and
- RESOLVED:** That tenured faculty are expected to maintain meaningful engagement in RSCA and professional service appropriate to rank and discipline, recognizing that professional activity may vary across different stages of the academic career; and
- RESOLVED:** That the Academic Senate affirms that tenure signifies continued professional responsibility rather than completion of professional expectations, and that ongoing engagement in research, scholarship, and creative activity and professional service remains expected regardless of whether a faculty member intends to seek promotion to a higher rank; and
- RESOLVED:** That diminished engagement in research, scholarship, and creative activity following tenure may reasonably result in limited opportunities for promotion or advancement in rank under established evaluation processes, but is distinct from disciplinary action, rank reduction, or termination, and should instead be addressed through collegial encouragement, professional development, and constructive engagement consistent with the developmental purpose of Post-Tenure Review.
- RESOLVED:** That faculty members who are not actively engaged in RSCA remain responsible for meaningful participation in professional service and may be expected to assume

proportionate university-related service responsibilities (e.g., university-level, college-level, department-level, etc.) in order to maintain equitable workload distribution across the faculty; and

RESOLVED: The Academic Senate recognizes that faculty who are under-engaged in service adversely impact others by creating inequitable service burdens, which diminishes ability to flourish in research, scholarship, and creative activities.

RESOLVED: That substantial engagement in RSCA does not eliminate the professional obligation to participate in service, and balanced engagement across teaching, RSCA, and service remains a shared responsibility of the faculty; and

RESOLVED: That when institutional resources intended to support RSCA (e.g., such as internal funding opportunities, reassigned time, or similar support mechanisms) are limited, allocation of such resources should prioritize faculty demonstrating active engagement in research, scholarship, or creative activity; and

RESOLVED: That academic administrators and academic units should monitor patterns of service distribution and take steps, when necessary, to ensure equitable workload assignments consistent with the Collective Bargaining Agreement, applicable policy, and the effective functioning of shared governance; and

RESOLVED: That in order to maintain equitable workload distribution and ensure that faculty fulfill their expected contributions to indirect instructional activities, academic administrators may assign appropriate professional service responsibilities to faculty members who are under-engaged in research, scholarship, creative activity, or professional service, consistent with the Collective Bargaining Agreement, applicable policy, and EP&R 76-36.

RESOLVED: That the Academic Senate affirms the importance of continued institutional efforts to support RSCA excellence through equitable workload practices, transparent resource allocation, and administrative support for scholarly and creative activity.

RATIONALE:

Referral 2025-2026 43 instructed the Faculty Affairs Committee to consider recommendations from the Scholarship and Creative Activity Task Force and FAC-4-RSCA Report. This resolution seeks to address some of these issues, although it does not fully resolve the referral and continued work is expected in this area.

The Collective Bargaining Agreement (CBA), particularly Article 20, defines faculty workload as encompassing instructional responsibilities as well as other professional duties, including research, scholarship, creative activity, and service. Faculty workload therefore extends beyond classroom contact hours and includes activities necessary for the academic mission of the University. EP&R 76-36 further recognizes that faculty workload includes “indirect instructional activities” and assigns three WTUs to these activities. EP&R 76-36 also grants the President authority to ensure the proper assignment of individual faculty workloads, recognizing the need for administrative oversight to maintain appropriate workload balance across faculty responsibilities. Because EP&R 76-36 grants the President authority to ensure the proper assignment of individual faculty workloads, academic administrators may appropriately adjust service assignments in order to maintain equitable workload distribution and ensure that faculty fulfill their professional responsibilities in indirect instructional activities, including research, scholarship, creative activity, and service.

Balanced engagement in teaching, research, scholarship, creative activity, and service is also reflected in faculty evaluation processes. Probationary faculty are evaluated for retention, tenure, and promotion across these domains, while tenured faculty continue to hold professional responsibilities consistent with rank and institutional standards. Post-Tenure Review (PTR), as established through the CBA and campus policy, reinforces the expectation that tenured faculty demonstrate continuing effectiveness and ongoing professional engagement following tenure. PTR is intended as a developmental and improvement-oriented process designed to support continued professional contribution rather than to function as a punitive mechanism.

Tenure represents recognition of sustained achievement and the granting of academic freedom and professional security; however, it does not signal the completion of professional expectations. Faculty responsibilities in teaching, research, scholarship, creative activity, and service continue throughout the academic career regardless of whether a faculty member intends to pursue promotion to higher rank. In practice, reduced engagement in research, scholarship, or creative activity after tenure may limit opportunities for advancement under established promotion criteria, but such outcomes are part of normal evaluative processes rather than disciplinary actions. Post-Tenure Review exists to encourage continued professional development and engagement rather than to impose punitive consequences. Clarifying this distinction helps ensure that expectations for ongoing scholarly and service contributions remain visible while preserving the developmental and supportive character of faculty evaluation systems.

At the same time, professional service plays a critical role in sustaining the University's academic mission. Faculty service supports shared governance, curriculum oversight, accreditation processes, faculty evaluation systems, various committees and initiatives, community engagement, numerous institutional decision-making functions, and more.

The University Handbook recognizes that faculty members shall prioritize their activities so that professionally related service does not interfere significantly with teaching or scholarly or creative activity.

When service obligations are unevenly distributed among faculty members, the resulting inequities may limit some faculty members' ability to maintain active engagement in research, scholarship, and creative activity. Ensuring a reasonable distribution of service responsibilities therefore protects both shared governance *and* faculty capacity for scholarly work.

Institutional stewardship of limited RSCA resources is also important. Internal grants, reassigned time opportunities, and other forms of institutional support are finite resources intended to strengthen the University's scholarly and creative output. Allocating these resources in ways that prioritize active scholarly engagement helps ensure that institutional investments most effectively advance research, scholarship, and creative activity.

In addition, prior institutional efforts—including the work of the Scholarship and Creative Activities Task Force and the FAC-4-RSCA initiative—have emphasized the need for stronger institutional support for RSCA, clearer expectations regarding faculty workload, protection and prioritization of RSCA efforts, and improved structures for promoting scholarly and creative excellence. These efforts recognized that fostering a culture of excellence in research, scholarship, and creative activity requires both individual engagement and institutional practices that support equitable workload distribution and strategic resource allocation.

This resolution therefore clarifies existing professional expectations while reaffirming the importance of equitable workload implementation, continued engagement across professional domains, and institutional support for research, scholarship, and creative excellence.

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