

College of Education

Statement of Expectations (SOE) Guidelines Updated March 1, 2019

A standard load in the College of Education (COE) consists of 15 hours of assigned load credit each semester. Thus, each 3-credit component taught in the Fall and Spring approximates 20% of the load (COE Procedures and Criteria for Performance Review, 2010).

For Full-time Tenure-track/Tenured Faculty, the typical workload (100%) includes:

- 60 - 70% Teaching (3/3) Teaching and other Student-Related activities;
- 0 - 20% Scholarship, with evidence of continued/active scholarship;
- 10 - 20% Advising and Service

For Full-time Non-Tenure-track Faculty, the typical workload (100%) includes:

- 80 - 90% Teaching (4/4) Teaching and Student-Related activities
- 10 - 20% Advising and Service

The guidelines presented here illustrate the kinds of entries that should be part of a SOE. However, as a faculty member prepares their SOE, please consult with the Department Chair. Faculty will also need to refer to the approved Annual Review Evaluation and Criteria (December 2017) when developing your SOE. Evaluation of performance will be guided by this document.

Teaching and Other Student-Related Activities (60-70%)

Tenure-track/Tenured Faculty are typically expected to teach the equivalent of three (3) three-credit classes each semester, which constitutes approximately 60% of the load for an academic year. Non-Tenure-track Faculty are generally expected to teach the equivalent of four (4) three-credit classes each semester, which constitutes approximately 80% of the load for an academic year. Each 3-credit class taught typically accounts for 10% of your load. This generally covers time spent teaching, preparing, grading, and meeting students during office hours, etc.

Though not part of the SOE, please note that for each standard course listed, faculty are expected to provide your students a **clear, up-to-date, and informative syllabus** that communicates the nature of the course, the methods of evaluation, and your expectations of student performance. For each syllabus, departmental **course learning outcomes** (undergraduate or graduate) related to **program learning outcomes** as well as transparent connections between these outcomes and methods of evaluation should be included. Classes that are part of the accreditations/SPAs include additional information and signature assignments related to accreditation or SPA standards (e.g., NAYEC, CEC, EELC, CACREP, etc.). Please confirm with your department on other applicable accreditation requirements. A copy of the syllabus **must** be provided electronically to the department office each semester. There is a general expectation that faculty will post and maintain regular Office Hours, with at least 1-2 hours per week per course taught [with a minimum of three (3) hours or four (4) hours per week per semester] depending on teaching loads. Faculty who teach online courses should maintain regular office hours where they can be easily contacted.

Other student-related responsibilities, such as supervising doctoral dissertations, supervising independent studies, etc. are listed in this section. If you are advisor for student clubs, that activity should be listed under service.

Scholarly and Research-Related Activities (0-20%)

Not counting external grant funding, Tenure-track/Tenured Faculty load in this area will typically range from **0-20%**. Time assigned to this area is dependent upon evidence of continued/active scholarship. Depending on the evidence, release time may be 20%, 10%, or 0% for the academic year.

In the SOE template, please indicate: 1) area(s) of research, and 2) a **list of specific research-related projects and/or scholarly artifacts** (symposium, conference presentation, journal article, grant proposal, book, etc.) and the **stage/phase** of the project expected to be completed during the academic year]. Please justify the percentage chosen for this activity. The justification should also include past productivity (**last 3 years**) and/or how it is related to the research goals set for the current year. A faculty member who wishes to devote extra time towards scholarship may increase this percentage to 30% (with appropriate evidence/justification of the scholarship/research activities) by reducing the time spent in advising and service – through negotiation with their Department Chair, and provided the needs of the department are not adversely impacted. Please note that faculty still need to participate in program, department and college-wide meetings and select committees as needed by the department/college. However, the number of committee(s) you choose to serve on will be determined by the type of committee and amount of time required to complete the duties related to each committee.

Advising and Service (10-20%)

Faculty load in this area should range between 10-20%. A 20% load for the year would be, on average one day a week for the entire semester (approximately 17 weeks in a semester or the equivalent of teaching one course). The service obligations of a faculty member should first include active involvement in departmental and college-wide meetings, accreditation activities, participation in department, college and/or university committees, and/or student-related service (e.g., advising a student group, advising loads). In addition, faculty may wish to devote a percentage of their service time to professional organization activities. Please note that a faculty member must update the eCERT (disclosure) within 15 days when circumstances change for any outside professional activities, either paid or unpaid, that may impact their primary professional obligation and commitment to NAU. To access this information, please visit: <https://nau.edu/Comptroller/Conflict-of-Interest/>.

Figuring out the amount of time you estimate that you will spend on each committee or service-related work as per the example during the academic year against the total service commitment (a day a week) is a way of calculating the percent of effort. If you allocate 20% of your time during the academic year for service, this equates to one day a week each semester. For example, attending faculty assembly meetings, which occurs about twice a year, and college council meetings, which occur about 8 times a year, should equate to approximately 25 hours or .10 of your total service commitment (20%). Those serving in leadership positions (e.g., College Council Secretary) may need to allot additional time to this commitment because of the work completed outside of meeting times related to serving in this capacity.

Reassigned Time

Adjustments to faculty workload, e.g., course release or reassigned time, are negotiated on an individual basis with approval from the Department Chair and the COE Dean. Reassigned times related to administrative duties are evaluated by the direct supervisor and not the Faculty Status Committee during the annual review evaluation process.

Commencement

Faculty are also expected to participate in Commencement each semester, with faculty in Extended Campus locations being expected to attend at least one ceremony either in Fall or Spring.

EXAMPLE 1 (Assistant Professor)

Example – The job expectations including percentages in each category is an example of a tenure track/tenured faculty member plans to complete in a given academic year.

A. Expectations: Student-related activities (65%)

- Fall 2018 – teach two 3-credit graduate courses and one 3-credit undergraduate course and in Spring 2019 teach three 3-credit graduate courses (60%)
 - Redesign COE 580 to align with revised guidelines approved by accreditation body
 - Update all syllabi
 - Maintain 4 office hours
- Work effectively as a chair with two doctoral students to ensure timely completion of dissertation by May 2020, and serve as a member on two other committees (4%)
- Mentor two undergraduate students and support their participation in university sponsored research events and supervise at least one student's Independent Study project (1%)

B. Expectations: Scholarship/research/creative activities (20%)

My current area of research is related to investigating the personality characteristics of college students and how it impacts their adjustment to college. I have collected data on over 500 students in 2017-18. My plan for the 2018-19 year is to analyze the data, complete a literature review, and prepare a manuscript for publication and presentation. In addition, I plan to work with a recent doctoral graduate and assist in the preparation of manuscript for publication based on the dissertation topic of school violence. I plan to spend at least one day a week during the fall and spring semesters working on my research activities, which would constitute a 20% load.

In the past three years, I have submitted two articles for publication in the area of personality and one has been accepted by the Journal of Personality Psychology and presented at a national conference each year. I am awaiting a decision on the second manuscript. I also spent a large amount of time collecting data in in 2017-18 related to my current goals.

Specific Outcomes:

1. Plan to submit an abstract and present at least one peer-reviewed/refereed national conference presentation on personality research (2%)
2. Complete analysis of data, literature review, and prepare one unique scholarly artifact for peer-reviewed publication related to personality research and submit the article (8%)
3. Submit a co-authored scholarly artifact for peer-reviewed publication related to school violence (5%)
4. Submit a grant proposal in an area related to a programmatic need or research (5%)

C. Expectations: Advising and Service activities (15%)

- Advise 7 masters and 5 doctoral students (4%)
 - Meet with master's advisees at least twice per semester and review professional and career goals
 - Meet with doctoral students monthly and review progress on doctoral milestones
- Actively participate in COE and Department faculty meetings (2%)
 - Attend all department and college council meetings held monthly
 - Attend faculty assembly meetings generally held twice a year
- Actively participate on the University Graduate Committee (1%)
 - Review curriculum proposals
 - Work on policy revisions
- Actively participate in Departmental Accreditation efforts (2%)
 - Work actively on the SPA report for Early Childhood
 - Serve as lead faculty for EDU 600 and revise signature assignment

- Chair a Search committee (4%)
 - Lead a successful search
 - Ensure robust pool by conducting outreach
 - Meet all search deadlines and complete different forms accurately
- Serve as a reviewer for the following journals and review at least 2 manuscripts (1%)
 - Journal of Personality
 - Journal of Education
- Participate in two recruiting activities (1%)
 - Attend two NAU Discover events
 - Participate in a calling campaign for students at risk for dropping out or not enrolled
 - Review web pages related to Early Childhood and make recommendations for improvement

D. Expectations: Other-Reassigned Time (e.g., administrative assignments)

None

EXAMPLE 2 (Senior Lecturer)

Example – The job expectations including percentages in each category is an example of a Senior Lecturer at a statewide campus site who receives a one course reduction to perform anchor faculty duties.

A. Expectations: Teaching and Student-related activities (70%)

Fall 2018 – teach four 3-credit undergraduate courses (40%) AND Spring 2019 – teach three 3-credit undergraduate courses (30%)

- Update syllabi for all courses
- Redesign at least one course and create 3-4 video lectures for at least online course
- Maintain at least four office hours weekly

B. Expectations: Scholarship/research/creative activities (0%)

- Keep current in my areas of teaching
 - Review new textbooks
 - Update readings

C. Expectations: Advising and Service activities (20%)

- Actively participate in COE and Department faculty meetings (2%)
 - Attend all meetings held monthly
 - Attend faculty assembly meetings generally held twice a year
- Actively participate in Departmental Accreditation efforts (2%)
 - Work actively on the SPA report for Early Childhood
 - Serve as lead faculty for EDU 600 and revise signature assignment
- Chair a Search committee (4%)
 - Lead a successful search
 - Ensure robust pool by conducting outreach
 - Meet all search deadlines and complete different forms accurately
- Member of a Search committee (2%)
 - Be an active participant and meet all deadlines
- Serve as a faculty advisor for a student club (2%)
 - Attend all meetings
 - Work closely with the chair to set goals
 - Assist with growing membership
- Assist a partnership school by serving as a judge for the annual science fair (1%)

- Work with students to assist with judging
- Assist with TARIAT (2%)
 - Work on different activities to assist with planning
- Serve on the AZ Department of Education Program Review Committee (2%)
 - Attend monthly meetings
 - Read all materials prior to meetings
- Other committees as needed (3%)

D. Expectations: Other-Reassigned Time (10%)

- Complete anchor faculty duties
 - Meet with all part-time faculty teaching in the NV cohort monthly; provide mentorship as needed and assist them with securing university resources
 - Host orientation meeting for new students and part-time faculty
 - Encourage students to attend TARIAT and other professional development activities
 - Actively coordinate with hub districts for practicum and ensure students
 - Hold office hours for student meetings
 - Hold at least two professional development sessions for students
 - Meet with prospective students
 - Attend recruitment events at the community colleges and other outreach events