

3. DISTRIBUTION OF JOB RESPONSIBILITIES

The academic interests and abilities of faculty members are likely to vary over time as they progress through their careers. For example, faculty members might seek to increase their teaching loads if, toward the end of their careers, they become less interested in scholarship. Alternatively, faculty members might wish to decrease their teaching loads to take on more service work (such as assuming a significant administrative role) or because they are awarded a research grant. F

by the administrative head in a written plan. This plan must be approved by the [dean](#) and provided with adequate support. The written plans must include timelines for the accomplishment of professional development activities. A faculty member must file a written report (to be included in the faculty member's annual summary of professional activities) in which the faculty member documents and describes participation in the professional development activities and how such activities led to enhancements in teaching, scholarship/creative activity, and/or service.

5.7 Negotiated changes in job responsibilities must be specified in a written plan and approved by the faculty member, the administrative head, and the [dean](#). Mandated changes in job responsibilities must be specified by the administrative head in a written plan, and approved by the [dean](#). The written plans must state when the changes are to take place.

5.8 The equity and integrity of the implementation of mandated developmental activities and/or job responsibility redistributions are of utmost importance. Among other things, equity and integrity mean there are safeguards against inappropriate assignment of development activities and job responsibilities.⁴ In a dispute over assigned professional development activities or the redistribution of job responsibilities, a faculty member must be given a fair hearing.

⁴ Administrative actions may