

COLLEGE OF EDUCATION  
GEORGIA STATE UNIVERSITY

WORKLOAD POLICY FOR FULL-TIME FACULTY

PREAMBLE

The preamble illustrates the alignment of the College of Education workload policy with existing Board of Regents and University workload policies. According to Board of Regents Policy,

The Board of Regents shall rely on the Chancellor, the presidents of the several institutions in the System, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning. (BOR Policy, Section 300)

Georgia State University's policy on workload is found in the Georgia State University Faculty Handbook (hereafter referred to as "the Handbook"). Specifically, Section 312 of the Handbook, *Policies on Faculty Duties and Responsibilities*, indicates that faculty must fulfill three primary duties at the University: research, teaching, and service:

Workload is a concept with both organizational and individual dimensions. The organizational dimension of workload refers to the collective effort required for any unit to accomplish the goals it has established in relation to the University's mission and strategic plan. The individual dimension of workload refers to the mix of teaching, research/creative, and service activities required from any individual as part of that person's contribution to a unit's goals and the institution's mission. In order for both of these dimensions of workload to be integrated, units should have carefully articulated programmatic goals, and individual assignments should correspond to the accomplishment of both unit goals and individual career goals.

In addition, University policy acknowledges the central mission of research and scholarship. As stated in section 312.02.01 of the Handbook,

...it is recommended that faculty active in scholarship and research be assigned a minimum of 1/3 effort in the scholarship and research area. Measures should be taken to ensure that other activities do not encroach on the time assigned for research.

Specifically with regard to teaching loads, it is stated in the Handbook,

Because Georgia State University is one of the System research universities, up to a 4-course teaching load or equivalent per academic year is a reasonable goal for faculty members with substantial, demonstrated, and active records of research/creative activity and of service activity. Faculty members whose activity is primarily teaching may expect

a course load of up to 8 courses or equivalent per academic year. (Handbook, Section 312.01a)

The Handbook also requires specificity with regard to workload:

Each college or school must have a workload policy statement that explicitly (1) specifies how teaching, research/creative, and service activities contribute to the assignment of workload for individual faculty; (2) specifies those activities that constitute a course equivalent; (3) specifies how workload assignments are linked to the goals of the unit; (4) specifies how workload assignments are linked to the performance of the individual faculty member; and (5) specifies a mechanism for reporting each year's workload distributions to the department's or school's faculty. The workload policy statement for each unit must be reviewed and approved by the faculty of the unit, by the dean of the unit, and by the provost of the university. (Handbook, Section 312.01a)

The goal of this workload policy is to provide guidelines for the equitable distribution of faculty workload among research and scholarship, teaching, and service in the College of Education at Georgia State University. Under ideal circumstances, each faculty member would expend equitable effort on University work, while rewards such as raises would be based on the quality of these efforts. The College of Education currently distinguishes between tenured/tenure-track faculty and clinical faculty in its distribution of workload. Tenured/tenure-track faculty are hired with the expectation that they will divide their efforts across research and scholarship, teaching, and service. Clinical faculty are hired with the expectation that their primary responsibility is teaching with a secondary responsibility of either service or research and scholarship. This policy reflects that distinction with regard to workload but recognizes that the distribution of workload should be based on the actual work that faculty members do, rather than on their specific titles. The framework set out below is designed to aid in the approximation of this ideal.

### WORKLOAD POLICY FOR FULL-TIME FACULTY

The major sections of the COE Workload Policy for Full-Time Faculty address the following: (a) an overview of the composition of workload; (b) a detailed description of workload in terms of research and scholarly activity, teaching, service, and special circumstances; (c) a framework for the assignment of workload; and (d) a discussion of the relation of the workload policy to other policies.

#### A. The Composition of Workload

Georgia State University is a research university. Therefore, an appropriate workload for faculty in the College of Education includes research and scholarly activity, teaching, and service. The research and scholarship component of a typical workload includes regular publication, grant-related and other research, and/or appropriate creative works. The teaching component of a typical workload includes regularly-scheduled, standard courses as well as student advisement; the direction of individual undergraduate, graduate, and post-graduate student work (such as theses and dissertations); supervision of clinical practicum and internship courses; and supervision of independent study or directed readings courses. The service component consists

of activities such as program coordination; committee work for one's department, college, university, and profession; and the use of one's academic expertise on behalf of local, state, national or international communities.

## B. Description of Workload

Workload, often referred to as "load," is the combined totality of work that a faculty member performs. Workload is comprised of the broad areas of research and scholarly activity, teaching, and service. Each area may comprise differing percentages (of 100% of load).

### 1. Research and Scholarly Activities

Research and scholarly activities are expected of all tenured/tenure-track faculty and such activities may be included as part of a clinical faculty member's workload. A tenured or tenure-track and clinical faculty member's research and scholarly activities as a component of workload will be negotiated with the Chair in consultation with the Dean. To qualify for a workload adjustment based on research and scholarly activities, a faculty member's research and scholarly activities must be a substantial portion of the workload distribution. For example, higher than usual engagement with regard to grant activity, publications, presentations, professional recognitions or positions/offices, and other scholarly activities may warrant an adjustment in workload.

### 2. Teaching

Teaching is expected of all faculty. For instance, with regard to teaching, Section 312 of the Handbook specifies "up to a 4-course teaching load or equivalent per academic year as a reasonable goal for faculty members with substantial, demonstrated, and active records of research/creative activity and service activity" (Handbook, Section 312.02.01). A faculty member's teaching activity as a component of workload will be negotiated with the Chair in consultation with the Dean. Teaching includes standard courses as well as non-course forms of instruction.

Standard Course and Variations: The standard course occurs within a classroom, bears three credit hours, and is taught by one faculty member. However, there are several variations. One common variation is that a course can be more or less than three credit hours. In composing a workload that includes courses that deviate from the three-credit-hour standard, the Chair may construct a mix that is equivalent up to the faculty member's assigned load. The Chair will take the relative advantages and disadvantages of specific workload mixes or combinations into account and attempt to make them equitable over time.

A second common variation is that a course occurs in a laboratory, studio, or the field (i.e., supervision courses) rather than in a classroom. In such instances, the relevant course unit of comparison for laboratory, studio, field, or other similar courses may be contact hours rather than credit hours. The number of contact hours assigned to such a course is guided by national norms in the relevant field of study and is determined by the Chair in consultation with the program faculty and the Dean.

A third variation is that a course may be team-taught. In such cases, the Chair should determine the equivalence between the faculty member's assigned effort in this course relative to standard courses taught in the relevant field of study.

A fourth variation stems from differences in the amount of effort involved in different types of courses. In assigning courses, the Chair will need to consider a variety of factors, not all of which can be catalogued in advance, in an attempt to equalize effort. Workload assignments should take into account the additional responsibilities involved in the development, teaching, and coordination of new courses and programs, as well as teaching writing intensive, technology-enhanced, technology-based courses, and instructional activities in community, business, and schools (e.g., Professional Development Schools or partner schools). When possible, a graduate assistant may help equalize workload by assisting with the course. However, if for programmatic or other reasons it is not feasible to adjust the faculty member's mix of classes, the Chair may adjust the workload accordingly (BOR policy section 4.03.02 Faculty Work in Schools) by reducing commitments in research, service, or other forms of teaching.

**Non-course Instruction:** Non-course instruction may be part of the workload when a faculty member regularly and effectively directs a substantial amount of individual student work. Usually, graduate faculty should advise no more than six active doctoral students who are engaged in the dissertation prospectus or dissertation process. Also, graduate faculty should demonstrate evidence of ongoing, consistent support and effort toward the graduation of those doctoral students.

Some non-course instructional effort is commonly a part of the faculty member's workload. Thus, faculty are expected to offer directed readings and independent study courses to individual students and to serve as members of dissertation or thesis committees as a part of one's typical workload; in these instances, faculty would not be entitled to a reduced course load for these activities. However, if a faculty member has been the major advisor during the academic year in which several students have completed dissertations, theses, and/or graduate student research projects, then, the Chair, in consultation with the Dean, should adjust that faculty member's workload accordingly.

### **3. Service**

Service activities are expected of all faculty. A faculty member's service activities as a component of workload will be negotiated with the Chair in consultation with the Dean. For a workload adjustment based on service, this service must be above the appropriate amount for one's rank. For example, an appropriate amount at the rank of associate professor and higher includes such things as regular service on a variety of departmental, college, and university committees; mentoring; and service to one's profession and community.

Workload adjustments may be negotiated for major service roles such as serving as a member of the University Senate Executive Committee, Chair of a time-consuming University Senate Committee, Chair of the COE Promotion and Tenure Committee, Director/Coordinator of an undergraduate or graduate program, Director of a large and active college center, or Coordinator of a large cohort program. A faculty member's workload may also be adjusted for the following major service activities: holding a high-level, time-consuming office in one's profession at the

national or international level; serving as editor of a major journal; serving on a federal study section; or chairing the program of a major professional conference or meeting. Workload adjustments for major professional service should be discussed with and approved by the Chair, in consultation with the Dean, in advance of the performance of the service.

#### 4. Special Circumstances

In an effort to acknowledge special circumstances that impact faculty workload, each department, in consultation with the Dean, is encouraged to develop a policy to regulate workload in a manner that is equitable. The following are examples of special circumstances that might impact workload assignment.

**New Faculty:** A reasonable goal for tenure-track faculty who are new to the College of Education, especially at the assistant professor rank, is a reduced load for two of the first three years in order to develop research, scholarship, and teaching agendas accordingly. A typical example of a reduced load for new tenure-track faculty, especially those at the assistant professor rank, would be one course reduction per year for two of the first three years. The Chair, in consultation with the Dean, will negotiate this reduced load with new faculty members.

**Start-Up and Bridge Load for Grant-active Faculty:** Faculty who obtain and sustain grant funding to support ongoing research and scholarly projects are eligible for workload adjustments. When there is a hiatus in one's funding, a Chair may, in consultation with the Dean, assign the faculty member a workload adjustment to facilitate securing additional grant funding.

**Overload Credit:** Given the vicissitudes of course assignments, faculty may at times accumulate a teaching overload in one semester. Minor variations in credit hour or course size should not be considered to constitute an overload. However, when a substantial overload occurs in teaching and non-course instructional effort, the chair in consultation with the faculty member may apply that overload for a reduction in load in subsequent semesters. It is expected that the faculty member will continue to meet other instructional and service obligations during the semester when the overload is credited.

**"Underload" Credit:** Any course that requires less effort than is typical may be held in reserve for later application for the purposes of workload. Two courses requiring less effort may be banked to form one course for the purposes of workload. For example, a faculty member who supervises clinical experiences or other practicum/internship experience courses with a small number of students enrolled per semester, or courses that may not require substantial levels of supervision, may negotiate for reserving or deferring that work for later inclusion in workload. In this case, a faculty member who supervises a small number of students in an environment that does not require a high level of supervision (i.e., every day or week), and who does this both Fall and Spring and perhaps Summer, may reserve or defer that work and receive a course load credit, for instance, every other semester.

#### C. Framework for the Assignment of Workload

This policy guides the annual assignment of workload for College of Education faculty whose assignments are not determined by prior arrangements that take precedence over the processes

outlined in this policy. These prior arrangements include: administrative appointments (such as chair, associate dean, university-level positions); grant-based negotiations related to workload; paid or unpaid professional leaves; medical or family leave; mid-year retirement, and results from post-tenure review. In such cases, the faculty's workload should be assigned by the Chair in consultation with the Dean.

For the purpose of assigning workload, activities are divided into three categories: research and scholarship, teaching, and service. Unless other contractual arrangements are made, tenured and tenure-track faculty in the College of Education are expected to devote substantial effort to a blend of research and scholarship, teaching, non-course instruction, and service.

The most common assignment for tenured/tenure-track faculty includes .75 FTE or 10 units for an academic year (see Table 1). In this system, .30 FTE (or 4 units) are devoted to research and scholarly activities, .30 FTE (or 4 units) are devoted to teaching, and .15 FTE (or 2 units) are devoted to service. However, a faculty member who is more engaged in research and scholarly activities may be assigned fewer than four units of teaching whereas a faculty member who is not substantially engaged in research and scholarly activity may be assigned additional units of classroom instruction. Rarely will a faculty member teach fewer than two units per academic year; however, this may be possible due to grant buyouts.

Table 1

*Common Annual Workload Assignment for Tenured or Tenure-Track Faculty with Academic Year Appointment (.75 FTE)*

Units	Percent of Load	Activity	FTE per Unit	Subtotal FTE
4	40%	Research and Scholarly Activity	.075	.30
4	40%	Teaching*	.075	.30
2	20%	Service	.075	.15
10 units total	100% total			.75 FTE total

\*One three-semester-hour course is typically equivalent to .075 FTE or 1 unit. Teaching is comprised of both standard courses and variations and non-course instruction.

The most common assignment for clinical faculty includes .75 FTE or 10 units for an academic year (see Table 2). In this system, .60 FTE (or 8 units) are devoted to teaching and .15 FTE (or 2 units) are devoted to service. However, a clinical faculty member who is more engaged in research and scholarship or service may be assigned fewer than eight units of teaching.

Table 2

*Common Annual Workload Assignment for Clinical Faculty with Academic Year Appointment (.75 FTE)*

Units	Percent of Load	Activity	FTE per Unit	Subtotal FTE
8	80%	Teaching*	.075	.60
2	20%	Service	.075	.15
10 units total	100% total			.75 FTE total

\*One three-semester-hour course is typically equivalent to .075 FTE or 1 unit. Teaching is comprised of both standard courses and variations and non-course instruction.

Faculty will submit in writing their workload distribution proposal for the upcoming year when they submit their annual evaluations. In this proposal, faculty should point out the research and scholarship, teaching, and service activities in which they are involved that warrant the allocation of this particular workload. This proposal should be discussed during the annual evaluation meeting with the department Chair, who is best able to take into account the department's diverse activities and available resources.

After completing the annual faculty evaluations, the Chair, in consultation with the Dean, will consider the assignment of each faculty member's workload for the coming academic year. As soon as possible after the annual evaluation meeting, but no later than May 1, the Chair will inform the faculty member in writing of the assigned workload for the upcoming academic year.

D. Relationship to Other Policies

This policy governs only the annual assignment of workload for full-time faculty in the College of Education. Its application is supplemented by other COE policies such as the following: (1) the policy on Professional Leave in the College of Education; (2) the Guidelines for Promotion and Tenure Review in the College of Education (including the Cumulative Review of Tenured Faculty); and (3) the Policy on Graduate Faculty Membership.

Promotion and tenure rests on a distinct set of considerations, which are set out in the promotion and tenure manuals of the University, the College, and the various departments. All candidates for promotion and tenure should consult these manuals.

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