

**COLLEGE OF EDUCATION  
GEORGIA STATE UNIVERSITY**

**PROFESSIONAL OBLIGATIONS AND EXPECTATIONS OF FACULTY WITH  
RESPECT TO “LOAD”**

APPROVED BY THE FACULTY OF THE  
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BY THE FACULTY AFFAIRS COMMITTEE

**PREAMBLE**

As a community of scholars committed to teaching, research, and service, the faculty of the College of Education subscribe to the following professional obligations and expectations. A faculty appointment is a full-time position for the contractual period of employment. The concept of “Load” includes all aspects of a professor’s work at the university. Therefore, “Load” is the sum of the duties attached to teaching, research, and service to students, the university community, and the professional community-at-large. In general terms, each faculty member is expected to:

1. Prepare for and provide effective instruction in assigned course work.
2. Conduct intellectual inquiry appropriate to his or her field(s) of study.
3. Be available to those with whom he or she interacts in performing faculty duties.
4. Be available to provide academic advisement, dissertation advisement or direction, and certification advisement as student and program needs may warrant.
5. Be available to teach off-campus as program delivery may require.
6. Participate in service to and governance of his or her respective academic unit, the college, and the university.
7. Represent his or her respective academic program and unit, the college, and the university in a respectful and professional manner to all constituencies, including students, other faculty and representatives of academic institutions, officers and officials of the university system, and the public.
8. Conduct any appropriate outside professional and service activities in a manner consistent with the professional and educational obligations of the institution.

9. Seek funding from appropriate public and private sources to support teaching, research, and service activities.

These professional responsibilities and expectations of faculty are intended to be in concert with other official policies, procedures, and documents of the academic unit, the College of Education, Georgia State University, the Georgia Board of Regents, and the State of Georgia. Other unit, college, or institutional policies, such as reporting procedures for faculty activities and accomplishments and evaluation procedures for performance and merit, contain more specific standards and expectations for faculty performance and behavior. This document contains a general statement of responsibilities and expectations for all faculty with full-time appointment and, as applicable, with other than full-time appointment. This document may form the basis for identifying minimum standards of performance but is not intended, in and of itself, to establish measurable standards by which faculty performance is evaluated. Unless otherwise specified in the terms of employment or faculty appointment, each faculty member in the college is expected to observe these guidelines. The Chair or Director of each unit in the College of Education will report to his or her unit the year's workload distribution.

## **I. TEACHING**

Each faculty member is expected to perform instruction in his or her area(s) of expertise in accordance with current professional standards of the field. Specific teaching assignments and other instructional obligations are determined by the academic unit. Evaluation of instructional performance will also be carried out by the academic unit with procedures and standards set forth by the unit, the college, and the university. As part of meeting the instructional obligation, each faculty member is expected to undertake the following:

1. Participate in curriculum development, assessment, and revision as needed to carry out individual teaching assignments as well as development of programs, courses of study, or other curriculum activities of the academic unit.
2. Prepare course syllabi and other course materials in accordance with current standards and requirements.
3. Meet and attend scheduled classes and other instructional assignments on a regular and timely basis in accordance with official schedules and institutional directives.
4. Maintain professional and personal relationships with students and others in accordance with all relevant policies and requirements of the university. Accord all students respect and impartial treatment.
5. Be available for consultation and advisement to students and others in a regular and timely manner.
6. Be available to guide, direct, and mentor students in specific academic and professional activities for fulfilling the strategic and instructional objectives of courses and programs.

7. Be available to serve on advisory committees and dissertation (thesis) committees, chair advisory committees or dissertation (thesis) committees, or to provide other assistance when appropriate requests for such service is made.
8. Take appropriate actions to maintain and improve pedagogical techniques and teaching abilities.

The faculty teaching load in the College of Education is in accordance with the requirement of the University System of Georgia as stated in the Policy Manual: "The normal teaching load of a faculty member of the University System of Georgia ordinarily shall be fifteen semester hours per week." Faculty teaching loads are assigned and monitored to ensure the high quality and effectiveness of the courses and programs within the college, as well as the needs of our students. In that context and given our status as an urban research university, faculty teaching loads are more typically 12 rather than 15 semester hours per week. For tenured and tenure-track faculty with a substantial, demonstrated, and active record of research, faculty teaching loads should be 4 or 5 courses per academic year. The following guidelines are observed with respect to determining teaching load:

1. In coordination with the Dean's Office, each chair can arrange course releases to conduct research in the interests of strengthening and continuing research activities. Accountability of the professor for such release is vested with the chair.
2. A "large" class is defined by the department chair by considering such factors as the nature and requirements of the course and accrediting association guidelines. Such a course, if a faculty member is teaching it without additional assistance (for example, Graduate Teaching Assistants or Graduate Lab Assistants assistance), can be counted as the equivalent of up to two courses for the purpose of load.
3. Clinical experiences in Teacher Education or non-Teacher Education such as internships and practica: In general, the contact hours rather than the credit hours should be considered in these course assignments. The extent of this consideration is determined by the chair in coordination with the dean's office. Clinical experiences may be adjusted by the number of students in a field-based course or practicum.
4. Equivalent workload in dissertations, theses, and independent studies is determined by each chair in coordination with the dean's office.
5. Course releases can be routinely made when funds equivalent to 1/8 of the faculty member's salary are provided from grants, contracts, or other sources. The percent salary needed will be negotiated with the chair on the basis of the specific workload profile for the faculty member. However, the percent salary cannot be less than 1/8 of the faculty member's salary for each course release. The timing of the release semester will be negotiated with the chair.
6. Major leadership roles in the college or the university can constitute a rationale for release. Examples are service on departmental, college, or university committees, or activities undertaken at the request of a university administrator or faculty body which constitutes a major commitment of time. Major leadership roles in the professional community can constitute a rationale for release. Examples are chairing governmental committees, high office in a national professional organization, etc.

7. The teaching load for new, tenure-track, assistant professors is typically reduced by at least one course per academic year for the first two years to provide more adequate opportunity for scholarship, preparation for teaching, and seeking extramural funds.
8. In addition to these justifications for reduced teaching load, the chair may provide other justifications contingent on approval of the dean.

## **II. RESEARCH**

Each faculty member is expected to conduct research and publish or otherwise distribute results to further knowledge in the field. Specific types, amount and quality of research needed to meet standards for tenure, promotion, and merit are determined by the academic unit and the college. As part of the research obligation, each faculty member is expected to undertake the following research-related activities:

1. Engage in a program of research on a continuing basis appropriate to the individual's faculty position and other faculty duties.
2. Disseminate results of meaningful research through publication and presentation in appropriate forums.
3. Be available to collaborate with other faculty, doctoral students, and others.
4. Seek funding from appropriate sources to support research activities.
5. Participate in research seminars and other organized research activities undertaken by the academic unit, college, or university, and other recognized academic and professional organizations promoting research in the field.
6. Observe accepted professional and ethical standards in conducting research and in undertaking appropriate publication and distribution of research.

## **III. SERVICE**

Each faculty member is expected to engage in service activities that advance the objectives of the academic unit, the college, and the university. Service activities include: (1) performing duties and assignments internal to the institution; (2) undertaking service functions for academic, professional, and other organizations related to academic endeavors; (3) undertaking community service functions with public, charitable, and other community organizations; and (4) representing the institution in public forums. Specific types of service activities appropriate for tenure, promotion, and merit and those that are inappropriate are further identified by the academic unit, the college, and the university. Standards and procedures for evaluating performance of service activities are also identified by the academic unit, the college, and the university. As part of the service obligation, each faculty member is expected to undertake service related activities such as:

1. Perform appropriate activities needed to carry out the administrative and faculty governance functions of the academic unit, the college, and the university.

2. Perform appropriate activities that achieve programmatic objectives as well as administrative and governance functions of academic, professional, and other organizations related to the academic field or higher education in general.
3. Engage in professional and community service activities that appropriately utilize a faculty member's academic and professional expertise.
4. Engage in appropriate activities to recruit students and market the programs of the academic unit, the college, and the university.
5. Engage in appropriate activities to obtain grants, donations, and other external funding for the academic unit, the college, and the university.

#### **IV. OUTSIDE ACTIVITIES**

While a faculty appointment is viewed as a full-time position, each faculty member is permitted and encouraged to engage in outside activities appropriate for the faculty member's academic and professional expertise. Such activities are expected to provide benefits to the faculty member and the institution by maintaining or enhancing his or her academic or professional standing. While appropriate outside activities are permitted and encouraged, the allowable time for such activities is restricted and permission is necessary to engage in such activities in accordance with relevant laws and policies of the college, the university, the Georgia Board of Regents, and the State of Georgia. When a faculty member undertakes appropriate outside activity, the following conditions are expected to be observed as part of the faculty member's professional obligations:

1. Engage only in outside activities that are in keeping with the faculty member's academic and professional position and that reflect positively on the academic unit, the college, and the university.
2. Engage in outside activities that do not compete directly with previously established activities associated with the college or university.
3. Observe the guidelines and requirements in college and university policies and procedures that limit the amount of total time that may be devoted to approved outside activities.
4. Avoid any outside activity which detracts from or conflicts with faculty responsibilities.

#### **V. ACCESSIBILITY**

A faculty member is expected to be reasonably available to those with whom he or she interacts in performing faculty activities. Although many faculty maintain irregular schedules and perform many activities away from the university, each faculty member is expected to conduct faculty activities where others may have reasonable access to the faculty member as well as to be available on campus as needed or deemed appropriate. As part of the professional obligations of faculty, each faculty member is expected to observe the following:

1. Keep the academic unit and others affected by the faculty member's academic and professional activities informed with respect to the faculty member's schedule, planned

periods of absence, and the manner and place where the faculty member can be contacted.

2. Respond in a timely manner to communications and requests for information from students, other faculty, university administrators or staff, and others who contact the faculty member regarding university-related matters.