

**College of Arts and Sciences
Georgia State University
WORKLOAD POLICY
FOR TENURE-TRACK AND TENURED FACULTY**

A. Principal Goal

The principal goal of the workload policy is to provide guidelines for the equitable distribution of faculty work. Under ideal circumstances, each tenured and tenure-track faculty member would expend equal effort on university work, while rewards such as raises would be based on the quality of these efforts. The framework set out below is designed to aid in the approximation of this ideal.

B. The Composition of Workload

Georgia State University is a research university. Therefore, a normal workload for tenure-track and tenured faculty in the College of Arts and Sciences includes instruction, research/artistic activity (hereafter abbreviated "research"), and service. The instructional component of a normal workload includes, in addition to regularly scheduled classes, the direction of individual graduate, post-graduate, and undergraduate student work such as dissertations, theses, independent study courses, etc. Research includes regular publication and/or the production of appropriate creative works or artistic performances in one's discipline, while service consists of activities such as committee work for one's department, college, university, and profession; student advisement; and the use of one's academic expertise on behalf of local, state, national or international communities.

C. Framework for the Assignment of Workload

This policy guides the annual assignment of workload for tenured and tenure-track faculty whose assignments are not informed by prior arrangements that take precedence over the processes outlined in this policy. These arrangements include: administrative appointments (such as chair, associate dean, university-level positions); revised workload profiles (see post-tenure review policy); professional leaves both paid (see professional leave policy) and unpaid; results from post-tenure review; medical or family leave; and mid-year retirement. In such cases, the faculty's workload should be assigned by the Chair/Director in consultation with the Dean's Office.

For the purpose of assigning workload, activities are divided into three categories: instruction, research, and service. Tenured and tenure-track faculty in the College are expected to devote substantial effort to a rich blend of research, non-course instruction, and service in addition to typical course-related effort. Further, it is determined during post-tenure review that if this assumption does not hold for a particular faculty member, a workload agreement will be formulated that supercedes this workload policy (see post-tenure review policy).

It is assumed that work within each category can be conceived as occurring in "units." Five workload units are assigned annually using this workload policy. The most common assignment

includes 4 units devoted to classroom instruction (“a four course load”) with the remaining unit devoted to non-course instruction, research, or service as specified in section D. However, a faculty member who is not substantially engaged in one of these activities will be assigned a fifth course whereas a faculty member who engages in more than one of these activities may be assigned fewer than four courses. Rarely, however, will a faculty member teach fewer than two courses per academic year.

The responsibility for applying this policy lies with the Chair or Director, who is best able to take into account the department’s diverse activities and available resources. The Chair or Director will consult with the Dean’s Office prior to the beginning of the academic year to review the assignment of workload for each faculty member to ensure equitable application of the policy. In addition, the Chair or Director should obtain approval for assignments that include fewer than four courses per year and exceptions to this policy.

D. Definition of units

1. “A course”

The standard course occurs within a classroom, bears 3 credit hours, and is taught by one faculty member. This standard course is equivalent to one workload unit.

There are, however, several variations of this standard theme. One common variation is that a course can be more or less than 3 credit hours. In composing a workload that contains four course units, the Chair/Director may construct a mix of classes that is equivalent to 12 CH. A range of +/- 2 credit hours (10-14) should not be considered exceptional. When a department’s curriculum includes a mix of two, three, and four credit hour courses, all faculty members will normally be assigned a mix of these courses. 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. However, a consistent pattern of greater than 15 CH may constitute an additional instructional unit and/or the “flexible” assignment of instruction, as specified below.

A second common variation is that a course occurs in a laboratory or studio rather than a classroom. In such instances, the relevant workload unit of comparison for laboratory, studio, or other similar courses may be contact hours rather than credit hours. The number of contact hours assigned to a laboratory or studio type course is determined by the Chair/Director in consultation with the Dean’s Office and, in general, is guided by national norms in the relevant discipline.

A third variation is that a course may be team-taught or may include the instructional effort of a graduate teaching or laboratory assistant. In such cases, the Chair/Director should determine the equivalence between the faculty member’s assigned effort in this course relative to standard courses taught in the discipline.

A fourth variation is that a course may be offered to several students on an individual basis. In most disciplines, such individualized instructional activity is routine for tenure-track or tenured faculty members. However, if such efforts are extraordinary in extent, they may constitute an additional instructional unit (see below). Moreover, when, as is the case for the creative faculty in the School of Music, a faculty’s primary instructional assignment is the provision of individual music lessons, the provision of 9 to 12 lessons per semester should be considered

equivalent to one unit. A similar approach may be applied to clinical supervision of Ph.D. candidates in clinical psychology.

A fifth 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 across a complement of courses. Thus, faculty members normally will teach both lower and upper division and graduate courses. The Chair will attempt to make the mix of such courses equitable over time. Moreover, workload assignments should take into account the number of students that a faculty member teaches, since, other things being equal, the larger the number, the greater the effort, although such effort may be offset by, for example, the nature of the assignments or the use of graders. Workload assignments should take into account the additional responsibilities involved in developing new courses and in administering writing-intensive and technology-enhanced courses. When possible, a graduate laboratory assistant may help equalize workload by assisting, for example, in grading or facilitating help sessions. However, if for programmatic or other reasons it is not feasible to address this by adjusting the instructor's mix of classes, the Chair, in consultation with the Dean's Office, may provide a unit of instruction to adjust the workload.

2. A non-course instructional unit may be part of the workload when a faculty member regularly and effectively directs a substantial amount of individual student work. The threshold for direction of a substantial number of students for an Associate Professor or Professor is a minimum of two postdoctoral, doctoral, and/or MFA students or four masters and/or honor students who are preparing a thesis. [See section D.5 for thresholds for Assistant Professors]

Some non-course instructional effort is regarded as a part of the rich blend of a tenured or tenure-track faculty member's workload. Thus, faculty are expected to offer directed reading, independent study courses, or practica to individual students and to serve as members of dissertation or thesis committees as a part of one's normal workload; in this instance faculty would not be assigned a non-course instructional unit for these activities. However, if an individual consistently has been an active working member of an unusually large number of dissertation or thesis committees or provides a substantially higher than usual number of practica and other sections, then with the approval of the Dean's Office, the Chair may assign a unit for these efforts.

3. Exceptional service unit. Substantial service is part of the rich blend of activities that are expected of tenure-track and tenured faculty. To qualify for an exceptional service unit, a faculty member's service must be extraordinary as well as effective. Exceptional service is service significantly above the normal amount for one's rank. The normal amount at the rank of Associate Professor and Professor includes such things as regular service on a variety of departmental, college and university committees, student advisement, and service to one's profession and community. However, special workload consideration should be given for the effective performance of *major* service roles. The latter are particularly demanding, high-level service responsibilities such as being on the Senate Executive Committee, Chair of a time-consuming Senate committee, Chair of an Area Promotion and Tenure Committee, Graduate or Undergraduate Director of a large department, Director of a large and active college center, or having a high-level, time-consuming office in one's profession at the national level.

A faculty member may be assigned a unit for service for serving as editor of a major journal, serving on a federal study section, and chairing a major professional meeting. Workload adjustments for major professional service should be discussed with and approved by the Chair in advance of their performance, in consultation with the Dean's Office.

4. Extraordinary research unit. Substantial and high quality research is part of the rich blend of activities that are expected of tenure-track and tenured faculty. Faculty members with grants which include a formal agreement approved with the grantee by the department and the dean's office that they will devote a specific proportion of their workload to the funded project may purchase unit releases, following the policy on workload purchase. The percentage of one's salary required will be negotiated between the Chair and the Dean's Office based on the faculty member's specific workload profile and other relevant considerations. Normally, however, the minimum percentage will be one sixth of the faculty member's salary for each course release. The Chair will determine the timing of the releases. Moreover, the Chair may, in consultation with the Dean's office, determine that purchase of graduate research assistant support on a grant may constitute the purchase of a workload unit.

With the approval of the Dean's Office, the Chair may assign a faculty member without external funding a unit for extraordinary research if the faculty member has a track record of exceptional scholarship, is working on a major project, and has no reasonable opportunity for gaining grant support.

5. Special Circumstances.

New Faculty unit: Faculty who are in their first three years in the college will be developing new courses and devoting significant time to establishing a research agenda in their new setting. They will earn a workload unit for this effort. At the time of pre-tenure review (second semester of the third year), Assistant Professors should begin to devote some effort to non-course instruction while continuing to work on their new courses and their research. The relevant thresholds for the direction of independent student work at this time for Assistant Professors are a minimum of one doctoral or MFA student, or two thesis masters students who are preparing a thesis. After three years, new Associate and Full Professors are expected to have fully completed their start-up efforts and so their workloads will be assigned following the policy described in section D.2. above.

Start-up and Bridge unit for grant-active faculty: Faculty who must obtain and sustain grant funding to sustain a research laboratory will often be in a position to be assigned grant-related units. However, when there is a hiatus in such funding, a Chair may, in consultation with the Dean's Office, assign the faculty member a unit to facilitate securing a grant.

Flex unit: Given the vicissitudes of course assignments, faculty may at times accumulate an overload. Minor variations in credit hour or course size should not be considered to constitute an overload. However, when a substantial overload occurs, the faculty member may be assigned a flex unit which substitutes for a course unit. It is expected that the faculty member will continue to meet other instructional and service obligations during the semester when the flex unit is credited in consultation with the Dean's Office.

A flex unit may be given to a faculty member who assumes responsibility for a class when a colleague falls ill or when he/she may volunteer to teach an extra section when no other instructor can be located. In such cases, the Chair should arrange for a unit reduction as soon as feasible. In other instances, it may be the faculty member who desires to accumulate an overload in order to gain time to devote to research activities. Each department that decides to permit such arrangements should develop a policy in consultation with the Dean's Office to regulate their use in a manner that is both equitable and does not negatively impact the curriculum.

E. Relation to other policies.

This policy governs only the annual assignment of workload for tenure and tenure-track faculty as specified in Section C. Its application is supplemented by the Board of Regents policy and the college's Workload Purchase Policy, Professional Leave Policy, and Post-Tenure Review Policy.

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 and schools. All candidates for promotion and tenure should consult these manuals.

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