

ANDREW YOUNG
SCHOOL OF POLICY STUDIES
GEORGIA STATE UNIVERSITY

FACULTY WORKLOAD
(Approved 04-23-2014)

PREAMBLE

As a community of scholars committed to teaching, research, and service, the faculty of the Andrew Young School of Policy Studies (AYSPS) 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. The faculty of AYSPS is comprised of various types of appointments that stipulate the expected mix of teaching, research, and service. Each unit is expected to develop and maintain a formal workload policy and corresponding metrics that operationalize the mix of responsibilities that comply with AYSPS goals but are crafted relative to field or discipline specific norms and/or accreditation standards. Depending on the needs of the academic unit and the distribution of faculty talents, individual faculty may be engaged in different mixes of teaching, research and service activities at any one point in time; individual faculty may be engaged in different mixes of teaching, research and service activities across their careers; and faculty from one unit to the next may be engaged in different mixes of teaching, research and service activities. The intention of the workload policy is that faculty members contribute comparable levels of total effort toward achieving organizational goals and where possible, articulate the various workloads of the faculty. In general terms, and to varying degrees depending upon the stipulations of his/her appointment type,¹ rank, talents, and career trajectory, 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 accessible to those with whom he or she interacts in performing faculty duties.
4. Be accessible to provide academic mentoring and dissertation advisement or direction as student and program needs may warrant.

¹ For complete information on appointment types, see the official list provided by the Board of Regents of the University System of Georgia at: <http://www.usg.edu/policymanual/>

5. Participate in service to and governance of his or her respective academic unit, the school, and the university.
6. Conduct appropriate outside professional and service activities in a manner consistent with the professional and educational obligations of the institution.
7. 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 Andrew Young School of Policy Studies, Georgia State University, the Georgia Board of Regents, and the State of Georgia. Other unit, school, 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 appointments and, as applicable, with other than full-time appointments. 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. (For standards applicable to promotion and tenure within the Andrew Young School of Policy Studies, see the Promotion and Tenure Manuals of the Andrew Young School of Policy Studies and those of the individual departments.) To be effective, this document must be combined with unit level policies, cultures, and administrative demands to produce a fair and equitable workload outcome for individuals as well as units. Unless otherwise specified in the terms of employment of faculty appointment, each faculty member in the school is expected to observe these guidelines.

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 and should be clearly articulated by appointment type in a unit-level workload policy. Evaluation of instructional performance will also be carried out by the academic unit with procedures and standards set forth by the unit, the school, and the university.

As part of meeting the instructional obligation, and commensurate with the terms of his/her appointment type, rank and credentials, 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 to guide, direct, and mentor students in specific academic and professional activities for fulfilling the strategic and instructional objectives of courses and programs.
6. 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.
7. Take appropriate actions to maintain and improve pedagogical techniques and teaching abilities.

The assignment of courses to full-time faculty should achieve balance among the following objectives:

- Provide a reasonable schedule of classes for students in terms of times and frequencies of course offerings staffed by full-time faculty
- Provide teaching loads that are competitive for recruiting and retaining faculty in terms of number and type of sections taught, number of students taught and number of preparations taught and that also meets budget constraints.
- Strive to assure that the majority of sections are taught by full-time faculty.

The number of three-semester hour course sections taught per academic year by a full-time faculty member covers a wide range, and is specified by appointment type and in unit-level workload policies. The amount of credit associated with a course may be more than, equal to, or less than one depending on the size and type of course. In assigning specific courses to be taught, the chair of the academic unit will take into consideration the level and type of courses to be taught, nature of the course materials, and the number of preparations involved--in addition to the research, service and other teaching workload of that faculty member. Significant activity, as determined by the chair of the academic unit, in research, preparing proposals for external funding, service, and/or student thesis/dissertation advisement and academic mentoring constitutes a workload equivalent to teaching a course. Faculty not engaged in more than minimal service or other teaching-related efforts or demonstrating significant research productivity in recent years would normally be assigned up to the maximum number of courses for their appointment type. Faculty with significant research productivity and/or service activities

would normally be assigned 4 courses per year. Course loads below this level are possible from course buyouts. The timing of buyouts must be approved by the chair of the academic unit, whose approval will depend on the teaching needs of the department.

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 School. To the degree possible, units should maintain policies that seek to operationalize research expectations by appointment type. As part of the research obligation, and commensurate with the terms of his/her appointment type and rank, 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, appointment terms, rank and other faculty duties.
2. Disseminate results of meaningful research through publication and presentation in appropriate forums.
3. Be open to collaboration 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, school, 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 school, 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 relevant to his/her academic expertise; and (4) representing the institution in public forums. The types and levels of service will vary dependent upon the type of appointment and rank occupied by the individual. Specific types of service activities appropriate for tenure, promotion, and merit and those that are inappropriate are further identified by the academic unit, the school, and the university. Standards and procedures for evaluating performance of service

activities are also identified by the academic unit, the school, and the university. Appropriate service-related activities include, but are not limited to:

1. Perform appropriate activities needed to carry out the administrative and faculty governance functions of the academic unit, the school, 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 school, and the university.
5. Engage in appropriate activities to obtain grants, donations, and other external funding for the academic unit, the school, 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 school, the university, the Georgia Board of Regents, and the state of Georgia, as specified in the University's Conflict-of-Interest Policy (see AYS Process for Approval of Outside Activities on the Publications and Procedures at http://aysps.gsu.edu/sites/default/files/documents/intranet/AYSPS_Outside_Activities_Process_062410.doc).

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.

VI. Faculty Performance Evaluation and Workload Adjustments

Given the variance among the disciplines within AYSPS, workload assignments will be developed with each faculty member by the Chair/Director with final approval by the Dean. These decisions shall comply with contractual appointment terms specified in unit-level workload policies or other relevant performance metrics. A faculty member's initial performance evaluation will be made at their first post tenure or promotion cumulative review on the basis of accomplishments as measured against the workload assigned to that faculty member. Where performance levels do not meet the mix of teaching, research and service specified in his/her workload assignment, the Chair and faculty member will collaborate on a plan and a timeline to resolve the matter. If, at the end of this time period, satisfactory progress is not observed, the Chair and Dean shall consult to determine if an adjustment to the faculty member's mix of teaching, research, and service expectations in accordance with the unit and college workload policies is warranted so as to best advance unit and college level goals. Faculty members who have their workloads adjusted have the possibility of being returned to their original workload depending on assessments in subsequent annual reviews. Such efforts should be guided by performance plans developed between the chair and faculty member and approved by the Dean.

Where a faculty member's performance levels exceed the mix of teaching, research and service commensurate with their appointment type, rank and workload assignment, the Chair shall seek to adjust that individual's mix of teaching, research, and service that are most amenable to the faculty member and serve to advance the goals of the unit and college. Where funds are available, the Dean, in conjunction with unit Chairs, shall seek to arrange additional one-year workload reassignments for faculty members who demonstrate a prolonged and distinguished level of performance in line with the strategic plans of AYSPS and the university.

VII. ANNUAL REPORT

Each year the chair of each academic unit within the Andrew Young School of Policy Studies will report to the faculty of his/her unit the year's workload distributions for his/her unit. This will normally occur at the Fall meeting of the academic unit.