

ANDREW YOUNG
SCHOOL OF POLICY STUDIES
GEORGIA STATE UNIVERSITY

FACULTY WORKLOAD
(Approved 04-23-2014)
(Revised & Approved 08-22-2018)

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 faculty member’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 AYSPPS 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 AYSPPS 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; and individual faculty may be engaged in different mixes of teaching, research and service activities across their careers. 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. A faculty member’s workload will vary depending upon the stipulations of his/her appointment type, rank, talents, and career trajectory.

The 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 Manual for tenure-track faculty, and the

Promotion Manual for non-tenure-track faculty.) 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.

Given the variance among the disciplines within AYSPS, workload assignments for tenure-track and non-tenure-track-faculty will be developed with each faculty member by the Chair/Director in alignment with this policy with final approval by the Dean. These decisions shall comply with contractual appointment terms, annual reviews, cumulative reviews and/or other relevant performance metrics.

I. TEACHING

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 school, and the university. A faculty member's teaching assignment and course load will vary depending upon the terms of his/her appointment type, rank, credentials and modes of instruction.

Examples of teaching activities

- Participation 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.
- Preparation of course syllabi and other course materials in accordance with current standards and requirements.
- Guidance, and mentoring of students in specific academic and professional activities for fulfilling the strategic and instructional objectives of courses and programs.
- Service on advisory committees and dissertation (thesis) committees, chairing advisory committees or dissertation (thesis) committees, or provision of other assistance when appropriate requests for such service is made.

Course Loads

The number of courses and course sections taught per academic year by a full-time faculty member covers a wide range, and is specified by appointment type. 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 assignments of that faculty member.

Tenure-Track Faculty

Tenure-track faculty would normally be assigned 4 courses per year. Course loads below this level are possible. See section on “Reasons for variance from normal teaching loads” for more guidance. Course loads can also be increased if faculty are not engaged in more-than-minimal service, do not demonstrate significant research productivity, or are not engaged in other teaching assignments. See section on “Faculty Performance Evaluation and Workload Adjustments” for additional guidance.

Non-Tenure-Track Faculty

Non-tenure-track faculty include clinical faculty, research faculty, lecturers, and academic professionals. Clinical faculty are assigned a range of 6-8 courses per academic year as determined by the unit’s needs and the clinical faculty member’s job responsibilities. In units that do not require their clinical faculty to engage in scholarship, the teaching load is usually at the higher end (8 courses). Lecturers are assigned 8 courses per year. Research faculty and academic professionals are not required, but may be assigned, to teach depending on the individual’s assigned tasks and the unit’s needs. These NTT faculty may be expected to engage in other non-course teaching activities as listed in the section on “Examples of teaching activities.”

Reasons for variance from normal teaching loads

Special circumstances may impact teaching loads for tenure-track and non-tenure-track faculty. The Chair, in consultation with the Dean, will negotiate any reduced teaching load with the respective faculty member. See section on “Faculty Performance Evaluation and Workload Adjustments” for additional guidance.

- New faculty: Tenure-track assistant professors may be granted one course reduction per year for at least one of their first three years in order to develop research, scholarship and teaching agendas. Clinical faculty may be granted one course reduction in their first year to develop a scholarship agenda, create and implement a new program, or engage in curriculum modifications.
- Tenure-track or non-tenure-track faculty with extensive service obligations above the norm (e.g., implement of special projects or establish/administer programs central to the unit, school, and/or university) or assigned curriculum-related tasks above the norm (e.g., online course development) may be granted course reduction(s).
- A faculty member’s teaching load may be reduced for a large course (e.g., number of students and/or credit hours) that requires an extraordinary amount of supervision and monitoring.
- Grant-active faculty: Faculty with significant research productivity may be granted 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 unit. In cases where grants do not allow for course buyouts, other arrangements may be approved by the Unit director.

- Retention of faculty: Unit directors in consultation with the Dean may 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 course preparations.

II. RESEARCH

Specific types, amount and quality of research needed to meet standards for tenure, promotion, and/or merit are determined by the academic unit and the school. For more details, refer to the AYSPS promotion and tenure manual for tenure-track faculty, and the promotion manual for non-tenure-track faculty. To the degree possible, units should maintain policies that seek to operationalize research expectations by appointment type.

Tenure-Track Faculty

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:

- Engage in a program of research on a continuing basis appropriate to the individual's faculty position, appointment terms, rank and other faculty duties.
- Disseminate results of meaningful research through publication and presentation in appropriate forums.
- Be open to collaboration with other faculty, doctoral students, and others.
- Seek funding from appropriate sources to support research activities.
- 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.
- Observe accepted professional and ethical standards in conducting research and in undertaking appropriate publication and distribution of research.

Non-Tenure-Track Faculty

The primary responsibility of research faculty is to conduct research independently or in collaboration with other faculty. Clinical faculty may be expected to engage in scholarship and research activities as defined by their job description and their respective academic unit. Academic professionals and lecturers are not required to engage in research. For details on the range of research/scholarship activities, refer to the AYSPS promotion manual for non-tenure-track faculty.

III. SERVICE

The types and levels of service undertaken by faculty will vary depending upon the type of appointment and rank occupied by the individual. Specific types of service activities appropriate for tenure, promotion, and/or merit and those that are inappropriate are further identified by the

academic unit, the school, and the university. For more details, refer to the AYSPS promotion and tenure manual for tenure-track faculty and the promotion manual for non-tenure-track faculty.

Tenure-Track Faculty & Clinical Non-Tenure-Track Faculty

Appropriate service-related activities include, but are not limited to:

- Perform appropriate activities needed to carry out the administrative and faculty governance functions of the academic unit, the school, and the university.
- 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.
- Engage in professional and community service activities that appropriately utilize a faculty member's academic and professional expertise.
- Engage in appropriate activities to recruit students and market the programs of the academic unit, the school, and the university.

Non Tenure-Track Research Faculty, Lecturers and Academic Professionals

Appropriate service-related activities for ***research faculty*** will largely be driven by the mission of the centers with whom they are affiliated (e.g., grant and contracts, training, lab work etc.). They may be expected to engage in service activities such as academic advisement to students. ***Lecturers*** are expected to engage in service activities at the unit, school or university level. Service is the primary component for ***academic professionals***, with activities that can include academic advising, recruitment, and program coordination.

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 GSU Process for Approval of Outside Activities on the Publications and Procedures at: <https://aysps.gsu.edu/intranet-policies-procedures/#human-resources-policies>).

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:

- 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.
- 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

A faculty member's initial performance evaluation for potential workload adjustments 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 in ways 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.