

Faculty Workload Policy

This policy applies to faculty of the Robinson College of Business with both full-time and part-time appointments on both fiscal year (FY) and academic year (AY) contracts. Full-time academic year (AY) faculty also include tenure track faculty appointed to Regents' Professorships and to endowed chairs and professorships, as well as non-tenure track faculty at any rank appointed at an employed full-time (EFT) equivalency of 0.60 or greater. Full-time fiscal year (FY) faculty include heads of academic units and other faculty in college administrative positions.

Workload Definition Consistent with the workload policy approved by the University Senate in February 2018, the workload of a faculty member is comprised of the mix of teaching, research and service activities. Depending on the needs of the College and academic unit, as well as 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 as well as across their careers; and faculty from one unit to the next may be engaged, on average, 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.

I. The Teaching Component of Workload

Teaching-related workload: The teaching-related workload of a faculty member may include many activities besides the teaching of for-credit courses with formal classroom hours; such activities may include, for example, curriculum development, supervision of directed readings and field study courses, student advisement, and dissertation supervision or committee membership. All of these activities are part of the teaching (and total) workload to be considered by the head of the academic unit in assigning the type, number, and size of for-credit courses to be taught by a faculty member.

A. Courses Counting for Teaching Load Credit

Courses which count for teaching load credit normally include only those for-credit courses which have formal classroom hours. Normally, no teaching load credit is received for directed readings, independent study, dissertation supervision, residencies, internships or similar courses that have no formal class hours but are listed in the College's schedule of classes (Notwithstanding, courses utilizing hybrid delivery formats may substitute for classes that have formal classroom hours and count for teaching load credit). However, all of these activities comprise part of the total workload to be considered by the head of the academic unit in establishing the number and type of courses to be taught by a faculty member.

B. Course Staffing Objectives and Constraints

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 clock times, frequency of course offerings, and locations 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 meet the College's budget constraint.
- **Consider accreditation requirements (*see section below)**

Number of courses taught per academic year

The number of three-semester-hour course sections taught per academic year by a full-time faculty member depends on the norms for the appointment category and workload within research and service categories. Normally, the number of courses for tenured and tenure track faculty (e.g. assistant, associate, full professors) is four, but faculty who are very research productive may merit a reduction to three courses and those with documented failure to meet expected productivity may be assigned a larger numbers of courses. For the first three years of employment (until the formal third-year contract renewal review), the number of courses assigned to new untenured, tenure track faculty is normally three courses per academic year. This is to enhance the opportunity for a faculty member to meet research expectations for promotion and tenure and to be competitive in recruiting new faculty. For non-tenure track clinical ranked faculty (i.e., clinical assistant, associate or professor) the number of courses is normally six courses. For other full-time non-tenure track instructors, lecturers, senior lecturers or principal senior lecturers the number of courses is typically 8 per academic year. The number of courses assigned for any individual in these categories can vary depending on other workload activity as appropriate for the category. Such activity appropriate for the category might include such things as the level of their research productivity, whether they have received course buyout/s, and whether they are engaged in significant service commitments (e.g. program or lab director, major committee assignments, administrators, or other significant service commitments).

The number of courses taught by a non-tenure track academic professional (academic professional associate, academic professional, senior academic professional), professor of practice, or expert-in-residence (sometimes referred to within RCB as executive-in-residence given the nature of their expertise as business executives) will vary based upon their specific and unique assignments for that role. In the case of academic professionals, the primary workload will typically be in service, with teaching together with research responsibilities, if assigned, not to exceed 50% of the workload for those positions. The primary responsibility of research faculty (research assistant professor, research associate professor, research professor) is to conduct research, and these faculty may engage in teaching and service. Research faculty are renewable on an annual basis upon satisfactory review and available external funding.

In assigning specific courses to be taught, the head of the academic unit will take in to consideration the level, size and type of courses to be taught and the number of preparations involved—in addition to the research, service and other teaching workload of that faculty member. There may be circumstances where the Chair, in coordination with the Associate Dean

for Faculty, determines that a faculty member should receive additional credit for teaching a single section.

C. Course Workload Reductions

The actual number of courses taught by a faculty member during the academic year will be less than the assigned number of courses to the extent that course releases are granted to that faculty member from one or both of the two following sources:

- Courses releases financed at full cost of 10% of AY contract plus fringe benefits by externally-funded projects
- Administrative course releases granted by the Dean

D. Course Staffing Planning Process

As a general matter, the average teaching load credit for the RCB to be met by full-time AY contract faculty is periodically reviewed because the RCB environment changes over time in terms of factors including the inventory of available classroom sizes, proportion of graduate credit hours and core versus non-core credit hours, budgetary ability to hire full-time versus part-time faculty, and AACSB accreditation criteria. Also, in order to achieve equitable workloads across academic units that have different goals with different levels of productivity in research and service functions, the average teaching load credit to be met in each academic unit may not be identical. While specific courses are assigned to individual faculty, the average teaching load credit target is a constraint to be met by the academic unit, not individual faculty.

The head of each academic unit is responsible for proposing faculty teaching credit for the coming fiscal year to the Dean. As in the case of all full-time faculty, teaching load credit is determined in light of the projected total teaching, research, service, and managerial workload of the faculty member for the coming year. For full-time faculty appointed on FY contracts other than heads of academic units, the teaching credit will be determined by the Dean, based on an assessment of total teaching, research, service and managerial workload of the faculty member for the coming year.

At the same time (approximately mid-March) that faculty activity reports, evaluations and goal statements are completed and submitted to the Dean, the head of each academic unit submits a preliminary course staffing plan for full-time faculty for the coming academic year under procedures to be provided. This plan indicates the number and type of courses to be taught in each semester for each full-time faculty member. In proposing the number and type of courses to be taught, the head of the academic unit will take in to consideration the total teaching, research and service workload of the faculty member as reflected in faculty activity reports, goal statements, performance evaluations, and AACSB qualifications.

The information contained in the preliminary plan provides sufficient information for the Dean's Office to generate an overall staffing plan for the academic unit indicating how the number and

type of courses offered for the current academic year will be staffed for the following year by full-time and part-time faculty. This overall staffing plan will help compute the percentage of projected credit hours to be staffed by Participating Faculty during the academic year relative to the 75% AACSB accreditation criterion (*see below “**assignment of courses in consideration of accreditation requirements**”). It will also provide a projection of the distribution of qualified faculty across College units and within programs. Additionally, the average teaching load credit for full-time faculty will be computed from the information contained in the preliminary plan.

After the Dean’s conferences with the heads of all academic units are completed, revisions to the preliminary plan for full-time faculty may be requested for review and approval. The purpose of these revisions will be to (1) resolve any disparities noted in the conference between the overall workload and proposed assignment of courses to individual faculty, (2) meet the average teaching load credit target for the academic unit that is established as a result of the conferences, (3) achieve 75% or greater of credit hours taught by Participating faculty in the academic year, and (4) maintain the appropriate distribution of qualified faculty across the college and within programs.

Recognizing that circumstances may change subsequent to the submission of the revised staffing plan for full-time faculty for review and approval, amendments may be proposed each semester of the academic year for approval via procedures to be provided. The amendments to the course staffing plan will be reviewed with respect to continuing to meet the established teaching load credit target and the needed deployment distribution of participating and qualified faculty for accreditation purposes.

II. The Research Component of Workload

Research is a primary responsibility of tenured and tenure track faculty as well as research faculty. The primary responsibility of clinical faculty is teaching, with secondary responsibility to engage in research. In the Robinson College of Business, the primary responsibility of Lecturer and Instructor faculty is teaching. As part of their workload, Lecturers and Instructors may also engage in service activities. They are not required to engage in research activities. Academic Professionals, Professors of Practice, and Experts-in-Residence may have unique, assigned research workloads, given the very different responsibilities of the small number of these faculty members in RCB. Faculty in tenured or tenure track categories and faculty in non-tenure track clinical categories conduct research and publish results to further knowledge in a manner appropriate for their category of assignment. Guidelines for research needed to meet standards for performance and progression within the college are determined by the academic unit and the college in a manner commensurate with the terms and type of the appointment and as stipulated in guidelines outlined elsewhere (i.e. Robinson College of Business Promotion, Tenure, and Reappointment of Tenured and Tenure-Track Faculty: Policies and Procedures (Revision approved by RCB Faculty October 2, 2014); Robinson College of Business Promotion

of Non-Tenure Track Faculty: Policies and Procedures (Revision Approved by RCB Faculty November 14, 2017)).

III. The Service Component of Workload

All faculty in tenured or tenure track or non-tenure track categories are expected to conduct service activities in a manner appropriate for their category of assignment. Faculty meet service obligations via activities internal to the university, involvement in academic and professional organizations, and service to the community. Generally, service is secondary to research and teaching for tenured and tenure track faculty as well as clinical faculty but can also vary depending on specific assignments. Service is generally a significant part of academic professional roles. Guidelines for service needed to meet standards for performance and progression within the college are determined by the academic unit and the college in a manner commensurate with the terms and type of the appointment and as stipulated in guidelines outlined elsewhere (i.e. Robinson College of Business Promotion, Tenure, and Reappointment of Tenured and Tenure-Track Faculty: Policies and Procedures (Revision approved by RCB Faculty October 2, 2014); Robinson College of Business Promotion of Non-Tenure Track Faculty: Policies and Procedures (Revision Approved by RCB Faculty November 14, 2017)).

***The assignment of courses in consideration of accreditation requirements**

- When assigning courses, there should be an effort to assure that, in accordance with AACSB standards, 75% of the total credit hours generated in courses counting toward teaching load are taught by Participating Faculty. Participating faculty members are those involved in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. This is demonstrated through research engagement, service activities, student advisement, curriculum development, and deliberative/involvement rights on faculty issues.
- Assure that, in accordance with AACSB standards, faculty meet the RCB qualifications criteria for the highest level of course in the assignment. The RCB criteria are based on the applicable AACSB qualification category and the level of course. Course levels include research doctoral; practice-oriented doctoral and research-oriented master's; non-research-oriented master's; undergraduate upper-level, and undergraduate core. AACSB qualifications categories include Scholarly Academic, Instructional Practitioner, Scholarly Practitioner, and Practice Academic.
- Assure that faculty are assigned no more than eight courses per academic year as part of normal duties. This would be in accordance with AACSB accreditation standards which state that teaching loads should not normally exceed 12 hours per term or the equivalent of eight course sections for an academic year.

A. Approval of This Document and Subsequent Revisions

This document originates with the Executive Committee and it and any amendments must be reviewed and approved by the Executive Committee and the Faculty Affairs Committee. The Faculty Affairs Committee will decide if any amendments are to be submitted to the RCB faculty for approval.

(Originally recommended by the Faculty Affairs Committee 10/97 and Executive Committee 11/97; approved by the RCB faculty 11/12/97. Revised and recommended by the Faculty Affairs Committee 9/12/2018, approved by the RCB Executive Committee 9/18/2018, and by the RCB Full Faculty 9/29/2018.)