

Policy Title:	College of Arts and Sciences Workload Policy for Tenure Track and Non-Tenure Track Faculty
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**College of Arts and Sciences
Georgia State University
WORKLOAD POLICY
FOR TENURE-TRACK AND NON-TENURE
TRACK FACULTY**

A. PRINCIPAL OBJECTIVES

The principal objectives of the workload policy are:

- To appropriately support the university's mission as a research institution with the generation and dissemination of knowledge as integral parts of our educational endeavor.
- To ensure workload equity among faculty with varying appointments and work responsibilities.
- To allow flexibility at the college level for the development of workload assignments consistent with norms for their missions and disciplines represented; and
- To ensure that there is sufficient effort directed to the needs of undergraduate and graduate instruction, scholarship and research, and public service.

The framework set out below details expectations in establishing workloads for faculty in the College of Arts and Sciences.

B. FRAMEWORK FOR THE ASSIGNMENT OF WORKLOAD

1. Tenure-Track Faculty

A normal workload for tenure-track faculty in the College of Arts and Sciences includes instruction, research/scholarship 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, experiential learning courses, etc. Research includes peer-reviewed publication and/or the production and dissemination of appropriate creative works in one's discipline, while service consists of activities such as committee work for one's department, college, university, and profession, and the use of one's academic expertise on behalf of local, state, national or international communities.

The most common tenure-track assignment includes 40% effort devoted to classroom instruction ("a four-course load" at 3 credit hours per course, plus student supervision/direction), 40% effort devoted to research, and 20% effort devoted to service to the department, college, university, and the profession. However, a faculty member may have his/her effort formally redistributed, based on the quantity and quality of effort expended or the results of annual or post-promotion reviews. In all cases, faculty should anticipate that some student direction/supervision is necessary outside of the formal classroom setting, as expected in any research university setting. This might involve lab supervision, thesis/dissertation committee participation or direction, informal mentoring, etc. This effort is considered part of the normal faculty instructional effort, and faculty shall not receive course reductions for this effort. In very rare cases, a faculty member's student supervision will far exceed expectations, either in terms of the numbers of students being

supervised or the distinctive nature of student supervision, in ways that warrant a course reduction. This reduction will be negotiated with the chair and approved by the Dean's Office before any formal workload adjustment is made.

2. Non-Tenure Track Faculty

Non-tenure track faculty have different workload assignments, usually characterized by a higher percentage of their effort directed toward instruction or service than with tenure-track faculty.

a. Lecturers

Lecturers, senior lecturers, and principal senior lecturers (hereafter referred to as "lecturers") are expected to devote most of their effort to classroom and non-course instruction, along with some service at the department, college, or university level. The most common workload assignment for lecturers includes 80% effort devoted to instruction ("an eight-course load" at 3 credit hours per course, plus student direction or other non-course instructional activities, if applicable) and 20% effort on service. Significant deviations from this allocation (e.g., coordinating a program within a unit) must be approved by the unit chair in consultation with the Dean's Office.

b. Academic Professionals

The primary responsibility of academic professionals and senior academic professionals (hereafter referred to as "academic professionals") is to provide service. Academic professionals may or may not be expected to engage in instruction as part of their workload. Per Board of Regents policy, academic professionals that do teach will not expend more than 49% of their workload on instruction, leaving the remaining effort focused on service. Academic professionals normally are not engaged in research in the College of Arts and Sciences. The specific distribution of effort is determined by the unit chair in consultation with the Dean's Office.

c. Research Faculty

The primary responsibility of research assistant professors, research associate professors, and research professors (hereafter referred to as "research faculty") is to conduct research in close collaboration with tenure-track faculty and/or to conduct independent research. Research faculty also may be required to engage in teaching and/or service as determined in consultation with the chair and the approval of the Dean's Office. Precise allocation of total effort is laid out at the time of hire and reviewed/approved on a continuing basis by the unit chair.

d. Professors of Practice

Non-tenure track professors of practice may engage in instruction and/or service as part of their workload. Precise allocation of total effort is laid out at the time of hire and reviewed/approved on a continuing basis by the unit chair.

Long-term workload assignments expressed as percentage effort toward teaching, research, and service, will be recorded for all faculty in the college. Each spring, the expected specific workload assignments for the next academic year will be determined by the chair, cognizant of the workload percentages and any exceptional considerations. Overall, the responsibility for applying the workload policy lies with the chair, who is best able to take into account the department's diverse activities and available resources. The Dean's Office approves all workload assignments.

C. INSTRUCTIONAL EFFORT

Typically a course is taught by one faculty member. On occasion a course may be team-taught or may include the instructional effort of a graduate teaching or laboratory assistant. Courses may vary widely in size, depending on the level of the course, research lab mentoring and instruction disciplinary standards, and pedagogical preferences. The chair will take the relative sizes, credit hours, format, disciplinary norms, and instructional level of scheduled courses into account when making teaching assignments and attempt to make them equitable over several academic years (summer instruction is handled separately).

1. Tenure-Track Faculty

a. Standard Tenure-Track Teaching Load

Roughly 40% of a tenure-track faculty member's effort will be devoted to instruction. Some non-course instructional effort is considered part of a tenure-track faculty member's workload. Thus, faculty are expected to offer non-course instruction, such as experiential learning courses and practica to individual students and to serve as members of dissertation, thesis, or capstone project committees as a part of one's normal instructional workload; faculty will typically not be assigned extra non-course instructional credit for these activities. However, occasionally a faculty member regularly and effectively directs an extraordinary amount of individual student work. In rare cases, with the approval of the Dean's Office, the chair may make a workload adjustment for these efforts.

b. Reduced Course-Based Instruction for New Pre-Tenure Faculty

Pre-tenure faculty who are new to the college will be developing new courses and devoting significant time to establishing a research agenda in their new setting. In general, new faculty should expect to receive a course release in each of their first two years for this effort. In their third year, most faculty members will increase their course-based instructional effort to 4 classes per academic year (~12 credit hours), adjusting as appropriate based on disciplinary norms.

c. Reduced Course-Based Instruction Based on Exceptional Research

Substantial and high quality research is expected of tenure-track faculty. Faculty members with grants that 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 buy out course 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, the minimum percentage will be one-eighth (12.5%) of the faculty member's salary for each course release. The chair will determine the timing of the releases. Please refer to the

[Policy for Workload Purchase from Grants](#) for guidance.

2. Non-Tenure Track Faculty

a. Lecturers

The bulk of a lecturer's effort will be devoted to instruction, typically including 8 courses (24 credit hours) annually. Their effort may also include instruction outside of the classroom, as determined by the unit chair. The college encourages innovative forms of instruction, which may include involving undergraduate and graduate students in research, experiential learning programs, etc. Occasionally, a lecturer may take on programmatic leadership responsibilities that are offset by a course reduction. This will be determined by the unit chair in consultation with the Dean's Office.

b. Academic Professionals

The primary responsibility of academic professionals is to provide service. Academic professionals may or may not be expected to engage in instruction as part of their workload. Per Board of Regents policy, academic professionals that do teach will not expend more than 49% of their effort on instruction, roughly the equivalent of 4 courses per year or fewer. The exact content and mode of that instruction will be determined by the unit chair.

c. Research Faculty

Research faculty normally are not be expected to devote effort to instruction. Exceptions are determined at the time of hire by the unit chair with approval by the Dean's Office.

d. Professors of Practice

Professors of Practice may focus some or all of their effort on instruction. The specific allocation of course- and non-course-based effort will be determined at the time of hire and is reviewed/approved on a continuing basis by the unit chair.

3. Reduced Course-Based Instruction Based on Exceptional Service

20% service effort is expected of tenure-track and lecturer rank faculty. Exceptional service is service significantly above the normal amount for one's rank and with exceptional significance to the college, university or the profession. Special workload consideration shall be limited to the effective performance of *major* service roles. The latter are particularly demanding, high-level service responsibilities such as being 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 research center, or having a high-level, time-consuming office in one's profession at the national level. Teaching load adjustments for major professional service must be discussed with and approved by the chair in advance of their performance and approved by the Dean's Office.

D. RESEARCH EFFORT

1. Tenure-Track Faculty

In general, a tenure-track faculty member should be generating published research that meets the expectations of the department, college, and university (as laid out in [promotion and tenure guidelines](#)). The trajectory should be such that these faculty build national and international reputations. If a faculty member is not meeting research expectations over several years, in terms of quantity and quality, the chair may adjust his/her workload after consulting with the Dean's Office. This adjustment may be changed when the faculty member's research productivity increases.

2. Non-Tenure Track Faculty

a. Lecturers

The primary responsibility of lecturers is to engage in instruction. Lecturers are not expected to engage in research activities as part of their workload. However, the college encourages innovative forms of instruction, which may include involving undergraduate and graduate students in research, experiential learning programs, etc. See the [Georgia State University Promotion Manual for Non-Tenure Track Faculty](#) (hereafter referred to as "NTT Manual") for more information.

b. Academic Professionals

The primary responsibility of academic professionals is to provide service. In the College of Arts and Sciences, normally research is not part of an academic professional's workload assignment. Nonetheless, academic professionals are expected to be familiar with current trends and methods in their discipline.

c. Research Faculty

The primary responsibility of research faculty is to conduct research in close collaboration with tenure-track faculty and/or carry out independent research (as laid out in the above referenced NTT Manual). Research activities will comprise the majority of a research faculty member's workload, with the precise percentage of total effort set by the chair.

d. Professors of Practice

In the College of Arts and Sciences, normally research is not part of the workload assignment for a professor of practice. Nonetheless, professors of practice are expected to be familiar with current trends and methods in their area of professional expertise.

E. SERVICE EFFORT

The university cannot thrive as a research and teaching community without input and effort from the faculty. As a result, “service” is a component of every permanent faculty member’s effort.

1. Tenure-Track Faculty

Junior faculty (e.g., pre-tenure tenure-track faculty) are expected to offer limited service, usually limited to the department and college levels. As tenure-track faculty rise in rank, more service is expected, including taking on more responsibility at the department level and/or assuming leadership roles in the college, university, and professional organizations. In most cases, this effort is captured in the 20% “service” component of a faculty member’s workload. In exceptional cases, a faculty member may take on a demanding role in the college, university, or profession that warrants a reduced teaching expectation (e.g., undergraduate/graduate director, editorship of a major professional journal, a position on the university senate executive committee, board membership in a professional organization, etc.). In these instances, if the chair determines that such a reduction can be accommodated, and if the Dean’s Office approves, he/she may adjust a faculty member’s workload to accommodate this extraordinary service responsibility. Faculty members should consult with their chair in advance of taking on additional service if they hope to have their workload adjusted. A time for reviewing the workload adjustment should be determined as well.

2. Non-Tenure Track Faculty

a. Lecturers

Lecturers are expected to devote 20% of their effort to service. As lecturer-track faculty rise in rank, their service may expand in scope, including taking on more responsibility at the department level and/or assuming leadership roles in the college, university, and professional organizations. In some cases, a lecturer may take on a demanding role in the college, university, or profession that warrants a reduced teaching expectation (e.g., undergraduate program director, a position on the university senate executive committee, leadership in a professional organization, etc.). In these instances, if the chair determines that a continuing course reduction is warranted, and if the Dean’s Office approves, he/she may adjust a faculty member’s workload to accommodate this extraordinary service responsibility. Faculty members should consult with their chair in advance of taking on additional service if they hope to have their workload adjusted. A time for reviewing the workload adjustment should be determined as well.

b. Academic Professionals

The primary responsibility of academic professionals is to provide service. Academic professionals will devote at least 51% of their effort toward service, and possibly more, based on unit needs. In the College of Arts and Sciences, academic professionals serve a variety of roles that include but are not limited to directing instructional labs and other specialized facilities. The precise allocation of service effort is determined by the unit chair in consultation with the Dean’s Office.

c. Research Faculty

Research faculty may be expected to engage in service activities as part of their workload. The specific allocation of effort is determined at the time of hire by the unit chair with approval from the Dean's Office.

d. Professors of Practice

Professors of practice may be expected to engage in service activities as part of their workload. In the College of Arts and Sciences, professors of practice commonly have special service assignments that may include but are not limited to supporting students in professionally oriented programs or learning environments and serving as liaisons between industry or government and the university in identifying teaching and research opportunities that support Georgia State programs and initiatives. The specific assignment and allocation of effort are determined by the unit chair with approval by the Dean's Office.

F. RELATION TO OTHER POLICIES

This policy is governed by the policies of the University System of Georgia Board of Regents and the [Georgia State University Workload Policy](#), and is supplemented by the college's [Policy for Workload Purchase from Grants](#) and [promotion and tenure manual](#). Promotion and tenure rest on a distinct set of considerations, which are set out in the promotion and tenure manuals of the university and college, as well as the promotion and tenure guidelines of the various departments, schools, and institutes. All candidates for promotion and tenure should consult these manuals.