

College of Health and Human Sciences
Non-Tenure Track Faculty
Workload Policy and Unit Guidelines
(Approved 5-5-08)

Georgia State University (GSU), an urban research university with strong disciplinary-based departments, develops, transmits, and utilizes knowledge to provide quality education for students. The development of knowledge through research provides the foundation for quality education. The mission of the College of Health and Human Sciences (CHHS) is congruent with the university's mission and emphasizes scholarship to enhance teaching and positively impact the professional and scientific communities the CHHS departments represent.

Policy:

The purpose of this document is to delineate a clear policy of workload expectations for all CHHS non-tenure track faculty (NTT) and to provide guidelines for individual disciplines in determining the work assignments for each non-tenure track faculty member. The policy is based on the assumption that distribution of faculty workload should be equitable across the units of the college. This does not mean that each faculty member will perform the same duties to the same extent, but that each member contributes the same total effort regardless of the mixture of duties that may be performed. It is believed that flexibility in assigning faculty responsibilities and the existence of a climate that encourages the integration of teaching, research and service are fundamental to the soundness of the research university and provide the best use of faculty resources.

This policy is predicated on the Board of Regents workload standard of 30 credit hours (10 courses, 3 hours each) per academic year, which is modified for research institutions to 24 credit hours (8 courses, 3 hours each) based on an assumption of ongoing and consistent levels of research and service. Therefore, the policy is based on four workload units (WU) per semester or eight per academic year. Workload assignments for all tenured and tenure-track faculty must adhere to the policy of four WUs per semester. Workload units (WU) are comprised of three categories: research/scholarship, service, and teaching. Each WU is assigned a numeric value of 12.5% of the nine-month academic year salary.

A normal workload for non-tenure-track faculty in the College of Health and Human Sciences could include any combination of teaching/instruction, research/scholarship, and service. The teaching/instructional component of a normal workload, in addition to regularly scheduled classes, may include involvement in individual post-graduate, graduate, and undergraduate student work such as dissertations, theses, independent study courses, honors projects, etc. Research/scholarship includes the development of funding proposals and scholarly manuscripts, the acquisition of funding to support research/scholarship, and the dissemination of knowledge through publications,

conferences, and other works considered important in one's discipline. Service consists of internal activities that benefit the University (department, college, university, student advisement) and external activities that benefit local, state, national and/or international communities. In addition workloads may take administrative responsibilities into consideration including management of clinical education components, oversight and direction of unit functions, or other administrative responsibilities.

Unit Workload Assignments:

Given the variance among the disciplines within the College, workload assignments will be developed with each faculty member by the Chair/Director with final approval by the Dean. Workload assignments for each NTT faculty member should take into account each of the areas noted below.

1. Teaching/Instruction

Although teaching assignments will vary, a common teaching load for non-tenure track faculty would be equivalent to 6-8 courses per year, assuming active service and/or administrative efforts. The standard course bears 3 credit hours, and is taught by one faculty member. This standard course is equivalent to one workload unit (WU). 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 typically contains 6-8 instructional workload units in an academic year, the Chair/Director may construct a mix of classes that is equivalent to 18-24 credit hours. A range of +/- 2 credit hours (16-26) should not be considered exceptional. When a unit'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/Director will take the relative advantages and disadvantages of specific workload mixes, or combinations, into account and attempt to make the equitable over time.

A second 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 efforts in this course relative to standard courses taught in the discipline.

A third variation is that a course may be offered to several students on an individual basis. In most disciplines, such individualized instructional activity is routine. However, if such efforts are extraordinary in extent, they may constitute an additional instructional unit.

A non-course instructional unit: Some non-course instructional effort may be regarded as part of the non-tenure track faculty member's workload. Thus, faculty are expected to offer directed reading, independent study courses, or practica to individual students and, when appropriate, 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 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/Director may assign a unit for these efforts.

New Faculty Release: Faculty who are new to the role of teaching may be considered for workload reduction for the first year of service to the College.

2. Research/Scholarship

While the specific requirements for the fulfillment of a research workload unit will vary across departments within the College, guidelines can nonetheless be provided for what a workload unit in research involves. In general, a workload unit in research involves substantial effort on the part of the faculty member to move the knowledge base of their discipline forward, either through an important research study, or a combination of research based products that add to or support the knowledge base in their discipline.

A combination of other research/scholarship activities could also be used to account for a workload unit. For example, preparation of two or more important publications in which the faculty member was significantly involved, but not the first author. Or, the engagement in a first authored paper likely to be published at a midlevel journal, a national conference presentation and a co-authored paper in which the faculty member was not the first author. Or, substantial editorial responsibilities for a journal and the preparation of a co-authored article. Other scholarly activities would be considered in determining workload. With the approval of the Dean's Office, the Chair/Director may assign a faculty member without external funding a workload unit for research if the faculty member has a track record of exceptional scholarship and is working on a major project.

3. Service

Service is a significant part of the activities that are expected of NTT faculty. Workload units in service vary according to the level of effort required by the faculty member. For example one workload unit in service could involve regular service on a variety of departmental, college and university committees along with student advisement. A workload unit could also involve acting as graduate or undergraduate director of a large department or having a high-level, time-consuming office in one's profession at the national level. Another example of a workload unit in service could involve serving in a time consuming leadership role on an important University committee or in a national professional organization. Workload adjustments for major professional service should be discussed with and approved by the Chair/Director in advance of their performance, in consultation with the Dean's Office.

A service workload unit or units can consist of major administrative responsibility within the School or Department such as field education, internship coordination, academic degree program management, and/or other administrative responsibilities assigned by the Chair/Director. This workload unit or units may be called by different titles within each program unit.

The responsibility for applying the policy and unit guidelines lies with the unit Chair/Director who is best able to take into account the department's diverse activities and available resources. The Chair/Director will consult with the Dean's Office each spring to review workload assignments for each faculty member for the following academic year. Faculty members with funded grant work may use funds from that grant, with the permission of their Departmental Chair, to be released from one or more of the eight work load units in order to do the work required by the granting agency.

Faculty and chairs/directors must take into consideration that all academic assignments carry some level of variance. The purpose of the policy and guidelines is to make every effort to be as fair and equitable as possible to the faculty member, unit, college, and university. Therefore, it is essential that each unit work together in a careful and deliberate manner to assure that faculty assignments adhere to a standard of fairness to faculty, the unit, and the College as a whole.

The CHHS Promotion Policies and Procedures Handbook, performance areas can be found at http://chhs.gsu.edu/docs/pnt_doc.pdf