



COLLEGE OF
EDUCATION
UNIVERSITY OF SOUTH ALABAMA

FACULTY WORKLOAD POLICIES

I. WORKLOAD

All faculty members are expected to participate in teaching, research and service activities relevant to the mission of the university, their college or school, their department and their own interests and particular areas of expertise. The typical distribution of time and effort for these activities consists of 60% teaching, 30% research and 10% service activities. (However, other distributions are possible, and even likely.)

II. TEACHING

The maximum teaching load (where 100% is the assigned effort for teaching) is the equivalent of 15 credit hours per semester. The standard teaching load (where 60% is the assigned effort for teaching) is the equivalent of 9 credit hours per semester. The teaching load is never greater than 15 semester hours. Total course enrollment, number of course preparations, preparations of new courses, and complexity of subject preparations and complexity of subject matter may be considered by the chair and dean in determining credit hour equivalents. Any deviation (adjustment) from the standard load must be approved by the dean of the respective college or school. The maximum teaching load for faculty during a summer session will normally be defined as teaching no more than 9 semester hours.

Teaching activities include, but are not limited to the following: offering courses at the undergraduate and graduate levels; offering or supervising course related discussion sections of laboratories; supervising independent study by undergraduate and graduate students; supervising internships and practica; directing undergraduate and graduate theses; serving in undergraduate and graduate thesis committees; serving in undergraduate and graduate examining committees; preparing undergraduate and graduate students for examinations; participating in undergraduate and graduate reading groups; developing courses or course materials; and supervising undergraduate and graduate students in their performance of instruction or research; and advising. All of these responsibilities may, and sometimes should, have an effect on the number of hours taught. Teaching load and work load are not synonymous.

Advising activities include, but are not limited to the following: curricular advising of undergraduate and graduate students; undergraduate advising regarding future graduate study; graduate advising regarding future graduate and post-graduate study; and undergraduate and graduate career advising.

A. Instructional Workload FTE is based on a 15 credit hour equivalent per semester. This 100% effort is based on a 40-hour work-week and assumes approximately two hours out of class for each hour in class. It is well recognized that there are multiple controlling variables that would invalidate this calculation, including but not limited to: additional sections of the same class being taught; course development, revision, and/or-first time teaching; increased student enrollment; on-line and/or hybrid course; and heightened research expectations.

B. Instructional Workload Expectations

1. Tenure Track New Faculty -Initial Employment Year
 - a. Fall: 6 CH; Spring: 6 CH; Summer: negotiated

2. Non-tenure Track/Tenured Faculty/Tenure Accruing
 - a. Fall: 9 CH; Spring: 9 CH; Summer: negotiated

C. Non-instructional FTE Guidelines

1. Department Chair: 6 CH
2. Program Coordinator/Director: 3CH
3. Unfunded Research/Tenure Track/Tenured Faculty: 3 CH
4. Grant Activity: FTE reassignment corresponding to approved Grant Budget
5. Other approved administrative duties: FTE based on negotiated contact hrs.

D. Workload Assignments/Negotiation

Per the Faculty Handbook, faculty workload assignments are made by the Department Chair based on a collegial negotiation with each faculty member at the beginning of the academic year. It is recognized that there is great variety in the academic culture of the disciplines in the College, the specific and changing needs of programs from year to year, and other valid considerations regarding workload. The important consideration is that while these are guidelines, due to university policies based on external audit requirements and equity considerations, deviations from these guidelines requires approval through the Department to the Dean and Senior Vice President for Academic Affairs as appropriate..

E. Overload Requirements

Teaching overload assignments will only be authorized based on instructional credit hours in excess of the expected faculty credit hour workload set forth herein and on file with the Senior Vice President for Academic Affairs.

III. RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

Faculty conduct of research, scholarship, and creative activities are all essential to the mission and are encouraged and actively supported by the University; moreover they are required elements to support promotion and tenure decisions. The typical research expectation shall equate to 30% of total faculty workload. For the purposes of this policy, research, scholarship, and creative activities include, but are not limited to the following: conducting and publishing experiments and investigations; writing and publishing books and articles and multimedia or electronic publications; directing or participating in sponsored research; managing sponsored research; making presentations at professional conferences; preparing research proposals; producing works of art or architecture; presenting recitals and performances; and maintaining disciplinary expertise.

IV. SERVICE

Service includes but is not limited to the following: serving as a full- or part-time academic administrator for the university, a college, or a department; service in university, college, and departmental councils, committees and advisory boards; supervising or managing departmental academic programs, personnel, space and budget; providing health care direct or indirect service(s); managing sponsored research; directing a center or institute; service as a reviewer of academic units, programs, administrators, or peers within or outside the university; serving as an officer or committee member in a professional organization; organizing professional conferences or colloquia; and serving as an advisor to public and private organizations at the local, state, national, or international level.

V. EXCEPTIONS TO STANDARD WORKLOAD

All faculty are expected to be involved in instruction, research/scholarship and service as previously defined. Recognizing that some faculty will assume new or additional responsibilities in any one of these areas, exceptions to the standard workload may be made. However, the department is responsible for

making the necessary adjustments in the total faculty workload so that departmental expectations as determined by the department and dean in each of these areas are fulfilled. These expectations will be derived from student, curricular, and professional development needs, shall be consistent with the resources available to the department, and shall be approved by the dean. Departments shall make the minimum number of exceptions necessary for the fulfillment of its institutional mission. Exceptions to the standard workload may be made based on the following considerations.

A. Instruction

Exceptions from the standard instructional load may be based upon a number of factors, including class size (number of preparations); development of new courses; modality of instruction, including distance education; level of instruction; discipline; accreditation requirements; etc.

B. Departmental Administration

Assumption of responsibility for the functions of chair, assistant chair, or program director, or for special departmental projects, may require reduction of expectations for service, research/scholarship or instruction. The magnitude of such reduction shall be dependent on the scope of administrative responsibilities and size of the department.

C. Externally Funded Research and Service Activities

Assignment of additional time for research or service activities can be supported by external funds, either research or training grants. In these instances, the accompanying reduction of expectations for service or instruction should mirror the replacement of departmental salary support by externally-funded salary support. However, it is noted that external funding is not equally available in all disciplines. Thus, external funding is not a requirement for consideration of weight distributions nor for teaching load consideration. Successful pursuit by faculty of extramural funding sources will normally result in the reallocation of effort devoted to teaching, research and service activities. Example: A faculty member awarded fifty percent (50%) salary support under grant and contract agreements with external sponsors allow a revised workload allocation of 30% teaching, 60% research and 10% service.

D. Department Supported Research

Assignment of additional time for research activities supported by the department and consequent reduction of expectations for service or instruction should be related to the institution's mission.

E. Department Supported Service

Assignment of additional time in areas of service and consequent reduction of expectations for research/scholarship or instruction should be directly related to the duration and the extent of the commitment. For example, individual faculty members may be released from the standard expectation in the areas of research/scholarship or instruction in order to make major professional contributions-e.g., to work in partnership with the public schools or with business or industry.

VI. Workload and Faculty Evaluation

University policy requires that all faculty members receive an annual evaluation with specific references to the areas of teaching, research and service. The allocation of workload and the weighting of the components for evaluation will be based on the guidelines as stated above. The institutional reward structure will take cognizance of the workload assignment for each faculty member. Colleges shall develop procedures for the systematic review of faculty, recognize outstanding performance and establish consequences for failure to fulfill expectations. The primary means for ensuring proper accountability of individual faculty is after-the-fact reporting of actual departmental performance in comparison with the

expectations previously approved by the dean of the college. The dean shall submit an after-the-fact accountability report annually to the Senior Vice President for Academic Affairs as requested. The workload performance of each faculty member will be considered as part of the annual review of faculty conducted by the departments and should be a major factor in all faculty promotion, tenure and merit-pay decisions. Workload allocations for each individual faculty member will be developed and agreed to in writing by the chair and faculty member concurrent with the beginning of the academic year. The workload allocation may be renegotiated during the year if circumstances so dictate.