

**School of Education**  
**Faculty Workload Guidelines**  
**Last Updated: April 25, 2019**

The purpose of this document is to provide procedural guidance pertaining to the process used for establishing the workload of SOE faculty members, documenting the established workload, and communicating the workload to the faculty member and the SOE Dean's Office.

**The SOE Adopts the UNCG Faculty Workload Guidelines**

School of Education (SOE) faculty workload is determined by the specifications set for in the UNCG Faculty Workload Guidelines. In all instances, guidance set forth by the SOE Faculty Workload Guidelines is intended to be used in concert with, and in support of, the requirements outlined in the UNCG Faculty Workload Guidelines.

**Departmental Faculty Workload Guidelines**

Each SOE department shall adopt Departmental Faculty Workload Guidelines that provide guidance on establishing faculty workload within the particular departmental norms and expectations pertaining to teaching, research, and service. The departmental guidelines may provide guidance with respect to particular teaching duties, research activities, or service responsibilities that are common to the department. These guidelines, while particular to the department, shall be consistent with, and in support of, the UNCG Faculty Workload Guidelines.

The department-specific guidelines are to be made available to all departmental faculty.

**The Process for Documenting Faculty Workload**

The Faculty Workload Assignment Form will be completed each year for each faculty member by May 31. Upon completion and signing of the form by the faculty member and the department Chair, the form is to be delivered to the Dean's Office for review.

If updates to the workload arise after May 31 (e.g., a course release is granted due to a grant being funded), then an updated form is to be completed and signed.

The Faculty Workload Assignment Form should explicitly note and explain reductions in teaching load from the expected load outlined in the UNCG Faculty Workload Guidelines. Examples of reductions in teaching load may include, but are not limited to grant-related course release (i.e., through course buy-out) and administrative duties that extend beyond the typical service expectations. If multiple reductions in course release arise, then each course reduction should be accompanied by a specific explanation.