

School of Education Faculty Workload Policy
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1. PURPOSE AND VALUES

The School of Education's (SOE) mission is to "provide life-changing opportunities through education by providing transformative learning, leading innovation and discovery, engaging community, and promoting equal opportunity for students of all backgrounds." SOE faculty play a critical role in advancing this mission. A foundational component to supporting and organizing the work of SOE faculty is establishing clear expectations and criteria for workload assignments that are equitable and fair. This document articulates the expectations and criteria for faculty workload in accordance with our values and our simultaneous commitment to our mission, the success of our students, and the success of our faculty.

The SOE treasures the diversity across its disciplinary areas, and among its faculty, staff, and students. It is recognized that this diversity brings with it variation in professional activities of faculty including, but not limited to, pedagogy, scholarship, service, and the supports needed to provide equal opportunity of success for all individuals. Through its commitment to this diversity, the SOE Faculty Workload Policy prioritizes expectations and criteria that can accommodate the broad variation in the professional activities of SOE faculty.

The SOE Faculty Workload Policy also recognizes the importance of simultaneously attending to two central and essential outcomes of faculty workload: (a) that SOE faculty workload expectations provide faculty members with the opportunity to thrive and achieve success as members of the SOE faculty; and (b) that our faculty workload expectations allow the SOE to successfully advance its mission. Addressing these two essential aspects of faculty workload in concert requires a thoughtful balance of workload distribution across the members of the SOE faculty.

The criteria and expectations articulated in the SOE Faculty Workload Policy are intended to supplement, and be used in concert with, those of the UNCG Policy and Regulations on Faculty Workload. In this manner, the SOE Faculty Workload Policy provides greater specificity on faculty workload assignments within the context of the disciplinary practices particular to the SOE.

2. SCOPE AND DEFINITIONS

This policy applies to all faculty appointments in the SOE that are benefit earning (0.75 FTE or greater).

Teaching encompasses instruction of organized courses, the preparation of materials and resources for course delivery and development, one-on-one advising of students, clinical supervision of students, supervision of internships and field placements, supervision of independent studies, supervision of student research, advising and/or

chairing theses and dissertations, membership on thesis and dissertation committees, supervision of teaching assistants, oversight of co-curricular activities, and other activities related to student success and faculty professional development.

Research encompasses activities related to the advancement and dissemination of knowledge and practice, the writing of articles and books, program evaluations and writing associated evaluation reports, presentations at conferences and other professional convenings, the writing of grants, leadership of centers and institutes, community-engaged scholarship, the production of other creative works for advancing knowledge and practice, and other activities related to faculty professional development.

Service encompasses activities supporting the work of UNCG and its role in supporting our broader community, engagement in processes supporting faculty governance in the SOE and UNCG, administrative support to the department and university, organizational development support to the department and university, engagement on committees and other administrative structures supporting the functions and welfare of the campus, consultation of professional practice, administrative advising of students, Directed Professional Activities or other Special Assignments, departmental administrative assignments such as a Department Chair or program coordinator, administrative assignments at the unit-level such as center or institute director or coordinator of accreditation activities, service to professional organizations, and other activities related to faculty professional development.

3. WORKLOAD EFFORT DISTRIBUTION

The UNCG Policy and Regulations on Faculty Workload conceptualizes faculty workload with respect to percentage of effort assigned to professional activities in which faculty engage as part of their employment with the University. Within this context, the effort assigned to a typical organized 3-credit hour course is 10% of a full-time (1.0 FTE) faculty member's effort. Using this framework, a 1.0 FTE workload is defined as:

- (a) 80% of effort is assigned to teaching, corresponding to a teaching load of 24 credit hours or equivalent contact hours per academic year. This 24 credit hours of teaching is conceptualized as being comprised of 8 typical organized 3-credit hour courses.
- (b) 20% of effort assigned to other responsibilities furthering the mission of the SOE and university. While this category of workload may represent activities aligning with service, it can also represent other areas furthering the mission of the institution through activities that align with research and teaching.

Within this university-level framework for faculty workload resides flexibility for each academic unit to develop criteria and expectations for reassigning workload from the 80% effort for teaching organized courses to other areas of research, service, Directed Professional Activity or Special Assignment, as well as other forms of teaching that do not conform to organized courses (e.g., doctoral dissertation advising). There are

myriad situations that may require variation in the distribution of workload across teaching, research, and service. To address this variation, workload assignments are to be differentiated across the faculty such that the workload distribution of a particular faculty member is tailored to their specific professional activities and responsibilities assigned in a given year.

Establishing differentiated workload assignments across faculty members affords the flexibility to (a) accurately represent a given faculty member's current distribution of effort, which may shift over time; and (b) support the SOE in meeting its mission, short-term needs, and long-term objectives. Instances of workload differentiation are expected to be numerous, each having its own context and justification. In some instances, a differentiated workload may be assigned to provide an allocation of effort to research activities for a faculty member whose workload expectations include research outcomes. In other instances, a differentiated workload may be assigned to meet a particular need in the department, such as taking on an expanded service role important for the department to advance its mission. In yet other instances, a differentiated workload may be assigned to better reflect a shift in a faculty member's distribution of professional activities over time. For example, over time a tenured faculty member may decrease their effort related to research and place greater emphasis on teaching or a Professional Track faculty member may receive a grant that would justify a reallocation of effort from teaching to research. In these and other instances, the percentages of effort assigned to teaching, research, or service should be appropriately tailored to the context, thus affording a corresponding recognition of teaching, research, and service contributions in the faculty member's annual review and post-tenure review. These reflect just a few of the many types of instances leading to workload differentiation across faculty.

Professional Track Faculty

The SOE defines a typical Professional Track faculty workload as:

(a) 80% effort assigned to teaching, corresponding to 24 credit hours of instruction of organized courses;

(b) 20% effort assigned to service.

Upon approval of the Department Chair and Dean, effort may be reallocated from teaching of organized courses to other areas of teaching (such as non-organized courses, dissertation advising, or clinical supervision), research, service, and Directed Professional Activity or Special Assignment.

The 20% effort assigned to service reflects a typical effort assignment for Professional Track faculty members. However, upon approval of the Department Chair and Dean, any portion of this effort may be reassigned to areas of teaching or Directed Professional Activity or Special Assignment.

Tenure Track Faculty

The SOE defines a typical Tenure Track faculty workload as:

- (a) 50% effort assigned to teaching, corresponding to 15 credit hours of instruction of organized courses;
- (b) 30% effort is reallocated from instruction of organized courses to research;
- (c) 20% effort assigned to service.

The 50% effort assigned to teaching reflects a typical effort assignment for Tenure Track faculty members. However, upon approval of the Department Chair and Dean, effort may be reallocated from teaching of organized courses to other areas of teaching (such as non-organized courses, dissertation advising, or clinical supervision), research, service, Directed Professional Activity or Special Assignment.

The 30% effort assigned to research reflects a typical effort assignment for Tenure Track faculty members. However, upon approval of the Department Chair and Dean, this percentage may be lower or higher than 30%. For example, a faculty member may have effort reallocated from the instruction of organized courses to engage in research or other contracted services in instances where there is an externally funded grant or contract supporting the corresponding effort of the faculty member in accordance with SOE guidelines on funded course release. In such instances, the reallocation of effort to research shall have one or more corresponding outcomes for the research productivity afforded by the effort reallocation.

The 20% effort assigned to service reflects a typical effort assignment for Tenure Track faculty members. However, upon approval of the Department Chair and Dean, any portion of this effort may be reassigned to areas of teaching (e.g., dissertation advising, clinical supervision), research, or Directed Professional Activity or Special Assignment.

Tenure Track Assistant Professors

Tenure Track Assistant Professors are in a unique and challenging situation of being required to launch their research agenda and generate research outcomes (articles, presentations, book chapters, etc.) on a defined timeline. Being successful in this area involves engaging in time consuming activities including, but not limited to, establishing partnerships with community organizations and school districts required for the research, learning the process for successfully writing manuscripts and grants, and deepening one's expertise of the literature base for their area of inquiry.

To support the success of Tenure Track Assistant Professors in the establishment of their research portfolio, and pending approval of the Chair and Dean, the SOE allows for the research effort of Tenure Track Assistant Professors to be augmented from 30% (the typical effort allocation to research for Tenure Track faculty) to 40%. This increase

of 10% effort allocated to research can be accomplished by reallocating effort from teaching, service, or a combination of the two. The specific nature of the reallocation of effort leading to a 40% effort for research will depend on the departmental context as informed by the Chair and the Dean.

The allocation of 40% effort to research for a Tenure Track Assistant Professor does not preclude additional reallocation of effort to research through approved means including, but not limited to, grant funding that provides financial support to reallocate effort from teaching to research.

Department Chairs

While Department Chairs in the SOE may engage in teaching and research, the majority of their workload effort centers on administrative responsibilities supporting their department and the SOE. As a result, Department Chairs are assigned a differentiated workload tailored to their particular context. A typical effort distribution for SOE Department Chairs is:

- (a) 70% effort assigned to administrative responsibilities falling under the umbrella of service;
- (b) 20% effort assigned to teaching and may include instruction of organized courses, advising and mentoring students, or other teaching activities;
- (c) 10% effort assigned to research.

The above typical effort distribution serves as a starting place when assigning workload for a Department Chair. The final distribution of effort for any year may vary from that described above and will be determined based on the specific needs of the department and associated effort to effectively lead the administrative functioning of the department. Depending on the nature and scope of the Chair's duties in a particular year, it may be the case that a workload distribution has zero effort assigned to research or teaching within a particular year.

Directed Professional Activity

Pending approval of the Department Chair and Dean, a faculty member may have effort reallocated from teaching, research, or service to a Directed Professional Activity or other Special Assignment. In such instances, an MOU shall be drafted clearly specifying (a) the timeline of the Directed Professional Activity or Special Assignment; (b) the resulting differentiated workload with respect to percent effort for teaching, research, service, and responsibilities of the Directed Professional Activity or Special Assignment; (c) the responsibilities of the Directed Professional Activity or Special Assignment; (d) and expected outcomes generated through the Directed Professional Activity or Special Assignment. This MOU will be signed by the faculty member, the Department Chair and/or the faculty member's Supervisor, and the Dean.

4. CRITERIA FOR EFFORT ASSIGNMENT TO TEACHING

It is acknowledged that the nature of pedagogy, along with the associated time commitment to successfully engage in instruction leading to student success, varies across courses offered in the SOE due to numerous factors. In support of equity and fairness in assignment of teaching effort, the below criteria are to be used in determining effort assigned to teaching a particular course or engaging in clinical supervision.

Criteria for Assigning 10% Effort to an Organized Course

An organized course can be assigned 10% effort if: (a) the course is at least 3-credit hours; and (b) the course has a headcount enrollment of five or more students. These criteria are not intended to reflect a norm for all courses, nor an expectation for any particular course to be approved to be offered in a given semester; the typical course is expected to have an enrollment far in excess of the minimum criterion specified above.

While it is the general expectation that any offered course will have an enrollment of five or more students, instances may arise where a course not meeting this requirement has a compelling justification to be offered and assigned a 10% effort. As one example, a required course that typically has enrollment of 20 students sees an unexpected drop in enrollment for one semester but remains required for graduation for the enrolled students. In such instances, exceptions are possible. To initiate an exception, the Chair shall make a recommendation to the Dean and, pending approval of the Chair and Dean, the course may be approved to be offered and counted as 10% effort towards the faculty member's workload.

Criteria for Assigning More than 10% Effort to an Organized Course

An individual 3-credit hour course may be assigned an effort greater than 10% in instances where it is deemed that the workload associated with the course far exceeds that of a typical 3-credit hour course. One example may be a course with an unusually large enrollment without additional support for the evaluation of student tests and assignments. To initiate an exception, the Chair shall make a recommendation to the Dean and, pending approval of the Chair and Dean, the recommended effort will be counted towards the faculty member's assigned teaching effort.

Clinical Supervision

Clinical supervision is organized through specific courses of the curriculum. While such courses will have an assigned number of credit hours, the effort associated with leading the course can vary substantially depending on a range of factors including (a) the form of the supervision (individual vs. group), (b) the number of students being supervised, (c) required components of the supervisory process and associated documentation, (d) travel time to the clinical site, (e) discipline-specific standards for supervision, and (f) accreditation requirements. Furthermore, the impact of these factors on effort required

to lead clinical supervision may vary across departments and programs within a department.

In light of this variability, the assignment of workload that involves clinical supervision is to be determined not only by the course credit hours, but also the overall effort required to lead the clinical supervision. In this manner, the percent effort for a course involving clinical supervision may vary from the typical standard of 10% effort aligning to the effort for a three credit-hour course, pending approval of the Chair and Dean.

Dissertation Advising

The effort associated with dissertation advising varies across disciplines, students within a discipline, and the location of the student in the progression of their doctoral program. Pending approval of the Department Chair and Dean, a faculty member may have effort reallocated from organized course instruction to dissertation advising. As a minimum threshold to be eligible for consideration for effort reallocation to dissertation advising, the faculty member must be the current and active Chair or Co-Chair of at least two dissertation committees. This minimum threshold represents a necessary, but not sufficient, condition for workload reallocation from organized course instruction to dissertation advising. The evaluation of effort reallocation will also include consideration of the anticipated effort required for the dissertation advising activities for the year and the size of this effort relative to the 10% effort required to teach a typical organized 3-credit hour course.

5. CRITERIA FOR EFFORT ASSIGNMENT TO RESEARCH

Tenure Track Assistant Professors

Tenure Track faculty at the rank of Assistant Professor have research expectations that are defined in accordance with the expected productivity for successful progress to promotion to Associate Professor as articulated in the SOE Promotion and Tenure Guidelines and the corresponding departmental Promotion and Tenure Guidelines. As a result, the expected annual research productivity for a Tenure Track Assistant Professor shall align with that required to meet the standard of successful progress towards promotion. This measure of productivity shall be interpreted with respect to discipline-relevant outcomes that would be appropriately utilized in making interpretations of progress to promotion to Associate Professor.

The typical starting point for effort assigned to research for Tenure Track Assistant Professors is 30%. Tenure Track Assistant Professors may, pending approval of the Chair and Dean, assume a research effort assignment exceeding 30%, as articulated in Section 3 (Workload Effort Distribution).

Tenure Track Associate Professors

The typical effort distribution for Tenure Track faculty at the rank of Associate Professor is 30%. The research productivity associated with 30% effort for a Tenure Track Associate Professor corresponds to the level of equivalent annual productivity expected for successful progress to promotion to Full Professor as articulated in the SOE Promotion and Tenure Guidelines and the corresponding departmental Promotion and Tenure Guidelines. This measure of productivity shall be interpreted with respect to discipline-relevant outcomes of research that would be appropriately utilized in making interpretations of progress to promotion to Full Professor and established research goals of post-tenure review.

In instances where a faculty member's research productivity is below that of the standard outlined above, then the effort assigned to research shall be reduced proportionally from the base level of 30%. For example, a tenured Associate Professor having a research productivity that is 1/2 of that expected for the annual productivity for successful progress to promotion to Full Professor would have 15% (1/2 of 30%) effort assigned to research.

Tenure Track Full Professors

The typical effort distribution for Tenure Track faculty at the rank of Full Professor is 30%. The research productivity associated with 30% effort for a Tenure Track Full Professor is expected to reflect sustained research activity at a rate that is commensurate with that of Tenure Track Associate Professors making successful progress towards promotion. This measure of productivity shall be interpreted with respect to discipline-relevant outcomes of research that would be appropriately utilized in making interpretations of annual research progress and established research goals of post-tenure review.

In instances where a faculty member's research productivity is below that of the standard outlined above, then the effort assigned to research shall be reduced proportionally from the base level of 30% and the effort assigned to teaching and/or service will be increased accordingly to yield and aggregate 100% effort.

Professional Track Faculty

While the typical effort distribution for a Professional Track faculty member does not include a reallocation of effort to research, it is possible for a Professional Track faculty member's workload to include an allocation of effort to research. In this case, the percentage of effort assigned to research shall be determined in a way commensurate with the effort assigned to research for Tenure Track faculty members.

6. CRITERIA FOR EFFORT ASSIGNMENT TO SERVICE

The professional activities assigned to service effort are highly variable across service activities supporting the organizational functioning of academic programs and university functions, as well as service activities associated with a faculty member's broader professional community and associated organizations. As a result, criteria for the assignment of effort to service are defined with respect to the context of each particular department. A 20% effort assigned to service equates to a portfolio of service activities that allows for meaningful and significant contributions to department, university, community, and/or professions in concert with departmental mission and expectations, as well as personal/professional strengths. Service activities may vary based on rank and position in line with expectations for reappointment, tenure, promotion, and post-tenure review. It is the faculty member's responsibility to outline the activities comprising the portfolio of service in consultation with the faculty supervisor.

In support of fair and equitable assignment of service responsibilities, the aggregate expected time allocation across assigned service activities should align with the assigned effort to service. To ensure this alignment, establishing workload assignments for service requires the simultaneous consideration and balance of: (a) the service needs of the department, SOE, and campus to which the faculty member's contributions would be important; (b) the service needs of the faculty member's professional community and associated organizations; and (c) the faculty member's available workload effort that can be assigned to the aggregate service contributions, given the anticipated assignment of effort to teaching and research.

7. PROCESS FOR ESTABLISHING WORKLOAD

Establishing a faculty member's workload is to be a collaborative process with open engagement of the faculty member and their respective faculty supervisor. Promoting a collaborative process is an essential component to arriving at a workload distribution that best meets the simultaneous goals of (a) supporting the faculty member be successful in their role, and (b) supporting the SOE advance its mission. To promote a collaborative process that concurrently meets the requirements of the UNCG Policy and Regulations on Faculty Workload, establishing a faculty member's workload shall include the following steps.

(a) Engage in Discussion. The establishment of a faculty member's workload begins with a collaborative discussion between the faculty member and their respective faculty supervisor. While the faculty supervisor is typically the Department Chair, exceptions to this may exist in documented instances of Directed Professional Activity, Special Assignment, or other differentiated workloads involving supervision outside of the department. This discussion will occur in advance of the start of the academic year being addressed and will consider the faculty member's annual goals, contexts pertaining to a potential differentiated workload, and the needs of the department and SOE related to teaching, service, and research. This discussion should result in an

understanding of the expected workload distribution and the specific components of teaching, research, and service planned for the year ahead.

(b) Establish Effort Distribution. Following the discussion of the faculty member and their faculty supervisor, the distribution of effort assigned to teaching, research, and service will be established and documented on the faculty member's workload plan.

(c) Establish Workload Activities. The primary workload activities within teaching, research, and service will be established and documented on the workload plan to ensure clear understanding of expected activities associated with the assigned effort. For teaching, these components will summarize the anticipated teaching responsibilities, including the courses to be taught, advising and/or mentoring expectations, clinical supervision, and any other expected teaching activities. For research, these components will include anticipated research studies, conference presentations, manuscripts, grant proposals, or other research activities. For service, these components will be items such as anticipated committees, administrative assignment (program coordination, etc.), activities supporting the faculty member's professional community and organizations, and other service activities.

(d) Specify Outcomes. In the workload plan, there will be specification of outcomes that the faculty member is expected to achieve. These outcomes are to be aligned with the faculty member's annual reviews and demonstrate a clear link to all relevant expectations for reappointment, promotion, tenure, and/or post-tenure review.

(e) Workload Plan Review and Approval. The proposed workload plan will be reviewed for approval by the faculty supervisor and the Dean. The faculty supervisor holds the responsibility for the issuance of faculty workload assignments, subject to review and approval by the Dean.

(f) Revision of Workload. Circumstances may arise that justify the revision of the effort distribution outlined in a faculty member's workload plan. In such cases, the faculty member will discuss proposed changes with their faculty supervisor. All changes to the workload plan are subject to approval of the faculty supervisor and the Dean. The corresponding circumstances of the changes shall be acknowledged by the faculty supervisor in the affected faculty member's annual review.

(g) Request for Resolution. In the event that a faculty member and faculty supervisor cannot come to agreement about the workload assignment, the faculty member or faculty supervisor can request a meeting with the Dean to finalize the workload assignment.