

College of the Arts
Georgia State University
WORKLOAD POLICY FOR REGULAR FACULTY

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COLLEGE OF THE ARTS WORKLOAD POLICY FOR REGULAR FACULTY

1 As a community committed to teaching, research/creative activity, and service, the faculty of the
2 College of the Arts (COTA) abides by the following principles governing the assignment of
3 workload. These principles are consistent with the University Workload Policy approved on
4 February 15, 2018. A faculty appointment is a full-time position for the contractual period of
5 employment. The concept of “workload” includes all aspects of a faculty member’s work at the
6 university. Therefore, “workload” is the sum of the duties in the areas of teaching,
7 research/creative activity, and service. The faculty of COTA is comprised of various types of
8 appointments that stipulate the expected combination of teaching, research/creative activity, and
9 service. Depending on the budget and needs of the given school and the distribution of faculty
10 talents, individual faculty may be engaged in different combinations of teaching,
11 research/creative, and service activities in any one semester or academic year as well as across
12 their careers; and faculty from one school to the next may be engaged in different combinations
13 of teaching, research/creative, and service activities. The intention of the workload policy is that:
14 1) under ideal circumstances, faculty members expend equitable effort on university work and
15 are rewarded on the basis of their performance of the specified contributions; 2) there will be
16 flexibility for the development of workload assignments consistent with disciplinary missions
17 and norms; and 3) there will be sufficient effort directed toward undergraduate and graduate
18 instruction.

19 COTA currently distinguishes between tenured and tenure-track faculty and non-tenure-track
20 faculty in its distribution of workload. The expectation is that tenured and tenure-track faculty
21 will divide their efforts across research/creative activity, teaching, and service. Non-tenure-track
22 faculty are hired with the expectation that their primary responsibility is either teaching or
23 service, with lecturers, senior lecturers, and principal senior lecturers also expected to make
24 service contributions while academic professionals and senior academic professionals may also
25 teach. The COTA workload policy reflects this distinction with regard to workload but
26 recognizes that the distribution of workload should be based on the actual assigned duties of
27 faculty members, rather than on their specific titles.

28 This policy guides the annual assignment of workload for regular faculty whose assignments are
29 not informed by prior arrangements that take precedence over the processes outlined in this
30 policy. These arrangements include administrative appointments (such as director, associate
31 dean, university-level positions); revised workload profiles or other results of post-tenure review
32 (see Section VIII of the COTA Promotion and Tenure Manual); professional leaves both paid
33 and unpaid; medical or family leave; and mid-year retirement. In such cases the faculty’s
34 workload should be assigned by the Director in consultation with the Office of the Dean.

35 Faculty within COTA are expected to develop school workload guidelines, as the college
36 recognizes that they are best positioned to determine, among other things, field-specific
37 workload exceptions, course equivalency guidelines, thresholds for non-course instruction, and
38 basic parameters regarding the quality and/or quantity of research/creative activity and/or service

39 that might result in a workload adjustment. School guidelines must be in keeping with the
40 college workload policy and must be approved by the Office of the Dean.

41 1. Teaching

42 a. Teaching Load

43 The teaching load for COTA tenured and tenure-track faculty with an active
44 research/creative agenda is 5 courses (each generally of 3 to 4 credits) per academic year,
45 with the credit load for the 5 courses normally not to exceed 17 hours. Teaching loads
46 may be adjusted up or down, within the range of 2 to 8 courses per academic year, by the
47 Director with approval by the Office of the Dean.

48 The teaching load for COTA lecturers, senior lecturers, and principal senior lecturers is 8
49 courses (each generally of 3 to 4 credits) per academic year, with the credit load for the 8
50 courses normally not to exceed 26 hours, while the teaching load for an academic
51 professional or a professor of practice depends on the nature of their appointment.
52 Exceptions must be approved by the Director and the Office of the Dean.

53 b. Courses Counting for Teaching Load Credit

54 Courses counting for teaching load credit normally include only for-credit courses with
55 formal classroom hours (or the online equivalent) taught by one faculty member. In
56 assigning specific courses to be taught, the Director will take into consideration such
57 factors as the level, size, type, credit hours, and contact hours of courses to be taught, as
58 well as the number of preparations involved. Teaching load assignments should also take
59 into account the additional responsibilities involved in the development, teaching, and
60 coordination of new courses and/or old courses taught in new ways (online, hybrid, etc.),
61 as well as the administration of writing-intensive and/or technology-enhanced courses. If
62 a course is co- or team-taught and/or includes the instructional effort of a graduate
63 teaching assistant, the Director should determine the equivalence between the faculty
64 member's assigned effort in this course relative to standard courses taught in the
65 discipline. In the case of School of Music faculty whose primary instructional assignment
66 is the provision of individual music lessons and School of Art & Design faculty who
67 primarily teach studio classes, National Association of Schools of Music (NASM) and
68 National Association of Schools of Art and Design (NASAD) standards, respectively, are
69 typically used to determine course equivalents.

70 c. Non-Course Instruction

71 All graduate faculty are expected to serve as members of thesis and/or dissertation
72 committees as appropriate, but only tenured and tenure-track graduate faculty can chair
73 thesis and/or dissertation committees. Actively chairing* a substantial number of thesis
74 and/or dissertation committees, with the threshold to be determined by school workload
75 guidelines, which must be approved by the Office of the Dean, will normally result in a
76 course reduction.

77 *School workload guidelines must establish the maximum number of semesters for
78 which a student, depending on the type of degree being pursued, can be counted.

79 d. Special Circumstances

80 i. New Faculty

81 A reasonable goal for tenure-track faculty who are new to COTA, especially at
82 the assistant professor rank, is a course reduction of one (1) course per year for
83 the first three years in order to develop research/creative and teaching agendas
84 accordingly. A reasonable goal for non-tenure-track faculty who are new to
85 COTA, especially at the lecturer rank, is a course reduction of one (1) course per
86 year for the first year. The Director, in consultation with the Office of the Dean,
87 may assign this reduced teaching load to new faculty members.

88 ii. Workload Adjustments for Research/Creative Activity and/or Service

89 Any workload adjustment, usually in the form of a course reduction or
90 augmentation, will be assigned by the Director in consultation with the Office of
91 the Dean in consideration of the quality and/or quantity of a faculty member's
92 research/creative activity and/or service.

93 iii. Course Overload/Banking

94 Given the vicissitudes of course assignments, faculty may at times accumulate a
95 teaching overload. For example, a faculty member may assume responsibility for
96 a course when a colleague falls ill or may volunteer to teach an extra section when
97 no other instructor can be located. In such cases, the Director may arrange for a
98 subsequent course reduction.

99 In other instances, it may be the faculty member who desires to accumulate an
100 overload in order to gain time to devote to research/creative activities. When such
101 requests are made, the Director, in consultation with the Office of the Dean, will
102 negotiate an arrangement that is equitable and does not negatively impact the
103 curriculum and budget.

104 iv. Course Buy-Outs

105 Please see the Policy for Workload Purchase from External Grants for details
106 about using external funding for course reductions.

107 v. Fellowships, Grants, Residencies, Etc.

108 As research/creative opportunities in the arts often do not allow for workload buy-
109 outs, every attempt will be made, pending budgetary constraints, to allow faculty

110 who receive fellowships, grants, residencies, and the like to be appropriately
111 released from teaching to pursue these opportunities, if they are deemed relevant
112 to career advancement.

113 e. Appeal Process

114 Should a faculty member find their assigned teaching workload to be capricious,
115 arbitrary, or discriminatory, they should send a written appeal to their Director, which
116 will then be discussed in a meeting between the faculty member and their Director.
117 Should the faculty member, after the appeal/meeting, find their assigned teaching
118 workload to be capricious, arbitrary, or discriminatory, they should send a written appeal
119 to the Office of the Dean, which will then be discussed at a meeting with the faculty
120 member, their Director, and the Dean or the Dean's appointed representative. All
121 decisions of the Office of the Dean in regard to assigned teaching workload will be final.

122 2. Research/Creative Activity

123 Research/creative activity is expected of all tenured and tenure-track faculty. The ratings
124 guidelines for research/creative activity in the appendices to each school's promotion and tenure
125 guidelines provide benchmarks for how research/creative activity is assessed.

126 Non-tenure track faculty are not required to engage in research/creative activity but are expected
127 to be familiar with current trends and methods in their discipline. When non-tenure track faculty
128 are engaged in research/creative activity, it is valued as it bears on teaching performance.

129 3. Service

130 Substantial service to students, the faculty member's school, the college, the university
131 community, and the professional community-at-large is part of the rich blend of activities
132 expected of all faculty. Faculty serve, as appropriate, on school, college, and/or university
133 committees, as well as in other school, college, and/or university roles. In addition, they make
134 discipline-related contributions to professional organizations and/or to the community. The
135 ratings guidelines for service in the appendices to each school's promotion and tenure guidelines
136 and non-tenure-track faculty review and promotion guidelines provide benchmarks for how
137 service is assessed.

138 4. Annual Report

139 Each year, usually at a fall faculty meeting, the Office of the Dean will report on workload
140 distributions to the regular faculty. This report will aggregate information and identify trends.

141 5. Relationship to Other Policies

142 This policy governs only the annual assignment of workload for COTA regular faculty. Its
143 application is supplemented by other COTA policies such as: (1) Promotion and Tenure Manual,
144 (2) Promotion Manual for Non-Tenure-Track Faculty, (3) Policy on Annual Evaluation of

145 Regular Faculty, (4) Policy on Assessment of Teaching Effectiveness for Full-time Faculty, and
146 (5) Policy on Graduate Faculty Membership [forthcoming].

147 Promotion and/or tenure decisions are made using a distinct set of policies that are set out in the
148 promotion and tenure manuals of the university and college and the guidelines of the various
149 schools. All candidates for promotion and/or tenure should consult these documents.