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

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

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

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

Faculty within COTA are expected to develop school workload guidelines, as the college recognizes that they are best positioned to determine, among other things, field-specific workload exceptions, course equivalency guidelines, thresholds for non-course instruction, and basic parameters regarding the quality and/or quantity of research/creative activity and/or service.
that might result in a workload adjustment. School guidelines must be in keeping with the college workload policy and must be approved by the Office of the Dean.

1. Teaching

    a. Teaching Load

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

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

    b. Courses Counting for Teaching Load Credit

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

    c. Non-Course Instruction

All graduate faculty are expected to serve as members of thesis and/or dissertation committees as appropriate, but only tenured and tenure-track graduate faculty can chair thesis and/or dissertation committees. Actively chairing* a substantial number of thesis and/or dissertation committees, with the threshold to be determined by school workload guidelines, which must be approved by the Office of the Dean, will normally result in a course reduction.
School workload guidelines must establish the maximum number of semesters for which a student, depending on the type of degree being pursued, can be counted.

d. Special Circumstances

i. New Faculty

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

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

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

iii. Course Overload/Banking

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

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

iv. Course Buy-Outs

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

v. Fellowships, Grants, Residencies, Etc.

As research/creative opportunities in the arts often do not allow for workload buy-outs, every attempt will be made, pending budgetary constraints, to allow faculty
who receive fellowships, grants, residencies, and the like to be appropriately
released from teaching to pursue these opportunities, if they are deemed relevant
to career advancement.

e. Appeal Process

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

2. Research/Creative Activity

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

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

3. Service

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

4. Annual Report

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

5. Relationship to Other Policies

This policy governs only the annual assignment of workload for COTA regular faculty. Its
application is supplemented by other COTA policies such as: (1) Promotion and Tenure Manual,
(2) Promotion Manual for Non-Tenure-Track Faculty, (3) Policy on Annual Evaluation of
Regular Faculty, (4) Policy on Assessment of Teaching Effectiveness for Full-time Faculty, and (5) Policy on Graduate Faculty Membership [forthcoming].

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