

5.01 Teaching Load Policy-Members of the Faculty (some sections under review)

I. Faculty Work Load Expectations

A. Academic Year

During the academic year faculty typically distribute their workload across teaching scholarship and service. Some faculty, such as, program directors, may also carry an administrative load. Each college/school has a standard load expectation for its faculty that is built upon student credit hour targets approved by the provost. Table 1 includes typical loads for tenure track, tenured and fixed term faculty members. The load factor for teaching, service and scholarship may vary depending upon faculty-goals and departmental and college/school needs, but the total load should equate to one (1.00). Equivalency in load (for example, contact hours versus credit hour count) should be decided by the department/school head in consultation with the Dean.

Teaching loads of less than 12 credits per academic year must be approved by the dean. Although loads may vary from time to time, faculty must realize the standards for tenure and promotion do not vary because of load – the benchmark is the same and is most typical of column A (Table 1) for a tenure track faculty member. To facilitate success the department should try to accommodate the load reflected in column A for tenure track faculty.

Large classes, clinical/internship courses and graduate courses may contribute a greater weighting to teaching load. Courses funded outside of the general fund (e.g. non-credit continuing education) may not be used as a part of the normal faculty teaching load.

Table 1 Typical Faculty Semester Load

Typical* Faculty Semester Load			
Faculty Work = 1 Full-time Equivalent (FTE)			
*Typical refers to one course= a regular 3 hour lecture/discussion course or equivalent.			
	Tenure Track	Tenured	Non Tenure Track fixed term
	A	B	C
1	3 course load	3 course load	4 course load
2	Total teaching = .6	Total teaching = .6	Total teaching = .8
3	Service = .2	Service = 0-.4	Service = 0- .2
4	Scholarship = .2	Scholarship = 0-.4	Scholarship = 0-.2

Student Credit Hour Production. Deans and department heads must be mindful of departmental and college level student credit hour targets as they assign individual faculty loads. Individual teaching assignments may result in student credit hours above or below the departmental target as long as departments and colleges reach their total respective target as set by the dean and provost, respectively. Table 2 includes an estimate of GA’s student credit hour targets needed to generate new positions. However, departmental targets for faculty load may vary according to the mission of the department, college, and/or university.

Table 2: GA’s current SCH expectation per category in the funding model (per academic year)

Student Credit Hours (SCH) per Instructional Position			
Funding Category (CIP Codes)	Undergraduate	Masters	Doctoral
Category 1	708.64	169.52	115.56
Category 2	535.74	303.93	110.16
Category 3	406.24	186.23	109.86
Category 4	232.25	90.17	80.91

(table under review)

Each dean is responsible for establishing processes to approve loads that vary from the standard. Normally, department heads, with the approval of the dean, may reassign faculty from teaching to invest more of their time in scholarship, administrative duties or engaged service, but the departmental student credit hour target must be met in the aggregate.

Tenure-line Faculty are expected to engage in regular teaching, scholarship, and service. Exact assignments of faculty workloads may vary in relation to disciplinary standards, rank and tenure, class sizes, contact hours, and other factors. In general, the normative expectation is that each tenure-line faculty member will teach three classes per semester, engage in scholarly activities equivalent to about one class per semester, and participate in service activities equivalent to about one class per semester.

Administrative assignments such as department head, program director, faculty fellow, or associate dean are sometimes sufficiently demanding that they result in reduced expectations for teaching. For instance, a faculty member with an administrative assignment requiring time equivalent to teaching one class per semester may be assigned a 2-2 teaching load. Untenured faculty are less likely than tenured faculty to be given administrative assignments with such high expectations. Administrative assignments which are performed and compensated as “overload” will not result in reduced expectations in teaching, nor in scholarship or service.

There will inherently be some variability in time expectations for scholarship and service of tenure-line faculty. For instance, new tenure-track faculty may initially dedicate more time to scholarly activities than service as they adjust to their position and establish their program of scholarship. In addition, there will likely be more flexibility and variability in work load distributions of tenured faculty, who tend to assume more demanding service and administrative roles and may sometimes curtail their scholarly activities, even temporarily, to accommodate these roles.

There will also be some variability in expectations for teaching. Administrative assignments will sometimes account for the variability, but instructional factors may also play a role. For instance, some large-lecture classes, lecture-laboratory classes, graduate classes, service-learning classes, capstone classes, high contact-hour classes, or others may be sufficiently demanding to require time commitments equivalent to more than one “typical” class. These instructional assignments may result in reduced teaching loads.

Department heads in consultation with their dean are charged with administering processes for determining and monitoring faculty loads. These processes must ensure that the aggregated faculty loads for the unit are sufficient to meet department and college student credit hour targets.

Fixed Term-line faculty are expected to engage in regular teaching, and either scholarship or service. Exact assignments of faculty workloads may vary in relation to disciplinary standards, class sizes, contact hours, and other factors. In general, the normative expectation is that each fixed term faculty member will teach four courses per semester and engage in scholarly or service activities equivalent to one course per semester. Committee work directly related to the teaching assignment may also be an expectation.

Administrative assignments which are performed and compensated as “overload” will not result in reduced expectations in the fixed-term faculty member’s regular duties.

B. Summer Term

Teaching assignments are voluntary and not guaranteed for the summer sessions, and the need and opportunity for teaching assignments vary among the colleges. The summer is divided into various parts of term. Regardless of term the maximum load for summer is 12 credits. Deans may approve an additional 3 credit course in special situations.

II. Overloads for Full-Time Faculty

Since faculty have scholarship and service responsibilities as well as teaching assignments, overloads should be assigned and entered into carefully so that faculty do not become over extended and can meet their regular responsibilities.

The Provost’s Office distinguishes between two types of overload: those funded out of the general fund and those funded through self supported revenue courses through Educational Outreach. Regardless of type, faculty may teach a maximum of one course overload (3 credits) per semester with the approval of their dean. Overloads funded via Educational Outreach may be taught by faculty at their election with the department head’s and dean’s concurrence. However, overloads funded via general funds shall only be authorized by the dean when it is impossible or impractical to hire part-time faculty because of last minute staffing problems due to emergencies or unexpected high enrollment. Deans shall notify the Provost’s Office whenever they approve an overload funded by the general fund. The notification should include a brief explanation consistent with this policy. Overloads

exceeding three hours will only be approved in the rarest circumstances. They, and other exceptions to this policy, must be approved in advance by the provost.

Formula for calculating overloads/salary for resident credit courses is shown below: (formula under review)

- ▶ **Full-time faculty:** Academic year salary / $24 * .5 * \text{sem. hours}$
- ▶ **Librarians:** Annual salary / $12 * 9 = 9\text{-month salary}$
9-month salary / $24 * .5 * \text{sem. hours}$