

**Teaching Workload Policy for Faculty
The J. Whitney Bunting School of Business
Georgia College & State University**

This Workload Policy establishes guidelines for determining the teaching workload of participating and supporting faculty members in The J. Whitney Bunting School of Business.

Participating faculty members support the School's teaching mission, and engage in multiple other activities, such as: serving on departmental/school/university committees, maintaining academic qualifications, advising students and/or student organizations, and completing discipline-related service. They are expected to maintain academic or professional qualifications, provide effective teaching, and complete service obligations, regardless of teaching load. Participating faculty should normally have no more than two course preparations in a single semester, subject to resource limitations and course coverage needs in departments.

Supporting faculty members primarily focus on teaching responsibilities, such as classroom coverage and office hours. Normally, they do not engage in non-teaching activities such as advising or committee service. They are expected to maintain academic or professional qualifications and provide effective teaching. Teaching workloads for supporting faculty, including temporary lecturers and executives in residence, vary by individual contract agreement.

Workload Eligibility

Production of refereed journal articles determines teaching workload for participating faculty. Normally, workload is not modified for service. Workload is not modified for other intellectual contributions such as textbooks, refereed proceedings, or published cases. Peer-reviewed intellectual contributions appearing in journal article form, in journals listed in resources such as *Cabell's Directory of Publishing Opportunities*, are acceptable for meeting this guideline.

Workload and Research Productivity

Participating faculty in the School are eligible to receive a workload of:

- Three courses per semester for both full semesters of an academic year (i.e., a 3/3 load) if they publish, or have accepted, two refereed journal articles during the prior three years, or
- Four courses in one semester and three courses in the other semester of an academic year (i.e., a 4/3 load) if they publish, or have accepted, one refereed journal article during the prior three years.

Participating faculty with no refereed journal article during the prior three years teach four courses for both regular semesters of an academic year (i.e., a 4/4 load).

Newly hired participating faculty receive a 3/3 load during their first two years in the School to support development of a stream of intellectual contributions. In year three those with at least one peer reviewed journal article maintain a 3/3 load, otherwise their maximum teaching load in year three is 4/3. After year three they are subject to the standard conditions of this workload policy.

Workload is subject to the following limitations:

- Departments must be able to cover the required number of course sections for timely graduation of students and section sizes that are consistent with our teaching mission.
- Workload must be supportable within each year's budget constraints.

Implications

Department Chairs ensure equitable workload assignments within departments. The Chairs, in collaboration with the Dean, ensure equitable workload assignments across the School.

The School values learning and pedagogical scholarship, discipline-based scholarship that adds to the theory or knowledge base of a field, and contributions to practice that influence professionals in that field. Given our mission, faculty scholarship in the School will emphasize learning and pedagogical scholarship, and contributions to practice.

Workload is independent of academic or professional qualifications. Workload is designed to support promotion and tenure, but qualifying for a specific workload does not guarantee promotion or tenure.

With the exception of newly hired participating faculty, workload determination is made in recognition of research productivity, not in anticipation of research productivity.

This workload policy does not govern summer teaching, which is at the discretion of individual departments, and subject to University resource constraints.

It is the policy of the Board of Regents of the University System of Georgia (BOR policy manual, Section 300: Academic Affairs) that prescribing teaching load is an institutional decision made by presidents, deans, and faculty members.

Approved by faculty October 14, 2005