

Proposed Workload Policy
School of Education, Social Work, and Psychological Sciences
Adopted June 1, 2022

Faculty in the School of Education, Social Work, and Psychological Sciences are dedicated to excellence in their profession and in the academic areas of teaching, scholarship, and service. These areas are factored into the workload policy describing faculty accomplishments that are to be achieved and sustained.

Excellence in **TEACHING** occurs when a faculty member is able to engage students, create learning opportunities and experiences, evaluate the learning and development of students, and achieve recognition from students and peers. Teaching is directly associated with many activities including development of courses, program management, mentoring and advising students including directing and serving on theses and dissertations, and evaluation of students (including those in the field), courses, and programs.

Faculty members are expected to engage in **RESEARCH** and professional scholarship that contributes new knowledge to the field. There are a number of ways this can be done, including the creation of peer-reviewed articles, chapters, books, and instruments, the presentation of the research at national and international conferences, and the submission and receipt of grants.

Additionally, it is imperative that full-time faculty members maintain a level of **SERVICE** to their department, program, unit, campus, community, and professional organizations.

The workload tracks described in this document provide flexibility in assigning teaching loads to faculty based on their research productivity. Specific expectations for each area are further described in the evaluation document. Assignment to a track is made by the department chair using the criteria contained in the evaluation document while adhering to the 180 SCHs required by CRR 310.080. No faculty member may teach a load less than 2-2 without written approval from the Dean. (Note: this could be pursued in instances where excessive service expectations exist, as agreed on between faculty and chair/dean.) Any adjustments to the assignments will take effect in the academic year following the review.

Teaching tracks, percentage breakdown, and course loads:

| Track | Course Load | Percentages T-R-S | Notes |
|-------|-------------|----------------------|--|
| | 2-2 | 40-40-20 | All pre-tenure faculty for their pre-tenure years. |

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|---------------------------------|-----|----------|---|
| 1 – Tenure Tr. / Tenured | | | Tenured faculty may select this track with approval from their chair in order to achieve their preferred balance of teaching, research and service. |
| 2 – Tenured | 3-2 | 50-30-20 | Selected by tenured faculty with approval from their chair to achieve their preferred balance of teaching, research, and service. |
| 3 – Tenured | 3-3 | 60-20-20 | Selected by tenured faculty with approval from their chair to achieve their preferred balance of teaching, research, and service. |
| 4 – Teaching/Clinical NTT | 4-4 | 80-0-20 | |
| 5 – Research NTT | 0-0 | 0-80-20 | |

Faculty may receive changes in workload for administrative duties based on the percentage of time assigned to those administrative duties.

Different workloads can be negotiated due to unusual circumstances. (This could be pursued for example when excessive service expectations exist.) Such workload changes will be made by the chair in consultation with the Dean.

Adaptations for Administrative Positions

Faculty who have been on a teaching track or who have carried substantial administrative responsibility for the department or university may request up to one year of a reduced course load (equal to their current course load) in order to increase research productivity to a level that will qualify them for a more research intensive track. Approval of such a request must be granted by the department chair and the dean based on a detailed research development plan.