

GSE Faculty Workload Guidelines

December 2015

Common Expectations of Faculty to Meet Workload Guidelines

The purpose of these guidelines is to foster an environment in which all faculty members contribute appropriately and equitably to the mission and objectives of their department, the Graduate School of Education (GSE), and the University at Buffalo (UB) in research, teaching, and service, keeping in mind that budgets depend, to a large extent, on the number of students enrolled and credit hours taken as well as external funding and that UB's goal to retain membership in the Association of American Universities (AAU) requires improvements in the areas addressed in AAU metrics.

These guidelines specify general quantitative and qualitative expectations for research, teaching, and service. When appropriate, a faculty member and the department chair may agree on modifications of these expectations, within the total workload expectation, to better serve the needs of the institution while also considering the needs and interests of the faculty member. Such agreements must be made in writing and included in the dossier for any personnel action.

Although not intended to be a promotion and tenure document, these guidelines are relevant for tenure and promotion but the faculty must refer to the GSE Appointment, Reappointment, Promotion and Tenure Policies and the UB and SUNY policies for specific criteria. Typically, tenure track faculty workload allocation is 40 percent for teaching, 40 percent for research and 20 percent for service. Clinical faculty workload allocation is 80 percent for teaching and 20 percent for service with possible adjustments according to the clinical faculty guidelines.

Nothing in this policy shall be construed as contravening stipulations in a faculty member's letters of appointment and reappointment, the UUP contract, UB or SUNY policies, or the general principles of academic freedom. In case of a conflict, these other documents take precedence.

I. **TEACHING**

Generally, it is expected that faculty members will have a deep understanding of their content areas. It is also expected that faculty members will receive positive peer and student feedback by offering quality instruction characterized by the six components outlined below.

The teaching load is four courses per academic year, not counting summer courses taught under separate contract; for clinical faculty it is eight courses per academic year. This average load can be adjusted by the department chair for any of the following reasons with the approval of the Dean:

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- Courses that require intense work with and supervision of individual students,
- Course buyouts in accordance with the GSE Course Buyout Policy,
- One course release for pre-tenured faculty during their pre-tenure time,
- Increased internal or external service obligations.

A. Commitment and Innovation

Faculty will continually improve their instructional effectiveness and better meet the needs of the GSE, the department, the program area, the students, and the content they teach by:

1. Seeking feedback from students and/or peers regarding their teaching practice,
2. Implementing innovative, effective instructional and assessment techniques,
3. Developing new instructional materials (e.g., aligning materials with new technologies, updating course content based on recent research),
4. Updating existing courses and developing new courses to meet the needs of students and programs (e.g., converting face-to-face courses to online courses).

B. Impact on Student Learning

Faculty will engage in pedagogically sound practices by designing and implementing the following in their instruction, including:

1. Transparent learning objectives,
2. Rubrics or other criteria that tie objectives to activities and assignments in a way that is clear to students,
3. Formative and summative assessments to monitor and evaluate student learning.

C. Course Evaluation

Faculty will receive student course evaluation ratings every semester for every course they teach. Faculty will use this information to

1. Ensure their ratings are consistent with GSE norms,
2. Provide evidence of effective teaching,
3. Respond to formal and informal evaluations.

D. Universal Design for Learning

Faculty will strive to eliminate barriers to learning by making coursework accessible to all learners. This will be accomplished by

1. Using technology and other techniques to enhance learning for all students,
2. Recognizing and accommodating needs of all learners.

E. Credit Hour Generation

Faculty will generate credit hours every semester consistent with GSE norms and AAU peer benchmarks. Decisions about credit hours will be made in the context of program, department and faculty needs.

F. Advisement

Faculty will have advisees (including students in certificate/master's/doctoral programs) who are making progress toward their end goals. In the role of adviser, faculty will guide students in their efforts to successfully progress through the various stages of their programs (see department guidelines for more specific information).

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II. RESEARCH AND SCHOLARSHIP

Faculty are expected to conduct research and produce scholarship that results in publications that garner academic recognition at the national and/or international level. To demonstrate scholarship, faculty will typically lead collaborative research efforts or engage in independent research efforts. Faculty are expected to produce peer-reviewed publications every year, consistent with GSE norms and AAU peer benchmarks in their discipline or area of specialization. In addition, faculty are expected to generate research expenditures with external funding consistent with GSE norms and AAU peer benchmarks in their discipline or area of specialization.

According to UB policy, faculty who consistently do not meet the research and scholarship expectations may carry a higher teaching load as determined by the Dean and the department chair.

The following list is not intended to be used as promotion and tenure requirements. Particular publication formats are more or less appropriate at particular stages of a faculty member's career. There is no implied hierarchy in the below listed materials. Most of the products of research are to be peer reviewed, should be appropriate to the content area and should include a combination of evidence from multiple types including but not limited to:

1. Design and/or implementation of primary research studies,
2. Articles in refereed journals for national and/or international audiences,
3. Academic books and chapters in academic books,
4. Edited books,
5. Edited special issues of refereed journals, scholarly journals, or book series,
6. External funding for projects,
7. Peer-reviewed conference papers,
8. Textbooks,
9. Articles in prestigious practitioner-oriented journals that have broad impact, bridge the theory-practice gap, and disseminate new knowledge to a large or specific practitioner audience,
10. Presentations at national and international conferences,
11. Receipt of invitations to present lectures at conferences or other prestigious venues,
12. Development of other creative work that represents scholarship in the discipline,
13. Dissemination of research reports which impact policy and practice.

III. SERVICE

Faculty are expected to consistently engage in a combination of activities across the following five categories as appropriate to academic rank:

A. Professional Activity

1. Serve on state, national, or international committees,
2. Chair conference sessions or present at conferences,
3. Serve as reviewers for professional journals and/or conferences.

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B. *Community Activity*

1. Obtain external funding for service projects,
2. Promote application of research through talks, services, etc., to those outside of academia.

C. *Committee and Leadership Activity*

1. Serve on UB, GSE, and/or department committees,
2. Assume leadership positions at UB, GSE, and the departments.

D. *Academic Activity/Citizenship*

1. Assume responsibility for curricular development and revisions,
2. Assume responsibility for program assessment, review, and accreditation processes,
3. Review admission files for Masters, Ph.D., and certification programs.

E. *Faculty Mentoring*

Serve as mentors to pre-tenure faculty in the areas of teaching, research, and service.

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