

POLICY ON TEACHING RESPONSIBILITIES OF REGULAR FACULTY<sup>1</sup>

**I. Purpose of Policy**

The purpose of this policy is to articulate general guidelines for teaching and teaching loads within the School of Business Administration (the “SBA”). This policy applies, but is not limited, to all instructional programs and programs that combine teaching with research.

**II. General Expectations of Regular Faculty**

The following general expectations shall apply to Regular Faculty, subject to the exceptions listed in Section III.

- a. Regular Faculty shall demonstrate pedagogical excellence.
- b. Regular Faculty shall demonstrate a willingness to satisfy departmental and school staffing requirements.
- c. Regular Faculty shall make significant contributions to our academic community through research and service.
- d. Regular Faculty may be called upon to assume roles in leadership, administration, and service.
- e. Regular Faculty shall teach twelve (12) credit hours per annum (“General Teaching Requirement”).

**III. Special Cases Outside of the General Teaching Requirement**

- a. Assistant Professors. Teaching responsibilities shall be reduced by three (3) credit hours to nine (9) credit hours for at least the first three years of an Assistant Professor’s probationary period. It is generally expected that junior faculty shall be given minimal teaching preparations with no more than a two-day-per-week schedule to allow them ample time for developing a strong research program.
- b. Research Productivity. Regular Faculty with a record of research productivity may be eligible for a reduction of three (3) credit hours. To be eligible for a teaching load reduction, Regular Faculty must maintain a high level of research performance and also demonstrate acceptable performance in teaching. In addition, they are expected to make minimal service contributions to the department, school, university, and/or broader professional communities. A faculty member who meets these criteria may be awarded a three (3) credit hour reduction in his or her base appointment (to a minimum annual teaching load of 9 credit hours) effective in the upcoming academic year subject to approval by the Department Chair and the Dean. If such a reduction is

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<sup>1</sup> Per the SBA Bylaws, the Regular Faculty shall consist of all faculty in the SBA having tenure or tenure-earning appointments with the rank of Professor, Associate Professor, or Assistant Professor.

granted, the faculty member will retain the teaching load reduction in the subsequent year provided he or she continues to meet expectations in scholarship, teaching, and service. Each academic year, before May 15<sup>th</sup>, the Department Chair shall inform each faculty member of his or her assigned teaching load. Upon request, the Department Chair shall also inform the tenured faculty of the teaching loads assigned to each member of the department who has earned a reduced load due to research productivity. This transparency is a hallmark of our academic community.

- c. **Contractual Agreements.** Contractual agreements between the SBA and a Regular Faculty member may supersede the General Teaching Requirement. Faculty members with contractual agreements are subject to the Annual Review process as described in Section VI (a) but will not lose any rights specified in their contractual agreement during the period the agreement applies.
- d. **Calibration of Tenured Faculty Loads.** The SBA shall commit to provide tenured faculty with a degree of flexibility to configure a portfolio of responsibilities that fits their individual strengths and interests as well as the needs of the SBA. For example, faculty with high research productivity may make greater contributions to the SBA's overall mission if placed on a lower teaching load. Faculty who contribute more to our overall mission through their teaching and/or service contributions, may be assigned a portfolio of activities which entails more teaching and/or service responsibilities. This calibration process is discussed in Part VI.
- e. **Excused or Attenuating Circumstances.** Personal circumstances, such as health or family leave, may arise unexpectedly and require changes to the Regular Faculty's teaching schedule. Such circumstances shall be approved on a case-by-case basis and in accordance with all applicable state and federal laws. Faculty members should contact their Department Chair who will work with the Dean or his/her designee in reaching an acceptable accommodation.

#### **IV. Procedures for Teaching Assignments**

The following steps should be followed in making teaching assignments:

- a. **Timing.** Generally, annual academic year schedules are assigned a year in advance, subject to timing and discretion of the SBA. The assignment process shall encompass all degree programs and terms, including summer and intersession periods.
- b. **Planning Phase.** Early in the planning phase, the Department Chair shall consult each Regular Faculty member regarding his or her interests and preferences. While it is understood that the Department Chair must have flexibility in scheduling, Regular Faculty shall be given preference on their selections of courses before soliciting input from the remaining General Faculty (e.g., clinical faculty, research faculty, lecturers,

etc.). Department Chairs shall work collaboratively with the relevant Vice Deans, as well as applicable Program Directors, to determine specific courses to be offered and staffing needs. When determining teaching assignments, consideration should be given to the number of different course preparations, difficulty level, and amount of time necessary for updating courses. Vice Deans and Program Directors shall provide departments with ample time to have proposed courses and schedules considered by their respective faculty.

- c. Notice to Faculty. Regular Faculty shall be informed in a timely fashion of their teaching responsibilities for the following year. In the event that a Regular Faculty member's proposed teaching assignment differs significantly from the assignment he or she requested, the Department Chair shall meet with him or her prior to the formalization process to explain the rationale for such differences.
- d. Faculty-Requested Course Reduction and Notice to Department Chair. A Regular Faculty requiring a reduction in course load for any excused reason (including but not limited to personal or health leaves, grants, voluntary buyouts, and administrative assignments) must give notice to his or her Department Chair substantially in advance or as soon as is practicable. As a guideline, Department Chairs should be notified a full term prior to such course reduction (i.e., by late April for a change that may impact the following Fall term and by late August for a change in the following Spring term).
- e. Overload Teaching and Process of Overload Assignment. Teaching an overload is an important service to the School. Overload teaching is also a privilege and never an entitlement. As such, overload assignments shall be made through a transparent and equitable process. When an overload becomes available, Department Chairs shall solicit Regular Faculty for their interest with respect to overload teaching before Chairs determine the interest and availability of other General Faculty. Department Chairs shall assign overload teaching in a way that allows all qualified Regular Faculty to express their potential availability and interest; provides for reasonable distribution of workload across interested, qualified faculty; and takes into account teaching-related factors such as past performance and recent investments in course development. In general, Assistant Professors shall not be given overload assignments so that they can concentrate on developing their research agenda.
- f. Overload Teaching and Ph.D. Courses. Doctoral programs are an integral part of the school's reputation. We recognize the time commitment required to teach in these programs and also recognize that faculty members may garner additional benefits from teaching Ph.D. classes (e.g., potential co-authorships with students). Ph.D. courses should only be included "in load" if a faculty member is not teaching any overloads in an academic year. For example, if a faculty member has a three-course teaching load and is teaching three MBA courses and a Ph.D. class, the Ph.D. class shall be the course that is paid on an overload basis.

## **V. Credit for Teaching Assignments**

- a. Normal Credit. Teaching credit for most courses is given in a manner commensurate with the credit hours (i.e., 3 instructional credit hours for a 3-credit course and 2 instructional credit hours for a 2-credit course).
- b. Exceptions. From time to time the Dean, Vice Deans, and/or Department Chairs may make other arrangements for assigning teaching credit. For example, a faculty member teaching in our full-time master's programs currently receives 3 credit hours of instructional credit for every 2-credit hour section taught. The SBA also offers 1-credit courses that are understood by both the students and the faculty to represent much more than 1 credit work of preparation. The Department Chair, in consultation with the Regular Faculty of the department, and the relevant Vice Dean, shall review such arrangements periodically.

## **VI. Reconfiguration of Teaching, Research, and Service Responsibilities**

Regular Faculty may be eligible to reconfigure their research, teaching, and service responsibilities based on an evaluation of their entire portfolio of contributions in research, teaching, and service over a three-year period.

- a. Annual Review. Each year, as part of the Annual Performance Review process, each Department Chair (and his/her respective Regular Faculty) are expected to provide constructive feedback to colleagues within their departments concerning contributions in each of the three areas of scholarship, teaching, and service. While Regular Faculty are encouraged to publish in high-quality peer reviewed journals, they may also demonstrate maintaining currency in their fields through research published in widely-read practitioner journals, textbooks, cases, research books, chapters in academic books, and other types of publications. When evaluating teaching assignments, consideration should be given to the number of different course preparations, difficulty level, and the amount of time necessary in updating courses in which content changes. Service will be evaluated in terms of time commitment and degree of positive impact on the department, the school, the university, and our broader communities.
- b. Underperformance. If untenured or tenured colleagues are considered to fall below departmental and school expectations in research, teaching, and/or service, a detailed improvement plan will be outlined in their annual feedback report approved by the appropriate voting department faculty, the Department Chair, and the Dean or his/her designee. Some progress toward this improvement plan is expected to be made each year. If after one year, a faculty colleague has not made any progress toward meeting

the goals outlined in the annual feedback report, some re-alignment may be considered (such as increased teaching and/or other responsibilities) until evidence that progress toward meeting goals has been demonstrated. Written notice to that effect will be given by May 15th of the period before which such changes take place.

## **VII. Banking and Borrowing of Instructional Credit Hours**

To help faculty manage their teaching commitments year-to-year, faculty may bank or borrow credit hours with approval from both their Department Chair and the Dean's Office, as follows:

- a. Faculty may accumulate a "bank" of up to one (1) course to be used to offset their teaching responsibilities in a future year. Banked credit must be used within three years. Banked credit may not be used in the same term in which the faculty member is teaching on an overload basis. Banking more than one course would be an exception requiring special approval from the Dean or his/her designee.
- b. Faculty may borrow credits for up to one (1) course in order to fulfill their teaching load in a given year. Faculty members borrowing instructional credit must "repay" the loan in the following academic year. Borrowing more than one course would be an exception requiring special approval from the Dean or his/her designee.
- c. When a Department Chair requests a faculty member to alter his or her assigned teaching schedule, this will not affect the faculty member's ability to bank or borrow credits. For example, if a class is cancelled, a faculty member may be asked to teach those credits in a future term. Similarly, if a faculty member is asked to teach an additional course, this service may be used to reduce a future course load at the time of the faculty member's choosing.

## **VIII. Expectations for Nonteaching Term**

To stay competitive with peer and aspirational schools, the SBA offers reduced teaching loads that often allow faculty to teach over just one semester and, sometimes, half of a semester. However, in accordance with the Faculty Manual, "faculty members should recognize that they have a primary obligation to their institution and to their growth as an educator and a scholar, and mindful of the problem that a leave of absence can create for the administration, their colleagues, and their students." Accordingly, a faculty member's service and research obligations shall continue during non-teaching terms unless on sabbatical or other approved leave.

According to Section C4.2 (a) of the Faculty Manual, SBA faculty are deemed to be "in residence" during the regular academic year unless on sabbatical or other approved leave. The regular academic year includes the fall and spring terms when classes are

normally in session and does not include holidays, spring or fall breaks, or summer months. For purposes of this policy, “in residence” shall mean that SBA faculty shall be accessible and shall exercise best efforts to fulfill University- or School-related duties, including ongoing work with students, mentorship, service, and research obligations. Although the residency requirement does not require continuous physical presence, faculty expecting to be inaccessible or unavailable to exercise their duties for more than ten (10) consecutive business days during a non-teaching term shall provide written notice of such absence to their Department Chair. Pursuant to II(B) of Faculty Manual’s Conflict of Interest Policy, full-time faculty members are not permitted to teach for additional compensation at other institutions during the academic year, except with the approval of the Executive Vice President and Provost.