

# Broad College Policy on Teaching Load

For the purposes of this document, and in line with the College's Approved Strategic Plan for Research and Scholarship, **Evidence of Research Accomplishment** (Item 1) is considered broadly to include the following valued research activities and accomplishments:

- a. Publication in a journal that is strategically targeted by the College and Units (i.e., FT\* designation in the College's Journal List)
- b. Significant editorial responsibility for a journal that is strategically targeted by the College and the Units (i.e., FT\*). For example, a role that requires handling and making accept/reject decisions on a substantial number of papers (e.g., 20) or being the chief editor or a part of a small group of top editors (e.g., 6 or fewer).
- c. Dissertation Chair of a doctoral student placed as a tenure-track faculty member at an R1 institution.
- d. Annual funding of at least \$50,000 from all sources (faculty member's portion of funding on the project team). For example, one \$500,000 grant where the faculty has a 10% role would amount to \$50,000.

All these metrics will be calculated over a rolling five-year period, with the start date determined by the AUH in collaboration with the Dean (or the Dean's designee).

## 1. Faculty with a Research Emphasis

All untenured tenure-system faculty are considered research-active (except those who are not reappointed and in the terminal year of their contract) and will have teaching schedules consistent with that designation. This status does not change during the initial appointment and reappointment of these individuals, whose eventual promotion to tenure is contingent upon the standards documented in the existing Reappointment, Promotion and Tenure documents.

The teaching load for tenured faculty members is contingent upon whether or not they are research-active. Tenured faculty who had at least **two** publications in journals strategically targeted by the College and the Units (FT\*) or one such publication plus one other research accomplishment listed in Item 1 within the last five-year rolling window will be considered research active. This level of accomplishment is consistent with a workload that is at least 50% allocated to research and justifies a teaching load for faculty whose primary contribution is in the research area, averaging **9 credits per academic year**.

## Faculty with a Teaching Emphasis

Faculty with a Teaching Emphasis includes all fixed-term faculty. In addition, it includes any tenured faculty members whose research output does not meet the criteria in Item 1 over a rolling five-year period. The teaching load for faculty with a teaching emphasis (i.e., whose only expected contribution is instructional) will **average 24 credits per academic year**. However, most full-time faculty will have workload assignments for service and/or research that result in lower teaching loads. The following standards guide the assignment of teaching loads:

- Academic Unit Heads (AUHs) may assign up to 25% of workload to service; higher workloads assigned to service typically involve formal appointments to positions (e.g., Faculty Directors) that require approval of the Dean (or Dean's designee).

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- For faculty who have partially met the research accomplishment criteria listed in Item 1 within a five-year rolling period, AUHs may assign teaching loads that average **12-15 credits per academic year**, depending on expectations for service.
- Faculty with no evidence of research accomplishment within the five-year rolling period are expected to average **18-24 credits of teaching per academic year**, depending on expectations for service.

All workload assignments should be informed by the Unit's review processes and communicated clearly to each faculty member as part of ongoing performance evaluations.

## 2. Discretion

Academic Unit Heads:

- Have discretion to determine if section sizes, number of preparations, or other considerations justify deviations from the standard.
- Have discretion to determine exceptions for faculty who do not meet the criteria in Item 1, for example, counting publications that are strategically targeted by the Units but not the College (i.e., NFT\* designation in the College's Journal List; or counting publications that are in press versus in print).
- Have discretion to adjust faculty effort allocations for research, teaching and service.
- Have discretion to determine a reasonable start date for the rolling 5-year period.
- Must make exceptions judiciously, ensuring that decisions are aligned with unit needs and fair to all other stakeholders.
- Must follow existing appeals processes when changing an individual's research-active designation. **All discretionary exceptions must be reviewed by the Dean (or Dean's designee) and collectively deliberated with the AUH.** Teaching loads will be reviewed annually by the Dean (or the Dean's designee) with the AUHs during the annual budget meetings.

## 3. Other Considerations and Assignments

### a. Faculty with an Administrative Emphasis

The teaching load for faculty members whose contributions have an administrative component (e.g., AUH or Associate Dean) will be reduced in accordance with the content and terms of the administrative assignment, resulting in a reduction in teaching and research responsibilities. The reduction in teaching and research should be determined collaboratively by the Dean (or Dean's designee) and may continue for a transition period of up to five years upon return to faculty after an administrative appointment. Faculty members in this category are expected to maintain appropriate levels of performance in their areas of administrative responsibility, remain current in their discipline, and provide service commensurate with their administrative position.

### b. Faculty with Unique Assignments

Faculty with unique assignments, such as University Distinguished Professors, Endowed Chairs, and faculty members with Named Professorships, may be granted reduced teaching and service loads corresponding to their designated responsibilities. Faculty members in this category are expected to maintain a research and teaching agenda consistent with activities listed in Item 1 and/or the terms of their endowment agreement.

### c. Large Lecture Sections, Seminars, etc.

No attempt is made to equate different section sizes in this document due to the great variety in workloads resulting from the number of TAs, online components, and other factors. However, multiple

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sections scheduled at the same time in the same classroom are counted as one section for load purposes. AUHs may take into consideration the number of preparations, new preparations, and similar factors when evaluating the teaching assignment.

## 4. Determining Assignment Classification of Faculty

The category designation for any specific faculty member may change annually. The basis for the assignment is the evidence of research accomplishment listed in Item 1, as determined over a rolling 5-year period, based on annual evaluations and documents such as the Faculty Activity Report and the ADR Series. The teaching, research, and service load assignments shall be established annually for each faculty member by the AUH in consultation with each faculty member. Although AUHs will make every effort to assign appropriately in each category, scheduling or budget issues may require some flexibility. Some teaching assignments may need to be made outside the academic year and may count towards the required in-load teaching; however, the general operating principle is that the instructor cannot be paid twice for the same course.

## Revision History

Version	Date	Author(s)	Description of Change	Reviewed By
1.0	10/13/10	Dean & Associate Dean for Faculty and Administration	Initial Policy Creation	Associate Deans, AUHs, CAC
1.1	Summer, 2025	David Souder, Ranjani Krishnan John Hollenbeck	Structural update for clarification; refined Research Active definition to align with the current strategic plan	Associate Deans, AUHs, CAC