

CSB Faculty Development and Workload Planning Process
Policy Statement
Approved by CSB Faculty on _____, 2001

Overview. The contributions of the faculty of the Cameron School of Business (CSB) constitute a portfolio supporting the school's mission, programs and students. Over the course of a faculty member's career, the relative interest and focus associated with teaching, research and service are likely to change. This policy statement is intended to assist both faculty and the CSB in individual faculty development planning by the establishment of a **standard workload commitment** (with seven common variations). It also establishes the ability for a faculty member, in consultation with his/her chair and approval of the dean, to establish an on-going different research expectation in exchange for a different personal teaching load expectation. Finally, the policy statement permits consideration of requests for a reduced personal teaching load expectation for a given academic year based on significant additional responsibilities related to teaching, research or service.

Note. This document sets forth numeric expectations for refereed journal articles associated with workload. The quality of a publication is important. High quality publications, like superior teaching and/or service recognition(s), may be especially valuable for purposes of merit pay increases, promotion or tenure.

2. Establishing a Faculty Member's Personal Teaching/Research/Service Expectations. To implement this policy statement, faculty will complete a rolling three-year **faculty development plan** each spring semester. The past three years will be considered in planning the next three years for teaching, research and service. The faculty member has the primary responsibility to demonstrate good faith effort and results to support the individual's declared research level commitment. The faculty member, in consultation with his/her chair, will make a commitment to either fulfill the expectations of the CSB standard workload expectation (or applicable variation) or establish an on-going different research expectation in exchange for a different personal standard teaching load expectation.

Regardless of a faculty member's personal standard teaching load, a faculty member may be granted a reduced teaching load based on equitable considerations for a significant commitment of responsibility and/or time above the norm for teaching, service and/or research. (Examples of possible equitable matters to be considered will be found later in this document.) The primary purpose of such a reduction is to permit a more equitable overall workload for

CSB faculty. A request initiated by a faculty member will ordinarily be made during the spring semester for the following academic year (and will generally be applicable only for the next academic year). All requests for exceptions must be written, made in consultation with a faculty member's chair, and submitted to the dean for approval.

3. **Standard Workload Commitment.** The standard workload expectation for a faculty member at the University of North Carolina at Wilmington, and thus the CSB, is 15 semester hours of work per semester. This expectation is normally realized through a combination of teaching, research and service.

To provide a basis for more effective portfolio planning by both the Cameron School of Business and individual faculty members, the CSB implements the UNCW workload expectation as follows:

- Teaching: Effectively teach three courses per semester (3/3 teaching load for the year).
- Research: Achieve at least three refereed journal articles over a rolling five-year period of time. This standard permits the person to be able to primarily teach upper division and graduate courses.
- Service: Provide a fair share level of service over a rolling three-year period of time.

Note: The listing of quantitative expectations sets forth minimum expectations. To achieve merit pay increases, promotion and tenure **the quality of individual performance of the expectations** will be considered.

4. **Recognized Variations to the CSB Standard Workload Commitment.** In an attempt to achieve greater uniformity and equity of workload expectations, seven common variations to the standard workload commitment exist. The recognized variations include the following:

Commitment of New-Hire Faculty. The standard workload commitment of a new-hire tenure-track faculty member in the CSB will ordinarily be the following:

- Teaching: Effectively teach five courses the first year, no more than six courses per year thereafter for the next four years at UNCW.
- Research: Achieve at least four refereed journal articles over the first five-year period of time at UNCW. This standard permits the

person to be able to primarily teach upper division and graduate courses.

Service: For new assistant professors, to provide base level of service over the first three-year period of time at UNCW. Such individuals will ordinarily be discouraged from assuming a significant leadership and/or workload service assignment during the first three years. For all other new tenure-track hires, to provide a fair share level of service over a rolling three-year period of time.

Commitment of Full-Time Temporary Faculty. The standard workload commitment of a full-time temporary faculty member in the CSB will ordinarily be the following:

Teaching: Effectively teach four courses per semester.

Research: None. This standard will generally limit the person to lower division and foundation courses.

Service: Maintain ten office hours per week. Generally minimal service commitment to the department, that may include advising, DIS projects or supervising internships.

Commitment of Executives-in-Residence. The standard workload commitment of a full-time Executive-in-Residence in the CSB will ordinarily be the following:

Teaching: Effectively teach three courses per semester.

Research: Maintain currency by engaging in faculty development, intellectual contributions and/or current professional development experience relevant to the teaching field. This standard will generally limit the person to undergraduate courses.

Service: Provide appropriate fair share level of service over a rolling three-year period of time. An Executive-in-Residence may have a greater outreach expectation of service, depending on the agreement with the CSB.

Commitment of Phased Retirement Faculty. The standard workload commitment of a CSB faculty member in the phased retirement program will ordinarily be the following:

- Teaching: Effectively teach the same number of courses the faculty member would have taught in a semester without entry into the phased retirement program. A faculty member previously on a 4/3 or 3/4 annual teaching load will ordinarily do a 3/4/3 or 3/3/4 during the three years of the phased retirement program. (3/3 faculty will normally do 3/3/3 while 4/4 faculty will normally do 4/4/4).
- Research: Maintain currency by engaging in faculty development, intellectual contributions and/or current professional development experience relevant to the teaching field. This standard will generally limit the person to undergraduate courses (dependent on the individual's research level at the time of entry into the retirement program).
- Service: Provide a base level of service over the period of time in the phased retirement program. (Note. By UNC System Policy, phased retirement faculty member is ineligible to be a member of a committee requiring the holding of tenure.)

Commitment of Chairs. The standard workload commitment of a department chair in the CSB will ordinarily be the following:

- Teaching: Effectively teach one course per semester.
- Research: While chair, achieve at least two refereed journal articles over a rolling five-year period of time. This standard permits the person to be able to primarily teach upper division and graduate courses.
- Service: Provide strong leadership service over a rolling three-year period of time.

Commitment of Associate Dean. The standard workload commitment of the Associate Dean in the CSB will ordinarily be the following:

- Teaching: Effectively teach one course per semester.
- Research: While associate dean, to achieve at least two refereed journal articles over a rolling five-year period of time. This standard permits the person to be able to primarily teach upper division and graduate courses.
- Service: Provide strong leadership service over a rolling three-year period of time.

Commitment of Dean. The standard workload commitment of the Dean in the CSB will ordinarily be the following:

- Teaching: Effectively teach one course per academic year.
Research: While dean, to achieve at least one refereed journal articles over a rolling five-year period of time. This standard permits the person to be able to primarily teach upper division and graduate courses.
Service: Provide strong leadership service over a rolling three-year period of time.

Note: The listing of quantitative expectations sets forth minimum expectations. To achieve merit pay increases, promotion and tenure, **the quality of individual performance of the expectations** will be considered.

5. Summary of CSB Standard Workload and Variation Scenarios.

<u>Category</u>	<u>Classes/Year</u>	<u>Ref.Art./5 Years</u>	<u>Level of Service</u>
Standard	6	3	Base/fair share
New Assist. Prof.	5 (first year)	4	Base/reduced first 3 years
Other New T-T	5 (first year)	4	Base/fair share
Full-time Temp.	8	0*	Base/reduced
Exec-in-Residence	6	0 (prof. growth)*	Base/reduced
Phased Retirement	3 or 4	0 (prof. growth)*	Base/reduced during plan
Department Chair	2	2	Base/fair share/leadership
Associate Dean	2	2	Base/fair share/leadership
Dean	1	1	Base/fair share/leadership

*Will generally not support an assignment to teach a graduate course.

6. Exceptions to CSB Standard Research Standard. A CSB faculty member may propose to his/her department chair an alternative teaching load in consideration of a lower expectation intellectual contribution activity (fewer refereed journal articles expected over a running five-year period of time). The following alternative commitments are possible:

- Commit to the achievement of two refereed journal articles over a rolling five-year period of time. In turn, the faculty member will teach seven courses per year (a 4/3 or 3/4 teaching load for the year). A faculty member approved for this level may be primarily assigned to lower division and foundation courses. The faculty member will still be expected to provide “fair share” level of service.

- Commit to the achievement of one refereed journal article over a rolling five-year period of time. In turn, the faculty member will teach eight courses per year (4/4 teaching load for the year). A faculty member approved for this level may be restricted to lower division and foundation courses. The faculty member will still be expected to provide “fair share” level of service.

7. **Reduction of Teaching Load Based on Equitable Considerations.** A faculty member may be granted a reduced teaching load based on equitable considerations for a significant commitment of responsibility and/or time above the norm for teaching, service and/or research. The primary purpose of such a reduction is to permit a more equitable overall workload for CSB faculty. Examples of the type of significant commitment of time above the norm that may warrant a reduction of teaching load include the following:

- Planned class size of a course offering well above the norm for a large CSB class.
- Credit(s) for teaching in the MBA, MSA, or MS CSIS programs.
- Significant course or curriculum development work.
- Significant service leadership role or responsibility, such as coordinator of the AACSB Self Evaluation or SACS Self-Study.
- Accumulated extra teaching service beyond the norm for DIS projects, supervised internships, honors projects supervised, etc.
- Chair of Graduate Capstone/Thesis Committee for MS CSIS and IMBA graduate students. (Graduate school standards are 1 release for 3 thesis/capstone committee chair + extra consideration for being a member of the committee)
- Coordination of the TABSA program.
- Director of the Center for Business and Economic Services (generally two course release per semester).
- Director of the MBA, MSA or MS CSIS Programs (generally one course release per semester).
- Holder of a CSB Professorship Chair (generally one course release per semester associated with an alternative workload commitment).
- Significant research commitment and/or research mentor responsibility.
- Significant grant commitment work and/or responsibility.
- Significant personal development commitment.
- Full-time temporary faculty member serving as a CSB Visiting Professor (may also permit being able to teach upper division and graduate courses).

8. **Approval of Modifications to the Standard Workload Commitment.** All modification to standard workload commitments must be forwarded from the

department to the dean for consideration and approval. The dean shall keep a running log of approved modifications of standard workload commitments and provide an annual summary to both the CSB Executive and Faculty Development Committees.

9. **Common Definitions.** To assist faculty in understanding the expectations described in this policy statement, the following common definitions are provided.

Effectively teach. To effectively teach a course, an instructor will generally provide good course design and management, establish a positive learning environment, engage in effective communications, integrate applications of technology where an advantage, motivate student interest, cover an appropriate level of material, evoke critical thinking and effective communications by students, appropriately assess student performance and learning and be accessible to students (including ten office hours per week).

Note: For all but temporary faculty, the evaluation of teaching performance should consider the above matters plus those associated with teaching load, the quality of academic advising and counseling, fair share assistance in handling special student needs and on-going contributions to school's degree programs.

Refereed Journal Article. Ordinarily a "refereed journal article" is an article published in a traditional academic peer refereed journal. However, an article published in a high quality practitioner and/or web-based journal may be valued as the equivalent of a "refereed journal article." Likewise, an academic book, not textbook, may be valued the equivalent of one or more journal articles depending on its quality and importance to the discipline. In contrast, a peer-reviewed proceeding, while valuable, will ordinarily not be considered the equivalent of a "refereed journal article."

Note: The quality of a publication is important. High quality publications, like superior teaching and/or service recognition(s), may be especially valuable for purposes of merit pay increases, promotion or tenure. Articles are appropriate in instructional development, applied or basic scholarship journals. Co-authorships are acceptable. The inclusion of a student co-author, where appropriate, is encouraged.

Base Research Expectation. All CSB faculty are expected to engage in faculty development, intellectual contributions and/or current professional development experience relevant to the teaching field. For tenure-track or tenured faculty, this includes an expectation to present or publish academic papers, including at least one refereed journal article per rolling five years time. For other faculty, the publication of papers or articles is not generally expected. The expectation of faculty quantity and quality of intellectual contribution activity above base increases with a reduction in teaching load from 12/12.

Service. Service includes activities associated with a faculty member's department, the CSB, UNCW or the community. For purposes of CSB faculty workload, merit and personnel considerations, community service will generally not include service to one's own church or child(ren)'s school.

Base/Fair Share service expectation. Over a rolling three year period of time, engage in a fair share of service in regard to overall service commitment as other CSB faculty of similar status and rank, including the chairing of committees. In particular, all CSB faculty are expected to:

- Attend all department and school faculty meetings.
- Provide at least ten (10) office hours per week.
- Handle fair share of department advising, DIS projects, supervised internships, honors projects supervised, etc.
- Participate in CSB commencement exercises.
- Serve on department, school or university committees appropriate to status and rank. (The base/fair share expectation is less for new tenure-track hires (for their first three years), full-time temporary faculty, Executives-in-Residence and phased retirement faculty because of their status.)

Note: For faculty engaged in administrative leadership positions, there is an additional expectation to carry out assigned duties with a level of leadership appropriate to effectively accomplish the duties. As such, matters such as vision, structure, encouragement, energy, counsel and personal work ethic are important.

10. **Implementation of Policy.** This policy will be implemented in Spring 2001 for the 2001-02 academic year (teaching schedules beginning Spring 2002). The CSB Dean will maintain a log of reduction in teaching awards granted in an

academic year. This log will be annually provided to the CSB Executive and CSB Faculty Growth & Development Committees. The effectiveness of this policy will be jointly assessed by the two committees during fall semesters of even calendar years.