

Auburn University
Raymond J. Harbert College of Business
Faculty Workload Guidelines

Premise

The purpose of the 'faculty workload guidelines' is to ensure fairness and consistency in workload assignments across the college and to provide the opportunity for faculty to be evaluated (and rewarded) based on an appropriate workload. As such, it is recognized that individual workload assignments may vary. Auburn is a research university and is recognized by AACSB as a doctoral granting institution, and, thus, Auburn will be consistent with our AACSB peer institutions in our workload guidelines.

Although individual faculty workloads may vary, it is expected that the college portfolio workload will be approximately 50/40/10 (for research, teaching, and service/outreach, respectively). This portfolio should be maintained across departments and for the college as a whole. Furthermore, workload allocation may be driven by immediate needs of the department or college that would supersede (in the short term) the above guidelines.

The current document covers only tenured/tenure-track faculty. The College of Business faculty workload guidelines follow Auburn University policy. Workloads within the College may not exceed AU maximums and cannot be below AU minimums.

The workload of a faculty member in teaching, research, and service must be used in the annual review.

Research - general

In general, the College values research quality over pure quantity of research output. Research impact is also important. Proxies for research impact are publications or acceptances in peer reviewed journals, research books, quality cites, editorships, and research that otherwise has significant impact on academic disciplines, business, national policies and institutions. Only published research or research accepted for publication without changes shall be counted for research articles. Furthermore, in keeping with the stated goal of the university to increase external research funding, the receipt of significant externally-funded research grants is to be considered in the evaluation of a faculty's research productivity.

Each department has journal rankings providing guidelines on research quality. Although the individual departments can best judge quality research within its domain, to promote interdisciplinary research a faculty member from department A that has a high quality journal publication from the list of department B will have his/her publication count as a high quality publication in his/her own department (A).

The journal lists from the departments are not expected to provide a comprehensive and complete list of all publication outlets for a discipline. The journal lists may change over time. For this reason, a faculty member may make the case that a publication from a journal not on the list is a quality

publication. Faculty members are expected to provide reasonable and persuasive evidence of the quality of an article not currently on the journal lists. Faculty members may also provide evidence that the quality of a journal has gone up (or down) over time.

Teaching - general

One 3-credit course during the academic year (Fall & Spring Semesters) is considered to be 10% of a faculty member's time. For example, four normal courses taught during the academic year would make up 40% of a faculty member's workload.

This basic standard of "1 3-hour course = 10%" may be affected by such things as the number of students in the course, the type of delivery, and level (i.e., undergraduate, masters, PhD), among other things. Deviations from the standard would be done on the departmental level with approval by the Dean. It is the responsibility of the department head/chair to obtain the Dean's approval and to notify all departmental faculty members of adjustments to the standard.

A faculty member on the "balanced" or "research focused" categories (described later) may request to have his/her teaching loads concentrated by semester. For example, a faculty member with a four course teaching load may request to have four courses in the fall semester. Please note: such requests will be considered in context of service to students, departmental operations and the workload of other faculty; thus, although department chairs/heads will try to honor the request, there is no guarantee the request can be granted.

Non-tenured Tenure Track Faculty Guidelines

The primary goal of non-tenured tenure track faculty is to perform the teaching, research, and service needed to gain tenure and promotion. New hires are typically given a 50/40/10 (research, teaching, service/outreach) load to nurture his/her initial research productivity.

Non-tenured tenure track faculty members with demonstrated excellence in research (consistently exceeding expectations) may qualify for teaching loads lighter than a 40% load. Conversely, a non-tenured tenure track faculty member should not have a research weight less than 50% of total workload except in rare circumstances deemed important to the mission of the College of Business as determined by the faculty member's Department Chair and the Dean.

Tenured Faculty Guidelines

Individual tenured faculty members have different skills and opportunities to contribute to the success of the College of Business. For this reason, the workload allocation of tenured faculty in teaching, research, and service will differ. All tenured faculty members are expected to meet expectations in teaching, research, and service.

The workload of an individual tenured faculty member may change over time. The workload allocation is meant to be flexible. The workload guidelines will be benchmarked against those of Auburn's peer institutions periodically to maintain consistency with what is happening in the faculty marketplace. The

specific workload weights of teaching, research, and service of a faculty member will be decided between the faculty member and his/her department head in consultation with the Dean. A faculty member may also negotiate with his/her department head to transition to a different workload weight allocation in consultation with the Dean.

Each faculty member is expected to demonstrate outcomes associated with his/her workload assignment. For example, a 50% research workload should result in research outcomes consistent with one spending 50% of his/her time working on research.

There are three broad workload categories for tenured faculty: research focused, balanced, and teaching focused.

a) Research Focused: The faculty member demonstrates a high level of research impact significantly above the norm for his/her field (i.e., consistently exceeds expectations). Some proxies for research impact include the quality of publications, the quantity of publications, research books, quality cites, editorships and research that otherwise has significant impact on academic disciplines, business, national policies or institutions. The total amount of externally-funded grant activity is also important. Normal courses per year will be three or fewer (minimum 20% total teaching weight).

b) Balanced: The faculty member has research and teaching assignments that are in near even proportions. The faculty must show evidence of an active research performance in yearly evaluations and/or have research potential that the department chair and Dean expect the faculty member to realize in the near term. The quality of publications, the quantity of publications, and the dollar amount of grant activity are examples of research activity. Normal courses per year will be four or five (40% - 50% total teaching weight).

c) Teaching Focused: The faculty member concentrates on teaching and has low/intermittent research productivity. Normal courses per year would be six to eight (60% to 80% total teaching weight; minimum 10% total research weight).

Workload Adjustment Triggers

Changes in the weighting and resultant workload category are the result of the annual evaluation by the department chair/head and the dean, based on research productivity. When a faculty member receives an 'exemplary' research rating for three consecutive years, the research load may be adjusted upward and the teaching load downward (thus, moving from teaching focused to balanced, or from balanced to research focused). To move from a teaching focused to balanced, the faculty member must receive an 'exceeds expectations' or higher research rating for three consecutive years. When a faculty member receives a 'marginal' or worse rating in research for three consecutive years, the research load may be adjusted downward and the teaching load upward (thus, moving from research focused to balanced, or from balanced to teaching focused). A faculty member may also request a move from research focused to balanced or from balanced to teaching focused. These requests will be considered as long as the overall portfolio (in the department and college) remains appropriate (i.e., 50/40/10, research, teaching, service).

Overload

By definition, any effort, especially teaching, beyond that prescribed by the annual workload, is considered an overload. For example, a faculty member having a workload of 50/40/10 (research, teaching, service) is expected to teach four courses throughout the year (as described earlier). A fifth course during the academic year would be considered an overload. To be considered for an overload, the faculty member must (1) be AACSB academically qualified; (2) have received a 'meets expectations' or above rating in research in two of the last three most recent evaluation periods; and (3) have received a 'meets expectations' or above rating *overall* in the most recent evaluation period. Compensation for overload teaching will vary based on the source unit/program, class size, faculty classification, required preparation, etc. (see College of Business Overload Pay Guidelines).

AACSB Academically Qualified (AQ) Requirement

To maintain AACSB accreditation the COB faculty as a whole must meet specific standards on maintaining 'academically qualified' status (see COB faculty handbook "Determination of Academically or Professionally Qualified Faculty" for qualification requirements). A faculty member who fails to maintain academically qualified status potentially endangers the AACSB accreditation of the entire College. Thus, a tenured/tenure track faculty member who does not maintain 'academically qualified' status:

- (1) Is not eligible for summer teaching;
- (2) Is not eligible to teach on an overload basis;
- (3) Would receive an "unacceptable" rating for research on their annual evaluation;
- (4) During the first year of non-qualified status, a developmental plan must be prepared indicating the faculty member's plan to return to qualified status; this plan must be approved by the department chair/head and the dean;
- (5) After two consecutive years of non-qualified status, the faculty member will receive an "unacceptable" rating for instruction on their annual evaluation (in the third year).