

## GSE Faculty Workload Guidelines January 2021

### Guidance for organizing faculty research, teaching, and service responsibilities

These guidelines aim to make transparent recommendations about the organization of faculty work, which is central to fulfilling the mission and vision of departments, the Graduate School of Education (the School), and the University at Buffalo (UB).

This is not a promotion and tenure document. However, the guidelines reflect ladder faculty workload allocation of 40 percent for research, 40 percent for teaching, and 20 percent for service as stipulated in UB tenure and promotion documents and collective bargaining agreements. Clinical faculty workload allocation is 80 percent for teaching and 20 percent for service with possible adjustments according to the clinical faculty guidelines. The document is divided into the three work areas of research, teaching, and service. Each is then subdivided with the intent to support planning for professional growth on a semester-to-semester or annual basis, or to set and meet short- and/or long-term goals. The view of faculty work may be divided into the three areas, however, there is and should be assumed synergy across the three.

When appropriate, a faculty member and the department chair may agree on modifications to the balance of teaching, research, and service, within the total workload expectation. Such a modification should consider the needs and interests of the faculty member. Discussions may be initiated between chair and faculty because a faculty member is not fulfilling workload or because the School (or department) sees an institutional or programmatic need the faculty may be able to fulfill. Some recommended adjustments are discussed in the pages that follow (e.g., course load adjustments). Agreements must be made in writing and included in dossiers for tenure and/or promotion and in personnel files.

Nothing in this document shall be construed as contravening stipulations in a faculty member's letters of appointment and reappointment, the [UUP contract](#), [UB](#) or SUNY policies regarding personnel actions. In case of a conflict, these other documents take precedence. The document's purpose is to supplement the aforementioned policies, offering a conceptual frame to the various facets of faculty work in order to promote planning and goal setting. Furthermore, the document is reference for departmental chairs responsible for course scheduling, program administration, annual reviews, and merit pay.

### I. RESEARCH AND SCHOLARSHIP

Faculty are expected to conduct research and scholarship resulting in publications that garner academic recognition at the national and/or international level. To demonstrate scholarship, faculty will typically engage in independent research efforts or lead collaborative 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. 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.

*A. Process and Publication*

Peer-reviewed products of research are vital to tenure and promotion as well as upholding the mission and vision of the School. The process that leads to peer-reviewed publications has varied timelines and forms. Publications of scholarship should represent a cohesive research agenda and include a combination or balance of multiple forms. Examples may include, but are not limited to:

- Design and/or implementation of research studies,
- Articles in refereed journals for national and/or international audiences,
- Academic books,
- Edited special issues of refereed journals or book series,
- Edited books,
- Peer-reviewed conference papers,
- Chapters in academic books,
- 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,
- Presentations at peer-reviewed national and/or international conferences,
- Receipt of invitations to present lectures at conferences or other prestigious venues,
- Textbooks,
- Development of other creative work that represents scholarship in the faculty's discipline or field.

*B. External Funding*

Efforts are encouraged, particularly for tenured faculty, to seek and secure external funding. Effort includes, but is not limited to:

1. Pursuing and obtaining funding all of which should be documented in the annual reporting,

*C. Research to Practice*

The translation of research into practice is encouraged. This can take multiple forms including dissemination of research reports that impact policy and practice; presenting and writing for practitioners.

## **II. TEACHING**

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 feedback by offering curriculum and instruction characterized by the six components outlined below.

The teaching load for ladder faculty 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 in certain circumstances to meet departmental or school needs with the Dean's approval:

- 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 instruction to 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 instructional and assessment techniques,
3. Developing new materials (e.g., updating course content based on recent research or integrating new technologies),
4. Updating existing courses and developing new courses to meet the needs of students and programs.

*B. Impact on Student Learning*

Faculty will engage students in learning by designing and implementing:

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 and Advising Evaluation*

Faculty will receive evaluation ratings every semester for courses and annually for advising. Faculty will use this information to continue to improve teaching, learning, and advising.

*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. Recognizing and supporting the diverse needs of all learners through research-informed pedagogy and curriculum,
2. Using technology and a variety of approaches to enhance learning for all students.

*E. Advisement*

Faculty will have advisees including students in certificate, Master's, and doctoral program, attending to:

1. The different support and levels of engagement demanded of the various program and degree levels.
2. Students through the various stages of their programs (see department guidelines for more specific information),
3. Doctoral students in relation to the related program's PhD Excellence Plan.

### **III. SERVICE**

Faculty are expected to consistently engage in a combination of activities across the following five categories as appropriate to academic rank. Consideration should be made of the quality and nature of the commitments. Some responsibilities require more quantitative and qualitative effort to fulfill and thus should be weighted accordingly, in annual reviews, for example. Service is encouraged that is an outgrowth of or extension of teaching and research whenever possible.

#### *A. Professional Activity*

1. Serve on state, national, or international committees,
2. Chair peer-reviewed conference sessions,
3. Present at peer-reviewed conferences with collaborators including graduate students,
4. Serve as reviewers for professional journals, publishers, and/or conferences.

#### *B. Community Activity*

1. Promote application of research through public events, communication with media, professional pro-bono services, outside of academia,
2. Obtain external funding for service projects.

#### *C. Committee and Leadership Activity*

1. Serve on UB, GSE, and/or department committees,
2. Assume a leadership position at UB, GSE, and within the faculty's department.

#### *D. Academic Activity/Citizenship*

1. Assume responsibility for programmatic curriculum development and/or revisions, assessments, review, and accreditation processes,
2. Review admission files for certification, Masters, and Ph.D. programs, in a timely manner.
3. Collaborate with colleagues—professional staff and faculty—to support the mission and vision of the School.

#### *E. Faculty Mentoring*

Faculty serve as mentors following departmental, School, and UB guidelines. Additionally, mentoring is encouraged and takes place via professional organizations and annual meetings.