School of Business

School of Business Faculty Workload Guidelines
Effective July 2019, updated February 2020

Introduction and Motivation
Faculty are among the most important and consequential resources of any university and so it is essential that the university, and each of Mason's academic units, ensure workload equity while also maximizing the efficient use of our teaching, research, and service resources.

Recognizing and allowing for differences among units, these guidelines are designed to assure consistency of workload expectations both across our university and aligned with related policies and practices in our peer institutions. This document applies to all School of Business instructional faculty and is consistent with the university's Faculty Handbook (University Policy 3008 - Faculty Teaching Loads and University Policy 4012 – Roles and Responsibilities of a Principal Investigator), Mason's Supplemental Pay procedures, and State and Federal guidelines.

General Workload Guidelines
The faculty of the School of Business is dedicated to providing superior educational experiences to our students and to fostering an academic environment where the pursuit of high-quality teaching and research are equally important goals. Workloads in the business school consist of teaching duties, research responsibilities, and service activities. As all faculty are expected to engage in service to the Area, School, University, and/or profession, the chart below focuses on contributions in the research and teaching domains. Those faculty who engage in unusually demanding service roles such as administrative roles within the school will receive reductions in research and teaching expectations as detailed in their contracts. The chart below lays out research and teaching expectations for each workload category and refers to the **School of Business Journal List** in effect at the time of the determination.

Workload distributions are reviewed each fall as part of the performance evaluation process for the prior academic year relying on data as of the Evaluation Date for that year. A faculty member who shifts to a new Workload Category will experience a change in teaching and research expectations beginning in the academic year during which the performance evaluation is made subject to the transition schedule detailed in ***Protocol for Change in Faculty Qualification Status*** document available in the document library.

Business School Workload Guidelines for Full-time Faculty

Workload Category	Eligible Faculty	Research Contributions (over 5 evaluation years)	Teaching Contribution (per academic year)
Scholarly-Intensive (SI)	New tenure-track faculty with full clock in their first three years	N/A	9 credits
	Other tenure-track and tenured faculty	3 Journal Contributions* (at least 2 Premier AND 1 Premier or Superior)	9 credits
Scholarly-Focused (SF)	Tenure-track and tenured faculty	2 Journal Contributions* (at least 1 Premier or Superior AND 1 Premier, Superior, or Major)	12 credits
	New tenure-track faculty with full clock in their 4^{th} and 5^{th} years on clock (unless Scholarly Intensive by publication record)	N/A	12 credits
	Term faculty	2 Journal Contributions* (at least 1 Premier or Superior AND 1 Premier, Superior, or Major)	18 credits
Practice-Intensive (PI)	Tenured faculty	At least 4 Practice-Focused Publications	15 credits
Practice-Focused (PF)	Tenured faculty	2 or 3 Practice-Focused Publications	18 credits
Teaching-Intensive (TI)	Tenured faculty	Other publication patterns	24 credits
	Term faculty	Other publication patterns	24 credits

*A journal contribution is either a manuscript publication or service in an action-editor role. An action editor is one who collects and evaluates referee reports to form a decision with respect to the outcome of a submitted manuscript and who writes the decision letter. If the faculty member serves under another editor such as a managing or senior editor, that editor must provide a letter confirming the faculty member's role in the manuscript decision process.

Partial appointments (and concomitant reduction in salary) in the business school are rare and carry a proportional reduction in workload.

Faculty members serving in administrative roles at the Area Chair, Dean, or Program Director level shall require reduced research productivity to achieve any particular workload category. Specifically, tenure line faculty with these administrative roles require at least 1 Premier and 1 Superior for SI, at least 1 Premier or Superior for SF, at least 3 practice focused publications for PI, and at least 2 practice focused publications for PF. Term faculty with these administrative roles require at least 1 Premier or Superior for SF.

Business School Guidelines for Research Expectations for Full-time Faculty
Research expectations can vary significantly across Areas and even within sub-disciplines in those Areas with respect to evaluations. As such, specific research expectations must be determined and documented at the Area level. However, it is expected that research activities will result in publications in Premier, Superior, and Major journals. Area deliberations and national discipline norms should determine the quality level of the research publications. Quality levels are detailed in the School of Business Journal list available in the Faculty Document Library.

Funded Research
Workload assignments involving research on sponsored projects must comply with University, State, Federal and project terms in relation to effort reporting. All research effort should be reflected accurately and match actual effort worked throughout the year. If research is performed or students funded by the award are supervised during the academic year (AY), effort must be budgeted and reflected on externally funded projects as AY effort in alignment with policies of the sponsoring agency.

Summer effort should be reflected for work performed during the summer, rather than for work performed throughout the academic year. PI effort should be budgeted in proposals and charged to the project when it is worked. (OMB Uniform Guidance 200.430) PIs are encouraged to budget student support on research funding.

Business School Guidelines for Service Expectations for Full-time Faculty
All faculty members are expected to be good citizens of their Areas, the business school, the university, and their discipline. Acceptable service to the discipline is largely determined at the Area level when annual performance evaluations are conducted.

- Activities such as participation in professional academic organizations, reviewing of journal articles, and participation on editorial boards are examples of service to discipline.
- Activities such as uncompensated course coordinator, mentoring new faculty, and chairing a faculty promotion committee are examples of service to Area.
- Activities such as participation in the committee governance structure of the business school, participating in a graduate student recruiting event, and participating in the school's graduation ceremony are examples of service to the business school.
- Activities such as serving on a university task force, serving on a university standing committee, and chairing a university search committee are example of service to the university.

Full-time faculty members have a responsibility to be present on campus in order to meet with students and to perform departmental and college citizenship duties.

The extent to which a faculty member meets their required service expectations will be an important criterion for all annual performance evaluations and a component of all compensation decisions.

Deviations from Base Workloads/Reductions in Base Workload

Reductions in base workload can be made for a limited number of reasons. If a reduction is granted, the reason for the reduction should be documented in departmental and business school personnel files for the faculty member and pre-approved by the appropriate supervising authority within the school's allocated resources. Reductions should be granted in accordance with the length of the commitment that warranted the reduction in base workload.

<u>Tenure Clock Extension:</u> When Tenure-Track faculty receive a clock extension, their workload category for the year following the year of the event giving rise to the extension remains the same as their category in the year in which the event occurred, unless the new category would result in a reduced teaching expectation. For example, if a faculty member receives a clock extension due to becoming a parent during an academic year in which they were categorized as SF, they will also be categorized as SF in the following academic year unless their publication record results in categorization as SI.

<u>Leaves:</u> When tenure-line or research active term faculty are granted parental leave, their workload category will remain the same for the year following the leave as it was during the leave year unless the new category would result in a reduced teaching expectation, as described above with respect to tenure clock extensions. When tenure-line or research active term faculty take a 100% FMLA or sick-leave semester with no research, service, or teaching expectations, their workload category will remain the same as it was during the leave year for the following year. Partial FMLA or sick leave years do not impact the workload model. Faculty workload status for those who undertake unpaid leaves will be considered on a case-by-case basis and should be discussed before the leave with the Associate Dean for Faculty. Generally, leaves for research purposes will not modify the faculty member's workload categorization process.

<u>Administrative Roles:</u>

Faculty members who serve as a Dean, Area Chair, or Program Director will be granted a grace period upon return to the faculty during which their workload categorization shall be determined as if they maintained their administrative role. After the grace period, the teaching load will change in accordance with the guidelines outlines in the ***Protocol for Change in Faculty Qualifying Status*** if the teaching load increases due to a change in status. The grace periods are as follows:

a. 1 year served = 1 year grace period
b. 2 years served = 1 year grace period
c. 3 years served = 2 year grace period
d. 4 years served = 2 year grace period
e. 5+ years served = 3 year grace period

Research Buyouts for Tenure-Track/Tenured Positions

When research funding is available, with prior approval of the Area Chair and Associate Dean of Academic Affairs, such funding may be used to reduce a base teaching load on the presumption that it will increase research productivity. The percent of salary which must be received by the business school to buy out courses follows:

Faculty with a 12 credit hour load

For the first course release, 15% of academic year base salary plus fringe must be funded by the sponsored program activity. For the second course, an additional 15% of academic year base salary plus fringe will be required. And for the third course, an additional 25% of academic year base salary plus fringe will be required. So a three course buyout would require 55% of academic year base salary plus fringe.

Faculty with a 18 to 24 credit hour load
For the first course release, 15% of academic year base salary plus fringe must be funded by the sponsored program activity. For the second course release, an additional 15% of academic year base salary plus fringe will be required. And for the third course, an additional 20% of academic year base salary plus fringe will be required. So a three course buyout would require 50% of academic year base salary plus fringe.

Faculty with reduced base teaching loads for reasons other than research activities are still responsible for providing the full amount of external funding supplement listed above to receive a further reduced expected teaching load. In accordance with University Policy 3008, no instructional faculty member may eliminate all teaching duties through course buyout reductions. Please see the document—***School of Business Sponsored Research Policies*** in the document library for additional information.

Overload Compensation Policy
University Policy Number 2226 states that instructional faculty may teach one course on overload per semester. The School of Business will pay all faculty members who teach an undergraduate or graduate course on overload according to the Overload Compensation Policy available in the Faculty Document library.

Administration
Administrative workload reductions can be received for service as an Area Chair, Program Director, or other administrative roles within the business school.

In accordance with university policy, faculty who serve as the head of an Area or Program (other than Deans/Associate Deans) shall receive a reduction in teaching load of at least one course per academic year, but shall maintain a minimum 6 credit hour teaching load. Area Chairs and others with administrative roles are expected to maintain their research productivity as specified in the **Guidelines for Determination of Faculty Qualification** located in the Faculty Documents Library.

Start-up Teaching
It is expected that all full-time faculty will be capable of performing their teaching, research (where applicable), and service duties from the time they begin their appointment. If a teaching reduction is granted as part of a start-up package, it will be no more than one course release in the first year. In no case will a Term faculty member be granted a teaching release as part of the startup package.

Extraordinary Service with School-wide Impact
Workload reductions for extraordinary service may be negotiated with the Dean but will be extremely rare. In accordance with university policy, such a release would only be granted where the obligation is significant and labor-intensive, and no single grant of reduction in load shall exceed one year. Although the service may take different forms, it would need to go well beyond typical departmental advising, administrative, or coordinating activities, and well beyond typical professional service.

Increases in Base Workload
Base workloads -- particularly teaching and service workloads -- will be increased if faculty productivity in other areas is found lacking as an outcome of the annual performance evaluation process. Specifically, teaching or service workloads can be increased based on:

- Insufficient research productivity
    - When Tenured, Tenure-track and research active Term faculty are evaluated each year by the Area, an assessment of research productivity should be made.
    - If a faculty member changes faculty workload category as detailed above, the faculty teaching load will change in accordance with the guidelines outlines in the ***Protocol for Change in Faculty Qualifying Status*** document in the document library.
- Insufficient service activities
    - If the Department Chair determines that Tenured, Tenure-track and Term faculty are not participating fully in service activities, the teaching load should be increased.
- Small class sizes or classes cancelled due to low enrollment
    - If a faculty member has small enrollment numbers over two or more offerings of a particular course, then:
        - The course should be offered less often, or
        - The course or program should be actively marketed by the department to increase enrollment, or
        - The faculty member should take on additional courses
    - If a course is cancelled due to low enrollment, the faculty member must teach an additional course to make up the difference in the following term. The Area Chair is required to notify the Dean’s Office HR team that this change has occurred.

Responsibility for Workload Assignments
On the Dean’s charge, Area Chairs are responsible for ensuring that faculty workload assignments are met. The Area Chairs should develop and follow the formal business school performance evaluation process that documents workload productivity consistent with business school expectations as expressed in these guidelines.