

## **Department of Communication Sciences and Disorders Faculty Workload Policy The University of North Carolina at Greensboro**

### **Purpose:**

The UNC Policy 400.3.1.1 identifies teaching as a core requirement and the primary responsibility of UNC Faculty. The University of North Carolina at Greensboro (UNCG) strives for faculty excellence in teaching, research, and service. Thus, faculty workloads must be developed with a broad balance of activities in mind. The purpose of this document is to outline the faculty workload policy (the entirety of a faculty member's duties) and teaching (instructional) workload for the Department of Communication Sciences and Disorders (CSD/CSD Department).

### **Guiding Principles, Strategic Plan, and Equivalencies:**

The following have been identified by the CSD Department as guiding principles and strategic goals. CSD faculty workload will support guiding principles and CSD Strategic Plan goals.

#### **Principles:**

1. Recognition of the unique makeup of the CSD Department faculty, with approximately equal number of traditional academic and academic professional faculty. The CSD workload document will provide guidelines for both faculty cohorts.
2. Pursuit of work/life balance.
3. Excellence in teaching, research, and service.
4. Support of the CSD Strategic Plan.

#### **Equivalencies:**

1. The department will provide 1 course release during the spring term for services as Director of Undergraduate or Graduate Studies Director.
2. Individual faculty members may negotiate a course release with the CSD Department Chair in support of research/grant activity.

### **Workload Assignments**

Each faculty member will meet annually with the CSD Department Chair to discuss and set their workload assignment, including instructional assignments.

The CSD Department defines *faculty workload* assignments broadly to include instruction, research, scholarship, community service, professional service, administrative duties, academic or career advising and clinical supervision/practice.

#### **Instructional Workload:**

The CSD Department will follow the [UNCG Faculty Workload Guidelines](#), as published on the UNCG Provost's website.

- As a Doctoral University I institution, UNCG academic (tenured/tenure track) faculty workloads average 5 courses/year (15 hours or a 3:2 load).
- The CSD Department has three academic programs and houses the UNCG Speech and Hearing Center (a HIPAA-covered entity). The three programs are: 1) the CSD Undergraduate program; 2) the SLP Masters program; and 3) the CSD PhD program, including the IDEALL CSD PhD program with Western Carolina University, an extension of our CSD PhD program.
- It is understood that instructional workloads may be adjusted up or down from the Department's expectations and/or instructional needs.
- The CSD Department is committed to increasing its student credit hour production (SCHs) to the Delaware 50% benchmark.
- SLP Masters Capstone Projects Guideline: Individual faculty members may sponsor up to 4 individual Capstone projects or two group projects with sponsoring no more than 6 SLP graduate students total.

*Academic (Traditional Tenure-Track) Faculty:* "courses" means a 3-hour course.

- Academic (tenured or tenure track) Faculty instructional workload is calculated in terms of 3-hour courses.
- Faculty who contribute to graduate programs: 5 courses/year (15 hours).
- Faculty who contribute to doctoral programs (dissertation supervision): 4 courses/year (12 hours or a 2-2 load).
- It is understood that faculty are to be engaged in research/creative activity as well as internal service.
- Academic faculty are expected to contribute to student advising.

*Academic Professional Track Faculty (Clinical Educators):*

- Academic Professional Faculty instructional workload is calculated in terms of the number of graduate student clinicians they supervise. Our professional body, the Council on Academic Accreditation (CAA) under the American Speech-Language-Hearing Association (ASHA) strongly recommends accredited programs have one clinical supervisor per 8-10 graduate student clinicians each academic year. The CSD Department adheres to this national guideline.
- Academic Professional Track Faculty will contribute to on- and off-campus clinical education in CSD. Historically, these courses have one instructor listed although many clinical faculty are in fact working in these clinical courses.
- Academic Professional Track Faculty may contribute to academic courses per instructor request.
- Academic Professional Track Faculty will be responsible for providing supervision of 8-10 graduate student clinicians per academic year.
- Academic Professional Track Faculty will contribute to summer programming.

### **CSD Faculty Workload Guidelines**

#### **Workload Assignment Parameters**

Table 1. The standard percent effort across areas is:

Tenured & Tenure-Eligible	Academic Professional
50% Instruction 25% Research 25% Service	85% Instruction/Supervision 15% Service/Professional Practice

The percent effort that a faculty member works in each major area on a given year may change due to a variety of factors, including but not limited to: working towards tenure/promotion, research leave, funded research, and assignment to an administrative position. The following parameters for determining the percent effort in a given year apply to ALL faculty members:

- Instruction cannot be lower than 20% (and must include at least 1 organized course per year)
- Research/Professional Practice cannot be higher than 70%
- Service cannot be lower than 10%
- All faculty members can direct up to a maximum 4 master's capstone projects per year.
- Faculty will serve as advisors to students in either our undergraduate programs or our graduate program.
  - The number of advisees will be calculated each year based on enrollment in each program and available faculty. A typical load of undergraduate advisees will be 25-40 and a typical load of graduate advisees will be advised by the Director of Graduate Studies.
  - Serving as an advisor includes student advising and registration but, also includes other advising activities and duties, such as career mentoring, across the academic year.

### Differential Assignments

The following descriptions of possible faculty workload categories are provided to help guide negotiations of differential workload assignments. These are meant to serve as a starting point for such discussions.

**Active Instruction/Supervision.** Academic Professionals who primarily support the clinical education mission of the department, who routinely supervise clinical practicum. The instruction load will consist of supervising 8-10 Master's students per year.

**Early Career.** Tenure-track, non-tenured faculty members in their first probationary period who are provided additional research time to establish a highly productive and fundable research agenda. Faculty members in this profile should demonstrate substantial progress each year in scholarly activity (2 or more peer-reviewed publications each year across the probationary period, and evidence of directed efforts towards internal and/or external funding), and will serve on masters and doctoral committees, but will not serve as chair of a doctoral committee. Faculty members in this profile should submit at least 1 external grant proposal every 3 years. *The teaching load of early career professors will be a minimum of 2:1 and all other duties will be determined each year in discussions with the department chair. Faculty members under this profile will also have reduced advising and service obligations (with service typically limited to Department and Professional Levels).*

**Active Researcher.** Tenured faculty members and tenure-track faculty members in their second probationary period (following reappointment) with active research/scholarship programs, who typically demonstrate normal productivity (e.g., averaging 2 peer-reviewed

publications per year for tenure-track faculty members and 1 publication a year for tenured faculty over a three year average), who routinely serve on doctoral committees both within and outside of the department (2 to 3), occasionally chair program committees and /or dissertation committees, and who do not routinely seek external funding to support their research program. Faculty members in this profile should submit at least 1 external grant proposal every 3 years. This profile also may apply to tenure-track faculty who desire to focus more on teaching or service for a defined period. *The teaching load will normally be 2:2 with normal advising responsibilities assuming normal service obligations.*

**Intensive Researcher.** Tenured tenure-track faculty members with enhanced research/scholarship programs who demonstrate sustained levels of productivity (typically averaging 3 peer-reviewed publications per year over a three year average with a balance of first-authored, student-authored and co-authored publications), who routinely seek external funding to support their research program with academic year salary savings (ideally 1 external grant submission per year, minimum of 1 grant submission every 2 years), and who are doctoral-engaged (e.g., routinely *chair* or *serve in a methodologist role* on multiple doctoral student committees (2-3), and serve on other doctoral committees both within and outside of the department (2 to 4). Faculty members in this profile should submit at least 1 external grant proposal every 3 years. *The instructional load will be adjusted in consultation with the department chair with a maximum teaching load of 2:2 with reduced advising responsibilities assuming normal service obligations.*

#### Workload Negotiation Process

Each faculty member will meet with the Department Chair early in the spring semester (before the Fall Course Schedule is due) to discuss the faculty member's work assignments for the following year. A draft of the Faculty Workload Assignment Form will then be completed by the end of the spring semester and submitted to the Department Chair. After an administrative review of the department's needs for the coming academic year and a review of each faculty member's draft workload, individual assignments will be finalized. Faculty will meet with the Department Chair to finalize these assignments during the annual review meeting.

During the academic year, workload assignments may need to change due to unforeseen changes in departmental commitments and resources. In these cases, faculty will be notified by the Department Chair, both verbally and in writing, of the revised assignments. In cases where the faculty's circumstances have changed, the faculty member will request a revision to their workload assignment and will need to obtain both verbal and written approval. A revised Faculty Workload Assignment Form will be submitted to the Department Chair.

CSD faculty members will have an individualized workload that will include instructional responsibilities, research activity, clinical education, and service. See Table 2 for descriptions of these activities.

Each CSD faculty member will identify one area in the CSD Strategic plan to include in their own faculty workload plan. For example, a faculty member may select developing a global project as their CSD Strategic Plan goal.

Table 2. Descriptions of Activities in the Areas of Instruction, Research/Scholarship, Clinical Education/Supervision/Project Direction, Service/Professional Practice and Directed

Professional Activity for CSD Academic Tenure-Track and Academic Professional Faculty.

Area	Academic Tenure-Track Faculty	Academic Professional Faculty
Instruction	<ul style="list-style-type: none"> <li>● Masters: 3-2 course load</li> <li>● Doctoral: 2-2 course load</li> <li>● Department instructional needs may increase or decrease individual faculty instructional load.</li> <li>● Directing Capstone experiences</li> <li>● Directing Senior Honors Projects</li> <li>● Directing Independent Studies</li> </ul>	<ul style="list-style-type: none"> <li>● Courses associated with clinical education of MA students</li> <li>● Teaching participants in workshops</li> <li>● Directing capstone experiences</li> <li>● Developing and delivering off-campus teaching activities such as study-abroad courses and experiences</li> </ul>
Research/ Scholarship	<ul style="list-style-type: none"> <li>● Three Tenure profile options, including basic research and clinical applied, are available for faculty to use in going up for tenure/promotion.</li> <li>● Faculty are expected to engage in research.</li> <li>● Designing and delivering workshops, continuing education experiences and other professional development experiences.</li> <li>● Developing manuals (e.g., training, operational, policies, or procedures) and other materials intended to facilitate the functioning of a professional endeavor</li> <li>● Writing and editing columns and newsletters for professional groups</li> <li>● Writing and editing grant proposals, books, monographs, book chapters, or technical reports for use by other professionals</li> <li>● Presenting papers and symposia at professional meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Practice-Based Research</li> <li>● Designing and delivering workshops, continuing education experiences and other professional development experiences.</li> <li>● Conducting traditional academic or community-engaged research programs</li> <li>● Developing manuals (e.g., training, operational, policies, or procedures) and other materials intended to facilitate the functioning of a professional endeavor</li> <li>● Writing and editing columns and newsletters for professional groups</li> <li>● Writing and editing grant proposals, books, monographs, book chapters, or technical reports for use by other professionals</li> <li>● Presenting papers and symposia at professional meetings</li> <li>● Disseminating community engaged research through public programs and events</li> <li>● Presenting capstone experiences with students</li> </ul>

	<ul style="list-style-type: none"> <li>• Disseminating community engaged research through public programs and events</li> <li>• Presenting capstone experiences with students</li> </ul>	
Clinical Education/ Supervision/ Project Direction	<ul style="list-style-type: none"> <li>• Masters Capstone Projects</li> <li>• PhD student dissertations and research</li> <li>• Collaborate on clinical cases through the UNCG Speech and Hearing Center, on and off campus</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision at the UNCG Speech and Hearing Center</li> <li>• Supervision at off-Campus contractual sites</li> <li>• Development and delivery of off-campus teaching activities such as study-abroad courses and experiences</li> </ul>
Service/ Professional Practice	<ul style="list-style-type: none"> <li>• Department, School of HHS, UNCG, Professional and Community Service, and Academic/Career Advising</li> <li>• Leadership in collaborative activities with external community</li> <li>• Contributions of recognized expertise in the innovative design, implementation, and evaluation of collaborative programs with the external community</li> <li>• Mentoring colleagues</li> <li>• Contributions to local, state and nation professional communities</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership in department, school, and university service activities</li> <li>• Leadership in collaborative activities with external community</li> <li>• Contributions of recognized expertise in the innovative design, implementation, and evaluation of collaborative programs with the external community</li> <li>• Mentoring colleagues</li> <li>• Contributions to local, state and nation professional communities</li> </ul>
Directed Professional Activity	<ul style="list-style-type: none"> <li>• Development of academic programs</li> <li>• Administration of CSD programs on and off campus, including QEP activities.</li> <li>• Preparation of significant university documents and resources, including</li> </ul>	<ul style="list-style-type: none"> <li>• Development of clinical programs/centers on and off campus</li> <li>• Administration of clinical programs/centers on and off campus</li> <li>• Preparation of significant university documents and resources, including</li> </ul>

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