

Faculty Guidelines for Reduction in Teaching To Do More Research

UNC Charlotte College of Education

Introduction

The total workload of tenure track faculty in the College of Education encompasses the three traditional areas expected of the professoriate: teaching, scholarship, and service. The specific expectations in these areas have been articulated in the *Criteria and Procedures Used at Department and College Levels to Conduct Reappointment, Promotion, and Tenure Reviews in the College of Education at The University of North Carolina at Charlotte (Sixth Edition, 2013)*. As a college we recognize that the mix of teaching, scholarship and service responsibilities can vary among faculty and across years of service. This Workload Policy provides the process and criteria to follow when a change is to be made in the number of courses a faculty member will be assigned. Overall this policy reflects the College of Education's commitment to valuing teaching, research, and service/engagement.

Alignment with Policies of the University of North Carolina at Charlotte

1. **The assigned faculty teaching load is 5 courses.** UNC Charlotte has a Research University/ High Activity classification which is associated with a 5 course teaching load. Only universities with a Research University/Very High Activity classification have a standard 4 course load.
2. **A change in teaching load can be approved by the Dean on an individual basis.** Loads exceeding five courses per year may be assigned for increased teaching responsibility. Assignments of fewer than 5 courses must reflect strong, ongoing contributions to the university's research mission, a heavy commitment to graduate education, or a significant administrative responsibility. Faculty can buy out teaching through grants and contracts, but not below two courses per year. (UNC Charlotte Academic Procedure: Teaching Load).

Revised December 2016

3. **Only courses that have regularly scheduled class meetings count towards the 5 course load.** “Teaching load is derived by the number of organized class courses a faculty member is assigned in a given semester. Courses that are not conducted in regularly scheduled class meetings, such as readings, special topics, problems, or research courses including dissertation/thesis research, and individual lesson courses (typically in music and fine arts) are excluded from the Teaching Load calculation” (UNC Charlotte Academic Procedure: Teaching Load). *NOTE:* Supervisory responsibilities in student teaching, graduate practica and internships are considered in-load assignments for the College of Education. A typical supervision assignment that is equivalent to one course is the supervision of 6 students. The maximum supervisory load for a full-time faculty member is 18 students per semester.
4. **Buyout.** Faculty can buy out teaching through grants and contracts but not below two courses per year. (UNC Charlotte Academic Procedure: Teaching Load). The buyout per course is 12.5% of the annual salary per grant. The buyout is based on a 5 course teaching load unless the faculty member has been assigned a 4 course reduced load for the buyout year.

Application and Review Process

No application or approval is needed for faculty who maintain the typical 5 course teaching load. Changes in teaching load occur during the annual review process. By January 20 of each academic year, all faculty in the College of Education submit their annual reports, stating accomplishments between the previous and current annual review year (January 21 – January 20). For faculty who are applying for a 4 course (2-2) teaching load, the *Application for Reduction in Teaching Load* must be appended to the end of their annual report (See Appendix A). This application must be submitted annually to procure or maintain a reduction in teaching load. The first part of the application includes a record of the prior three years of publications in recognition that the process of getting work in press can sometimes be affected by publication lag times and other factors. The second part is a brief narrative in which the applicant addresses each of the criteria for a reduced load. Since the department chair may not be familiar with the reputation of the work presented by the faculty member, it is incumbent on the faculty member to make as strong a case as possible for having met the 2-2 criteria. The department chair, as part of the annual review process, will include at the end of the annual review letter a statement of the assigned teaching load for the faculty member. All changes in the workload will go into effect the subsequent fall semester. For example, the 2017 annual report and workload application will be used to make decisions regarding workload for fall 2017. An increase to a 6 course (3-3) teaching load to focus more on teaching requires no application and can be arranged by communicating this request to the department chair. The department chair can assign a 6 course teaching load to a faculty member based on the annual review assessment, for faculty who do not consistently meet the minimal research guidelines for a 5 course (3:2/2:3) teaching load.

Revised December 2016

The department chair's recommendations for a reduced teaching load will be forwarded to the Dean of the College of Education, who has the final authority to assign teaching workloads.

Appeal Process

All faculty members who decide to appeal their workload decision should follow the directions provided in the Process for Appealing Workload Reassignment Decision guidelines located on the College of Education website and found in the appendix of this document.

UNC Charlotte College of Education Differential Workload Descriptors

The following sections describe the typical focus of faculty at each workload level.

Assignment of Typical 5 Course (3:2) Workload. The faculty member who has a 5 course workload reflects the UNC Charlotte commitment to research and teaching across undergraduate and graduate levels as well as ongoing service. This faculty member's research reflects a well-articulated research agenda with peer-reviewed publications that include some data-based research. This research helps to inform a strong teaching record, which may include mentoring doctoral students as well as master's or undergraduate students. Service may reflect the faculty member's ongoing research maturation and leadership through activities like presenting at conferences or reviewing for journals. If available to the faculty member's field, there may also be procurement of personnel preparation grants, policy grants, or small research grants.

Reallocation to 4 Course (2:2) Workload with Increased Research Expectations. On a 4 course teaching load, the faculty member's research agenda is comparable to that expected in Very High Research Activity Universities where the 4 course load is primary. This faculty member's research agenda is not only well-articulated, but reflects deep conceptual knowledge and advanced skills in the use of research design. The overall research agenda includes a strong record of publishing data-based studies and/or theoretical work in the high quality journals of the person's field. The impact of this work can be documented through outcomes such as citations, invited presentations, service on national research or grant review panels, research awards, and service on (or editorship) editorial boards of prominent journals in the person's area of expertise. If available to the faculty member's field, there may also be procurement of large research grants (e.g., IES).

Revised December 2016

Reallocation to 6 Course (3:3) Workload with Increased Teaching Expectation. On a 6 course teaching load, the faculty member has placed increased emphasis on teaching. This faculty member will have the knowledge of current research needed to develop conceptually sound coursework and lead Master's theses or undergraduate projects. The faculty member's research agenda will likely focus on issues and applications in practice. Publications will be targeted for practitioner-focused journals and may include non-peer-reviewed venues that have high practitioner access (e.g., newsletters). This option is not available pre-tenure because of the need to meet research expectations for promotion and tenure.

Research Workload Criteria

NOTE: All numbers are benchmarks. Faculty can make a case for 2:2 based on quality of work when numbers differ.

Required Criteria-must have all	RPT Criteria	Focus on Research 4 courses (2:2)	Expected 5 course (2:3, 3:2)	Focus on Teaching 6 courses (3:3)
Quick Reference		+7 publications; 4 are data-based/ conceptual in peer-reviewed journals; 2 in “high quality” journals	6 publications; 2 are data-based conceptual in peer-reviewed journals; at least 1 in “high quality” journal	3 publications; none have to be in peer-reviewed journals
NUMBER OF PUBLICATIONS	<i>Presents a record of published work which translates research into practice to improve professional practices and outcomes and/or synthesizes knowledge through literature reviews which identify critical themes and needs</i>	A three-year average of more than 2 publications per year (at least 7 total). Publications can include journal articles, books, edited books, book chapters, research to practice articles, literature reviews. AND	A three-year average of 2 publications per year (at least 6 total). Publications can include journal articles, books, edited books, book chapters, research to practice articles, literature reviews. AND	A three-year average of 1 publication per year (3 total). Publications can include journal articles, books, edited books, book chapters, research to practice articles, literature reviews, book reviews, conference proceedings, technical reports. AND
DATA-BASED STUDIES (OR MAJOR	<i>Presents a record of published work, including data-based research, which</i>	At least 4 publications include quantitative or qualitative empirical studies	At least 2 publications include some quantitative or qualitative empirical studies	Publications may focus on translating research to practice or conducting original research. AND

Revised December 2016

CONCEPTUAL WRITING)	<i>generates new knowledge in the field</i>	and/or major conceptual writing. AND	and/or major conceptual writing. AND	
QUALITY AND IMPACT	<i>Presents a sustained record of scholarship that addresses important issues in the field and is recognized for its quality and impact</i>	At least 2 of the 7 are in high quality peer reviewed journals. (See definition of “high quality” in Appendix A).	At least 1 is in a high quality peer reviewed journal. (See definition of “high quality” in Appendix A).	Publications provide high quality resources for practitioners.
CLEAR RESEARCH AGENDA/ ACTIVE PROGRAM	<i>Articulates a clearly defined research agenda and demonstrates an active research program</i>	Has a clearly articulated research agenda in both annual report and application for 4 course load. Active research program includes having met goals from prior year, clear goals for ongoing original research and writing, and specific plans to complete work in preparation.	Has a clearly articulated research agenda in annual report showing ongoing activity in work in press, in submission, and in progress.	Has a clearly articulated research agenda in annual report. Depending on teaching and service commitments, may not meet research goals every year.

ADDITIONAL CRITERIA	These can be used to augment the above criteria. Note that some would or would not be expected by field and department.	Reduction in Teaching 4 courses (2:2)	Typical Teaching Load 5 courses (2:3, 3:2)	Increase in Teaching 6 courses (3:3)
----------------------------	--	--	---	---

Revised December 2016

<p>DISSEMINATION</p>	<p><i>Presents a sustained record of disseminating research and knowledge at multiple levels, e.g., state, regional, national, and international conferences</i></p>	<p>Presents research and knowledge at multiple levels, e.g., state, regional, national, and international conferences, including presenting faculty member's own data-based research or other major writing at national level.</p>	<p>Presents research and knowledge at multiple levels, e.g., state, regional, national, and international conferences.</p>	<p>Presents knowledge at multiple levels, e.g., state, regional, national, and international conferences.</p>
<p>RESEARCH LEADERSHIP and MENTORSHIP</p>	<p><i>See RPT document. Expectations for research leadership and mentoring vary across faculty rank with more expected with movement to full professor.</i></p>	<p>Engages in research that is used to mentor and create opportunities for students and/or other faculty. Provides other ways for students and/or other faculty to grow in research (e.g., invitations to write, present). Leads research teams. Mentors doctoral and master's research projects.</p>	<p>Engages in research that can be used to mentor and create opportunities for students and/or other faculty. Provides an emerging record of research collaborations with students and/or other faculty. Mentors doctoral and master's research projects.</p>	<p>Participates on research teams. Mentors master's research projects and serves on doctoral committees.</p>
<p>EXTERNAL FUNDING</p>	<p><i>See RPT document. Expectations for external funding leadership vary across faculty rank.</i></p>	<p>Successful in procuring external research or training grants, particularly federal research grants, if research funding is available in that person's field.</p>	<p>Engages in efforts to obtain funding to support a research agenda. Obtains university research grant or other local funding.</p>	<p>Evidence of grant funding and submissions is encouraged.</p>

APPENDIX A

Application for Reduction in Teaching Load

No application or approval is needed for faculty who maintain the typical 5 course teaching load. Changes in teaching load occur during the annual review process. By January 20 of each academic year, all faculty in the College of Education are required to submit an annual report, listing their accomplishments between the previous and current annual review year (January 21 – January 20). For faculty who are applying for a 4 course (2-2) teaching load, the *Application for Reduction in Teaching Load* must be appended to the end of their annual report. This application must be submitted annually to procure or maintain a reduction in teaching load. The first part of the application includes a chart listing the previous three years of publications. Publications that are in press but have been assigned a Digital Object Identifier (DOI) number can also be listed for that calendar year, but each publication can count only one time per year for workload considerations. The second part of the application is a narrative that must be no more than one single-spaced page, in which the applicant addresses the criteria for a reduced load. Since the department chair may not be familiar with the reputation of the work presented by the faculty member, it is incumbent on the faculty member to make as strong a case as possible for having met the 2-2 criteria. Some ways in which the case for a reduction may be supported for each publication include: (1) publication in high quality journals (see definition next), (2) citations of work by other scholars, (3) books or chapters published by a major publishing company, and (4) level of contribution of the faculty member to the publication (e.g., lead author or methodologist, for example).

Definition of “High Quality” Journal. Each program or specialty within a program creates a list of their “top” journals which should include consideration of: 1) journal acceptance rate; 2) journal impact factor (SSCI; Harzing.com, for example); 3) number of journal subscriptions sold; 4) lead journal for a major professional organization. For journals that are not on this list, the faculty member can provide these data or other information to make the case for a journal being “high quality”. Faculty who publish across disciplines can use other programs’ lists. The department chair, as part of the annual review process, will include in her/his comments on teaching in the annual review letter a statement of the assigned teaching load for the faculty member who applied for a course reduction. If a course reduction was not recommended by the department chair, she/he should address in the section on teaching the reasons why the reduction was not recommended. The Dean of the College of Education has the final authority to assign faculty teaching workloads, based on the recommendation of the Department Chair.

Revised December 2016

Any changes to teaching load become effective the upcoming academic year. For example, regarding the annual report due January 20, 2017, the recommended teaching load will be in effect for the 2017-2018 academic year. An increase to a 3-3 teaching load to focus more on teaching requires no application and can be arranged by communicating this request to the department chair. The department chair can assign a 6 course teaching load, based on the annual review process, for faculty who do not consistently meet the minimal research guidelines for a 5 course (3:2/2:3) teaching load. The department chair's recommendations for either an increased or reduced teaching load will be forwarded to the Dean of the College of Education, who has the final authority to assign teaching workloads.

Appeal Process

Process for Appealing Workload Reassignment Decision

If faculty members apply for workload reassignment and do not receive it, then they have the option to appeal the initial decision. Faculty who choose this option are required to complete the appeals process, which is as follows:

1. Faculty members should notify their department chair, via a formal email, that they intend to apply for an appeal. In the email, appellants should request the department chair to provide the annual report letter and workload application to the College Review Committee (CRC) chair.
2. Appealing faculty member should craft a one to two page appeals letter (single-spaced, Times New Roman, 12 point font) in response to the workload decision in question. In the appeals letter, the appellant should provide specific counterpoints regarding publications and research productivity included in the annual report and workload application. The content of the appeals letter should be confined to the evidence contained in the submitted annual report and workload application. The letter must be submitted directly to the CRC chair.
3. Both the department chair and the appellant should provide their evidence no later than one month from the dated annual report decision letter.
4. The CRC will make a recommendation to the department chair regarding the workload for appellants. The recommendation will be made to the department chair by May 1.

Revised December 2016

5. The department chair, in consultation with the Dean, will weigh evidence, consider the recommendation provided by the CRC, and make the decision as to the workload for all appellant faculty members designated to the department. All appeals will be settled and communicated to the appellants by May 15.
6. Decisions regarding faculty teaching loads will be implemented the upcoming fall semester.

[Note: Spring 2017 appeals will be evaluated on criteria from the 2015 approved workload guidelines. Appeals made from 2018 and onward will be reviewed based upon revised workload guidelines.]

Policy Review

This policy was approved by the College of Education faculty in March 2015 to apply through 2017. The policy should be reviewed by Faculty Council by December 31, 2017 for renewal or revision.

Revised Policy Approved by College of Education Faculty, March 2015

Updated 2007, 1995

Initial document 1987

Application for Reduction in Teaching Load

This application for a reduction to a 2-2 teaching load should be appended to the end of the annual report, and the teaching workload will be assigned for the academic year after the upcoming academic year (for instance, an application submitted by January 20 will be for a course reduction for the 2017-2018 academic year). In the following chart, list all scholarship (in APA, 6th edition format) published during the three years previous to the current annual report, including the current year of record for the most recent annual report.

NAME: _____

YEAR REDUCTION IS REQUESTED: _____

Brief Statement of Research Agenda for Last 3 Years
Publications from Last 3 Years <i>(Use this space for any special explanations about publications in general).</i>

Revised December 2016

Publication Year 2014

Publication Year 2015

Publication Year 2016

Revised December 2016

Criteria	Summary Statement	Publications Supporting Criteria listed as: authors, (year)
NUMBER OF PUBLICATIONS <i>(At least 7)</i>	<i>(If number is less than 7, describe why you think you still have a case for reduction or note that it is 7 or more)</i>	<i>(No citations here- list all above)</i>
DATA-BASED STUDIES (OR MAJOR CONCEPTUAL WRITING) <i>(At least 4 in peer-reviewed journals)</i>	<i>(Note type of design used in data-based studies or construct described in conceptual writing)</i>	<i>(List the 4 or more you are counting as meeting this criteria)</i>
QUALITY AND IMPACT <i>(At least 2 “high quality” journals)</i>	<i>(Note how the journals meet the definition above for “high quality”)</i>	<i>(List the 2 or more publications you are submitting to meet this criteria)</i>
CLEAR RESEARCH AGENDA/ ACTIVE <i>(List research goals for year when reduction will apply)</i>	<i>(List your goals here)</i>	<i>(List works in progress and in press here to show your ongoing, active agenda)</i>
OPTIONAL		
DISSEMINATION <i>(Presentations of research at state, national, international conferences or committees related to your research.)</i>	<i>(Describe why these presentations or committees reflect research quality and impact)</i>	<i>(List citations for presentations here)</i>
RESEARCH LEADERSHIP and MENTORSHIP <i>(Note publications that reflect mentorship and leadership. Describe other examples.)</i>	<i>(Describe your leadership/ mentorship briefly)</i>	<i>(List publications that reflect your summary statement)</i>
EXTERNAL FUNDING <i>(List external grants for which funding was obtained.)</i>	<i>(Describe the grant’s research focus and any information on number/percent awarded)</i>	<i>(Give citation of the grant and dollar amount)</i>

Revised December 2016