

**College of Health and Human Services
Faculty Workload Policy
Effective May 3, 2016**

Preamble

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.

The faculty member's work (as determined by the individual work plan) details how the faculty fulfills their obligation to the university in exchange for the salary and benefits received. Although faculty perform different types of work—teaching, research, clinical practice, administration, or professional service, all are important and contribute to accomplishing the mission of the College of Health and Human Services (CHHS) and its academic units.

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 CHHS 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.

The goal of the CHHS Faculty Workload Guidelines is to ensure that each member of the faculty is fully engaged and contributing and that workloads are equitable and fair. Unit administrators are responsible and accountable to assign, monitor, and assess the quantity and quality of each faculty member's performance and productivity annually, according to the terms of her/his contract. Administrators are responsible to the Dean for their faculty's workload assignments and for meeting their unit goals. They also have flexibility in workload assignments and unit accounting necessary to achieve the goals of the Workload Policy and to achieve the work of the unit.

This policy distinguishes between tenure-track, tenured, term and research faculty, based on two assumptions: 1) different types of appointment require a different mix of duties; and 2) more senior faculty should have higher expectations.

Performance Expectations and Workload Assignments

Within college guidelines, unit administrators have the flexibility to establish faculty work plans based on workload assignments that meet the needs of the academic unit, are fair and equitable, and reasonable in helping individual faculty members achieve their annual performance goals and the unit in meeting its obligations to the College.

All full-time faculty members are expected to be good citizens of their academic unit and the college by participating in the committee governance structure of both. With obvious exceptions (clinical responsibility or distance education), full-time faculty members have a responsibility to

be on campus to teach their classes, meet with students, perform academic unit and college citizenship duties, and participate in collegial activities (unit meetings and retreats). Although no course release workload credit is given for such activities, engagement in such service activities are an important criterion for all performance evaluations and a component of all compensation decisions.

Faculty Workload

Faculty are expected to carry a teaching and service or teaching, research and service workload minimum commensurate with 24 work units (WUs) per Academic Year (excluding Summer Term), except where adjustments are made per the CHHS Workload formula. The number, size and method of courses assigned and the date, duration and workload increment of externally funded projects as well as selected professional service and administrative activities are such that the actual number of work units may be above or below this target. The annual workload should be consistent with individual performance expectations and goals.

Tenured and tenure-track faculty are expected to apply for and receive external funding to support their research. For workload assignment purposes, research may be broadly defined to include externally supported scholarly professional work through IPA assignments, funded evaluation projects and analytic support services as well as training projects and faculty practice.

When a faculty member funds through external sources, a portion of their work, in order to engage in research, faculty practice or other approved work activity, a reduced teaching assignment may be granted. The external funding required to offset a one course teaching assignment is commensurate with 3 work units (WUs). This must be funded by an external grant, contract, or IPA that supplies the required proportion of a faculty’s full-time salary (9-month or 12-months), plus the cost of fringe benefits for that percentage of salary. The formula for determining a course release from external funding (by type of appointment) is as follows:

Term Faculty (Teaching Intensive)	Tenure-Track (untenured) Faculty	Tenured Faculty (Research Intensive)
<i>Teach 4 courses semester/8 per year)</i>	<i>Teach 2 courses per semester/4 per year</i>	<i>Teach 2 courses per semester/4 per year</i>
15 % of salary = (1) 3 WUs course release* [4-3 or 3-4 course assignment]	15% = (1) 3 WUs course release* [1:2 or 2:1 course assignment]	20% = (1) 3 WUs course release [1:2 or 2:1 course assignment]
30% of salary= (2) 3 WUs course releases [3-3 or 4-2 course assignment]	30% = (2) 3WUs course releases [1:1 course assignment]	40% = (2) 3 WUs course releases [1:1 course assignment]

* = University minimum for a course release.

Workload Expectations by Type of Appointment

- Tenure-Track Faculty (untenured) are expected to initiate and maintain an active program of research, with 50% of their time (6 WUs per semester) devoted to teaching and 50% (6 WUs) to research and scholarship. This means the faculty is assigned a 2-course teaching load each semester (except for the first semester of employment, when new faculty have a reduced teaching assignment).
- Tenured Faculty are expected to maintain an active program of research, with 50% of their time devoted to teaching (6 WUs per semester) and 50% to research and scholarship. Tenured faculty are expected to cover at least 20% of their total workload from externally funded activities. Tenured faculty who do not meet the expectation for external funding will receive an increase in their teaching workload.
- Term Faculty are expected to maintain a teaching workload with 100% of their effort assigned to teaching (12 WUs per semester), although special assignments, service, or faculty practice may be assigned by the unit administrator.
- Research Faculty are hired by the University with funds generated from extramural sources. Teaching and other college assignments may be made as long as they do not compromise the individual's duties in completing externally funded activities and responsibilities.

Workload adjustments eligible for a course release may be negotiated between a faculty member and his/her unit administrator when such activities fit with the priorities and/or 'mission critical,' departmental activities/assignments such as: special course development work (e.g., new on-line course), leading a unit's accreditation effort or responsibility for a program evaluation or strategic planning effort; labor intensive professional service work (e.g., leading an accreditation effort or a strategic planning process, editing a journal, or serving as chair of a study section, serving as president or other officer of a professional association). Such assignments are eligible for a course reduction when they require excessive time and responsibility beyond the usual scope of faculty teaching and service.

As faculty of George Mason University, there are many activities that faculty members perform as part of the full academic teaching and research role. These activities are performed without compensation and are allocated as part of the workload. Professional or work related activities that are considered a regular part of/included in the faculty role (not eligible for course release) include the following:

- Departmental, College and University Committees (member or Chair)
- Committee member on Thesis and Dissertation Committees
- Department level student advising and counseling support for assigned students
- Research proposals, grant development activities
- Developing works for publication (books, journal articles, documents)
- Professional activities related to the discipline including, grant and manuscript reviews, conference presentations, testimonies and program reviews.

Workload Assignment Procedures

Annual workload assignments for the incoming academic year are made in the spring of each year following the annual faculty performance evaluation. Faculty workload assignments reflect: (1) the needs of the unit, (2) the type of appointment the faculty member holds (tenure-track, tenured, term or research), and (3) the professional goals of the individual faculty member (established during the annual performance evaluation and approved by the unit administrator). All full-time faculty members are expected to teach at least one course every year, as assigned by the unit administrator.

If, in an annual evaluation, the unit administrator deems research productivity to be below expectations, she/he will document the shortfall, negotiate explicit research goals for the faculty member for the following year, and monitor her/his progress until the next annual evaluation. If the results of the annual evaluation continue to show inadequate productivity, the chair should adjust the faculty member's workload for the following year accordingly:

- 100% teaching (12 WUs per semester); or
- 75% teaching (9 WUs) and 25% defined service or faculty practice (3 WUs)

Instructional Workload Values

CHHS has many different types of teaching assignment, from normal-size 3-credit lecture courses and large enrollment courses to graduate seminars, labs, and clinical practica and internships. Each assignment requires a different amount and type of instructional time and effort, so determination of relative value is difficult. Nevertheless, based on college history and experience, the following work effort values guide our workload assignments.

Instructional Credit Formula for CHHS

Undergraduate or graduate didactic course	1 WU per course credit (3-credit course = 3 WUs)
Undergraduate clinical course (labor intensive)	1 additional WU beyond normal course credit
Clinical or practicum course (labor intensive)	1 additional WU beyond normal course credit
Campus lab supervision	1 WU per course credit
Large course (60-79 students)	1 additional WU per 3-credit course, or GTA support, as negotiated with unit administrator
Jumbo course (80+ students)	2 additional WUs per 3-credit course, or GTA support, as negotiated with unit administrator
Administrative assignment (e.g., program coordinator, department chair, center director, associate or assistant dean)	WU as approved by the Dean

Other Workload Assignment Considerations

Workload credit may be adjusted by the unit administrator for courses with low enrollment, courses that do not require continuous on-site faculty supervision, or other alternations from the usual or expected faculty contact time with the students, based on the credit structure of the course and faculty responsibilities.

WU credits may be “banked” from one academic year to the next until sufficient credit is accumulated to receive a full course release payback. It is the responsibility of the unit administrator to track such credits and, taking the needs of the academic unit into consideration, to approve a payback plan. Banked credits must be used within three years, or they will be forfeited.

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