

CSB Faculty Development and Workload Policy
(CSB Workload Policy)
Approved: August, 2017

1. **Overview.** This policy statement establishes a **standard workload commitment in teaching, research, and service** for faculty in the Cameron School of Business. This document sets forth numeric expectations for refereed publications associated with workload. Superior accomplishments/contributions to teaching, research, and service (e.g., high-quality journal publications, teaching accolades, service recognitions) are valuable for the purposes of merit pay increases, promotion, or tenure. This policy also outlines common variations to the standard teaching/research/service commitment that correspond to significant additional responsibilities in one or more of these areas. The primary purpose of these common variations is to permit a more equitable overall workload for CSB faculty.

2. **Standard Workload Commitment.** The standard teaching load expectation for a faculty member at the University of North Carolina Wilmington, and thus the CSB, is 12 semester hours of work per teaching semester. Given the research and service expectations of its faculty, the CSB's standard workload expectation for teaching is reduced from 12 hours (4 classes) to 9 hours (3 classes) per semester. Importantly, the listing of quantitative expectations sets forth **minimum** workload expectations. To achieve merit pay increases, promotion, and tenure the quality of individual performance of the expectations will be considered. The CSB implements the UNCW workload expectation as follows:

Teaching:	Effectively teach three courses per semester (3/3 teaching load for the year).
Research:	Achieve at least three refereed publications over a rolling five-year period of time, and maintain SA (Scholarly Academic) designation as outlined in the CSB Classification of Faculty document. This standard permits the person to be able to primarily teach upper division and graduate courses.
Service:	Provide a fair share level of service over a rolling five-year period of time.

3. **Common Variations to the CSB Standard Workload Commitment.** In an attempt to achieve greater uniformity and equity of workload expectations, common variations to the standard workload commitment have been developed to recognize significant additional responsibilities to teaching, research, and/or service. These variations are summarized in Table 1 and more depth is provided in Appendix A. Importantly, the listing of quantitative expectations sets forth **minimum** expectations. To achieve merit pay increases, promotion and tenure, the quality of individual performance of the expectations will be considered.

Table 1. *Summary of the Standard Workload Expectations and its Common Variations*

Category	Teaching Expectation: Classes/Year	Research Expectation: Refereed Publications/5 Years	Service Expectation:	Must maintain CSB classifications at specified level via Engagement Activities:
<i>Standard Workload Commitment</i>				
Tenure-Track SA	6	3	Fair share	SA
<i>Common Variations to Standard Workload</i>				
Tenure-Track PA/SP	7	2 (+1 EA)	Fair share	PA/SP
Tenure-Track PA/SP	8	1 (+2 EAs)	Fair share	PA/SP
Lecturer/Instructor	8	0*	Reduced	PA/SP/IP
Executive-In-Residence	6	0*	Reduced	PA/SP/IP
Phased Retirement	3 or 4	0*	Reduced during plan	PA
Department Chair	2	2	Fair share/leadership	SA/PA
Associate Dean	2	1	Fair share/leadership	SA/PA/SP
Dean	0	0	Fair share/leadership	SA/PA/SP

Note: Abbreviations taken from the CSB Classification Document are as follows: SA = Scholarly Academic; PA = Practice Academic; SP = Scholarly Practitioner; IP = Instructional Practitioners; EA = Engagement Activities (a list of sample Engagement Activities is provided in Appendix B).

* This level of research productivity will not generally support teaching a graduate level course.

4. **Exceptions to CSB Standard Workload Based on Equitable Considerations.** The following alternative commitments are possible:
 - New tenure-track assistant professors will generally be given one course release during their first semester.
 - Faculty who teach a planned class size of a course well above the norm for a large CSB course may receive a course release.
 - Director of a CSB graduate program will generally receive one course release per semester.
 - Holder of a CSB Professorship Chair will generally receive one course release per semester.
 - Manager of the BB&T \$1 million investment fund will generally receive one course release per year.
 - Faculty with significant grant commitment work/responsibility are eligible to use grant funds to “buy out” a course.
 - The CSB dean may approve other exceptions to the CSB standard workload due to substantial increased teaching, research, or service responsibilities.

5. **Common Definitions.** To assist faculty in understanding the expectations described in this policy statement, the following common definitions are provided.

Effectively teach. To effectively teach a course, an instructor will generally provide good course design and management, establish a positive learning environment, engage in effective communications, integrate relevant/advantageous applications of technology, motivate student interest, cover an appropriate level of material, evoke critical thinking and effective communications by students, appropriately assess student performance and learning, and be accessible to students by (a) maintaining a presence on campus (including posting and holding

regularly scheduled office hours) and (b) being responsive to students via email, phone, and other appropriate communication channels. For all but temporary faculty, the evaluation of teaching performance should consider the above matters plus those associated with teaching load, the quantity and quality of academic advising and counseling, fair share assistance in handling special student needs and on-going contributions to school's degree programs.

Refereed Publications. Ordinarily a “refereed publication” is a journal article published in a traditional academic peer refereed journal. However, peer-reviewed articles published in high quality practitioner outlets as well as refereed academic books (not textbooks) may be valued as the equivalent of a “refereed publication” depending on their quality and importance to the discipline. Similarly, a high-quality refereed book chapter, depending on its quality and importance to the discipline may be considered as a “refereed publication”. In contrast, a peer-reviewed proceeding, while valuable, will ordinarily not be considered the equivalent of a “refereed publication”. The quality of a publication is important. High quality publications may be especially valuable for purposes of merit pay increases, promotion or tenure. Articles are appropriate in pedagogical development, applied or basic scholarship journals. Co-authorships are acceptable. The inclusion of a student co-author, where appropriate, is encouraged.

Service. Service includes activities associated with a faculty member's department, the CSB, UNCW, the community, and the profession. For purposes of CSB faculty workload, merit and personnel considerations, community service will generally not include service to one's own church or child(ren)'s school.

Fair Share Service¹. Over a rolling five-year period of time, engage in a fair share of service in regard to overall service commitment as other CSB faculty of similar status and rank, including the chairing of committees. In particular, all CSB faculty are expected to:

- Regularly attend department and CSB faculty meetings.
- Attend at least one Commencement each year. Attendance at Convocation is also encouraged.
- Handle a fair share of department advising.
- Conscientiously serve on department, school, or university committees appropriate to status and rank.
- Maintain a portfolio of DIS projects, supervised internships, honors projects supervised, service to profession/community, etc.

¹ The fair share expectation is less for new tenure-track hires (during their first three years), temporary faculty, Executives-in-Residence, and phased retirement faculty, because of their status. For faculty engaged in administrative leadership positions, there is an additional expectation to carry out assigned duties with a level of leadership appropriate to effectively accomplish the duties.

Appendix A

Detailed summary of common variations of the standard workload expectation

Commitment of Tenure-Track PA/SP. The standard workload commitment of a tenure-track PA/SP faculty member in the CSB will ordinarily be the following:

- Teaching: Effectively teach seven or eight courses per year
- Research: Achieve at least two peer-reviewed publications (for seven course teaching load) or at least one peer-reviewed publication (for eight course teaching load) over a rolling five-year period of time at UNCW, and maintain PA or SP status.
- Service: Provide a fair share level of service over a rolling five-year period of time.

Commitment of Full-Time Lecturers/Instructors. The standard workload commitment of a full-time lecturers/instructors in the CSB will ordinarily be the following:

- Teaching: Effectively teach four courses per semester.
- Research: Maintain PA/SP/IP status. This standard will generally limit the person to lower division and foundation courses.
- Service: Maintain presence on campus. Generally minimal service commitment to the department that may include student organization advisor, advising, DIS projects, or supervising internships.

Commitment of Executives-in-Residence. The standard workload commitment of a full-time Executive-in-Residence in the CSB will ordinarily be the following:

- Teaching: Effectively teach three courses per semester.
- Research: Maintain PA/SP/IP status. This standard will generally limit the person to undergraduate courses.
- Service: Provide appropriate fair share level of service over a rolling five-year period of time. An Executive-in-Residence may have a greater outreach expectation of service, depending on the agreement with the CSB.

Commitment of Phased Retirement Faculty. The standard workload commitment of a CSB faculty member in the phased retirement program will ordinarily be the following:

- Teaching: Effectively teach the same number of courses the faculty member would have taught in a semester without entry into the phased retirement program. A faculty member previously on a 4/3 or 3/4 annual teaching load will ordinarily do a 3/4/3 or 3/3/4 during the three years of the phased retirement program. (3/3 faculty will normally do 3/3/3 while 4/4 faculty will normally do 4/4/4).
- Research: Maintain PA status. This standard will generally limit the person to undergraduate courses (dependent on the individual's research level at the time of entry into the retirement program).
- Service: Reduced level of service over the period of time in the phased retirement program. (Note. By UNC System Policy, a phased retirement faculty member is ineligible to be a member of a committee requiring the holding of tenure.)

Commitment of Department Chairs. The standard workload commitment of a department chair in the CSB will ordinarily be the following:

- Teaching: Effectively teach one course per semester.
Research: Maintain SA/PA status. While chair, achieve at least two refereed publications over a rolling five-year period of time. This standard permits the person to be able to primarily teach upper division and graduate courses.
Service: Provide strong leadership service over a rolling three-year period of time.

Commitment of Associate Dean. The standard workload commitment of the Associate Dean in the CSB will ordinarily be the following:

- Teaching: Effectively teach one course per semester.
Research: Maintain SA/PA/SP status. While associate dean, achieve at least one refereed publication over a rolling five-year period of time.
Service: Provide strong leadership service over a rolling three-year period of time.

Commitment of Dean. The standard workload commitment of the Dean in the CSB will ordinarily be the following:

- Teaching: None.
Research: Maintain SA/PA/SP status.
Service: Provide strong leadership service over a rolling five-year period of time.

Appendix B

Sample Engagement Activities Relevant to Maintaining PA/SP/IP Status

Scholarly Engagement Activities

- i. Journal publication
- ii. Scholarly book publication
- iii. Textbook publication
- iv. Refereed book chapter
- v. Primary Investigator status on a funded grant

Professional Engagement Activities

Scholarly/Professional

- vi. Non-refereed book chapter
- vii. Publication in a Papers and Proceedings volume from an academic conference
- viii. Publication in a non-refereed trade or professional publication
- ix. Published book reviews
- x. Published case study
- xi. Conference presentation
- xii. Service on a panel discussion related to the academic field
- xiii. Editor or editorial board of a refereed journal
- xiv. Invited research presentation
- xv. Officer or board member of an academic organization

Practice/Professional

- xvi. Substantial consulting work related to the discipline
- xvii. Significant self-employment related to the discipline
- xviii. Service on the board of directors of an organization related to the discipline
- xix. Professional presentation(s) related to the discipline
- xx. Contribution(s) to the media related to the discipline
- xxi. Service learning (i.e., with students) for an organization
- xxii. Faculty internship
- xxiii. Delivery of professional and continuing education program
- xxiv. Professional development that focuses on business practice and leads to certification and maintenance of professional certification
- xxv. Substantial teaching materials such as study guides, test banks, etc.
- xxvi. Attendance at classes or seminars related to the teaching field
- xxvii. Significant participation in activities that place the faculty in direct contact with business and other organizational leaders (e.g., work at the Swain Center or UNCW Center for Innovation and Entrepreneurship)
- xxviii. Publication of supplemental textbook content (e.g., publisher commissioned materials)
- xxix. Significant community outreach in the discipline
- xxx. Significant community volunteer work in the discipline (e.g., holding an officer position for civic organization like Investors Business Roundtable)
- xxxi. Service as a country liaison
- xxxii. Significant service to the CSB in developing internships (especially international internships)
- xxxiii. Administrative duties in the CSB (chair, associate dean, director, etc.)