

FACULTY TEACHING LOAD POLICY

Approved by FEB (unanimous vote): April 20, 2017

Approved by Faculty Forum (90 Approve, 5 Not Approve, 2 Abstention); April 28, 2017

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The University of Alabama Faculty Handbook defines a full-time workload as “. . . twelve hours of undergraduate teaching per semester combined with the other duties required by good academic citizenship.” The *UA Faculty Handbook* further provides, “Negotiations between the chairperson and the faculty member can result in replacing part of the teaching component . . . by time assigned to research or other activities which contribute to the mission of the University; depending on the nature of the assignment, approval of the Dean or Provost/Vice President for Academic Affairs may be required.” This policy is intended to clarify the circumstances that justify “replacing part of the teaching component.”

In the Culverhouse College of Commerce, the Department Head/Director is responsible for teaching assignments based on the instructional needs of the department and college. The Department Head/Director is also responsible for changes to workload, in consultation with the Dean’s Office, to meet support the research, teaching and service missions of the college.

Teaching Loads

Faculty in the Culverhouse College of Commerce are expected to support the research, teaching, and service missions of the college to varying degrees based on the nature of their appointment. As noted above, the standard teaching load for faculty of the University of Alabama is eight courses per academic year with additional time dedicated to academic service. The *UA Faculty Handbook* further allows for alterations to faculty workload for other activities. For research-active faculty (defined as faculty meeting the College criteria as a Scholarly Academic) in a tenure-track or tenured position, the teaching load is generally four courses per year.

As a general rule, an undergraduate course should have a minimum of 20 students enrolled to be considered part of the teaching load. A master’s-level (500-level) course should have 10 students as a minimum to be considered part of one’s teaching load. A doctoral course (600-level) course should have 5 students to be considered part of one’s teaching load. The College recognizes some fluctuation in course enrollments, particularly in graduate courses and when new programs are launched. However, enrollment caps may not be used for the purpose of creating more “in-load” courses – the numbers above are minimums and not the expected enrollments in typical undergraduate courses.

Generally, faculty will teach an equal number of courses per semester. However, imbalanced teaching loads may be necessary to meet the instructional needs of the department or may be preferred by a faculty member. Instances where a faculty member will not have any teaching responsibilities in a semester (e.g., a 0-4 load) must be approved in advance by the Dean’s Office. Because such situations are typically intended to allow a faculty member more time to focus on his or her research, a brief report of the research outcomes from the semester may be requested by the Dean’s Office prior to continuing such an arrangement.

Teaching Load Reductions

Teaching Load Reductions for Administrative Duties

Faculty serving as Directors of Board of Trustees-approved research centers will receive a two-course per academic year teaching load reduction (one course per semester). The course load reductions do not alter their requirements to maintain academic qualifications. Culverhouse policies on research centers require that research center directors generate external funding for their research to offset the costs associate with the teaching load reduction. Failure to do so could result in an increase in teaching load.

Department Heads will receive a one-course per semester teaching load reduction.

Faculty serving as Assistant/Associate Department Head will receive a one-course per academic year teaching load reduction. Taking a course load reduction for these roles precludes receiving an academic year stipend for these positions. Should these positions require a summer commitment, departments may compensate those faculty members for that summer commitment using department operating funds.

Teaching Load Reductions to Support Research Productivity

Faculty holding endowed chair positions will receive a one-course per academic year reduction in their standard teaching load in order to provide additional time to focus on research. Such faculty members are typically expected to produce high-impact research as a condition of their appointment to the endowed chair; as such, the additional time is intended to yield additional grant activity, higher quality publications, or a higher quantity of publications. As part of the five-year renewal of endowed positions, endowed chairs recommended for renewal may have their teaching load increased to the standard research-active faculty load if the teaching load reduction has not led to higher-quality publications.

Newly appointed tenure-track faculty will generally receive a one-course reduction in teaching load per academic year in order to provide additional time to establish an active research program. Department heads may offer a one-course per year reduction for an initial period of two years; a reduction beyond two years requires Dean's Office approval.

Faculty with a research degree but in a teaching-focused position (generally, clinical instructors) may be eligible for teaching load reductions based on research productivity. Faculty in a non-tenure earning position meeting the minimum qualifications as a Scholarly Academic will have a teaching load of six courses per academic year. This policy does not apply to faculty automatically granted Scholarly Academic status within five years of earning their PhD. For those individuals, they must demonstrate that they are meeting the standard qualifications as a Scholarly Academic.

Faculty in a non-tenure earning position meeting the minimum qualifications as a Practice Academic (using the path that requires 2 peer-reviewed publications) may choose to have their teaching load reduced by one course per year.

Faculty meeting the qualifications as a Scholarly Academic and producing specific high-quality research outputs may earn additional teaching load reductions. Faculty with an accepted paper in a journal from the college's aspirational journal list will receive a one course reduction in the next available academic year or, if they choose, \$15,000 in summer research funding the next available summer. Faculty may utilize a maximum of one course reduction per year; any additional publications in aspirational journals will either extend the teaching load reduction or can be rewarded with \$15,000 in summer funding if the faculty member chooses. A maximum of three Culverhouse faculty members may receive a teaching load reduction for any single published paper in an aspirational journal. This policy only applies to articles on the aspirational journal lists (not articles considered equivalent to aspirational journals for purposes of academic qualifications). If the aspirational journal article includes a current Culverhouse doctoral student and is accepted prior to that student defending his/her dissertation, the lead faculty member author will receive a one-course reduction for two years (rather than one). Faculty not otherwise meeting the minimum requirements as a Scholarly Academic (e.g., their only publication in the past five years is a single aspirational article) are not eligible for a teaching load reduction under this policy.

Faculty already receiving a teaching load reduction as a newly appointed faculty member will generally utilize their teaching load reduction to extend the period during which they have a one-course reduction. They may utilize their teaching load reduction from an aspirational journal article in addition to their new faculty reduction with department head approval. Faculty already receiving a teaching load reduction as an endowed chair will generally utilize their teaching load reduction from an aspirational journal article in addition to their endowed chair reduction (leading to a teaching load of two courses per academic year) and may extend that reduction with additional aspirational journal article acceptances.

All teaching load reductions described above are subject to the availability of adequate instructional resources to meet department and college needs. If adequate instructional resources are not available (e.g., due to a high number of faculty departures, sabbaticals, or publication-related teaching load reductions), teaching load reductions may be deferred until adequate resources are available.

The goal of this program is to provide adequate time for faculty to focus on high-quality research. As such, faculty accepting a course reduction as part of this section of the policy are not eligible for supplemental pay from overload teaching during the academic year during which they are receiving a teaching load reduction (with the exception of the EMBA program).

Other Teaching Load Reductions

All other teaching load reductions are expected to be very rare and must be approved in advance by the Dean's Office. At a minimum, the nature of the activity must require a time commitment of *at least* ½ day per week for the entire academic year that cannot otherwise be accommodated

during the time normally utilized for academic service (generally, 1 day per week during the academic year).

Overload Teaching

The University of Alabama faculty handbook has specific provisions for supplemental compensation (<http://facultyhandbook.ua.edu/vii-supplemental-compensation-policy.html>). In summary, it is expected that all teaching is done within a faculty member's standard load. Overload teaching is defined as teaching beyond the required teaching load of a faculty member in an academic year. Overload teaching is teaching in addition to the other expected duties of the faculty member, not a replacement for other duties. In other words, overload teaching does not replace the expected research and service outputs of the faculty member. Faculty are limited to no more than three credits of overload teaching per fall and spring semester. Overload teaching will be paid at a rate of 2.5% of their nine-month base salary per credit hour (maximum of 7.5% per course).

Overload teaching should only be utilized when absolutely necessary to meet the educational needs of the department and College. The financial status of a faculty member will not be a consideration in offering overload teaching. Overload teaching may not be used to circumvent the normal means for providing faculty with compensation (e.g., it may not be used to help bring a faculty member's salary to "market" levels).

With the exception of the EMBA program, programs that require significant levels of overload teaching in order to sustain curriculum delivery will be reviewed and may be discontinued unless there is approved plan for sustainably offering them in the future with existing faculty resources.