Overview
The Department of Public Health Education’s (PHE) policy for faculty workload assignments follows the university’s policy and focuses on workload as a negotiation between the department head/chair and individual faculty. The policy is designed to allow for “...a high degree of research/creative expression, service, community engagement, and directed professional activity...” (UNCG Faculty Workload Guidelines – Approved January 5, 2016 Page 2 of 9). It is also designed to focus on achieving a balance between faculty and department needs as well as balancing the different needs and aspirations between faculty members. As such, the policy allows for differential workload assignments. Negotiations for workload assignments are conducted within specific parameters and guided by departmental values, as outlined in this document, and with the developmental trajectories of each faculty member in mind.

NOTE – In order to gain a more complete understanding of workload assignments within PHE, this policy should be read in conjunction with the PHE Departmental Promotion and Tenure Policy.

Guiding Principles
The following guiding principles were identified as essential for determining faculty workload assignments. As per the university’s policy, teaching is the first consideration and the department’s needs to serve our students are primary in assigning workload. The other principles that have guided the development of this policy are: flexibility, equity, transparency, and efficiency (where appropriate).

PHE has also identified department-level values that are central to how faculty workload assignments are negotiated. These values include:
- quality in scholarship
- pursuit of external funding
- support of professional practice activities
- community engagement for students and faculty
- service to the department
- a focus on faculty development
- pursuit of work/life balance

While pursuit of external funding (with a particular focus on supporting doctoral students) and community engagement activities are department-level values it is not expected that all faculty will pursue these activities. However, it serves the department’s interests to support faculty members who choose to pursue either activity. Since the faculty places a high value on active engagement in the instructional and service work of the department, in normal circumstances we anticipate that no faculty member will have a zero instructional or service workload regardless of their level of funding (other than approved research leave).

Definitions
Faculty Workload: The entirety of a faculty member’s duties for the relevant period.
Instructional Workload: The portion of the faculty workload spent on direct instruction (e.g., teaching organized courses) and other instructional activities
(e.g., mentoring, advising, supervising independent studies, curriculum development and revisions).

**Teaching Workload:** The portion of the instructional workload spent on teaching organized courses, including internships and practicums, that is assigned to a faculty member for the relevant period.

**Differential assignments:** Variation in the proportion of teaching, instructional activities, research, professional practice, and service activities assigned to individual faculty while still maintaining equity in overall workload.

**Course reduction:** Reducing the number of (or faculty role in) organized courses (including internships and practicums) assigned to a faculty member to allow for increases in other workload activities, including but not limited to; heavy service activities or externally funded academic year salary savings for research/evaluation.

**Research Active:** A level of research productivity among tenured and tenure-eligible faculty that includes an average of 1-2 published peer-reviewed articles per year over a 3-year period and/or submission of applications for external funding. [On a case-by-case basis other scholarly products, such as the completion of white papers/reports for professional/community organizations, book chapters, and monographs, will be considered in lieu of peer-reviewed articles or grant applications.]

**Research Intensive:** A level of research productivity among tenured and tenure-eligible faculty that includes an average of 3-6 published peer-reviewed articles per year over a 3-year period, and/or submission of applications for external funding (minimum one submission every two years).

**Doctoral Engagement:** Doctoral engagement is a broad term that encompasses many activities. In most cases it consists of serving as a chair or taking a lead role (such as methodologist or co-chair) on 2-3 doctoral dissertation committees. However serving as a member on an exceptionally large number (4-6) of doctoral dissertation committees and/or continuous mentoring of doctoral student writing projects (e.g., co-authoring or writing grants and manuscripts with doctoral students where the students are doing the majority of the writing; supervising doctoral student research projects outside of their doctoral dissertation) can be considered as doctoral engagement.\(^1\)

**Professionally Active:** A level of engagement in the promotion of the practice of the discipline. This often consists of activities performed by faculty

\(^1\) *These doctoral engagement activities are in addition to the general expectations for doctoral committee work listed under “Instructional Expectations.”*
Departmental Instructional Needs
The Department of Public Health Education (PHE) has instructional needs spanning 4 programs: a PhD in Community Health Education, an MPH in Community Health Education, a BS in Community Health Education, and a BS in Health Studies. Each program has a mixture of required coursework as well as elective courses that need to be taught. The MPH program is taught completely in the evenings and the Health Studies concentration is taught completely online. Each program has advising needs and each program has curricula development, revision, and assessment needs.

To cover the curricula needs of all 4 programs and to maintain University expectations of student credit hour (SCH) production, the department needs to offer approximately 45 course sections a semester or 90 sections a year. Of these, approximately half are required courses. To meet the needs of the students and maintain the integrity of the programs, the department aims to cover all required courses with full-time faculty.

To reach and maintain General Administration minimum requirements for doctoral program enrollment and graduation rates, the department a minimum of 19 program/dissertation “chairships” and 38 committee memberships from its tenured and tenure-track faculty. Thus, all tenured and tenure-track faculty will typically serve on multiple committees and the department will strive to keep at least two-thirds of its’ faculty who are eligible to sit on committees at the level of doctoral engagement.

General Expectations
The department has a set of general expectations for its faculty. These expectations depend upon a faculty member’s role (tenured, tenure-track, academic professional) as well as departmental resources. Below are general expectations of department full-time faculty by instruction, research/professional engagement, and service.

Instructional Expectations
- Faculty should be willing and able to teach, advise students, and contribute to curriculum development, revision, and assessment across all 4 programs (as needed and as they are qualified, particularly those with graduate status).
- Faculty should be willing and able to teach in the evenings and online (as needed).
- Faculty should identify at least 2 required courses, across any of the 4 programs that they are prepared to teach in any given semester.
- In the event of external funding, faculty will “buy-out” of elective courses before core courses.
- Independent studies (HEA 475 and HEA 695) cannot be counted towards a faculty’s teaching load.
  - As per university policy, faculty cannot engage in more than 3 independent studies per semester.
- All tenured and tenure-track faculty will serve on doctoral committees in some capacity.
  - A typical committee load for tenured faculty who are not doctoral-engaged is to serve on 2-4 doctoral committees both within and outside of the department and to occasionally chair program committees and / or dissertation committees.
• A typical committee load for tenured faculty members who are doctoral-engaged is to chair or serve as a methodologist on 2-3 doctoral committees, serve as a member on 2-3 other internal doctoral committees and may also include serving as a member on 1-2 external doctoral committees each year.
• Tenure-track faculty are not eligible to chair doctoral committees but will (over time) typically serve on 2-3 internal and 1-2 external committees each year, and can co-chair (over time) with tenured faculty members.
• Faculty will serve as advisors to students in either our undergraduate programs or our MPH 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 15-25 and a typical load of MPH advisees will be 5-10.
  • Serving as an advisor includes registration advising but also includes other advising activities and duties, such as career mentoring, across the academic year.
• Faculty will contribute to the development, revision and assessment of the department’s programs. The extent of these contributions will vary across faculty members and semesters dependent upon individual workload commitments as well as tenure-track status/faculty role. At minimum, faculty will attend to distributed curricula revision materials, participate in discussions on curricula issues within faculty meetings, and vote (as needed) on curricula revisions. All faculty will also assist in program assessment activities for the undergraduate and MPH program including, but not limited to, the review of identified assessment products.
  • All faculty eligible to serve on doctoral committees will assist in the assessment of the doctoral programs, including but not limited to the annual review of doctoral students.
  • Contributions to the development, revision, and assessment of departmental programs will increase after obtaining tenure for faculty on the tenure track.

Research/Professional Engagement Expectations
• Tenured and tenure-track faculty members should be productive scholars who engage in the discovery and practical integration of new knowledge of importance to the field and who publicly disseminate their scholarship through peer-reviewed outlets.
• Tenured and tenure-track faculty should have a clearly articulated plan for their scholarship each year (including expected outcomes), and this plan should contribute to their career development as well as the Department mission, focus areas, and curriculum.
  • The extent of scholarly productivity should be commensurate with the descriptive category (See Differential Assignments) discussed as part of the workload planning process.
  • Productivity typically takes the form of peer-reviewed publications, presentations, and grant submissions, the type and balance of publically disseminated works will differ by academic profile (e.g. scholarship of discovery versus application versus teaching) as outlined in the Department’s Promotion and Tenure policy.

Academic Professional (APT) faculty should be engaged in activities that promote the professional practice of the discipline.
• The extent and type of engagement in the promotion of professional practice will differ by role but all activities should support the Department mission, focus areas, and curriculum.
• Activities that promote professional practice may include, but are not limited to: working closely with practice organizations at the local, regional, national or international level; developing and delivering workshops, seminars, webinars, and conferences related to professional practice; coordinating and administering research studies and protocols; developing practice-level certifications; taking leadership roles in organizations, such as SOPHE, that advance the discipline.

Service expectations
• Faculty will perform service on multiple levels: department, school, university, professional, and community
• Tenure-track faculty will primarily perform service on the department and professional levels until they have successfully completed their tenure requirements

Typical service activities include but are not limited to: attending faculty meetings and work-related department events, serving on department, school and university committees, attending university functions, assisting colleagues, mentoring faculty, conducting journal and conference reviews, active involvement in professional organizations, and helping the broader community in a manner consistent with expertise.

Workload Assignment Parameters
The standard percent effort across areas is:

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<thead>
<tr>
<th>Tenured &amp; Tenure-Eligible</th>
<th>Academic Professional</th>
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<tbody>
<tr>
<td>50% Instruction</td>
<td>80% Instruction</td>
</tr>
<tr>
<td>30% Research</td>
<td>10% Professional Practice</td>
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<tr>
<td>20% Service</td>
<td>10% Service</td>
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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 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%

External Funding Parameters
The department does not have a set formula to determine how best to address the percent effort contributed to external funding (otherwise known as “academic year salary savings”). The following parameters and expectations are meant to facilitate negotiations between the funded faculty member and the chair.
• Faculty will negotiate with the department head / chair how they will complete the percent effort that is committed to external funding through teaching load reduction and/or other instructional load reduction and/or service reduction.
There will be occasions where some or all of the percent effort devoted to external funding will be considered part of a tenured or tenure-eligible faculty member’s 30% research effort. Determinations will be made based on departmental need, departmental values, and the faculty member’s developmental trajectory. Given the department’s value of meaningful collaboration and engagement from all faculty on the work of the department, it is not in the interest of the department for a faculty member to have all his/her effort committed to external funding. The overall parameters above allow for no more than 70% research/professional practice effort per faculty member. To ensure adequate and meaningful participation in the department, faculty interested in continued external funding may want to aim for a consistent range of 50-60% externally funded effort.

**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.** Academic Professionals, or other full time faculty (non-tenure track), who primarily support the teaching mission of the department, who routinely supervise teaching assistants or clinical practicum, and who participate in academic advising. *The teaching load will be 3-3 for the very first year, and then 4-4. Faculty members under this profile will have normal advising responsibilities and normal service obligations.*

**Active Practitioner.** Academic Professionals, or other full time faculty (non-tenure track), who primarily engage in promoting professional practice (such as coordinating large multi-site research studies or developing professional development opportunities in the discipline) that serve the department’s mission. These positions are often supported, in part, by external funding. *The teaching load will normally be 3-3 with normal advising responsibilities assuming normal service obligations but will vary by the extent of external funding support.*

**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 serve on masters and doctoral committees, but will not serve as doctoral committee chair. *The teaching load will normally be 1-1 for the very first year, and then 2-1 until reappointment. 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 over a three year average), who routinely serve on doctoral committees both within and outside of the department (2-4), occasionally chair program committees and/or dissertation committees, and who do not routinely seek external funding to support their research program. 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 3-2 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 (2-4). *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.