

WORKLOAD POLICY SCHOOL OF SOCIAL WORK (2001, 2002)

INTRODUCTORY STATEMENT:

The Board of Regents of the University System of Georgia has previously stated that the normal teaching load for faculty was 15 quarter hours per week. For five-credit courses this formula translated to 3 courses per quarter. On an annual basis, this formula translated to 3 courses per quarter or 12 courses per year. The semester conversion formula would be about 9 courses per year (3 courses x 3 semesters).

Due to the numerous roles that are held by faculty members in the School of Social Work, the Workload Committee was charged with the task of providing standards that take into account all important responsibilities. This Workload Policy was drafted to promote guidelines that will be used by faculty and SSW administration to determine a distribution of workload time across areas of assignment (primarily, instruction, service, and research/scholarship). This document is a revision of the Workload Policy Statement that was approved by the faculty in 1996.

As a guiding principle, workload assignments should consider a faculty member=s preparation, proficiencies, and preferences. Faculty members should be recruited for potential contributions to the overall program with some specific competencies and skills (practice experience or academic preparation) which suit them for envisioned roles within the faculty. Once employed, their specific preparation and proficiency should provide a basis for workload assignment when considered in combination with their preferences and the school=s programmatic needs at a particular point in time (usually an academic or fiscal year).

An additional guiding principle is the continued development of a faculty member=s competencies and skills. For newly-hired faculty members, assignments should include compatibility of content of courses and time demand consistent with the concurrent development of a research program and a publication record with the goal of supporting the faculty member=s professional growth and enhancing progress toward tenure.

Overall, the purpose of the workload policy will include the nurture and retention of faculty members, as well as staffing the various programs of the school with qualified faculty members.

Process of Constructing a Workload Policy: (NOTE: from the report of the original committee (Kropf, Daniels, Lockhart, Mills, Pippin, Thyer in August of 1996)

The Workload Committee completed a number of preliminary tasks as part of constructing the Workload Policy. These were:

- X Review of research on a national study of workload policies for graduate programs in social work¹
- X Guiding Principles on Workload established by the SSW Administrative Committee
- X Board of Regents= General Policy on Teaching Load
- X Council on Social Work Education: Accreditation Standard on Faculty Assignment
- X Sample Workload Policies at Georgia and other Schools of Social Work
- X Administrative Directives concerning faculty assignments

Based on the documents reviewed (using the 1996 workload policy as the basis, updated to the semester system) and committee deliberations about the type of policy appropriate to the School of Social Work at Georgia, the committee identified principles that would guide the construction of this document:

- a) The workload policy would be simple enough so faculty could keep track of their own workload without bookkeeping from a clerical person.
- b) The workload policy would include enough flexibility to provide opportunity for:
 - i) the skills, interests, and ambitions of individual faculty members in the areas of teaching, service, and research/scholarship;
 - ii) the organizational needs of the School of Social Work in areas related to curriculum, governance, and special situations that might arise.
- c) The workload policy would be drafted for the quarter system, with conversion to a semester system.
- d) A strong recommendation to the School administration that the workload policy be re-evaluated periodically to determine strengths and weaknesses, so that appropriate accommodations may be made.
- e) The process of constructing a workload policy that is fair and usable is a complex task. The goal of the committee is to draft one that is Ado-able@ not one that can address the individual circumstances of every faculty member. It is expected that a periodic re-evaluation process would provide opportunities to strength the policy.

The goals is to develop a workload policy that provides for the equitable distribution of assignments across faculty in the School.

Sources of Variation in Workload:

While a policy attempts to provide guidance in faculty workload , there are several factors that impact the assignment of an individual faculty member=s time and responsibilities.

¹Locke, B. & Patchner, M. (1995). Structuring faculty workloads. In F. B. Raymond (Ed.) The Administration of Social Work Education Programs: The Roles of Deans and Directors (pp. 65-76). Nat=1 Association of Deans and Directors of Schools of Social Work.

Individual Differences:

Individual differences exist in the faculty member=s areas of interest and expertise. Individual faculty members may place emphasis on the quantity and intensity of involvement in service and scholarship roles, and instruction - related activities such as advising and liaison assignments. The Workload Policy attempts to be flexible enough to accommodate the skills and interests of all faculty members. However, differences in the manner in which each faculty member performs her/his roles, are not addressed in the Workload Policy. The decision about what constitutes adequate performance within areas of assignment was deemed a performance, not workload, issue more appropriately evaluated within the context of the Annual Review..

Differences in Expertise:

The organizational requirements of the SSW are another source of variation in workload policy. On occasion, faculty are requested to assist with projects that expend significant amounts of time and energy, such as preparing accreditation documents or grant proposals. These demands may require a renegotiation of assignment to correct any imbalance or perceived inequities in workload assignments.

Administrative Responsibilities:

The SSW has several faculty positions that carry administrative responsibilities. These roles are the: Dean, Associate Dean, Director of MSW Admissions, Coordinators of Field Instruction, Director of Part-time MSW Program-Gwinnett Center, BSW, MSW, Ph.D. Program Directors and Director of the Research Center. Most program directors carry an administrative assignment of approximately 30%. However, some such as the MSW Program Director, carry an administrative assignment of 50%. When faculty carry administrative assignments, their time assignment in instruction and sometimes research and service are reduced accordingly.

WORKLOAD EQUIVALENCIES

INSTRUCTION:

Courses:

Classes taught may be differentially weighted depending upon various configurations. The factors that will be taken into account include location (Gwinnett, Athens, or other location), instructional methodology (seminar, academic course, distance learning), or total enrollment in a course. However, no differences will be considered by degree program (BSW, MSW, Ph.D). While course enrollment will not be included in workload, the committee recommends the following factors related to class size:

- a) The University states that a class must have a minimum enrollment of six students. Courses that do not meet this requirement should not be calculated in teaching load without a rationale from the SSW administration.
- b) Concern was expressed about the upper class limit, as some courses are offered with large numbers of students. An enrollment limit of **25** students is recommended, especially for practice methods courses and as possible, with

courses in other sequences. Courses that have enrollments that exceed this amount should be divided into two sections of the course, when resources permit. Each of these sections would be counted as one course. (Example: Class of 40 is divided into two sections of 25 or fewer students in each. Each section would be counted as one course in faculty teaching load).

New faculty members would have a reduced teaching load of *at least one course* during their first year to assist with the multiple new preparations that may be required. **The recommended number of courses per year = 5 for 12-month faculty, 4 for 9-month faculty.**

Advising / Liaison Roles:

Liaison responsibilities that are connected with a field seminar classes will not be included in liaison assignments. However, the recommendation is that the enrollment in field seminars (**BSW, MSW foundation**) **be reduced to a maximum of 12 students** to reflect the increased work associated with visiting field sites. For **MSW concentration, liaison assignment will be 8 students**. Additionally, the recommendation is that faculty be assigned a maximum of four agencies to decrease travel distance and time for site visits. MSW advising will include student advisement and concentration field liaison. In the BSW program, the advising role will include advisement to lower and upper division students. To the extent possible, students will be distributed equally among the faculty advisors in the BSW & MSW programs.

The combination of liaison and/or advising responsibilities will be equivalent to approximately .66-1 course per semester.

Supervision of Directed Projects and Independent Study Courses:

Faculty will receive credit for supervising independent study and directed projects with students. Each faculty member must track her/his number of credits in these individualized courses. After completing **24 credits** of supervising independent study/directed projects, the faculty can negotiate to have a one course reduction during a semester in the following academic year. For planning purposes, faculty must keep the Associate Dean informed of the numbers of independent studies/directed readings courses that are being accrued. The faculty member is expected to notify the Associate Dean during the spring semester that she/he has accumulated 24 credits. Specific details about the course reduction will be decided by the faculty member and Associate Dean, with consideration to the instructional needs of SSW. The following courses are those that will be counted toward the 24 credits:

SOWK 5908	SOWK 7300
SOWK 6908	SOWK 8306
SW 7000	SOWK 8315

Participation on Doctoral Committees:

Faculty members will receive workload credit for doctoral dissertation committees in the SSW. The following formula will apply:

Chair of 3 committees = 1 course reduction.

A course reduction will be given to a faculty member after she/he has served as chair of 3 doctoral dissertation committees. Chairship will include serving as the doctoral students= instructor in the following credits: SOWK 8240, 9000, 9105, 9300. In addition, this role includes supervising the student through successful completion of the comprehensive exam, prospectus and dissertation defenses.

Member of 9 committees = 1 course reduction

A course reduction will be given to a faculty member after she/he has served as a member of 9 dissertation committees in the SSW. Membership will be defined as participating on a committee during the successful completion of the comprehensive exam, prospectus and dissertation defenses.

After serving on the required number of committees, a faculty member can negotiate to have a one course reduction during a semester in the following academic year. The faculty member is expected to notify the Associate Dean during the spring semester. Specific details about the course reduction will be decided by the faculty member and Associate Dean, with consideration to the instructional needs of SSW.

Readership on Exit Projects (Exams) and Research Options.

Faculty who will be working with students in individualized capacities on these projects are required to have students enroll in one credit of an independent study section (e.g SOWK 7000 for Exit Project (Exam), 7300 for Masters Thesis, or 6908 for Independent Study) to achieve workload credit. Workload credit will not be given to Asecond readers@ on these projects which will be considered a voluntary consultant role.

SERVICE:

Performance of service roles will be equivalent to **.66 course per semester**. The types of activities that will be considered as constituting service activities are described in the following documents: Contributions to Service Standard in the University=s Guidelines for Appointment, Promotion & Tenure; and the Promotion & Tenure Guidelines for the School of Social Work . Service will include participation in projects and committees in the School of Social Work, the University, the Profession, and the Community. Appointment and election to committees and projects is expected of all faculty. The number of committee assignments that are expected of each faculty member will be calculated by adding School of Social Work and University Committees and dividing by the number of faculty. This process will distribute committee responsibilities equally among all faculty. It is also expected that faculty will be willing to chair committees as needed.

In some cases, individual faculty members have the opportunity to engage in service

roles that are beyond the usual expectations of faculty. Examples could be: chairing a major committee, having a leadership position at a national level, writing a grant with a social agency. In these instances, the faculty member will negotiate with the Associate Dean & Dean for an increased service assignment.

RESEARCH & SCHOLARSHIP:

Research and scholarship assignments will vary depending upon the faculty member=s tenure status and engagement in research initiatives. For untenured faculty members who are tenure earning, research assignments will vary from approximately 15% to 50% per year depending upon the faculty member=s needs and engagement in grants, research projects and the like. For tenured faculty, the standard research assignment is 15% (approximately **.66 course per semester**). However, more research time may be assigned commensurate with ongoing research projects and or grant activity. The types of activities that will be considered as constituting research and scholarship activities are described in the following documents: Contributions to Research and Other Creative Activities Standard in the University=s Guidelines for Appointment, Promotion & Tenure; and the Promotion & Tenure Guidelines for the School of Social Work. Tremendous variability exists in the type of research and scholarship undertaken by individual faculty members, such as publishing in juried journals, editing books, and being author of book chapters. Faculty are expected to demonstrate productivity in research/scholarship by completed and accepted publications, however, no expected amounts will be included in the Workload Policy.

In some cases, individual faculty members have the opportunity to engage in major research/scholarship roles that are beyond the usual expectations of faculty. Examples could be: working on a large writing project, submitting a major grant proposal. In these instances, the faculty member will negotiate with the Associate Dean & Dean for an increase in research/scholarship assignment.

Each faculty member is expected to use time in service and research/scholarship to demonstrate productivity in these areas. The distribution of this amount will be determined by the individual faculty member=s interest and expertise, and the needs of the School. However, tangible evidence of the use of this time will be discussed with the Dean/Associate Dean as part of the annual review process. Faculty who are not using this time in service or research/scholarship will be expected to increase involvement in other areas (e.g. advising, teaching, field liaison).

WORKLOAD SUMMARY

INSTRUCTION:

Courses per Year = 9 or equivalent (12-month faculty); Standard implementation across colleges is two courses per term (5 for 12 month faculty).

Other Instruction - Related Responsibilities:

X Liaison + Advising = .66 course per semester, or 2 courses per year.

X Independent study, doctoral committee membership will be granted as discussed

TOTAL COURSE / COURSE EQUIVALENCES FOR INSTRUCTION= 6

SERVICE & RESEARCH/SCHOLARSHIP:

Based upon individual faculty member=s productivity in service and research/scholarship activities.

TOTAL COURSE / COURSE EQUIVALENCES FOR SERVICE & RESEARCH/SCHOLARSHIP COMBINED = 3

School of Social Work Planned Implementation

12-month faculty teach 5 courses

(2 courses per semester for fall/spring;

1 in summer)

9-month faculty teach 4 courses

5 courses/9=55% to teaching

1.5 courses for field/ advising = 17% (Mostly occurs during regular academic year)

2.5 courses for research/service = 28%

Total = 100%

In addition, we try to rotate 12-month faculty out of summer teaching every other year when resources permit, so that in those years:

4 courses/9 to teaching = 44%

1.5 courses for field/advising = 17%

3.5 courses for research/service = 39%

Total = 100%

DRAFT 1/3/01, edited 8/22/02