

FACULTY CATEGORY OVERVIEW

School/College: **College of Education**

Use this to create faculty categories, define standard teaching loads for each category, and describe expectations for other aspects of faculty work. Some of this information may be available in annual performance review forms or other materials which detail expectations. Releases should not be part of the standard workload; releases are considered exceptions to the standard. That said, do include notes in the table or below it describing policies for when a faculty member is eligible for releases.

COE Response

In the table below we outline the emerging workload options for faculty in the College of Education. As noted in the School/College Phase 1 Template, faculty and administration in the COE are in process of developing long-term policies and procedures to adopt this model. Beginning in AY14-15, the college initiated the first year of a three -year pilot to advance an approach to faculty workload that allowed faculty to opt into a workload

Faculty Type	Faculty Category	Teaching Load	Research, Scholarship, Artistic & Creation	Advising	Service
T/TT	Standard 40%(T)-40%(R)- 20%(S) Workload*	6 Courses/ 18 credit hours		Advising is required as part of teaching activities.	Depending on rank and tenure, service includes service to the program/college, university, profession and community.
T/TT	Teaching Active 50%(T)-30%(R)- 20%(S) Workload*	7 Courses/ 21 credit hours	The college is still developing standards and criteria for research and scholarship for this category.	Advising is required as part of teaching activities.	Depending on rank and tenure, service includes service to the program/college, university, profession and community.
T/TT	Teaching Intense 60%(T)-20%(R)- 20%(S)	8 Courses/ 24 credit hours	The college is still developing standards and criteria for research and scholarship for this category.	Advising is required as part of teaching activities.	Depending on rank and tenure, service includes service to the

	Workload*				program/college, university, profession and community.
T/TT	Research Active 30%(T)-50%(R)- 20%(S) Workload*	5 courses – this teaching workload is supported primarily through grant-based course releases.	The college is still developing standards and criteria for research and scholarship for this category.	Advising is required as part of teaching activities.	Depending on rank and tenure, service includes service to the program/college, university, profession and community.
T/TT	Research Intense 20%(T)-60%(R)- 20%(S) Workload*	4 or fewer courses – this workload is supported predominately through grant-based course releases	The college is still developing standards and criteria for research and scholarship for this category.	Advising is required as part of teaching activities	Depending on rank and tenure, service includes service to the program/college, university, profession and community.
T	Faculty Admin – Associate Dean	0	While research is not a formal expectation of the position, depending on whether the faculty member in this position has reached the rank of Full Promotion; if not, one would expect this person to continue to pursue a research agenda.	N/A	N/A
PT/NTT	Adjunct	Per course basis between 1-4 (max) courses;	N/A	N/A	N/A

FT/NTT	Full-Time NTT 80(T) -20% (S)	9 courses/ 27 credit hours	N/A	Advising is required as part of teaching activities.	Service expectations are directed primarily to the program and college.
FT/NTT	NTT Faculty Admin – Assistant Dean	1	N/A	N/A	N/A
PT/NTT	Working title can vary – such as Internship Coordinator; Instructor, Lecturer, etc.	5-9 Number of courses varies by the FTE of the contract as well as the degree to which program coordination and service duties are included as part of the contract.	N/A	Advising is required as part of teaching activities.	Service expectations are directed primarily to the program and college.
PT/NTT	Adjunct Facilitators	These individuals provide supplemental support to instructors as the courses are high skill- based courses and require	Provides in class observation and feedback to students in support of the designated instructor.	N/A	N/A

		students to be observed and provided formative feedback in situ.			
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