

Purpose

The Fogelman College of Business and Economics (FCBE) faculty workload guidelines establish equitable workloads for faculty members across departments. Faculty workload consists of three components: teaching assignments, research activities, and service assignments. These guidelines bring faculty workloads into alignment with University of Memphis policies, while at the same time encouraging and supporting research productivity. The guidelines are intended to enable research-productive faculty adequate time to pursue substantive research and ensure each faculty member is contributing in a significant way to the overall mission of the college and University.

Constraints on Faculty Workload

Teaching assignments are subject to the total resources available to FCBE and per AACSB guidelines. AACSB's Eligibility Procedures and Standards for Business Accreditation offer the following guidance on demonstrating faculty sufficiency (AACSB 2018, p. 29):

- “Normally, participating faculty members will deliver at least 75 percent of the school’s teaching”
- “Normally, participating faculty members will deliver at least 60 percent of the teaching in each discipline, academic program, location, and delivery mode”

AACSB describes that “a participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities” (AACSB 2018, p. 28). All full-time tenured and tenure-track faculty are expected to participate by contributing to departmental and university service (see [FCBE faculty qualification and engagement policy](#)).

Responsibility for Faculty Workload

The Dean and Department Chairs are charged with setting appropriate faculty workloads. Workload distribution should be in accordance with FCBE and university policy, departmental instructional needs, and resources. All workload assignments are subject to change depending upon departmental, college, or university needs.

Guidelines

Probationary Tenure-Track Faculty

- Probationary tenure-track faculty shall have an annual teaching load of 12 credit hours (e.g., two 3-credit courses per semester). The annual teaching load will be increased to 18-24 credit hours in the terminal year for a probationary faculty member that has been denied tenure.

Tenured Faculty

- Standard for 12-credit annual teaching load: This standard applies to a faculty member who documents intellectual contributions that meet the standard of *Scholarly Academic* (SA) as defined in FCBE's Faculty Qualification and Engagement Standards. Further reductions in teaching load are possible based on holder of Chair of Excellence, externally sponsored research funding to finance a course "buy-out" (or equivalent IDCR contributions), or for significant additional service assignments (see notes below). All such reductions require approval of the Department Chair and Dean. No annual teaching load shall be less than 6 credit hours.
- Standard for 18-credit annual teaching load: This standard applies to a faculty member who documents intellectual contributions that meet the standard of *Practice Academic* (PA) as defined in FCBE's Faculty Qualification and Engagement Standards. Further reductions in teaching load are possible based on significant peer-reviewed journal publications (e.g., elite journals), externally-sponsored research funding to finance a course "buy-out" (or equivalent IDCR contributions), or for significant additional service assignments (see notes below). All such reductions require approval of the Department Chair and Dean.
- Standard for 24-credit annual teaching load: This standard applies to a faculty member who fails to document intellectual contributions that meet the standard of *Scholarly Academic* (SA) or *Practice Academic* (PA). No further reductions in teaching load or summer teaching assignments are possible.

All faculty members, unless they are on an official Professional Development Assignment (PDA) or other approved college leave, shall teach at least one 3-credit course each semester. Exceptions require approval of the Department Chair and Dean.

Full-time Non-Tenure-Track Instructors

- Standard for 24-credit annual teaching load: This standard applies to a full-time non-tenure-track Instructor who documents intellectual contributions that meet the standard of *Scholarly Academic* (SA), *Practice Academic* (PA), or *Scholarly Practitioner* (SP) as defined in FCBE's Faculty Qualification and Engagement Standards. Reductions in teaching load are possible based on significant peer-reviewed journal publications (e.g., elite journals), externally-sponsored research funding to finance a course "buy-out" (or equivalent IDCR contributions), or for significant additional service assignments (see notes below). All such reductions require approval of the Department Chair and Dean.
- Standard for 30-credit annual teaching load: This standard applies to a full-time non-tenure-track Instructor who documents intellectual contributions that meet the standard of *Instructional Practitioner* (IP) as defined in FCBE's Faculty Qualification and Engagement Standards. Reductions in teaching load are possible based on significant peer-reviewed journal publications (e.g., elite journals), externally-sponsored research funding to finance a course "buy-out" (or equivalent IDCR contributions), or for significant additional service assignments (see notes below). All such reductions require approval of the Department Chair and Dean.

Reporting Process

All tenured faculty, tenure-track faculty, and full-time instructors shall provide documentation to support AACSB faculty qualification to their Department Chair no later than 31 January to be fairly assigned workload for the following academic year. This documentation shall include complete references for all publications and necessary information for other scholarly engagement activities over the past five academic years ended 30 June (note: faculty are responsible to provide updated documentation on intellectual contributions between the end of the academic year and the reporting deadline). Department Chairs are responsible for validating the intellectual contribution documentation and submitting the AACSB faculty classifications to the Associate Dean for Faculty and Administration by 15 February.

Notes

- For the purposes of these guidelines, teaching “credits” or course credit hours that count toward a faculty member’s teaching load are considered to be traditional “organized” courses and enrolled by enough students to meet the minimal expectations negotiated between the departments and college. This would include having regularly scheduled times for an on-ground course and equivalent requirements for an on-line class, but exclude low enrollment directed readings, research, doctoral dissertation advising, and independent study courses.
- Teaching schedules and assignments must be based on students’ curricular needs. Classes should be scheduled at the standardized times approved by the university.
- Workload distributions should be done in a good faith effort to distribute teaching assignments and expectations equitably among faculty at all levels.
- Eligible tenured and tenure-track faculty members are expected to be able to teach at all levels offered within their departments, consistent with student and departmental needs.
- Adjustments in teaching load may be made for very large, time-intensive courses in select cases where the department can also document significant extra effort involved in grading and managing those courses due to high enrollments (e.g., census enrollment above 180). All such reductions in teaching load require approval of the Department Chair and Dean.
- A course “buy out” occurs through externally-sponsored research grants or contracts. The buy-out rate shall be based on a percentage of the faculty member’s annual base salary (generally 12.5%) and not on the cost of replacement faculty. The department shall use its portion of the IDCR or faculty salary recovery to cover the replacement instructional costs. The rate that is appropriate in different areas and for different kinds of research grants and contracts is a matter that is negotiated between the faculty member, Department Chair, and Dean. All such reductions require approval of the Department Chair and Dean.
- “Significant additional service assignments” for these guidelines that would lead to reductions in teaching load should involve at least as much work as an additional 3-credit course (i.e., 150 hours or more during the semester, in addition to normal departmental service assignments). Examples include director position assignments (e.g., MBA program, Professional Development Center) or other significant service assignments. All such reductions require approval of the Department Chair and Dean.