

School of Business Course Load Policy

May 10, 2017 – Valid for AY 2017-18

Per University policy, the teaching load calculation starts from 8 courses per year; that is the hypothetical load for faculty who have teaching responsibility, but no responsibility for research, administration, or service. In the School of Business we adjust this teaching load using our course load policy, which incorporates a point system driven by the School's strategic plan.

As a fast rising business school, it is important to increase the level of high-impact research. This is also a major goal of our strategic plan. To achieve this, we need to focus on the impact of our publications and of our PhD program. Also, the reputation of the school among peer institutions is based to a large extent on our publications in high-impact journals, and on the placement of our doctoral graduates. The achievement of these objectives will also be critical in maintaining our accreditation. During their visit, our AACSB accreditors identified a need to increase the frequency of high-quality faculty publications, and also to pay attention to the PhD program. To grow our PhD program we need to attract more funded research, and also assist our graduates for TT placements in AACSB-accredited institutions. The proposed course load policy creates a point system that encourages both the quantity and quality of scholarship, while it values academic and administrative activities that increase the reputation of the school.

Tenure-track faculty require initial course relief to establish publication pipelines, and to establish funding pipelines if funding is reasonably achievable in their management discipline. Tenured faculty should be provided course relief to continue to maintain research activity. While tenured faculty are presented with many options as to their career path, one strategically important option for tenured faculty is a research-oriented career path, characterized by a highly active level of publication. Success in research by our faculty will help build the reputation of the School, and will have benefits for the School's teaching activities and relationship to industry. It will also help attract and retain the very best available scholars.

Specific goals for the plan are given below, followed by details of the publication point system and the course load policy.

Tenure track (TT) faculty

- Market considerations dictate the initial teaching loads for academically qualified junior faculty. Current conditions require that starting TT faculty are to maintain four (4) course releases for the first three years, according to their first negotiated appointment. This (together with their pipeline before joining the faculty) should enable them to achieve a record of accepted papers by the end of their first appointment in year 3. It should also enable them to develop the preparations (preps) for the courses they will be teaching during these years, and also to prepare and submit proposals for external research funding.
- Starting Assistant Professors, right after earning their Ph.D. degree, may get an additional one (1) course release during the first year of their appointment so that they may better prepare their courses. This benefit may be exceptionally granted by the Dean to an incoming faculty member who has earned his/her Ph.D. degree more than a year prior to their appointment.
- For the second 3-year appointment, assuming they maintain SA¹ status, they should be provided two course releases to encourage publication, one additional course release upon demonstration of an "Active" level of publication activity, plus one to two additional course releases if they are "Highly Active". Further relief will be given for submitted research

¹ SA refers to the 2013 AACSB faculty classification of Scholarly Academic. The other classifications are: Scholarly Practitioner (SP), Practice Academic (PA), Instructional Practitioner (IP), and Other.

proposals, or additional preps in the previous or the current year. In this way, TT faculty who are productive in research can expect loads no greater than 4 courses / year also during their second 3-year TT appointment.

- Grants may also be grounds for further release, either directly through time release (1/8 salary + benefits + overhead) or indirectly through the financing of a full-time Ph.D. student in the School of Business. Financing and supervising a Ph.D. student in the School of Business will result in one course relief, as this takes additional effort. These activities also advance the School's objective of increasing the number of Ph.D. students in our Doctoral program.

Tenured faculty

- Tenured faculty publishing at the SA level will receive one (1) course release.
- Tenured faculty publishing in the "Active" category will receive one (1) more course release, while tenured faculty publishing at the "Highly Active" category may receive an additional release of up to two (2) courses, depending on the number of points "earned" and the number of papers published in FT50 journals.
- Leading large (>\$100K) proposal efforts for competitive calls issued by organizations such as NSF and NIH provides one-quarter (0.25) course release. If grants are received, they can provide one (1) course release either directly through payment for time release (1/8 salary + benefits + overhead) or indirectly through financing a Ph.D. student of the School of Business. Note: only grants that go through Stevens (OSP, HFSC, Development office, or other Stevens office) are considered.
- Faculty are expected to serve on academic committees and student advising as part of their normal duties. Additional release may be provided for particularly intensive committee appointments. Additional release may be offered for running large centers or leading large funded research efforts.
- Course release may be provided for administrative work, including running programs or academic areas.
- Course release may be provided for high visibility positions in the community and the profession; for example, running a major conference or serving as an editor of a major journal.
- An effort will be made to ensure that publication-active faculty will normally have a load of four courses per year; lower loads can be achieved through exemplary publishing at the highly active level, or from funded research.

Non-tenure track faculty

- Non-tenure track faculty are encouraged to undertake research and maintain an SA level of publication, in which case they receive one (1) course release.
- In case SA status is not possible, NTT faculty are encouraged to pursue activities that will enable them to achieve a status of SP, IP, PA, and to do impactful work. In this case, they receive half (0.5) a course release.
- They are also encouraged to undertake administrative roles (PD, etc.)

For all faculty

- A faculty member teaching a course on-site and for the first time at a specific corporate location will receive a course release of one-half of a course.
- A faculty member teaching a course by application will receive a course release between one quarter and one-half of a course.
- Cancellation of an under-enrolled course section will result in a transfer of the faculty member's teaching obligation to a future semester. The Dean's office will keep count of

these obligations, and will notify the faculty member and the program directors prior to the next course assignment period.

Calculating the Strength of Publication Activity: the “points-plus” system

These calculations are based on a point system. This system may change over time, and allows for ratcheting up the school’s goals as the support for faculty increases. It also allows for the creation of special incentives in the future that focus on particular journals that align with the School’s strategy and quest for national academic reputation. Publications will count in the year that an official acceptance letter is received from the journal editor.

The following rating system for publications in peer-reviewed journals is used:

- A publication in an FT50 journal “earns” 6 points.
- If a journal is rated by ABS (1-4), then that number of the ABS classification is used as the number of points for the publication. Therefore, a publication in an ABS-1 journal “earns” 1 point, a publication in an ABS-2 journal “earns” 2 points, and so forth.
- If a journal is not rated by ABS, but has an Impact Factor (IF) in Thomson Reuters Journal Citation Reports², the publication appearing in that journal “earns” the number that corresponds to the “closest integer” to the impact factor; e.g. if a journal’s IF is 3.2 then the number of points earned for a publication in that journal is 3, whereas if the IF is 3.7 then the number of points is 4. If the journal’s IF > 4 then the number of points earned is 4.
- In general, faculty are highly encouraged to publish in FT50 and ABS-3/4 journals.
- Manuscripts submitted to an FT50 journal that are in a Revise + Resubmit stage “earn” 2 points as long as they have not been in the pipeline for more than 2 years.

Level of publication	Time window in years	Sum of points of accepted publications in the previous time window	Example
Scholarly Academics (SA)	5	3+ ³	One ABS3 in the last five years (SA also granted to all within 5 years of Ph.D.)
Active ⁴	3	6+	One FT50 in the last three years
Highly Active	3	15+	Two FT50s plus an ABS3 in the last three years

Process

During the FAR process, information is collected relating to the teaching load. This information is updated in the spring term, at which point research, administrative and teaching plans for the following year are made, and the teaching load for next year is calculated. If the course release for the upcoming academic year results in a rational number with a decimal value, the course load release value will generally be rounded to the closest integer, and the difference will be carried over to be taken into consideration when the teaching load is determined for the following academic year(s). A minimum teaching load of two courses per year is required.

² Note: Not the 5-year factor, but the column listed as *Impact Factor* in the Journal Citation Reports. Make sure that the journal is not a bogus one.

³ The + refers to additional intellectual contributions required, including book chapters, refereed conference proceedings, refereed papers in PRJs that are not in the above two categories, etc. A detailed list is provided in the “*Business School Definitions of Faculty Qualifications*” document (May 3, 2016).

⁴ Note: The number of points required for the SA, Active and/or Highly Active categories are subject to increase next year.

Course Load Calculation for _____

		GUIDELINES	MAXIMUM ADJUSTMENT	8.0 COURSES
R Research Support	TT1 (yrs 1-3)	Research support for Tenure track faculty in years 1-3. Must maintain SA. Additional release of 1 course may be granted to new PhD's during their first year.	-4 (or per contract)	
	TT2 (yrs 4-6)	Research support. Must maintain SA	-2	
		Maintain Active level of publication	-1	
		Maintain Highly Active level of publication	-1 to -2	
	T1	Maintain qualification level of SA	-1	
	T2	Maintain Active level of publication	-1	
	T3	Maintain Highly Active level of publication	-1 to -2	
	T4	Evidence of significant effort to secure grants as PI/co-PI	-0.25x / -0.20x	
	T5	Supporting and supervising a Ph.D. student of the School of Business under sponsored research (per student)	-1x	
	T6	Lead a major center or large funded project	-0.5 to -1	
	T7	Scholarly recognition (conference leadership, society leadership, etc.)	-0.25 to -1	
	T/TT1	Time release from research grants (12.5% of annual salary per course + benefits + overhead)	-1x	
	NTT1	Maintain SA level of publication	-1	
NTT2	Maintain SP, PA, or IP level per AACSB	-0.5		
S Service Support	S1	Associate Dean	-4 to -6	
	S2	Program Director	-1 to -2	
	S3	Chair of a Graduate Program Academic Committee	-0.5 to -1	
	S4	Area Coordinator	-1	
	S5	Undergraduate Degree Coordinator	-1	
	S6	AACSB coordination / AoL coordination	-1 to -2	
	S7	Other responsibility assigned by the Dean	-0.25 to -1	
	S8	Participation in a major BoT or Institute committee, leadership in a major school committee	-0.25 to -0.5	
A Academic Support	A1	Development of a new course for the instructor	-0.25	
	A2	Development of a new course for the instructor and the school	-0.5	
	A3	Supervision of more than one undergraduate senior design project	-0.25x	
	A4	Supervision of a Field Consulting Project	-0.5x	
	A5	Supervision of a PhD thesis in the School of Business (after Qualifying exams, and only if T5 is not in effect, and the student has not exceeded the 6 th year of studies in the school's PhD program)	-0.25x	
	A6	Placement of a PhD graduate in a TT position at an AACSB accredited institution	-0.25x	
	A7	First time teaching a course on-site at a specific corporate location	-0.5	
	A8	Teaching a course by application	-0.25 to -0.5	