The School of Public and Environmental Affairs recognizes that faculty members will likely have different interests and strengths across teaching, research, and service activities. Although faculty members must engage in activity in all three areas, the School recognizes that the relative balance of these activities is likely to vary across faculty members and over the course of an academic career. This policy is designed to address the possibility that an adjustment of teaching load might be desirable under two circumstances:

1. The faculty member prefers to focus on teaching and requests a greater teaching load in exchange for reduced expectations of research productivity. In this case, the faculty member desiring a change in teaching load will indicate this request in writing to the associate dean. Upon approval by the associate dean, the new teaching load will be documented in writing and taken into account during future annual reviews.

2. Upon receiving an unsatisfactory rating in research, the faculty member will meet with the associate dean to develop a plan to increase research productivity to acceptable levels or consider an adjustment of teaching load (with a commensurate reduction in research expectations). If the teaching load is adjusted, the new teaching load will be documented in writing and taken into account during future annual reviews.

This policy will only apply to tenured faculty members and an increase in teaching is only appropriate if the faculty member is deemed satisfactory in teaching.

This policy is intended to support a diversity of interests in research and teaching across faculty.