



GHANA COMMUNICATION TECHNOLOGY UNIVERSITY

Teaching, Research and Service Workload Policy and Guidelines

(2024)

GHANA COMMUNICATION TECHNOLOGY UNIVERSITY

TEACHING, RESEARCH AND SERVICE WORKLOAD POLICY AND GUIDELINES

Ghana Communication Technology University (GCTU)

Tesano, Accra

PMB 100, Accra-North

Email: registrar@gctu.edu.gh

Published on authority by Council

Cover and Layout Design by
University Relations Directorate, GCTU

FOREWORD

The Strategic Plan (2022-2030) of the University has its mission as the centre of excellence, providing an enabling environment for research, quality teaching and learning in Information Communication Technology and related areas and in service to community. The University, amongst other things, promotes teaching and learning excellence as well as supporting research, intellectual creativity and innovation in Information Communication Technology (ICT).

This policy provides guidance and guidelines to the Heads of Departments and Deans and Directors in assigning teaching workload and research supervision to Faculty. Again, it assists in the effort to reasonably distribute Faculty responsibilities across Faculty in the university over time, bearing in mind that there may be differences and disparities across Departments, Faculties and Schools.

This policy and its implementation shall ensure that full-time Faculty members have comparable total effort, although individual distributions of teaching, research, service and outreach may vary across Faculty members.

PROFESSOR EMMANUEL OHENE AFOAKWA
VICE-CHANCELLOR

CONTENTS

FOREWORD.....	ii
1.0 Preamble	1
2.0 The General Policy Statement and Faculty Responsibilities	2
3.0 Teaching and Project Supervision Guidelines and Policy	4
4.0 Research/ Scholarship/Creativity Guidelines and Policy	7
4.1 Faculty Research Performance Scorecard System	7
4.2 Justification for the Scorecard	8
4.3 Rewards for Meeting Standards.....	9
4.4 Sanctions for Non-Compliance.....	9
5.0 Service.....	9
5.1 Service to the Institution:	9
5.2 Service to the Discipline/Profession:	10
5.3 Private Professional Work, Consulting and Outside Employment.....	10
6.0 Extra Teaching Load(s) and Research Conflicts	11
7.0 Campus/Office Visibility	11
7.1 Assistant Lecturers/Lecturers/Senior Lecturers Non-Office Holders	12
7.2 Associate/Full Professors Non-Office Holders.....	12
7.3 Senior Lecturers/Associate/Full Professors Office Holders	12
7.4 Faculty Core Mandates and Proposed Weight Distribution	13
7.5 Justifications for Weight Distribution.....	13

1.0 Preamble

The Ghana Communication Technology University is a Government University established by Act 1022 of the Parliament of the Republic of Ghana with the aim of providing a Centre for Higher Education in Information and Communication Technology and to undertake research in accordance with some of its objectives, such as promoting education, training and capacity building in academic disciplines related to Information and Communication Technology, Engineering and Business Technology, providing global consultancy services to both the private and the public sector and promoting basic and applied research.

The Strategic Plan (2022-2030) of the University has its mission as the centre of excellence, providing an enabling environment for research, quality teaching and learning in Information Communication Technology and related areas and in service to community. The University, amongst other things, promotes teaching and learning excellence as well as supporting research, intellectual creativity and innovation in Information Communication Technology (ICT).

It therefore becomes pertinent that Faculties' presence and visibility to management, colleagues, students, visitors and the university community at large, are prime in meeting these objectives and achieving the specified goals of the strategic plan in ways that satisfies the university community, especially students, as the university must be seen truly as a student-centered.

This policy provides guidance and guidelines to the Heads of Departments and Deans and Directors in assigning teaching workload and research supervision to Faculty. Again, it assists in the effort to reasonably distribute Faculty responsibilities across Faculty in the university over time, bearing in mind that there may be differences and disparities across Departments, Faculties and Schools. Thus, this policy and its implementation shall ensure that full-time Faculty

members have comparable total effort, although individual distributions of teaching, research, service and outreach may vary across Faculty members. This document is based on the university's requirement that a Faculty member's responsibilities be allocated across various apportionment categories. This policy may be subject to review periodically by the Academic Board.

Within the terms of this general apportionment of responsibilities and subject to a Faculty member's general area of competence and rank, the details of a Faculty member's specific assignments or job description should be subject to joint consultation, but are to be determined by the Head of Department, the Dean or Director concerned.

2.0 The General Policy Statement and Faculty Responsibilities

2.1 It is the responsibility of all Faculty members to be engaged in the pursuit of excellence in generating, transmitting, applying and preserving knowledge. The distribution of workload assignments for full-time faculty members will be determined in accordance with the mission and priorities of the University in alignment with that set by GTEC and the goals, needs and area of specialization of Faculty members. All workload assignments shall be consistent with the University Workload Policy and Guidelines, as well as the requirements established by GTEC. Each Faculty member's workload will be distributed based on rank, position and activities in the areas of teaching, research or creative activity and service.

2.2 The responsibility of each university full-time Faculty member should be determined in such a way that each person can make significant contributions toward the achievement of the GCTU mission. Fulfilment of the mission of the University requires effective teaching, substantive and quality research and artistic outcomes and professionally related

community service. Faculty members are also engaged in institutional service, academic program development, curricular design and professional renewal and development. The opportunities, recognition and rewards for realization of faculty assignments must align with the university's mission. Equitable workload and Faculty visibility policies should be designed in relation to Faculty's strength and health, student centeredness and meeting visitors and university community service needs.

- 2.3 All Departmental Faculty workloads must be submitted to the Dean who will then forward same to the Pro VC for approval. Again, Faculty must submit their Visibility Schedules, indicating the days (as approved) and times they will be available in their offices for consultations regarding teaching and project supervision and other students needs as well as other commitments to the Dean to be recommended to the Pro VC for approval. This schedule when approved shall be posted on the doors of Faculty to inform students, visitors and the university community at large the days and times a particular Faculty member is available in the office. The times indicated must not coincide with his/her teaching periods.
- 2.4 In compliance with the university workload policies and that of GTEC guidelines, it is the responsibility of the Head of Department, under the oversight of the Faculty Dean, to make workload assignments to Faculty members. The workload assignments shall be made in such a way as to advance the faculty and the University's mission and to balance those policies with other institutional considerations, such as curricular needs; retention and graduation needs; student credit hour production and accreditation requirements and research commitments. It is also the responsibility of the Head of Department, under the oversight of the Faculty Dean, to evaluate and determine whether the expectations for the

standard teaching load for an academic semester/year have adequately and productively been fulfilled before reassignments are made for the next academic semester/year.

- 2.5 The teaching workload and equivalencies described throughout this document are designed to provide guidance to Department Heads in making teaching reassignments. Faculty/School Boards approve Faculty/School workloads.
- 2.6 Course allocations, project supervision and membership on committees at the Department and the Faculty should be guided by the University's Workload Policy and Guidelines.

3.0 Teaching and Project Supervision Guidelines and Policy

3.1 A standard three-credit hour course constitutes **10% of a Faculty member's academic responsibility**. For senior administrative positions such as School/Faculty Deans, Program Directors, Centre/Institute Directors and Heads of Department, a minimum teaching load of **four courses (each three credit hours)** per semester represents **50% of their academic responsibility**. However, for those in leadership roles, this percentage is reduced to **30%** with a minimum of **three courses (each three credit hours)** per semester.

The teaching load is adjusted based on course enrollment. For courses with **300 to 500 students**, such courses will be treated as **two three-credit hour courses** and the class divided into two sections, as determined by the Head of Department and approved by the Faculty Board. Additionally, Faculty are limited to teaching **no more than two three-credit hour courses** per stream (whether regular, evening, or weekend) in a single day to ensure optimal teaching quality.

3.2 Supervision of Undergraduate research projects is an integral part of a Faculty member's academic responsibilities. It is included within the minimum teaching load of 15 credits and is

compulsory for all lecturers. This ensures that Faculty maintain active engagement with student mentorship and guidance in research activities.

3.3 Supervising **five to ten Graduate students' research** constitutes an additional **5% of a Faculty member's academic responsibility**. This ensures adequate support for Graduate students while balancing the Faculty's other responsibilities in teaching, research and service.

3.4 Supervision or teaching in settings such as laboratories, clinics, internships, externships and other similar practical environments should be assessed based on **the number of credit hours and/or student contact hours** required. These assignments are subject to approval by the Faculty/School Board, and the workload should reflect the intensity of Faculty involvement in such hands-on educational experiences.

3.5 Engagement with students in activities such as **Undergraduate Research, Experiential Learning, Service-Learning Projects, and Study Abroad Courses** (particularly for Honors students) also contribute to a Faculty member's teaching responsibility. The assignment of credit for such activities will be determined by the Head of Department and approved by the Faculty/School Board to reflect the additional workload associated with these enriching educational experiences.

3.6 The assignment of teaching credit may be adjusted based on class **size** or other factors, rather than solely on the number of credit hours or contact hours. The University Academic Workload Policy provides a formula for these adjustments to ensure fairness in workload distribution across different teaching contexts.

3.7 Faculty involved in supervising Doctoral Research may undertake activities such as **advising students, participating in thesis proposal hearings, interviewing prospective doctoral**

candidates, and evaluating admissions applications. Credit for these activities will be assigned based on the Faculty member's role and responsibilities in the Doctoral Program, as outlined by the Department and approved by the Faculty Board.

3.8 Supervision of **Master's and Specialist students** involves activities such as advising students, conducting admission interviews and evaluating program applications. Faculty members are credited for these responsibilities, with the exact credit to be recommended by the Department and approved by the Faculty Board.

3.9 Faculty engaged in **innovative teaching practices**, including team teaching, group-based instruction, or other non-traditional methods, may receive additional credit due to the extra preparation time and higher student contact hours required. These assignments are subject to departmental and Faculty Board approval, ensuring that innovative efforts are recognized and supported within the academic workload framework.

3.10 Overburdening Faculty with excessive teaching loads must be avoided. Heads of Departments and Course Allocation Committees should ensure that Faculty are assigned the **minimum teaching credit load of 15 per academic year**, allowing time for research and service activities. Faculty members should only take on additional teaching assignments if these do not conflict with their ability to engage in research and publication, ensuring a balanced workload across all academic responsibilities.

3.11 A Faculty member may take on **up to 6 extra teaching hours per semester**, beyond their standard teaching load, provided that these additional hours do not interfere with their ability to meet other core responsibilities, such as research, service and outreach. This limit ensures that

Faculty maintain a balanced workload and have sufficient time for scholarly activities and Departmental contributions. Approval for extra teaching hours should be granted by the Head of Department and approved by the Faculty Board, ensuring alignment with the Faculty member's overall academic responsibilities.

4.0 Research/ Scholarship/Creativity Guidelines and Policy

Research, scholarship and creativity shall be the focus within the Department, Faculty/School and the University at large. It must be emphasized that a university's global ranking and recognition in the international community largely depend on Faculty activities, especially research and scholarship, recognized by professional peers. This activity, therefore, shall be the main determinant of Faculty promotion after obtaining the terminal degree. Peer-reviewed publications or creative exhibits that on average, result in, at least, two refereed publications/creative exhibits per year in Scopus Indexed, Web of Science and Joint Citations Report (in addition to other publications/creative exhibits that may not be refereed, involvement in obtaining patents and technology transfer, etc.), and on average, at least one national professional meeting presentation per year shall be the minimum requirement of each Faculty. This activity shall constitute a 35% of academic responsibility for all Faculty.

4.1 Faculty Research Performance Scorecard System

The purpose of the scorecard system is to track and assess the research performance of Faculty members. Research, scholarship and creativity are critical for both personal advancement and enhancing the university's international standing. This scorecard aligns with global standards for academic performance and will be a key determinant in Faculty promotion decisions. The categories included in the scorecard reflect international standards for research excellence,

including peer-reviewed publications, conference presentations, involvement in patents and creative work and authorship contributions.

4.2 Justification for the Scorecard

This research scorecard is designed to uphold international standards in academia, which emphasize regular, high-quality contributions to peer-reviewed journals and presentations at professional meetings. Faculty are expected to maintain a consistent research output, actively participate in professional conferences, and contribute to innovation through patents and technology transfer. Additionally, the order of authorship on publications is crucial, as it reflects the significance of the Faculty member's contribution to the work. By meeting or exceeding the benchmarks established in this scorecard, Faculty members not only improve their individual academic profiles but also contribute to the university's global reputation.

Table Scorecard Table for Faculty Research Performance Criteria

Criteria	Green (Outstanding)	Yellow (Satisfactory)	Brown (Below Expectations)	Red (Needs Improvement)
Peer-Reviewed Publications	5+ publications/year in Scopus/Web of Science/JCR	3-4 publications/year	1-2 publications/year	No publications in the last 2 years
National Professional Presentations	1+ presentation/year	1 presentation in the last 2 years	1 presentation in the last 3 years	No presentations in the last 3 years
Involvement in Patents/Tech Transfer/Exhibits	2+ patents/technology transfer/creative exhibits/year	1 patent/tech transfer/creative exhibit in last 2 years	1 activity in the last 3 years	No involvement in patents, technology, or exhibits
Order of Authorship (Significant Contribution)	First/corresponding author on 3+ papers/year	First/corresponding author on 2 papers/year	First/corresponding author on 1 paper in last 2 years	No first/corresponding authorship in the last 2 years

Minimum Publications Requirement

Each Faculty member is required to produce at least **one peer-reviewed publication** per year in journals indexed by **Scopus, Web of Science** or **Journal Citation Reports (JCR)**. Publications should meet the university's quality standards, contributing meaningfully to academic discourse. Faculty members must also present their research at a minimum of **one national or international meeting** annually, ensuring active engagement within the academic community.

4.3 Rewards for Meeting Standards

Faculty who consistently meet or exceed the publication standard will be eligible for **monetary rewards** and **research grants** to support future projects. They will also be recognized through **awards and academic honors**.

4.4 Sanctions for Non-Compliance

Faculty members who fail to meet the minimum publication requirement will face a **progressive sanction system**. After the first two years of non-compliance, they will receive a **formal warning** and be required to submit a **development plan**. In severe cases of persistent non-compliance their contract may be **terminated** after five years.

5.0 Service

Service to be performed and recognized shall consist of service to the institution and service to the discipline/profession. Balanced involvement of this activity shall constitute 15% of academic responsibility for all Faculty.

5.1 Service to the Institution:

This shall constitute not more than 10% of academic responsibilities. This category reflects service or leadership roles at the Department, Faculty/School (including cognate), Extension, Institute, Campus or University level. It represents active participation on committees that focus

on issues or directives of the institution, which includes assuming a leadership role on one or more committees or actively participating in one or more committees per year. For senior Faculty members, service shall also include formal mentoring of other staff/Faculty. Departmental and Faculty/School committee membership is expected of all Faculty. Heads of Department and Deans as well as University Management must ensure that academic staff are reasonably and fairly placed on committees. Examination invigilation is compulsory service to the University.

5.2 Service to the Discipline/Profession:

This category reflects service involving active participation in professional or governmental organizations at the community, regional, national, or international level. This may include serving on committees, developing a conference program, participation in conferences, seminars and workshops, appointments to public institutions by the state and a consultant/adviser/board membership to an organization. It also includes providing professional peer reviews, assessments for the promotion of peers, news releases, or other means for informing the popular media; jurying creative work; serving on external review panel/teams; and speaking to local, regional, national and professional agencies.

5.3 Private Professional Work, Consulting and Outside Employment

Private professional work, consulting, outside employment and other bases of supplemental compensation should not be a factor in workload assessment and determination for any University workload assignments, requests for adjustments and/or requests for other teaching assignments. Workload adjustments and/or other teaching assignments should not be requested, assigned, and/or approved for any extra-compensation activities. Policy on conflict of interest,

consulting and other related policies, which are private and outside employment, are clearly stated in the appointment letters of academic staff. Faculty may however obtain Leave of Absence where such Faculty is taking up an appointment in another public institution. In relation to any professional work, consulting or outside employment activity, the university management must be duly informed.

6.0 Extra Teaching Load(s) and Research Conflicts

As stated under Section 3.10 of the teaching and project supervision guidelines and policy, extra teaching load(s) must not affect Faculty's research output or the ability to publish at least two (2) peer reviewed research articles per academic year. Heads of Departments must ensure that Faculty is not overburdened with the assignment of extra load(s), which will affect Faculty's ability to allocate time and resources towards research. To ensure that this policy is adhered to, the payment of allowance regarding extra teaching load(s) will be conditioned on the evidence of publication of at least two (2) articles in the year. This means that Faculty must show evidence of publication of at least one (1) article at the end of the semester before s/he can make claims for payment. Where no such evidence exists, Faculty may be considered for payment for the accrued extra loads at the end of the academic year, but with evidence of having published at least two (2) articles at the end of that academic year. Where no such evidence exists, Faculty shall forfeit payment of honorarium for all extra loads worked for that academic year.

7.0 Campus/Office Visibility

As a student-centered and research-oriented university, where most of the programmes are practical-oriented, it is necessary that academic staff avail themselves beyond the teaching period to attend to students, visitors and the university community at large. Interactions with colleagues,

Faculty, and other staff are also important for effective collaboration and university governance. To ensure that there is balance in the academic, social, and family life, the following shall be adhered to:

7.1 Assistant Lecturers/Lecturers/Senior Lecturers Non-Office Holders

The above ranks, who are also non-office holders, shall avail themselves in their offices for a minimum of three (3) working days out of the five (5) working days. Office hours shall not be less than three (3) on a particular day chosen among the number of days.

7.2 Associate/Full Professors Non-Office Holders

The above ranks, who are also non-office holders, shall avail themselves in their offices for a minimum of two (2) working days out of the five (5) working days. Office hours shall not be less than four (4) on a particular day chosen among the number of days.

7.3 Senior Lecturers/Associate/Full Professors Office Holders

The above ranks, who are office holders, shall avail themselves in their offices throughout the five (5) working days. Office hours shall not be less than six (6). It must be noted that though these office holders are academic staff; they are at the same time performing administrative/official duties and superintend over both academic and administrative staff in the Department, Faculty/School and Institute.

The choice of days and time schedules is the prerogative of the Faculty member. However, on any day chosen, the office time schedule must be conducive to students, visitors and the university community; preferably and appropriately, office times should be between 8 a.m. and 4 p.m.

Table 2: Academic Teaching Loads and Office Visibility Schedule Table¹

Activity	Asst. Lecturer	Lecturer	Snr. Lecturer	Assoc. Prof.	Prof.	Office Holder/ HoD	Office Holder/Deans & Directors
Min. Teaching loads	15	15	15	15	15	12	9
Max. Teaching loads	21	21	21	21	21	21	21
Min. Office Days	3	3	3	2	2	5	5
Min. Office hours per day per week	3	3	3	4	4	6	6

7.4 Faculty Core Mandates and Proposed Weight Distribution

Proposed Weight

Core Mandate	Weight (%)
Teaching	40
Research/Scholarship	35
Service	15
Outreach/Engagement	10
Total	100

7.5 Justifications for Weight Distribution

7.5.1 Teaching (40%)

Teaching is central to the role of university Faculty, and as the primary method of knowledge transmission, it warrants the largest portion of the workload. Faculty are expected to engage in high-quality instruction, course design and student mentorship. By allocating 40% to teaching,

¹ The minimum teaching load is 12 credits, with an additional 3 credits allocated for supervision.

the university ensures that Faculty members focus on effective course delivery, while still allowing time for other essential activities. Teaching is also integral to student retention and success, making it a critical metric for performance monitoring.

7.5.2 Research/Scholarship (35%)

Research and scholarship activities are vital to maintaining the university's reputation, both nationally and internationally. The 35% allocation emphasizes the importance of producing impactful research that contributes to knowledge creation, innovation and the university's global ranking. Publishing in reputable journals, obtaining research grants and presenting at conferences are key indicators of academic performance in this area. This weighting encourages Faculty to balance their teaching responsibilities with rigorous research output, which is essential for career advancement and institutional prestige.

7.5.3 Service (15%)

Service to the university and the broader academic community, such as committee work, mentorship and program development, is crucial for institutional governance and advancement. Although it may not directly contribute to immediate academic outputs, service activities help sustain the university's operational framework and foster collaborative efforts within departments. The 15% weighting reflects the importance of Faculty engagement in institutional service while maintaining their primary responsibilities in teaching and research.

7.5.4 Outreach/Engagement (10%)

Outreach activities, such as community engagement, consulting and public dissemination of research, play a key role in connecting the university with the broader society. This area fosters collaboration with industry, government and community organizations, enhancing the university's societal impact. While essential, outreach activities are weighted at 10% to ensure that Faculty can focus on their primary academic responsibilities, while still promoting societal engagement and the application of research in real-world contexts.

This weighted distribution provides a balanced approach to Faculty performance monitoring, ensuring that each core mandate receives appropriate attention, while promoting the university's mission of academic excellence, research innovation and community service.

References

Georgia College J. Whitney Bunting School of Business (2017). Teaching Workload Policy for Faculty. Retrieved from [Microsoft Word - Workload-policy-final-10-14-05.doc \(gcsu.edu\)](#) on August 2nd, 2022

University of Delaware, Department of Biological Science (2004). Faculty Workload Policy. Retrieved from [Microsoft Word - Biology Workload#09-20-04.doc \(cpb-us-w2.wpmucdn.com\)](#) on July 26th, 2022

University of Nebraska, Lincoln (n.d). Faculty Workload guidelines. Retrieved from [Faculty Workload Guidelines \(unl.edu\)](#) on July 26th, 2022.

Northern Illinois University (2012). University Faculty Workload and Guidelines. Retrieved from <https://portfolio.du.edu/downloadEditorItem/109982> on August 3rd, 2022