# College of Arts and Sciences

**CAS Workload Practice**
The faculty role in CAS requires a balance of teaching, service, and, for those with tenure or on the tenure-track, scholarship. Faculty have considerable flexibility to adjust how they spend their time in any given week to best meet their stated objectives for the year and to meet the expectations for retention, promotion, tenure, and post-tenure review.

Faculty are expected to establish and maintain a regular physical presence on campus. Faculty presence on campus is essential for organizational health and for creating a vibrant and collaborative academic community for faculty and students alike.

**Teaching:**
For every contact hour with students in class, faculty spend an average of one to two hours on preparation/grading/communication/etc. With three office hours per week, a faculty member with three 3-credit courses will be spending a maximum of 75% of their time teaching when class is in session. Thus, during the academic year, distribution of time may look sometime like:
• 50-75% teaching/50%-25% for research and service (for Tenured/Tenure-track faculty)
• 90% teaching/10% for professional development and service (for Lecturers or other Nontenure-track faculty)

Departments employ strategies that economize time needed for the preparation of teaching, such as reduced number of preps, use of double sections, intentional scheduling of days free of teaching obligations, etc. Department heads should attempt to limit new preps to one per semester for a faculty member.

While CAS utilizes professional advisors for many advising duties (planning course schedules, outreach, enrollment campaigns, fielding financial aid questions, etc.), departments should have a protocol for students to receive career mentorship in the discipline from a member of the faculty. Departments have the flexibility to explore different mentorship models (group advising, cohort advising, etc.).

All faculty should annually reflect on their teaching and outline specific proposed improvements in their EDO objectives. Evidence of professional development and/or personal reflection in teaching is an important component in Retention and Promotion Portfolios. Because of the central importance of teaching at UTC, departments should have a defined process for peer observation in their bylaws, and faculty are expected to participate as assigned in the evaluation of their colleagues.

Mentorship in research or creative endeavors is considered an important contribution to teaching in CAS. A faculty member enriches a student's experience and disciplinary learning by directing honors or graduate theses, by mentoring in the lab or studio, or by facilitating independent studies. Faculty will often engage in this work alongside their assigned teaching load and indeed such work crosses boundaries into both service and scholarship. Publishable outcomes from such work should be listed under scholarship for purposes of Promotion and Tenure Portfolios. Tenured/TT faculty are typically teaching a 3-3 load and NTT are teaching a 4-4 load. Factors that influence the difficulty of the load include number of preps, number of students, number of new preps, amount of student writing to grade, experiential components, and contact hours. Departments are expected to keep teaching loads as equitable as possible and to place faculty in courses that align with their expertise. Curricular needs for the students and the balance of workload in the department are the primary concerns of schedulers. Physical space constraints, availability of classrooms, and the need for specific modalities or course offerings will influence final assignments. While faculty can and should articulate their preferences for specific course

assignments, classrooms, modalities, or times of days, these cannot always be accommodated. Faculty assignments cannot always be perfectly equitable in a given semester, but department heads have the flexibility to rotate assignments in subsequent semesters to balance a particularly difficult semester.

**Service:**
Faculty are expected to find avenues for service to their discipline, department, college, institution, and/or community. Some departmental bylaws articulate the amount and type of work expected in this area. At a minimum, all faculty should be participating in the professional functions of their department, which include curriculum development, committee service, assessment, recruitment of faculty and students, attendance at meetings and other events of the department, and, as appropriate, participation in tenure and promotion review. As a faculty member establishes their career at UTC, they typically assume greater responsibilities and leadership in faculty governance because of their institutional knowledge. Department heads will limit service obligations for new faculty while they are learning new preps for their courses.

**Scholarship:**
A distinguishing feature of a Tenured/Tenure-track position is the production of new knowledge, insights, or creative works that advance the discipline. Departmental expectations for the production of scholarship for each level of promotion should be articulated in the department's bylaws. Faculty are encouraged to engage in their work during the academic year as they are able, though the specific demands of teaching and service can curtail progress while classes are in session.

Nine-month faculty normally do not have formal obligations for faculty governance or teaching in the summer, so often Tenured and Tenure-track faculty utilize the summer months to better advance their scholarship and development towards their next professional goals. Alternatively, faculty may choose to prep teaching materials in the summer to better distribute their workload in the academic year. Faculty are encouraged to apply for internal and external funding that can provide salary, travel, and supplies for such work in the summer months.

## College of Health, Education, and Professional Studies

Generally, we use:

300 undergraduate SCH per semester (fall and spring) for faculty

120 graduate SCH per semester (fall and spring) for faculty

Additional responsibilities such as positions to which a release is connected (Faculty Senate President, IRB chair, etc.) are also noted and awarded as required.

## College of Engineering and Computer Science

Important components of the workload for each faculty member in the College of Engineering and Computer Science should include classroom teaching, applied research, and service. The College has developed this document to describe the allocations of expected time and effort spent on the three workload components, teaching, research, and service, for each faculty member based on his or her rank. The workload assignments, annually made by the Department Head, should ONLY BE USED FOR ASSIGNING WORKLOAD AND NOT FOR ANNUAL

EVALUATION, PROMOTION, or TENURE EVALUATION. For each workload assignment, the Department Head determines the definition of a course, and there could be some flexibility in terms of time and effort spent in each category with the minimum unit variation of 10%. Any variations should be approved by the Department Head and then the Dean. Ultimately, the Department Head is responsible to assign appropriate workloads to his or her faculty and meet the departmental mission and objectives.

| Rank | Teaching | Research | Service |
|---|---|---|---|
| Lecturer | 90%; 6-8 courses/yr | 0% | 10%; departmental/college |
| Assistant Professor | 50% ; First two years (20% waiver for teaching); 3-5 courses; under/graduate student advising; course and curriculum development | 40% 2 conf. and 1 journal papers; submission of 2 major (>$50k each) grant proposals as PI | 10% dept. college. Univ. External |
| Associate Professor (Teaching) | 80%; 6- 8 courses; under/graduate student advising; course and curriculum development | 10%; 1 conf. paper; submission of 1 grant proposal (>$50k ) (PI/Co-PI) | 10% dept. college. Univ. External |
| Associate Professor (Research) | 40%; 3-5 courses; under/graduate student advising; course and curriculum development | 50% 2 conf. and 2 journal papers; submission of 2 major (>$100k each) grant proposals as PI | 10% dept. college. Univ. External |

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|---|---|---|---|
| Associate Professor (Balanced) | 60%; 5-7 courses; under/graduate student advising; course and curriculum development | 30% 1 conf. and 1 journal paper; submission of 1 major (>$50k each) grant proposal as PI/Co-PI | 10% dept. college. Univ. External |
| Professor (Teaching) | 70%; 5-7 courses; under/graduate student advising; course and curriculum development | 10% 1 conf. paper; submission of 1 grant proposal (>$50k ) (PI/Co-PI) 10%; 1 conf. | 20% dept. college. Univ. External |
| Professor (Research) | 40%; 3-5 courses; under/graduate student advising; course and curriculum development | 50% 2 conf. and 2 journal papers; submission of 2 major (>$150k each) grant proposals as PI | 10% dept. college. Univ. External |
| Professor (Balanced) | 60% 5-7 courses; under/graduate student advising; course and curriculum development | 30% 2 conf. and 1 journal papers; submission of 1 major (>$100k each) grant proposal as PI/Co-PI | 10% dept. college. Univ. External |

**Rollins College of Business**

Tenure Track Faculty teach 3 courses in Fall and Spring

Professors of Practice teach 4 courses in Fall and Spring

Lecturers teach 4 courses in Fall and Spring

Chairs have varying Fall/Spring loads depending on their Chair responsibilities and expectations. This is decided by Chair, DH, and Dean.

Some faculty may have a course reduction due to some other RCOB responsibility such as AOL/SACSCOC, etc. This is decided by DH and Dean.