

Faculty Workload Policy

UTC College of Arts & Sciences

1. Introduction

This policy establishes guidelines for the assignment of workload for full-time faculty in the UTC College of Arts & Sciences.

2. Scope and Definitions

2.1. Full-time Faculty Workload (100% of effort)

This policy covers full-time faculty in the UTC College of Arts & Sciences, as defined in Chapter 3 of the UTC Faculty Handbook. The annual period of the workload assignment for each full-time faculty member is commensurate with the annual period of the faculty member's appointment, typically either for 9- or 12-month periods.

As described in the UTC Faculty Handbook, a faculty member's assignment serves to further the "three broad substantive areas" which define how UTC accomplishes its mission: Instruction, Research, and Public Service.

However, the College recognizes that the entirety of this assignment may not be adequately captured by these three areas alone or by a simple measurement of hours of work. Accordingly, we may view all of a faculty member's workload as falling broadly within four general areas: teaching, scholarship, service, and additional faculty obligations. These terms are elaborated on below. The efforts from each area should sum to a total of 100% effort.

2.2. Teaching Workload (50-90% of effort)

The College hosts a broad and diverse collection of academic departments, and acknowledges the differences that varied disciplines and instructional modes require. The National Study of Instructional Costs and Productivity (colloquially known as The Delaware Study) provides a set of department-specific productivity measures, typically in terms of student credit hours (or SCH), and the College shall annually set average *teaching workload* expectations based on these measures.

Consistent with the UTC Faculty Handbook, this teaching workload carries with it certain implicit responsibilities, essential to the job but difficult to capture by a measurement of SCH. These include, but are not limited to: careful preparation for classes, development and distribution of a clear syllabus, fair and prompt grading of student work, freely given academic assistance through regular office hours (a minimum of 3 hours per week, when teaching at least one class), submission of midterm and final grades ahead of deadline, and informed advisement for student class progression.

Finally, faculty may serve their department by mentoring students, undergraduate or graduate, on an honors project or thesis.

2.3. Scholarship Workload (20-40% of effort)

Chapter 5 of the UTC Faculty Handbook states that full-time faculty have a responsibility to "advance knowledge in their respective academic disciplines through individual research, creative writing and

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analysis (*n.b. and creative achievement in the arts*), and presenting papers at colloquiums or professional meetings". This provides the basis for a standard *scholarship workload* for faculty whose position is defined to have such an expectation.

The expectation of scholarship applies primarily to tenured or tenure-track faculty. Non-tenure-track faculty will generally be exempt from this expectation.

2.4. Service Workload (10-20% of effort)

Full-time faculty have a responsibility to commit themselves to "a reasonable amount of service on University-wide committees" and to participate "in department, college and University faculty meetings" and activities. Some faculty may also contribute public service to the broader community, at the local, state, national, or international level. Further, faculty may contribute to their discipline through service to scholarly publications, recognized professional organizations, or program evaluations for other institutions.

Service that faculty perform within a partial administrative role within their department or the College, say as an associate department head or program director, is also counted within this area.

The totality of these efforts is a faculty member's *service workload*.

2.5. Additional Faculty Obligations

University faculty have additional obligations that do not clearly fall within one of the above areas. These include, but are not limited to:

- mentoring junior faculty within one's discipline;
- participation in at least two commencements (either graduate or undergraduate) per academic year (T/TT faculty only);
- attendance at the College of Arts & Sciences convocation, held on Reading Day each spring semester.

These responsibilities fall within the general area of *additional faculty obligations*.

3. College Level Guidelines for Workload

3.1. Teaching Workload Guidelines

Each department head will be responsible for assigning individual fall semester teaching workloads in an equitable manner that serves student, programmatic, and institutional needs. Those individual fall semester teaching workloads should also be consistent with guidelines set out in each department's bylaws. Finally, the department productivity average should reach at least 95% of the expectation set by the College.

Within those fall semester assignments, individual faculty teaching workload assignments should adhere to the following ranges.

Faculty Type	Minimum Teaching Workload	Maximum Teaching Workload
Tenured/Tenure-track Faculty	50% of expectation	150% of expectation
Non-TT Faculty	100% of expectation	200% of expectation

Table 1: Fall semester teaching workload guidelines

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In the above table, note that the expectation will depend both on the rank and the specific discipline of the faculty member.

Exceptions to these ranges may be granted on a per-semester, per-faculty basis with prior approval of the College.

Each department head will be responsible for assigning individual spring semester teaching workloads in an equitable manner that serves student, programmatic, and institutional needs. Those individual spring semester teaching workloads should also be consistent with guidelines set out in each department's bylaws. Finally, individual spring semester teaching workloads can be used to address uneven faculty loads that arose in the prior fall semester.

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Each faculty member's role within the department should be considered carefully when the department head assigns teaching workloads. For example, a faculty member who is also an associate department head or program coordinator may have a fall workload at the lower end of the ranges given above. Such roles may also be considered when assigning individual spring workloads.

The differentiation among faculty types provides for appropriate teaching loads for faculty members with a research, scholarship, or creative activity expectation. Faculty members who maintain scholarly productivity, as defined by the department's bylaws (see below), will remain eligible for a lower teaching load to permit continued activity.

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3.2. Scholarship Workload Guidelines

Each academic department shall establish through its bylaws minimum research, scholarship, or creative activity workload guidelines, subject to approval by the College. These guidelines should be based on the continuation of and the production of measurable results from that work. Within annual EDO evaluations, the head of each department will be responsible for assessing each faculty member against the department's research, scholarship, or creative activity workload guidelines.

3.3. Service Workload Guidelines

Within annual EDO evaluations, the head of each department will be responsible for assessing each faculty member's service within the expectations set forth in the *UTC Faculty Handbook* and the department's bylaws.

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A defined role within a department, such as associate department head or program coordinator, may account for a majority of a faculty member's service workload. Of course, in their roles as tenured faculty, associate heads and program coordinators are required to serve on rank, tenure, and promotion committees.

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3.4. Guidelines for Additional Faculty Obligations

In order to meet expectations for rank, all tenured and tenure-track faculty should fulfill the additional faculty obligations outlined in Section 2.5.

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Lecturers, clinical instructors, and visiting faculty are exempt from those additional faculty obligations.

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