

COLLEGE OF ARTS AND SCIENCES WORKLOAD POLICY

I. Introduction and Purpose

Because tenure-track faculty members play an essential role in the fulfillment of the College's mission, a faculty workload policy is needed to establish a transparent and equitable framework allowing each individual to contribute in meaningful ways to the attainment of academic excellence; to the discovery, dissemination, and application of new knowledge; and to university, professional, and community service. The purpose of this College Workload Policy is to describe a) normative expectations for tenure-track faculty in the areas of teaching, scholarly and creative activity, and service; b) the basis by which departments and schools may justify alternative distributions of faculty commitments across these three areas in the College of Arts and Sciences; and c) the thresholds beyond which additional compensation and/or workload redistributions may be warranted.

The College Workload Policy creates the structure for ensuring that academic units and individual faculty members contribute appropriately to the College's mission and that each faculty member has opportunities to grow and succeed professionally as well as to maintain a healthy work-life balance. The Appointment, Salary, Promotion, and Tenure (ASPT) Standards in the College of Arts and Sciences establish the mechanisms to assess and reward each faculty member's accomplishments within expected areas of contribution as enumerated in their annual workload assignment.

II. Faculty Workload Specifications

The standard workload for all full-time tenure-track faculty members in the College of Arts and Sciences consists of teaching, scholarly and creative activity, and service. Per the University Workload Policy, a 1.0 FTE for a full-time faculty member is 24 credit hours (or equivalent contact hours) annually.

A. Teaching

1. **Standard Expectations for Teaching:** The standard teaching workload for faculty members engaged in sufficient scholarly activity and assigned institutional and departmental service consists of 18 credit hours (or equivalent contact hours) per academic year, typically distributed as three 3-credit-hour courses per semester, or six 3-credit-hour courses per academic year. If appropriate to the academic unit, the Department Workload Policy shall articulate how contact hours instead of credit hours may be used to determine standard teaching workloads. Adjustments to the College-wide standard teaching workload are covered in Section III below.
2. **Affiliated Instructional Activities:** Along with scheduled course meetings, a standard teaching workload includes but is not limited to affiliated instructional activities such as developing course materials, holding office hours, supervising undergraduate research as well as

masters' theses and doctoral dissertations, supervising clinical or other professional training, preparing laboratories, supervising teaching and research assistants, mentoring independent studies, keeping abreast of knowledge in one's instructional areas, and/or engaging in various teaching-related activities that support student success. Department Workload Policies shall specify a) what level and range of affiliated instructional activity fall within the standard 18-credit-hour load; and b) the thresholds at which such activities will be capped or defined as an overload. That is, normative expectations for affiliated teaching activity should allow for a predictable range of faculty contributions (i.e., while some may perform a sufficient amount of affiliated teaching activity, others may perform a meritorious amount, and both types of contributions may fall within the standard 18-credit-hour teaching workload). Any affiliated instructional activity beyond normative expectations is either voluntary and uncompensated, or requires agreement among the faculty member, chair/director, and dean to receive a workload adjustment or extra pay.

3. **Large Course Thresholds:** Department Workload Policies may, if appropriate, determine that pedagogical conditions and enrollment allow for a course to count for additional Credit Hour Equivalencies (CHEs) and establish a procedure for setting large course thresholds. These thresholds should be consistent with historical definitions of a large course section and sensitive to enrollment demands at the department/school level. They can be reviewed and updated regularly with the approval of the unit's faculty, chair/director, and dean. Any approved updates to large course thresholds should be communicated to all faculty within an academic unit.
4. **Minimum Enrollment:** The College will maintain course enrollment minimums. Courses that do not meet the enrollment minimum may be cancelled or subject to the conditions described in the "Small Section" clause of the University Workload Policy.
5. **Minimum Teaching Load:** Except for faculty members on leave, the minimum teaching load for full-time faculty members after any adjustment shall typically be 6 credit hours per academic year. Teaching less than this number will be permitted only for pre-approved special projects and will require consent of the faculty member, chair/director, and dean.

B. Scholarly and Creative Activity

1. **Standard Expectations for Research and Creative Activity:** Tenure-track faculty members at a doctoral-granting university with high research activity (R2) contribute to the College's mission by engaging in scholarly and creative activities that produce peer-reviewed or peer-recognized outcomes. Faculty members are expected to remain current and productive in their areas of expertise and to engage in efforts—for example, research, publication, creative endeavors, grant-getting, participation at professional conferences, peer review of manuscripts, journal editing, etc.—that demonstrate such professional currency and productivity. Unit-level ASPT policies maintain normative disciplinary expectations for this productivity. These normative

expectations for scholarly and creative productivity should allow for a predictable range of faculty efforts (i.e., while some may perform a sufficient amount of research and creative activity, others may perform a meritorious amount, and both may exemplify a standard research workload).

2. **Reassigned Time:** Despite the importance of scholarly and creative activity to the College's mission, it cannot easily be quantified as units of time or reduced to CHEs. Nevertheless, faculty members deemed to engage in sufficient scholarly and creative productivity will have received reassigned time (per II.A.1 above) to support the institutional mission to engage in the work of discovering, disseminating, and applying knowledge. In other words, a 3-3 course load or 18-credit-hour teaching workload already includes a standard reassignment for research.
3. **Definition of "Sufficient":** According to the University Workload Policy, "sufficient scholarly and creative productivity means that the faculty member can provide evidence that demonstrates continued effort on and progress towards creating and disseminating scholarly and/or creative work in their field." In their Workload Policies, departments and schools should determine a) what constitutes "sufficient" scholarly and creative activity for the purposes of defining faculty workloads; and b) if and how "sufficient" differs from a designation of "satisfactory" in the category of scholarship as defined in the annual evaluation process and expressed in their ASPT guidelines. The College's expectation is that "sufficient" is equivalent to "satisfactory" productivity unless otherwise justified in a Department Workload Policy.

C. Service

1. **Standard Expectations for Service:** Through their service, tenure-track faculty members play a vital role in ensuring the successful operation of department/school, college, and university functions. Their service also plays an important role in professional communities. As such, all faculty members are expected to engage productively in service. Departments/schools should define what constitutes both baseline and normative expectations for service associated with the reduced teaching load of 18 credit hours. Baseline activity can include, but is not limited to, attending faculty meetings and department/school events, and contributing productively to the culture and wellbeing of the academic unit. Normative expectations beyond baseline service activity may be measured by CHEs. Departments/schools may decide how to account for the time spent on normative service expectations by using, for example, CHEs, hours of work, or number of committees. If a non-CHE measure is used, departments/schools also need to determine a conversion process to CHEs, with the suggested equivalence of 50 work hours per semester being roughly equal to 1 CHE per semester. Department Workload Policies should also specify whether normative service expectations vary by faculty rank.
2. **Cap on Assigned CHEs in Service:** Tenured faculty members engaged in sufficient scholarly and creative activity and performing baseline service expectations (as defined in II.C.1) shall be assigned no more than 2 CHEs of normative service activities. Pre-tenure faculty members who

meet the same criteria shall be assigned no more than 1 CHE of service activities above the baseline. Any service beyond these caps is either voluntary and uncompensated, or requires agreement among the faculty member, chair/director, and dean to receive a workload adjustment or extra pay. Voluntary service may be recognized and rewarded (if appropriate) during the annual faculty evaluation process.

III. Adjustments to Faculty Teaching Loads

A. Unit-Wide Deviations from the College Standard

Subject to the Department Workload Policy approval process, an academic unit may distribute its workload to include less than six 3-credit courses or 18 credit hours per academic year of formal coursework for all or some of its tenure-track faculty depending on required job duties. Such a deviation may be justified by factors including the unit's doctoral training programs, norms related to research or pedagogy, accreditation standards, and other special features of the unit's mission. If factors that justified the deviation change, then the unit's teaching workload may be revised.

B. Course Reassignments for Individual Faculty Members

With a course reassignment, a faculty member is released from part of their instructional responsibilities to direct an equivalent portion of their workload efforts toward other agreed-upon activities. Such activities might include but are not limited to the examples listed below, although the listing of these examples does not guarantee a certain timing or number of reassignments, and does not ensure approval of specific requests for reassignments:

- Significant/outsize thesis or dissertation advising or student mentorship beyond the normative expectation as defined in each Department Workload Policy;
- Significant administrative work (e.g., Associate Chair/Director) that is assigned by the chair/director with approval of the dean, in excess of the standard amount of professional service normally expected of all faculty members, and equivalent in time and effort to teaching a 3-credit-hour course;
- New faculty members' establishment of course repertoires and/or active research agendas, as explained in the University Workload Policy;
- The fulfillment of unique assignments related to strategic goals or special initiatives, such as the development and launch of new programs;
- Editing a major journal in one's discipline;
- Managing major grant-funded projects.

Because course reassignments have budgetary, equity, and curricular implications, they require prior approval of the chair/director and dean.

C. Course Buyouts

With approval of the chair/director and dean, faculty members may use external funding to reduce their instructional load to redirect their efforts toward the funded activities. The cost of a 3-credit-hour course buyout will typically be 12.5% of a faculty member's 9-month salary plus fringe. Course buyouts may not be feasible if the loss of instructional capacity disrupts the unit's teaching schedule. As such, course buyouts should be planned and approved as soon as practicable.

D. Workload Restructuring

In unique cases related to program needs and after consultation with the faculty member and dean, an individual may be assigned an academic year teaching load that is unequal between Fall and Spring, e.g., a 4-2 or 2-4 course load instead of a 3-3 course load.

E. Course Overloads

With approval of the faculty member, chair/director, and dean, an individual may be scheduled to teach an additional course beyond standard expectations of teaching (as in II.A) after any adjustments have been applied (see III.B-D). Such overload teaching assignments will be compensated.

F. Adjustments Above the Standard 3-3 Course Load

A faculty member may be assigned a teaching load higher than six 3-credit courses or 18 credit hours per academic year under the following circumstances: a) a faculty member agrees to a course overload as described in E above; b) a faculty member, chair/director and dean mutually agree to adjust the individual's teaching workload in order to reduce their research and/or service workload; or c) a faculty member is not engaged in sufficient scholarly or creative activity as defined in University and Department Workload Policies.

G. Conclusion

Faculty members who receive course reassignments, course buyouts, and teaching overloads are expected to fulfill their other instructional, research, and service responsibilities.

IV. Credit Hour Equivalencies for College Service

Membership on the following high-intensity committees in the College is considered "assigned" and will result in an associated CHE for service. Assigned CHEs typically fall within the normal range of expected service and do not reduce faculty members' teaching loads. The extent of these high-intensity service activities may fluctuate annually based on the committee's anticipated workload for the academic year. Therefore, the College shall specify the CHEs for these committees prior to the academic year, with a minimum CHE as designated below.

- College Faculty Status Committee (.25 CHE per semester)
- College Curriculum Committee (.5 CHE per semester)
- Research Proposal Review Committee (.25 CHE per semester)

Certain special initiatives (for example, chair search committees) may result in an associated CHE for service. In such cases, the College shall specify the CHEs for these commitments prior to the academic year if possible or before the start of an initiative that arises during the academic year.