

Texas Woman's University University Regulation and Procedure

Regulation and Procedure Name: Faculty Workloads

**Regulation and Procedure
Number: URP: 02.305**

Policy Owner: Academic Affairs

POLICY STATEMENT

The purpose of the Texas Woman's University ("TWU" or "University") Faculty Workloads Policy is to ensure the fair and equitable determination of workload for faculty throughout the University and to establish the guidelines for calculating the statutory instructional workload of faculty.

APPLICABILITY

This policy is applicable to TWU Faculty.

DEFINITIONS

1. "Academic Component" means a department or school residing within a college or a degree program with a program director who reports to the college dean.
2. "Academic Component Administrator ("ACA")" means the leader of an academic component ("AC") with authority over faculty, staff, and budget; titles may include, but are not limited to, chair, director, associate director, associate dean, and assistant dean. A program director with responsibility for budget and personnel is also considered an ACA.
3. "Faculty" means an individual who is employed by TWU as a member of the faculty and whose duties include teaching, research, service, and administration. Professional librarians and graduate assistant titles are excluded from the definition of a faculty member.
4. "Instructional work unit" means the amount of time which learners receive in-person or virtual course instruction.
5. "Long semesters" means the fall and spring semesters.

6. "Overload" means when a faculty member's total workload exceeds fifteen (15) work units in a semester.
7. "Reassigned Work Unit" means the amount of time devoted to research, scholarship and creative activities, or service.
8. "Work unit" means the amount of time assigned for faculty teaching, scholarship and creative activities, or service. These include instructional and reassigned work units.
9. "Workload" means a faculty member's total work units, including instruction work units, in a semester.

REGULATION AND PROCEDURE

I. Introduction

A. Four key philosophical tenets guide this policy:

1. The complex nature of any faculty member's role;
2. The importance of allowing flexibility in determining workloads;
3. The need for procedures that ensure equitability and consistency across and within academic components; and
4. Teaching, scholarship and creative activities, and service as priorities and key academic components of a faculty member's total workload. A faculty member's workload is derived from the sum of their work units. Instructional time may be reassigned for other academic duties as described in this policy.

B. Full-time service as a University faculty member requires participation in various duties and responsibilities, according to their position and role, including:

1. Teaching (including preparation, evaluation, student advisement, and the continuous incorporation of research, scholarly, and creative work into the teaching process);
2. Professional, research, scholarship and creative activities;
3. University, professional, and community service; and
4. Administrative duties (if applicable).

- C. The collective participation of the faculty in all areas is necessary to assure that goals essential to all aspects of the University mission are achieved.
- D. The unique requirements of each academic component, as well as the specialized interests, abilities, and qualifications of individual faculty members, necessitate a flexible system for determining individual faculty assignments that will accommodate this diversity. Decisions regarding assigning faculty workload should be reached through a process of considering the needs of the academic unit, the individual faculty member, and department faculty as a whole, as well as the goals, expectations, and priorities of the applicable college and the University. These decisions rest with the academic component administrator, in collaboration with faculty, and with oversight provided by the Dean.
- E. In line with both the mission of the University and URP 02.346: Faculty Periodic Performance Review and Evaluation, this workload policy's focus acknowledges all three (or four, if applicable) of the necessary functions of a faculty member in meeting institutional expectations for quality teaching, scholarship and creative activities, and service. Thus, faculty workload varies on the basis of position and rank as follows:
1. Workload for full-time tenure-line faculty means the required responsibility in the career of a tenured or tenure-track faculty member, which includes teaching, conducting research, scholarship and creative activities, and providing service to the University and the profession. Workload for a full-time tenure-line faculty must equate to a minimum of twelve (12) work units per fall and spring semester to be considered full-time employment. For most research-active tenured and tenure-track faculty at TWU, this twelve (12) work unit standard is typically fulfilled by teaching six (6) to nine (9) credit hours of organized classes and conducting research, scholarship and creative activities, or service or administrative duties at a level that warrants awarding of three (3) to (6) six work units.
 2. Workload for full-time clinical faculty and faculty of practice means the required responsibility in the career of clinical or practice faculty members and may include a combination of teaching, conducting research, scholarship and creative activities, and performing service. Workload for full-time clinical faculty and faculty of practice must equate to a minimum of twelve (12) work units per fall and spring semester to be considered full-time employment. For most clinical and practice faculty at TWU, this twelve (12) work unit standard is typically fulfilled by teaching nine (9) to twelve (12) credit hours or conducting research, scholarship and creative activities, or fulfilling service duties at a level that warrants the awarding of three (3) work units.

3. Workload for full-time lecturers and senior lecturers means the required responsibility in the career of a lecturer or senior lecturer, which is focused on teaching, with service and scholarship and creative activities appropriate to the academic unit. Workload for full-time lecturers and senior lecturers must equate to a minimum of twelve (12) work units per fall and spring semester to be considered full-time employment. For lecturers and senior lectures, this minimum twelve (12) work unit standard is typically fulfilled by teaching twelve (12) credit hours of organized courses.

II. Faculty Workload for Fall and Spring Semesters

- A. Faculty workloads should accurately reflect the faculty's total number of work units. Faculty workloads include the following on a semester-by-semester basis:
 1. Instructional work units; and
 2. Reassigned work units related to research, scholarship and creative activities, and service. Reassigned work units are those assigned by an ACA or Dean in lieu of instructional work units.
- B. Each academic department is expected to maintain an average of twelve (12) work units for each of the fall and spring semesters for all full-time faculty members. Each semester, faculty will receive a copy of their workload reports, including all work units assigned for instruction, research, scholarship and creative activities that semester.
 1. Departmental workload reports will also be made accessible to each faculty member within fifteen (15) business days from the Census date each semester to allow transparency in how department averages are met.
- C. To meet the needs of the University and to allow all faculty members as much flexibility as possible, each full-time, tenured and non-tenured, faculty member is required to carry a minimum of twelve (12) work units during each fall and spring semester. The twelve (12) work units may include a combination of instructional work units or work units specific to research, scholarship or creative activity, or significant service. A full-time faculty member's workload generally should not exceed fifteen (15) work units for each of the fall and spring semesters. If this pattern of overload occurs for more than two (2) consecutive semesters, the appropriate Dean and the Executive Vice President for Academic Affairs and Provost must be notified in order to plan for future budget and staffing priorities. Therefore, the expectation is a departmental average of twelve (12) work units per semester, or twenty four (24) work units for the academic year

1. If a faculty member exceeds fifteen (15) work units in any semester, the faculty member may be granted either supplemental pay in that semester, or a course reduction within the next three (3) long semesters, with approval by the ACA and appropriate Dean.
 2. Faculty who exceed fifteen (15) work units on a regular basis should meet with their ACA and Dean to address the overload.
- D. Full-time faculty will be given priority in teaching assignments over adjuncts and graduate teaching assistants in all semesters (including summer sessions), except in situations related to expertise or specific departmental or institutional needs.
- E. In courses taught by more than one faculty member, work units shall be assigned according to the amount of time expended by each faculty member in consultation with the ACA and appropriate Dean.

III. Faculty Workload for Summer Sessions

- A. Some University programs require 12-month continuous student enrollment. For these programs, paid summer session reassigned time for program directors or coordinators with other ongoing administrative duties may be provided.
- B. A full-time workload for Summer sessions (inclusive of all summer sessions offered) is a minimum of twelve (12) work units. All summer teaching agreements are contingent on enrollment, budgetary allocation, and needs of the academic component. Faculty members are paid in the summer based on the percentage of the work units produced up to twelve (12) work units. Across all summer sessions, the maximum work units assigned to an individual faculty member per student applies:
1. One (1) work unit for chairing a dissertation;
 2. 0.5 work unit for chairing a thesis or professional paper; or
 3. One (1) work unit for supervised laboratory research
- C. Full-time faculty will be given priority in teaching assignments over adjuncts and graduate teaching assistants, except in situations related to expertise or specific departmental or institutional needs.

IV. Teaching or Instructional Activities

To ensure that TWU faculty are supported in teaching, scholarship and creative activities, service, and professional development, and that State reporting needs regarding appropriate faculty workloads are met, instructional work units will be determined as follows.

A. Instructional Work Unit Equivalencies Based on the Texas Higher Education Coordinating Board (“THECB”) Codes:

THECB Code	Instructional Work Unit Equivalency
Code 1: Organized Lecture Classes	One semester credit hour (“SCH”) of course value equals one (1) work unit for organized classes numbered 1000 through 5000; and 1.5 work units for 6000 level courses.
Code 2: Organized Laboratory, Physical Activity, Clinical Instruction (direct supervision of a group of students):	<p>Contact hours for faculty exceed SCH value of course: Lecture Hours (as figured in Code 1) plus (Lab Contact Hours times 2/3) equals work units.</p> <p>Note: As organized classes, these require minimum student enrollment.</p>
Code 3: Indirect Supervision of Student Teachers, Interns, Practica and Cooperative Education	<p>Note: Student also has an on-site direct supervisor or preceptor.</p> <p>Total SCH generated divided by six (6) equals work units.</p>
Code 4: Seminar Classes	<p>Discussion class requiring extensive student contributions. One (1) SCH of course value equals one (1) work unit for organized classes number 1000 through 5000; and 1.5 work units for 6000 level courses.</p> <p>Note: As organized classes, these require minimum student enrollment.</p>
Code 5a: Individual or Independent Study*	Total SCH generated divided by ten (10) equals work units for undergraduate courses; total SCH generated divided by six (6) equals work units for graduate courses.

THECB Code	Instructional Work Unit Equivalency
Code 5b: Supervised Laboratory Research*	Total SCH generated divided by three (3) equals work units.
Code 6: Private Lesson or Instruction*	Weekly private music or other private instruction. Total SCH generated divided by three (3) equals work units.
Code 8: Thesis or Professional Paper or Project Direction*	Total SCH generated divided by six (6) equals work units assigned to faculty of record.
Code 9: Dissertation Direction*	Total SCH generated divided by three (3) equals work units assigned to faculty of record.

*Typically, work with individual students in the above referenced categories (Codes 5a - 9) is limited due to budgetary considerations and record of student progress. Work units in excess of .25 Full-Time Equivalent will be based on ACA and Dean discretion, along with availability of local and central funds.

B. Additional Instructional Work Units Based on Class Size, New Course Preparations, Number of Courses Assigned, and Instructional Delivery Method

1. In principle, assignment of instructional work units for a teaching assignment should accurately indicate the amount of effort required for preparation and instruction, which is not always a simple function of credit hours and class size. Thus, other factors are often relevant to consideration of instructional work units for assigned teaching. Such factors include, but are not limited to: class size, availability of course assistance, intensity of writing assignments, new course preparations, format of course (i.e., distance education, hybrid, face-to-face), travel required, and number of courses assigned. An ACA and Dean should always have the flexibility to consider these factors; however, considerations of class or section capacity should always occur jointly between faculty and ACA with final decisions approved by the Dean.

2. Although it is impossible to anticipate every permutation of instruction that might influence instructional work units, the following guidelines apply for large class sections:

a. Large Code 1 Undergraduate Classes:

- i. Instructional work units for a large class that requires extensive grading and evaluation of student work is equal to the number of semester credit hours of the course weighted as follows:

Instructional Work Units	Number of Students
1.2	60-69 students
1.3	70-79 students
1.4	80-89 students
1.5	90-99 students
1.6	100-124 students
1.7	125-149 students
1.8	150-174 students
1.9	175-199 students
2.0	200-249 students

*Academic Component Administrators will review classes with more than 250 students enrolled for possible additional instructional work units.

- ii. Additional support such as assigning graduate assistants to large size classes to assist the instructor of record may or may not influence assigned instructional work units for a large class dependent on such factors as the scope of the assistance provided, the pedagogy employed, nature of assignments, all of which are a consideration of total work effort needed.

b. Large Code 1 Graduate Classes:

At the graduate level, class sizes will rarely be as large as undergraduate classes since they are bound by other factors such as size limitations placed by external accreditation

standards or the type of instruction (e.g., skill-based). If an organized graduate class has excess enrollment (this number may vary between and within disciplines based on course content and type of instruction), the faculty member may be granted additional instructional work units or additional instructional support (e.g., added graduate assistants) subject to approval of the ACA and Dean of the college.

c. Distance Learning Class Sizes:

Fully-online and hybrid courses require different use of faculty time. If the enrollment in a distance education or hybrid course substantially exceeds the number of students who can be effectively taught in the distance education context (this number may vary between and within disciplines based on course content), the academic unit may either assign additional faculty or instructional support (e.g., added graduate assistants) subject to approval of the ACA and Dean of the college. The ACA, in consultation with the faculty, and after reviewing best practices for online courses in the respective discipline, will determine the appropriate class sizes for distance learning and hybrid classes.

d. Option for Divisional Review of Assigned Instructional Work Units:

In instances of ongoing or anticipated disagreement regarding the assignment of instructional work units, a faculty member may request Provost-level review of assigned instructional work units after efforts to resolve the issue at the Departmental, School, and College levels have been exhausted.

V. Scholarship and Creative Activities

D. In order to support faculty in meeting the goals of the mission of the University, this policy necessarily reflects the need for faculty to engage in meaningful scholarship and creative activities. Therefore, faculty should engage in scholarship and creative activities as appropriate to their role. Work units that support scholarship and discovery of new knowledge, application, integration, or teaching may be assigned by the ACA or Dean in lieu of instructional work units. Since faculty are the main source of research, scholarship and creative activity generation at the University,

faculty may be granted reassigned work units in lieu of instructional work units for the following activities or duties:

The following list is illustrative but is not intended to constitute a complete list of possibilities. The number of reassigned work units assigned is variable based on the reassigned duties.

1. Research, scholarly writing, creative activity, scholarship of teaching, or faculty development, any of which are not supported by extramural funds, may be approved by the ACA and college Dean;
2. Research, scholarly writing, creative activity, scholarship in support of teaching, or faculty development which are supported by extramural funds;
3. Professional, scholarly, creative activity of regional, national, or international importance to the discipline, the academic component, or to the University with approval by the ACA and college Dean; and
4. Preparation of a proposal for funding to support research, scholarship, teaching, or creative activities with approval of the ACA and Dean.

E. Full-time faculty who have an expectation of conducting research, scholarship and creative activities to meet academic component criteria for Promotion or Tenure or periodic performance review may be granted reassigned work units to support these scholarship and creative pursuits as appropriate during the academic year, with the ability to work with the ACA and Dean as needed to meet the specific needs of the faculty member (and the scholarship). Expected outcomes for the reassigned time will be negotiated between the faculty member and the ACA or the Dean. ACAs and Deans are encouraged to use creativity and flexibility in assigning these types of work units to maximize opportunities for faculty members to participate in research activities that will benefit them, the department, the discipline, or the University as a whole.

VI. Service and Non-Stipend-Based Administrative Activities

F. Faculty members are expected to engage in meaningful service to the institution in support of its mission. In some instances, meaningful service requires a significant time commitment. In these situations, work units related to a faculty member's institutional service may be assigned by the ACA or Dean in lieu of instructional work units. Examples of service activities that may warrant reassigned work units include, but are not limited to, the following:

1. University service of unusual importance and requiring a large amount of time, including, for example, but not limited to, the Speaker of the Faculty Senate, the Chair of the Council of Chairs, and the Chair of the Institutional Review Board (“IRB”);
2. Holding elected national office in a professional organization of importance to the discipline with major and time-intensive public and administrative responsibilities in consultation with the ACA and Dean;
3. Leadership on major University or statewide committees in consultation with the ACA and Dean; or
4. Participation in significant advising activities for undergraduate or graduate students in consultation with the ACA and Dean.

G. Due to the diverse needs of each academic component, there are also times when non-stipend based administrative activities may be needed from faculty. In these situations, faculty may be awarded reassigned work units for these activities, in consultation with the ACA and Dean. Examples of non-stipend-based administrative activities that may warrant re-assigned time may include (but are not limited to):

1. Program director, coordinator, or assistant administrator within academic component or college;
2. Developer of a major curricular initiative;
3. Director of a performing arts production or exposition;
4. Chairing a major accreditation evaluation committee;
5. Grant coordinator or project director for funded work;
6. Administration of a University center or clinic involved in student training or community service; or
7. Lab director or coordinator within component or college.

H. Faculty work units may also be reassigned in consultation with the ACA and Dean for significant service or non-stipend-based administrative activities. ACAs and Deans are encouraged to use creativity and flexibility in assigning work units to maximize opportunities for faculty members to participate in service activities that will benefit them, the department, the discipline, or the University as a whole.

I. Other Work Unit Allocations

1. During long semesters, a reduced teaching load may be granted or alternative work responsibilities assigned if scheduled instruction does not materialize.
2. ACAs should work with Deans to provide reassigned work units for newly hired, tenure-track faculty. Newly hired, tenure-track faculty may be granted reassigned work units, as appropriate, during their first three (3) academic years of employment in order to establish their teaching, research, and service agendas.

J. Responsibility for Administering Workload Standards

1. The Office of the Executive Vice President for Academic Affairs and Provost is responsible for preparing required reports for submission to the Chancellor and President, the Board of Regents, the THECB, the Legislative Budget Board, and the Governor's Budget Office.
2. The Executive Vice President for Academic Affairs and Provost is responsible for enforcement of this policy, with adherence to the policy a requirement of all administrators in Academic Affairs.

VII. Office of Provost Review

This policy will be reviewed by the Office of the Executive Vice President for Academic Affairs and Provost in collaboration and full communication with the TWU Faculty Senate.

REVIEW

This policy will remain in effect and published until it is reviewed, updated, or archived. This policy is to be reviewed once every six years. Interim review may be required as a result of updates to federal and state law or regulations, Board of Regents policies, or internal processes or procedures.

REFERENCES

[URP 02.346: Faculty Periodic Performance Review and Evaluation](#)

FORMS AND TOOLS

None

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