

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") Faculty Workload Policy is twofold: (a) to ensure the fair and equitable determination of workload for faculty throughout the University; and (b) to establish the guidelines for calculating the statutory instructional workload of faculty in order to comply with Sections 51.401 and 51.403 of the Texas Education Code.

In alignment with the TWU Strategic Plan, and specifically the TWU mission, faculty are "committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity..." (TWU Strategic Plan, Mission Statement), therefore this policy reflects each of these commitments.

APPLICABILITY

This policy is applicable to TWU Faculty.

DEFINITIONS

None

REGULATION AND PROCEDURE

I. Introduction

- A. Four key philosophical tenets guide the focus of this policy: (a) the complex nature of any faculty member's role; (b) the importance of allowing flexibility in determining workloads; (c) the need for procedures that ensure equitability and consistency across and within components; and (d) teaching, scholarship/creative activities, and service as priorities and key components of a faculty member's total workload. A faculty member's workload is derived from the sum of their work units. For the purposes of

this policy, a work unit is defined as instructional time. 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, including:
 - 1. Teaching (including preparation, evaluation, student advisement, and the continuous incorporation of research/scholarly/creative work into the teaching process);
 - 2. Professional, scholarly, research, or creative activities;
 - 3. University, professional, and/or 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 and the individual faculty member and department faculty as a whole, as well as the goals, expectations, and priorities of the College and the University. These decisions rest with the component administrator (e.g., director, department chair, or associate dean), in collaboration with faculty and with oversight provided by the Dean.
- E. In line with both the TWU Strategic Plan and the TWU URP 02.346: Faculty Periodic Performance Review/Evaluation, this workload policy's focus acknowledges all three of the necessary functions of a faculty member in meeting institutional expectations that "... recognizes faculty as a vital resource in achieving its mission through quality teaching, scholarship, and service" (TWU URP 02.346).
- F. The TWU Strategic Plan highlights the importance of investing in people to ensure a sustainable future. The initiative to "develop excellent learning, living, and working environments across all campuses by improving infrastructure and processes and by removing barriers to productivity" (TWU Strategic Plan) provides the basis for this workload policy, which aims to

provide an accurate representation of the total workload expected of faculty at TWU to meet the expectations upon which each are evaluated, and to reduce barriers to productivity. To assist the institution in its initiative to “Create a comprehensive university strategy to attract, acquire, develop, and retain diverse talent necessary for long-term university success” (TWU Strategic Plan, Talent Acquisition and Development Initiative), this workload policy reflects the complexity and contribution to the institution of the work performed by faculty.

II. Faculty Workload for Fall and Spring Semesters

- A. Faculty workloads should accurately reflect the faculty’s teaching and those re-assigned non- teaching work-related activities (re-assigned time) covered in this policy on a semester-by-semester basis.
- B. Each academic department is expected to maintain an average of twelve (12) instructional or re-assigned work units for each of the fall and spring semesters for all full-time faculty members. Faculty will receive a copy of their workload reports, reflecting work units assigned for teaching, and re-assigned scholarship/creative activities, and service each semester.
 1. Departmental workload reports will also be made accessible to each faculty member before 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 nine (9) instructional or re-assigned work units during each fall and spring semester. A full-time faculty member’s workload generally should not exceed fifteen (15) instructional or re-assigned work units for each of the fall and spring semesters. If this pattern of overload occurs for more than two consecutive semesters, the Dean and the 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 12 work units (instructional and re-assigned time) per semester.
 1. If a faculty member exceeds 15 instructional work units in any semester, he or she may be granted either additional pay, paid in that semester, or a course reduction within the next 3 academic years, when feasible, dependent upon available resources. Faculty who exceed 15 instructional work units on a regular basis will be

afforded a consultation with the academic component administrator/dean to address the overload.

- D. Full-time faculty will be given priority in teaching assignments over adjuncts and GTAs in all semesters (including summer sessions), except in situations related to expertise and/or specific departmental/institutional needs.
- E. In courses taught by more than one faculty member, work units shall be distributed in proportion to the amounts of time expended by each instructor.

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/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 and needs of the component. Faculty members are paid in the summer based on the percentage of the workload units produced up to 12 hours. Across all summer sessions, the maximum work units assigned to an individual faculty member per student applies:
 - 1. 1 work unit for chairing a dissertation
 - 2. 0.5 work unit for chairing a thesis or professional paper
 - 3. 1 work unit for supervised laboratory research
- C. Full-time faculty will be given priority in teaching assignments over adjuncts and GTAs, except in situations related to expertise and/or specific departmental/institutional needs.

IV. Teaching/Instructional Activities

The TWU URP on Faculty Periodic Performance review emphasizes that, “The teaching role of university faculty is to promote the academic and professional growth of students. Teaching requires knowledge of the subject, ability to present information and materials clearly, and an ability to help motivate students to learn” (TWU URP 02.346). To ensure that TWU faculty are supported in this role, and

that state reporting needs regarding appropriate faculty teaching loads are met, teaching/instructional workload will be determined as follows.

A. Teaching Work Unit Equivalencies Based on the THECB Codes:

1. Code 1: Organized Lecture Classes:

One semester credit hour (SCH) of course value = one work unit for organized classes numbered 1000 through 5000; and 1.5 for 6000 level courses.

2. *Code 2: Organized Laboratory, Physical Activity, Clinical Instruction (direct supervision of a group of students):

a. Contact hours for faculty exceed student credit hour value of course: $\text{Lecture Hours (as figured in Code 1) + (Lab Contact Hours} \times \frac{2}{3}) = \text{work units.}$

b. *As organized classes, these require minimum student enrollment.

3. Code 3: Indirect Supervision of Student Teachers, Interns, Practica and Cooperative Education:

Student also has an on-site direct supervisor or preceptor. Total semester credit hours (SCH) generated divided by 6 = work units.

4. *Code 4: Seminar Classes:

a. Discussion class requiring extensive student contributions. One semester credit hour (SCH) of course value = one work unit for organized classes numbered 1000 through 5000; and 1.5 for 6000 level courses.

b. *As organized classes, these require minimum student enrollment.

5. Code 5a: Individual/Independent Study:

Total semester credit hours (SCH) generated divided by ten (10) = work units for undergraduate courses; total semester credit hours (SCH) generated divided by six (6) = work units for graduate courses.

6. Code 5b: Supervised Laboratory Research:
Total semester credit hours (SCH) generated divided by 3 = work units.
7. Code 6: Private Lesson/Instruction:
Weekly private music or other private instruction. Total semester credit hours (SCH) generated divided by 3 = work units.
8. Code 7: Not currently included in THECB coding
9. Code 8: Thesis or Professional Paper/Project Direction:
 - a. Total semester credit hours (SCH) generated divided by 6 = work units assigned to faculty of record.
 - b. For budgetary purposes, teaching work units will be capped to 6 units (the equivalent of 6 hours) per academic year. Faculty may be allowed to go up to 9 units (the equivalent of 9 hours) per academic year with approval from the college dean.
10. Code 9: Dissertation Direction:
 - a. Total semester credit hours (SCH) generated divided by 3 = work units assigned to faculty of record.
 - b. For budgetary purposes, teaching work units will be capped to 6 units (the equivalent of 6 hours) per academic year. Faculty may be allowed to go up to 9 units (the equivalent of 9 hours) per academic year with approval from the college dean.

B. Additional Teaching Workload Credits Based on Class Size and Instructional Delivery Method

1. In principle, assignment of workload units for a teaching assignment should accurately indicate the amount of effort required in instruction, which is not always a simple function of credit hours and class size. Thus, other factors are often relevant to consideration of faculty workload 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, etc. An academic component administrator and Dean should always have the flexibility to consider these factors; however, considerations of class/section capacity should always occur jointly between faculty and component administrators.

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

a. Large Code 1 Undergraduate Classes:

- i. Teaching load credit 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: 1.2 for 60-69 students, 1.3 for 70-79 students, 1.4 for 80-89 students, 1.5 for 90-99 students, 1.6 for 100-124 students, 1.7 for 125-149 students, 1.8 for 150-174 students, 1.9 for 175-199 students, and 2.0 for 200-249 students. Component administrators will review classes with more than 250 students enrolled for possible additional teaching load credit.
- ii. Additional support such as assigning graduate assistants to large size classes to assist the instructor of record may or may not influence assigned workload units for a large class dependent on such factors as the scope of the assistance provided, the pedagogy employed, nature of assignments, etc., 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 work units and/or additional instructional support (e.g., added graduate assistants) subject to approval of the component administrator and dean of the academic component.

c. Distance Learning Class Sizes:

Fully-online and hybrid courses require different use of faculty time. Whenever 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 component administrator and dean of the academic component. The component administrator 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 Workload Units for Teaching:

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

V. Scholarship/Creative Activities

A. In order to support faculty in meeting the goals of the TWU Strategic Plan to "...grow its contributions to discovery by empowering the institution and its community to fully engage in the discovery process," the TWU Faculty Workload Policy necessarily reflects the need for faculty to engage in meaningful scholarship/creative activities. Therefore, faculty should engage in scholarship/creative activities as appropriate to their role. Work unit re-assignment that supports faculty in pursuit of "scholarship of discovery of new knowledge, scholarship of integration, scholarship of application, and scholarship of teaching" (TWU URP 02.346) related to both scholarship and

creative activities may be assigned by the academic component administrator or dean. This investment by the institution is necessary to “Develop support services and infrastructure that fuel a vibrant research culture across the university” (TWU Strategic Plan, Research Culture Initiative).

- B. Since faculty are the main source of research/creative activity generation at the university, faculty may be granted workload credit as re-assignment in lieu of teaching for the following activities and/or duties:

The following list is illustrative but is not intended to constitute a complete list of possibilities. The number of workload units assigned is variable based on the re-assigned 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;
2. Research, scholarly writing, creative activity, scholarship in support of teaching, or faculty development which are supported by extramural funds as long as funds are available;
3. Professional/scholarly/creative activity of regional, national, or international importance to the discipline, the component, and/or to the University;
4. Preparation of a proposal for funding to support research, scholarship, teaching, and/or creative activities.

- C. Full-time faculty who have an expectation of conducting scholarship/creative activities to meet component criteria for Promotion and/or Tenure and/or PPR may be granted re-assignment to support these scholarly/creative pursuits as appropriate during the academic year, with the ability to work with the chair/academic component administrator/dean as needed to meet the specific needs of the faculty member (and the scholarship). Expected outcomes for the re-assigned time will be negotiated between the faculty member and the component administrator and/or the dean. Academic component administrators/deans are encouraged to use creativity and flexibility in assigning workload to maximize opportunities for faculty members to participate in research activities that will benefit them, the department, the discipline, and/or the university as a whole.

VI. Service/Non-Stipend-Based Administrative Activities

A. According to the TWU Faculty Periodic Performance Review and Evaluation policy, “Faculty members at all levels are expected to engage in meaningful service” (TWU URP 02.346). Service is defined there as “In a broad sense, institutional service is using a faculty’s knowledge and skills to benefit the institution, professional organizations, and the community through active involvement and leadership” (TWU URP 02.346). In terms of how service is evaluated, the URP states, “appropriate documentation of service will emphasize both the activity undertaken and the benefit produced to the other party” (TWU URP 02.346). This coincides with the TWU Strategic Plan that places emphasis on prioritizing a culture that “empowers faculty and staff to lead.” All faculty should engage in meaningful service. Examples of service activities that may warrant re-assigned time may include (but are not limited to):

1. Community or University service of unusual importance and requiring a large amount of time;
2. Holding elected national office in a professional organization of importance to the discipline with major and time-intensive public and administrative responsibilities;
3. Leadership on major university or statewide committees;
4. Participation in significant advising activities for undergraduate and/or graduate students.

B. Due to the diverse needs of each component, there are also times when non-stipend based administrative activities may be needed from faculty. In these situations, faculty may be awarded re-assignment of instructional work units to provide workload credit for these activities, as well. 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 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 and/or community service;
7. Lab director or coordinator within component or college.

C. Therefore, faculty workload may also be re-assigned in consultation with the academic component administrator/dean for significant service or non-stipend-based administrative activities.

D. Other Work Unit Allocations

1. A reduced teaching load may be granted or alternative work responsibilities assigned if scheduled instruction does not materialize. This provision does not apply to summer sessions.
2. ACAs should work with deans to provide re-assigned time for newly hired, tenure-track faculty. Newly hired, tenure-track faculty may be granted reassigned time, as appropriate, during their first three academic years (excluding summer) of employment in order to get their teaching, research, and service agendas established.

E. 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 Texas Higher Education Coordinating Board (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 biannually in the Spring semester of odd-numbered years by the Office of the 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/Evaluation](#)

FORMS AND TOOLS

None

<p>Publication Date:</p> <p>Next Review:</p>
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