

College of Sciences (COS) Workload Policy

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1 GENERAL CONSIDERATIONS

The ensemble of faculty members of all academic ranks and the students at all levels that they instruct and train are the fundamental core of the UTSA College of Sciences (COS). Together, that ensemble is engaged in the dual mission of instruction (in its broadest sense) and scholarly activity (hereafter, research). The former encompasses activities both inside and outside the classroom. The latter encompasses basic and applied scientific and pedagogical research in the classroom, laboratory, and field. In support of the primary instruction and research missions, each COS faculty member is also expected to contribute at varying levels to the academic (and in some cases administrative) activities essential to faculty governance and student success at department, college, and university levels. All three general areas – instruction, research, and service – are constantly evolving; hence, individual faculty skills and activities are expected to evolve accordingly.

No matter their specific mix of activities or academic title, the contribution of each faculty member is valued and vital to the success of their department, college, and university. Conversely, UTSA, COS, and the departments cannot and will not be successful without a fair and equitable distribution of

activities that appropriately reflect the expertise, experience, and demonstrated achievement of individual faculty members. Again, it is natural and expected for the activity distribution to evolve with time.

In support of these objectives and University policy ([HOP 2.14](#)), COS has implemented a workload policy that applies to all faculty. This policy is motivated by the following objectives:

- Ensure that general expectations for the overall contributions of each COS faculty member are clearly stated;
- Ensure a clear and transparent framework for planning and assessment of individual faculty members within the ensemble needs of the department, college, and university;
- Ensure a clear and transparent framework for a fair and equitable distribution of shared responsibilities, particularly in areas of instruction and service;
- Ensure a clear and transparent framework for the evolution of activity mix, especially as the intensity of sponsored project activity waxes and wanes over the course of an individual faculty members career.

Under leadership of their department chairs, each COS department shall develop and publish a department level workload policy that is consistent with [HOP 2.14](#) and the COS workload policy elucidate here, while reflecting the individual cultural and scholarly characteristics of their overall discipline as well as the detailed nature of their department mission and composition. These workload policies will be established in consultation with department faculty of all academic titles in a manner consistent with department bylaws.

Department workload policies must contain all the elements provided in Appendix I of the COS workload policy. Workload policies are expected to be robust, comprehensive, and ambitious, especially for research-intensive faculty. Faculty and departmental goals, budget and resource availability, administrative needs and teaching obligations will all be considered. Expectations and assessment criteria in all key areas – instruction, research, service, and administration – will be established with as much specificity as possible for clarity and transparency. Deviations from COS policy are possible but discouraged and must be approved by the Dean before implementation.

Once published, the Dean's approval is required when there are any changes to the departmental workload policy ([HOP 2.14](#)).

Workload policies shall ensure sufficient course offerings for students to proceed through their programs of study without being hindered by insufficient enrollment opportunities. To that end, a multi-year course assignment plan is strongly encouraged as best practice.

All COS faculty will have on file a **workload agreement** consistent with current department workload policy. The workload agreement provides a mechanism to define a faculty's appropriate balance of

research, teaching and instructional activities, and service, and relevant professional development. Workload agreements are an important part of planning and assessment process for individual faculty as well as their department. They allow faculty to strategically plan their careers and chairs/departments to plan for their future obligations to administer classes, pursue research objectives and assess faculty progress. Workload agreements are established between each faculty member and their department chair with oversight from the College. Agreements will have a term of at least one academic year and will be reviewed and updated, if necessary, every half-year. Agreements are signed by the faculty member and Chair and approved by the Dean. The Dean or his/her delegate shall assign workloads in instances where there is a failure to submit a signed faculty workload agreement. Faculty members who fail to achieve the expectations of their workload agreement, in close consultation with the chair, will reconsider their workload agreements with the chair and with the approval of the Dean.

This workload policy recognizes that there is no single workload that fits all departments or faculty members in the College. There are differences in the culture and nature of research in each academic field as well as the types of graduate programs residing in each department. Furthermore, there may be changes in individual trajectories over a faculty member's academic career that may result in a change in the proportions of time spent on the areas of commitment.

2 SPECIFIC CONSIDERATIONS

2.1 Tenured and Tenure-Track (T/TT) faculty

COS tenured and tenure-track faculty will maintain a vigorous and active research program, engage in teaching and instructional activities, continuously pursue professional development and devote service to the department, university, and community. Their workload agreement should reflect an appropriate balance of research, teaching and instructional activities, and service, and accompanied professional development over a term of at least one academic year.

Newly hired and early career pre-tenured faculty may initially have a reduced teaching load for a limited amount of time with the expectation that during that time, they will be dedicating heightened effort to establishing their research program.

2.2 Fixed-Term Track (FTT) Faculty

Fixed-Term Track Faculty titles and the evaluation and promotion guidelines for FTT Faculty are outlined in [HOP 2.02](#) and [HOP 2.50](#), respectively.

2.2.1 Lecturer Series

COS Faculty in the Lecturer track will typically have a teaching commitment of 4 + 4. Lecturers typically do not have a service commitment and have a workload distribution of 100% teaching, 0% research and 0% service. This may be adjusted at the initiative of the Chair to allow for service activities, as outlined by the department's workload policy, up to a maximum of 20% for service. Any such adjustments require review and approval by the Dean.

2.2.2 Professor of Instruction Series

COS faculty in the Professor of Instruction track will typically have a teaching commitment of 4 + 4 and a workload distribution of 100% teaching, 0% research and 0% service. This may be adjusted at the initiative of the Chair to allow for research and service activities, up to a maximum of 20% combined, and as outlined by the department's workload policy. Any such adjustments require review and approval by the Dean.

2.2.3 Professor of Practice Series

COS faculty in the Professor of Practice track will typically have a teaching commitment of 4 + 4 and a workload distribution of 100% teaching, 0% research and 0% service. This may be adjusted at the initiative of the Chair to allow for research and service activities, up to a maximum of 20% combined, and as outlined by the department's workload policy. Any such adjustments require review and approval by the Dean.

2.2.4 Professor of Research Series

COS faculty in the Professor of Research track typically do not have a teaching commitment and a workload distribution of 0% teaching, 100% research and 0% service. Faculty in the Professor of Research track shall be supported through sponsored projects for their research activities. Teaching and/or service activities can be added, with a commensurate adjustment in research commitment, at the initiative of the Chair, up to a maximum of 20% combined, and as outlined by the department's workload policy. Any such adjustments require review and approval by the Dean. Approved non-research duties shall be funded at a rate established by the department and approved by the Dean.

3 WORKLOAD AGREEMENT TRACKS

Table 1 establishes standard workload agreement tracks for all COS faculty. The table is inclusive of both FTT and T/TT faculty members. A maximum teaching load of 4-4 is an established standard that best supports the pedagogical philosophy and instructional needs of the college. These tracks may be reviewed and revised periodically at the discretion of the Dean.

Teaching loads are based upon three hours per course; adjustments may be necessary for course with something other than three hours of credit.

For T/TT faculty members, the service component of the workload distribution is customarily 20% but there may be occasions where a greater value is appropriate.

Whatever percentage identified as "administrative" workload will result in a concomitant decrease in one or more of the teaching and research workload percentages. A list of approved administrative duties is provided in **Table 6**.

The Balanced I track shall be the default starting workload for all COS T/TT faculty including department chairs and other faculty with administrative roles. A list of approved administrative duties is provided in **Table 6**.

T/TT Research-Focused tracks are typically achieved through course buyouts or assigned to newly hired faculty, pre-tenured faculty or faculty with a distinguished, robust and established research program.

Instruction-Focused Tracks are occasionally assigned to tenured faculty whose research productivity subsides over the course of a multi-year period of evaluation. These workload tracks are assigned at the discretion of the chair or upon request of the faculty member and in consultation with the dean.

Table 1: Workload Tracks

WORKLOAD AGREEMENT TRACK	Effort			
	Teaching	Research	Service	Administrative
Fixed-Term Track I: Lecturer Series (Full-time/Part-time)	0-100% (0-0 to 4-4)	0%	0%	0%
Fixed-Term Track IIA: Prof. of Instruction Series (Full-time)	80-100% (3-3 to 4-4)	0-20%	0-20% concomitant with Research	varies
Fixed-Term Track IIB: Prof. of Practice Series (Full-time/Part-time)				
Fixed-Term Track III: Prof. of Research Series (Full-time/Part-time)	0-20% (0-0 to 1-1)	80-100%	0%	varies
T/TT INSTRUCTION-FOCUSED	80-100%	0-20%		
Instruction-Focused II	90% 4-3	0%	10%	varies
Instruction-Focused I	80% 3-3	10-20% concomitant with Service	10-20%	varies
T/TT BALANCED	50-60%	40 - 50%		
Balanced II	60% 3-2	20%	20%	varies
Balanced I	50% 2-2	30%	20%	varies
T/TT RESEARCH-FOCUSED	10-30%	50 - 70%		
Research-Focused III	30% 2-1	50%	20%	varies
Research-Focused II	20% 1-1	60%	20%	varies
Research-Focused I	10% 0-1	70%	20%	varies

4 WORKLOAD AGREEMENT COMPONENTS

4.1 Teaching component

Agreements must include the planned teaching load with specificity (i.e., course numbers; semesters; team teaching, if applicable) according to workload tracks (see **Table 1**).

4.1.1 Course equivalents

For all teaching and instructional activities, the department must establish course equivalents such that the faculty meets their teaching workload obligation. An appropriate workload shall take into account **Table 2** and is meant to support the departmental administrators and individual faculty in the accounting of instructional activities as well as “team-based instructional activities” and “additions based on course level, size and other factors listed below. The standard of what constitutes a “course” for purposes of determining appropriate workload shall be further detailed by the department’s workload policy and with approval of the Department Chair and Dean.

Table 2. Course Equivalents

Course Type	Min. Enrollment	Standard	Course Credit Ranges (1.00 = 3-hour course)
Lecture 1-2 SCH	10 UG or 5 Grad students	In cases where low enrollments become the normal, the dean will work with the department chair to correct enrollment issues.	0.50 – 0.75
Lecture 3-4 SCH	10 UG or 5 Grad students		1.00-1.5
Seminar 1 SCH	10 UG or 5 Grad students		0.50
Seminar 3 SCH	10 UG or 5 Grad students		1.00
Lab 1 SCH	10 UG or 5 Grad students		0.50 – 0.60
Independent Study	1 UG or Grad students	0.3 per UG and 0.6 per Grad per 3-hour course	0.30 – 0.60
Course Enrollment (Above college/department standards).	Teaching of a large enrollment course may require increased faculty time and effort, depending on pedagogical methods employed. The department chair may approve additional credit for such teaching, weighing such variables as additional preparation required, increased grading, outside of class assistance provided to students, as well as the amount of assistance available from a teaching assistant(s) or other staff.	Medium (50-100 UG/ 20-25 Graduate)	Add 0.10 – 0.25
		Large (100 – 150 UG/ >25 Graduate)	Add 0.25 – 0.50
		Very Large (>150 UG)	Add 0.50 – 0.75
Team Teaching	10 UG or 5 Grad students	Proportional to the Faculty’s effort.	0.10 – 0.90
Cross-Listed Course	10 UG or 5 Grad students	In cases where low enrollments become the normal, the dean will work with the department chair to correct enrollment issues.	1.00
Study Abroad	10 UG or 5 Grad students	In cases where low enrollments become the normal, the dean will work with the department chair to correct enrollment issues.	1.00

4.1.2 Instructional activities and equivalences

Faculty are expected to engage in many types of instructional activities outside of the classroom. This may include mentoring graduate students (master's and/or doctorate), serving on graduate and undergraduate student thesis committees, mentoring postdoctoral fellows, serving as program coordinator, Graduate Advisor of Record (GAR), and Undergraduate Advisor of Record (UGAR).

Table 3 provides College guidelines on suggested activities, which are most common and support the instructional mission of the College as a whole. The standard of what constitutes an “instructional activity” for purposes of determining appropriate workload shall be further detailed by the department’s workload policy with approval by the Department Chair and Dean. Instructional activities and equivalences complement formalized instruction and do not completely replace traditional course instruction outlined in **Table 2**. Faculty may be assigned a maximum of one 3-hour course per academic year through assigned equivalents by the department chair and in consultation with and approval of the Dean.

Table 3. Instructional Activities and Equivalents

Activity	Standard	Course / Instructional Equivalence (1.00 = 3-hour course)
Student Mentoring (non-course registered students)		
UG Student mentoring	Minimum 3 students	0.10 for every 3 students
Grad Student co-mentoring	Per graduate student	0.20
Formal Student Supervision (non-course registered)		
Masters Committee Chair/Member	Per graduate student	0.05
Doctoral Committee Chair	Per graduate student	0.10
Doctoral Committee Member	Per graduate student	0.05
Reader – Undergraduate Thesis	Per undergraduate student	0.05
Instructional Equivalencies		
New Course Development	One course per academic year (Fall or Spring)	1.00
Course Revision / Redesign / Modules	One course per academic year (Fall or Spring)	0.25
Coordinator: Course	Applies to multiple sections of same course	0.25 – 1.00
Coordinator: Program	Varies, does not apply to UGARs and GARs.	0.25 – 1.00
Undergraduate Advisor of Record (UGAR)	One course per academic year (Fall or Spring)	1.00
Graduate Advisor of Record (GAR)	One course per academic year (Fall or Spring)	1.00
Instructional Development Workshops/Grants	Expectation of 1 per year and with goal of implementing in future courses.	0.10 per activity, up to 0.50 (max)

4.1.3 Buyouts

Research Intensive tenure/tenure-track faculty will begin with assigned workloads at RF-III level. Faculty at this level who secure external funding may negotiate a reduction in their teaching and shall be reflected in their workload agreements. To obtain such a course reduction, external funding is paid by the principal investigator to the department to support the teaching the faculty member would ordinarily have done. The amount of payment shall be 1/9th of the 9-month academic salary. The timing of the course release(s) must also be negotiated with the Chair and is dependent upon curricular and other relevant departmental, college, and university needs. Normally, course buyouts do not exempt

faculty members from their regular service responsibilities. The maximum number of research buy-outs is at the discretion of the Dean in consultation with the faculty member's Chair. However, faculty should teach at least one course per academic year. Funds obtained through course buyouts will remain in the college budget to be used, in part, to cover the cost of replacing instructional efforts of the faculty member.

4.1.4 Overloads

Lecturers, Professors of Instruction, and Professors of Practice may have teaching commitments that exceed four (4) courses in a semester under limited circumstances. Such additional commitments will be interpreted as "teaching overloads" for which the FTT faculty may receive additional compensation at the discretion of the Chair and Dean.

For Tenure/Tenure Track faculty, courses taught as an overload may not be used towards meeting your annual workload requirements in subsequent semesters or academic years.

4.1.5 Summer teaching

In order to establish consistency and equity in compensation, the Dean will establish the standard on an annual basis not later than January for compensation of instructional work during summer terms. All T/TT faculty on balanced and research-intensive tracks are generally encouraged to work on sponsored projects during the summer. However, summer compensation for T/TT faculty may not exceed 1/3 of total nine (9) month compensation ([HOP 2.23 IX.B.5](#)). Total summer compensation for FTT faculty may exceed this limit if they are granted "overloads" for additional duties.

4.2 Scholarly activity (research) component

The workload agreement should stipulate with some specificity a proposed research plan that includes the outcomes that are anticipated from those efforts. The research workplan should be comprehensive of a variety of research activity and no one activity should be at the expense of other research activities (e.g., having publications alone should not be at the expense of other research activities).

An appropriate workload shall consider expectations as determined in consultation with the Department Chair and Dean and faculty member's progress as outlined in Departmental Annual Review Standards. **Table 4** is meant to support the department chairs and individual faculty in the accounting of research activities. The standard of what constitutes "research" for purposes of determining appropriate workload shall be further detailed by the department's workload policy.

Table 4: Expectations of Research Activities. Activities listed are examples. Departments should tailor specific types of activities based on discipline.

Publications <i>Maximum Percentage of Research Effort = 50%</i>	<u>Published Scholarly Activities:</u> Journal Article (Peer Reviewed) Journal Article (Invited) Conference Paper/Presentation – Full Paper (Peer Reviewed) Book Chapter Book Proposal (Accepted/Contracted) Editor
Conferences <i>Maximum Percentage of Research Effort = 25%</i>	<u>Published Scholarly Activities:</u> Conference Paper / Presentation – Abstract (Peer Reviewed) Presentation - Keynote / Plenary (UTSA, Local, Regional, National, International) Conference/Symposia Presentation (Invited) Poster Presentation
Sponsored Research <i>Maximum Percentage of Research Effort = 50%</i>	<u>Funded Activities:</u> Federally Sponsored Project Expenditures (Annual basis – Tiers defined by Departments) Internal UTSA Funding Grant Fellowship Contracts/Agreements Other Funded Projects
Mentoring <i>Maximum Percentage of Research Effort = 10%</i>	Postdoctoral Fellow Research Scientist
Awards <i>Maximum Percentage of Research Effort = 10%</i>	Commercialization/IP/Patents Local, State, National, International Fellowships
Others <i>Maximum Percentage of Research Effort = 10%</i>	Grant Development Workshop Media Engagements Cross-college or institutional collaborations

4.3 Service activity component

Agreements must include planned service profile that supports the goals of the departmental, college, and university, as well as discipline specific community and public service at the local, national and international levels, as applicable. T/TT faculty and FTT faculty, where applicable, are expected to maintain a service-level of 20% of their workload. The expectations of service activities are outlined in [HOP 2.11](#). Service expectations are commensurate with faculty title. Full-time faculty are expected to provide more service than part-time faculty, and a pre-tenured faculty and FTT not expected to provide

as much service as tenured faculty. Pre-tenured faculty and FTT faculty should work closely with their department chairs and/or mentors on the proper balance of service expectations.

The following examples are expectations of all faculty and **are not considered** service:

- Attending commencement
- Attending faculty forums
- Attending faculty meetings at the program or department level
- Attending faculty meetings called by the Dean, Provost or President's office
- Attending lectures, seminars, public talks, or other events

Table 5 provides guidance for faculty on the types of service they may be engaged in. Departments may expand upon these based on discipline standards.

Table 5: Examples of Service

Department-level	Department Committee/Task Force Department Search Committee Faculty Mentor for Student Organization Graduate Studies Committee Graduate Admissions Committee Faculty Mentoring (assigned through formal UTSA programs)
College-level	College Committee/Task Force College-level Initiatives
University-level	University Committee/Task Force Faculty Senate Graduate Council VPREDKE, VPIE, etc. Committees Faculty Advisor to Student Organization
External	Conference Chair/Organizer Journal Reviewer Journal Editor Advisory Boards/Committees Grant Reviewer Professional Society Committee Service
Community Engagement	K-12 Programming and Outreach Others tied to the mission of the university

4.4 Administrative activity component

Agreements must include administrative responsibilities assigned to the faculty member at the department, college, or university level. **Table 6** outlines qualifying administrative appointments and corresponding annual supplement and summer support. The assigned percent effort shall be approved by the Dean in consultation with the Department Chair.

Table 6: Administrative Appointment Guidelines

Role	% Effort	Annual Supplement	Summer Support
Department Chair	50%	To be determined by the Dean	1.5 months
Assistant Department Chair	20%	To be determined by the Dean	0 months
Associate Dean	50%	To be determined by the Dean	1.5 months
Assistant Dean	20%-50%	To be determined by the Dean	To be determined by the Dean
Core Director	20%	To be determined by VPREDKE	To be determined by VPREDKE
University Institute Director	20%	To be determined by VPREDKE	To be determined by VPREDKE
College Center Director	20%	0 months	0 months
GAR	10%	By default, receives one course release per academic year (Fall or Spring).	To be determined by the Dean and commensurate with duties, type of degree program and program size.
UGAR	10%	By default, receives one course release per academic year (Fall or Spring).	To be determined by the Dean and commensurate with duties, type of degree program and program size.

APPENDIX I: DEPARTMENT WORKLOAD GUIDELINES CHECKLIST

The following checklist shall be used by departments to guide their workload policies.

- Document is consistent with published College and University policies.
- Document clearly reflects the goals/aspirations of the department as these relate to workload.
- Document clearly defines the types of activities that constitute teaching, instructional activities, research, professional development, service, and administration.
- Document describes the different types of faculty titles in the department.
- Document clearly defines the teaching, research, and service expectations for the different types of faculty appointments.
- Document describes all department policies related to workload for faculty.
- Document includes criteria in which workloads may be modified, including pre-tenured course reductions, faculty development leave, family leave, medical leave, etc. that is consistent with current university-wide policies.
- Document states how frequently the workload policy document will be reviewed.
- Document describes the process for faculty to address any concerns with their workload in the department.
- Document includes annual review metrics.
- Document indicates date of approval, any subsequent modifications by the department, and anticipated date of next review.
- Document indicates date of approval by the Dean.
- Document is posted to department's "common" folder for access by faculty members and the Dean.
- If the department has one or more faculty with joint appointments in other departments:
 - Document defines how the workload policy changes for faculty members with an appointment of less than 100% in the department, include impact of tenure home.

- Document describes how the department will coordinate workload policy decisions with other departments for faculty members with joint appointments, and how differences in workload expectations across departments will be handled.