DRAFT OF THE CNS WORKLOAD POLICY 2018

Contents

The CNS workload policy is an umbrella policy that is applicable to every department in the college, while being flexible enough to respect differences among disciplines.

1. Implementing the CNS Workload Policy

Each department in the CNS is expected to revisit their workload policy by January 16, 2019 to make sure that it is consistent with the CNS workload policy.

Most department in the CNS already have departmental workload policy in place consistent with the CNS policy. In case that a department does not have such a policy, the committee conducting the annual review of faculty during Fall 2018 will analyze Faculty Activity Reports for the three year period 2015 – 2018 to determine research, teaching and service activity levels for each faculty member, based on which the committee will make a recommendation to the Chair for 2019-20 faculty's teaching load.

Together with annual evaluations for each faculty member, Chair will submit to the Dean's Office a comprehensive record of research, teaching, and service activities and suggested teaching load (see Subsection 2.7 and Subsection 3.3).

2. Tenure-track and tenured faculty

As Faculty members at a Research I institution, we are expected to have a long and productive career that encompasses strong research, engaging teaching and devoted service to the department, university, and community. A workload policy is a mechanism to define an appropriate balance of research, teaching, and service, and accompanied professional development.

Date: October 23, 2018.

This document recognizes that:

- There is no single workload that fits all departments in the college. There are differences in the culture and nature of research in each field.
- Further, there may be changes in individual trajectories over a faculty member's academic career. This may result in a change in the proportions of time spent on the areas of commitment.

2.1. **Definition of the workload.** Workload of each tenured and tenure-track faculty member at the CNS encompasses research, teaching and service, and professional development that follows the balance of research, teaching and service. *Based on faculty member's level of engagement in research, teaching and service and accompanied professional development during previous three academic years, department review committee recommends to the Chair the teaching load for each faculty member.*

2.2. **Levels of research, teaching and service activities.** The CNS uses the following 3-level scales, and each department should define appropriate levels.

Research activity levels (R)
2 - Highly Active
1 - Moderately Active
0 - Inactive

Aspects to consider in assessing research can include, but are not limited to:
- Publications
- Grants
- Invited presentations
- Mentoring of PhD, MS and undergraduate students
- Placement of PhD students

Teaching assessment (T)
2 - Exceeds expectations
1 - Meets expectations
0 - Does not meet expectations

Aspects to consider in assessing teaching can include, but are not limited to:
- Evaluations (expert and peer evaluations, CIS scores, teaching awards)
- Faculty engagement in advising undergraduate students
- Willingness to teach required courses or those with high student demand
- Working with or for professional development programs including e.g. the Texas Institute for Discovery Education in Science (TIDES), the Faculty Innovation center (FIC).

Service activity levels (S)
2 – Highly Active
1 – Moderately Active
0 – Inactive

Aspects to consider in assessing service can include, but are not limited to:
- Service to the Department, the College and the University
- Service to the research community at the national and international level
- Outreach
- Contributions to diversity

2.3. Basal teaching load (BTL) for organized courses. Current basal teaching load (BTL) for highly research active faculty depends on the department/unit[1] and it varies from 1 organized course per year to 3 organized courses per year. Here an organized course refers to an undergraduate or a graduate course which meets for the total of 150 minutes per week and is listed in the UT Course Schedule.

2.4. Maximum teaching load (MTL) for organized courses. Maximum teaching load for research inactive tenured faculty is 5 courses per year. This assumes a Moderately Active level of service.

2.5. CNS policy on teaching load for organized courses. Depending on R, T and S, each of which is based on faculty's performance over previous three academic years, a teaching load for each faculty member is determined as follows:

- If $T \geq 1$ and $S \geq 1$, then
    - if $R = 2$, the faculty member is assigned the BTL.
    - if $R = 1$, the department will determine the levels of research activity and associated teaching load which can vary from BTL +1 to 4 courses per year[2].
    - if $R = 0$ and
        * if $(T \geq 1$ and $S = 2)$ or $(T = 2$ and $S \geq 1)$, the faculty is assigned the teaching load of 4 courses per year.
        * if $T + S \leq 2$, the faculty is assigned maximum teaching load (MTL) of 5 courses per year.

- If $T = 0$ or $S = 0$, the Chair, in consultation with the department review committee and the faculty member, will develop a remediation plan, involving professional development, to help the faculty member return to a higher level of teaching and/or service. If no improvement is noted by the next academic review period, the Chair is advised to consider assigning does not meet expectation to the faculty member.

Departments review committees are asked to adhere to the following principles:

(P1) The expectation of the CNS is that majority of faculty will contribute to creation of knowledge in their disciplines while enhancing student and institution success and will consequently be assigned the BTL.
(P2) An increase in faculty teaching load could occur only every 3 years.
(P3) An increase in faculty teaching load from BTL to BTL + 1 could be delayed by 1-3 years when there is clear intention of continued research activity, as evidenced, for example, by grants or publications pending or in preparation.
(P4) A significant increase in research activity will result in an adjusted teaching load in the next academic year.

2.6. Adjustments.

2.6.1. *Examples.* Activities that can result in a reduced teaching load include, but are not limited to:

- Serving in departmental, college and university administrative roles.
- Being awarded the Faculty Research Assignment (FRA).

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[1]BTL is based on a comparison with departmental BTLs at peer institutions.
[2]A load of BTL is also possible due to principle (P3).

- Being awarded a Chair's Fellow
  - The Dean awards a number of Chair's Fellows to each department. The number depends on the size of tenured and tenure-track faculty and BTL.
  - Departmental workload document can provide guidelines for awarding Chair's Fellows, following instructions from the Dean and the Chair.
  - Chair's Fellow appointments are made upon recommendation of the departmental chair.
- Leading curriculum redesign.

2.6.2. *Approval.* All reductions in teaching load must be approved by the Chair and the Dean.

2.7. **Accountability.**
  (1) Together with annual evaluations for each faculty member, Chair will submit to the Dean's Office a record of R - T - S assessment and suggested teaching load, accompanied with a rationale for an adjustment if reduced teaching load is requested.
  (2) The Dean will approve the teaching load, unless changes are needed in which case the Dean's Office will work with the Chair to resolve possible issues.
  (3) The record of teaching load for all tenure track and tenured faculty will be forwarded to the Provost's Office.

3. Professor of Instruction, Professor of Practice, and Clinical Professor

3.1. **Definition of the workload.** Workload of each instructional faculty member at the CNS encompasses teaching and at least one other area of contribution, and related professional development. Instructional faculty may be assigned to teach any departmental courses, in accordance with the department needs. The normal workload is 3 organized courses per semester for full-time appointment.

3.2. **Adjustments.**

3.2.1. *Examples.* Certain courses, or administrative assignments, will reduce the total number of courses for a full-time appointment. Departmental workload adjustments will be publicized within the department and will be applied consistently. These may include, but are not limited to:
  - teaching large laboratory courses,
  - teaching multiple laboratory sections of departmental courses,
  - directing a Freshman Research Initiative stream,
  - teaching sections of large lecture courses (for example, classes with more than 300 students),
  - developing and teaching new courses,
  - serving as coordinator for courses with large numbers of sections,
  - directing, supervising, and/or instructing students in experiential learning placements.

3.2.2. *Approval.* All reductions in teaching load must be approved by the Chair and the Dean.

3.3. **Accountability.**
  (1) Together with annual evaluations for each faculty member, Chair will submit to the Dean's Office suggested teaching load for every instructional faculty, accompanied with a rationale for an adjustment if reduced teaching load is requested.
  (2) The Dean will approve the teaching load, unless changes are needed in which case the Dean's Office will work with the Chair to resolve possible issues.