UTEP College of Health Sciences
Faculty Workload Policy (July 2019)

All faculty (tenured, tenure-track, and full time clinical/lecturer) play a fundamental role in advancing the work of the University and in fostering student success at all levels. The curricula the faculty design, the programs they offer, the learning environment they create, the instructional methods they employ, the research they conduct, the creative works they produce, the service they provide, and their professional engagement with students inside and outside of the classroom, including mentoring and advising, are important components of the educational experience and should be reflected in the academic workload and in all faculty assessment processes and instruments.

In accordance with UTEP's academic workload policy requirements, the College of Health Sciences' workload policy is designed to set forth equitable and fair guidelines that permit each Department Chair/Program Director (or head of a comparable academic unit), under the supervision of the Dean, to best deploy departmental faculty to foster student success, enhance scholarly activity, and advance the department's, college's, and university's mission. Within this framework, each Department and Program will establish workload guidelines using a participatory, equitable, and transparent process.

All faculty evaluations (annual evaluations, tenure, promotion, and post-tenure review) should consider and reflect the distribution of individual faculty workloads.

1. Tenured and Tenure-Track Faculty (Assistant, Associate, and Full Professors)

All tenured/tenure-track faculty will fall under one of two categories (A or B) as detailed below:

A. High level of scholarly activity

Research: Faculty in this category will be listed as Principle or Co-Principle Investigators and will spend a substantial amount of time (more than *Category B* below) undertaking scholarly activity that is externally funded, peer reviewed and publicly disseminated. It is expected that they will be supported by external funding from state, federal, foundation, corporate and/or industry grantors; publish articles as first or senior author in peer-reviewed journals that meet the standards of quality within the discipline; and train graduate and undergraduate students as dissertation, thesis, and/or capstone project advisors.

Teaching: Teaching loads for faculty in this category will range from **1.5-6 Semester Credit Hours (i.e., 1:1 to 2:2 teaching load)** during the regular long semester of the 9-month academic year, based on department/program needs and levels of external research funding. Departments and Programs should have clear, standardized processes for using research grant funding to buy faculty out of teaching commitments as appropriate.

Service: To function effectively and efficiently, the College and each of its individual units must rely on help from all of its members. All faculty members can under no circumstances be recused from service obligations. While service to organizations outside of the university is encouraged, this should not be used to avoid service to the Department, College, or University.

- Service responsibilities will be determined by the Department Chair/Program Director in consultation with the Dean.
- Tenure-track Assistant Professors ought to have a reduced service commitments. Under no circumstances should a tenure-track Assistant Professor be assigned major service/administrative commitments.
- Department Chairs, Program Directors, and others with administrative roles will often have greater service commitments (in this case "administration" at the Department/Program, College, and University levels is counted as "service").

B. Moderate levels of scholarly activity

Research: Faculty in this category will spend approximately equal amounts of time fulfilling their teaching and research responsibilities. Expectations include external grant funding (from state, federal, foundation, corporate and/or industry grantors); internal competitive grant funding; continued grant and/or fellowship preparation to obtain federal, foundation, and/or other non-institutional funds; and publish articles as first or senior author in a peer-reviewed journal. Alternative sources of funding aimed at scholarly activities, departmental, and/or student support as PI, Co-PI or student mentor will also count. Expectations also include training graduate and undergraduate students as dissertation, thesis, or capstone project advisor.

Teaching: Teaching loads for faculty in this category will range from **6-9 Semester Credit Hours (i.e., 2:2 to 3:3 teaching load)** during the regular long semester of the 9-month academic year, based on department/program needs and levels of external research funding. Departments and Programs shall have clear, standardized processes for using research grant funding to buy faculty out of teaching commitments as appropriate.

Service: See Category A above.

2. Clinical/Teaching Faculty (non-tenure track)

Research: Faculty in this category (predominately full-time, non-tenure track clinical/teaching faculty) engaged in *no to low levels of scholarly activity* will spend a significant amount of time teaching. The expectation is that research effort, at a minimum, will be in the capacity of investigator or collaborator on research grants, and co-authorship on peer reviewed publications.

Teaching: Teaching loads for faculty in this category will range from **9-15 Semester Credit Hours (i.e., 3:3 to 5:5 teaching load)** during the regular long semester of the 9-month academic year, based on department/program needs and levels of external research funding. Departments and Programs shall have clear, standardized processes for using research grant funding to buy clinical faculty out of teaching commitments as appropriate.

In consultation with the Chair or Program Director, a clinical/teaching faculty member may request temporary change in instructional assignment to support a unique research or scholarly opportunity. All requests shall be accompanied by a detailed plan consisting of goals, a timeline, milestones and expected outcomes, which must be approved by the Department Chair/Program Director.

Service: See Category A above.

Workload Policy and Faculty Evaluation

All faculty evaluations (annual evaluations, tenure, promotion, and post-tenure review) shall be aligned with the policies for workload distribution and to the type of appointment. All faculty members will work closely with their respective Department Chair/Program Director and Dean to ensure that teaching, research and service efforts are of high quality and are having an impact on their department/program, discipline, and on society. Faculty are expected to:

1. To teach their classes conscientiously;
2. To provide extra-classroom advice and assistance to students;
3. To remain current in their disciplines;
4. To engage in the scholarly activities of study, investigation, discovery, and creativity as evidenced by external research funding, presentations, publications, exhibitions, or performances appropriate to their disciplines, and by other scholarly activities that contribute to the advancement of research and education in the discipline (applies to all faculty engaged in scholarly activity);
5. To contribute to the achievement of departmental goals and to participate in departmental activities;
6. To serve and contribute to the welfare of their Colleges or School and the University; and
7. To influence beneficially students and the larger community in various extracurricular ways.

The primary criterion for recommendations of merit, tenure, promotion, and reappointment is the performance of the individual. Factors to be considered shall include, but are not limited to an evaluation of:

1. Teaching effectiveness;
2. Quality, quantity, and impact of publications, including quality of the journals or other publication outlets;
3. Quality of research efforts and extent of funding support from competitive sources;
4. Quality of service;
5. Quality of candidate's work as judged by external evaluators;
6. The Candidate's contributions to the Department, the College or School, the University, and the discipline;
7. Potential for future outstanding intellectual development and future positive contributions to the University.
8. Professionalism (e.g., personal responsibility, ethical behavior, accountability, and integrity).