College of Liberal Arts
Faculty Workload Policy (4/30/2019)

In accordance with UTEP’s academic workload requirements, the College of Liberal Arts maintains the following policy describing how workload is distributed for all faculty appointment types. Within this framework, each department will make their own workload policy by a process that is participative, fair, and transparent. Workload policies at all levels must be consistent with the university mission of access and excellence and should encourage elements of the UTEP EDGE, including community engagement and other practices that provide alternative experiences to students beyond traditional classroom-based teaching.

1. Tenured Faculty (Associate and Full Professors)

Workload standards for tenured faculty are as follows:

Research/Teaching/Service
From 50-30-20% to 40-40-20%

Departments and programs in the humanities and the social sciences have some leeway in determining what constitutes a 30-40% teaching commitment, but they should aspire to the standard 2x2 teaching load for an R1 institution. It may not be possible for all departments and programs, particularly in the Fine Arts, to achieve such a load in a revenue neutral way (i.e., maintaining the levels of SCHs taught).

Some tenured faculty may choose to dedicate more of their time to teaching, and departments and programs should allow for that possibility. Such a decision should be undertaken by a faculty member in consultation with both the chair or program director and the dean, and should be understood as an opportunity to amplify that faculty member’s contributions to the institution, not as a punishment. Such faculty have a standard range of time commitment of:

Research/Teaching/Service
From 30-50-20% to 20-60-20%

While all tenured faculty should commit at least 20% of their time to service, department chairs, program directors, and others with administrative roles will often have a much greater service commitment (in this case “administration” is counted as “service”). The standard range for such assignments is:

20-30% Research
15-30% Teaching
40-60% Service

The College of Liberal Arts contains certain departments, especially in the Fine Arts and even in some language teaching, that require different teaching patterns and course loads than in most departments in the humanities and social sciences. Basing the workload policy on the above
distributions aims to encourage the flexibility that will enable disparate departments to combine their teaching needs with the teaching standards of an R1 university.

2. Untenured Faculty (Assistant Professors, tenure track)

Faculty in this category have a substantial research commitment and a reduced service commitment, with the goal of giving them time to prepare for tenure. The standard range is:

Research/Teaching/Service
From 50-40-10% to 60-30-10%

Under no circumstances should a tenure-track Assistant Professor be allowed to take on major service commitments. These include but are not limited to directors of departmental programs or units, associate chairs, search committee heads, and equivalent duties.

3. Professors of Instruction/Lecturers (non-tenure track)

These job titles suggest a heavy teaching commitment, but departments and programs should aspire to limit these faculty members to a 4x4 load, at most, in order to give them time to engage in the broader life of the university through service. The standard work distribution for these positions is:

Research/Teaching/Service
0-80-20%

Faculty in these positions may, in many cases, commit a substantially higher percentage of their time to service and that should be reflected in the workload spread. In certain cases, a lecturer may only want to teach and that would result in a 100%, 5X5 teaching load.

4. Professors of Practice/Clinical Professors (non-tenure track)

Faculty in these categories bring professional experience from beyond the academy to make teaching and service contributions to the institution. Because that experience may be broadly applicable in both categories, these positions have a flexible standard range:

Research/Teaching/Service
From 0-80-20% to 0-40-60%

In these cases, administrative duties are considered equivalent to “service”.

5. Research Faculty (non-tenure track)
Research faculty are heavily committed to research, but may at times have teaching responsibilities. The workload range for this position is:

*Research/Teaching/Service*

From 100-0-0% to 80-20-0%

**6. Visiting Professors (non-tenure track)**

Visiting Professors are hired for a short term (two-year maximum). The workload range for this position is:

*Research/Teaching/Service*

From 50-40-10 to 30-60-10

**Additional Guidance for Departments and Programs**

1. In the case that departments and programs adopt new workloads standards the process must be participative, fair, and transparent. Proposals for changes in the workload distribution will be submitted to a college committee and the dean for approval. Departments and programs should review their workload policies as necessary to ensure that they serve current needs.

2. All faculty evaluations (annual evaluations, tenure, promotion, and post-tenure review) should consider and reflect the distribution of individual faculty workloads. Community engagement activities often combine research, teaching, and service and departments should develop guidelines for evaluating these activities.

3. With the approval of the dean, departments and programs may shift faculty teaching loads between semesters to enhance faculty productivity. They may also make workload exceptions for individual faculty for faculty or course development with the dean’s approval.

4. Departments and programs should be clear and precise regarding service expectations, particularly for Professors of Instruction, Lecturers, Professors of Practice, and Clinical Professors.

5. Tenured and tenure-track Professors can under no circumstances recuse themselves from their 20/10% service obligations. While we encourage service participation in national and regional associations, this should not be used as a mechanism for avoiding service in the Department, College, or University. Nor can strong research performance or student advising loads be considered a substitute for service obligations and departmental citizenship.

6. Departments and programs should set guidelines for the equitable distribution of teaching loads at different levels (survey, upper division undergraduate, graduate, etc.). However aspiring to a simple 2x2 load in the case of most tenure-line faculty obviates the need for most of the complicated weighting of classes that the old TLC system demanded.
7. Departments and programs should have clear, standardized processes for using grant monies to buy faculty out of teaching responsibilities.

**Related Guidance on Faculty Evaluation**

All faculty evaluations (annual evaluations, tenure, promotion, and post-tenure review) should consider and reflect the distribution of individual faculty workloads. In order to do this effectively, departments and programs should clarify how different activities (some of which may have, for instance, both teaching and service components) will be categorized.

With regard to department chairs, program directors, and other faculty with substantial administrative assignments, departments and programs should clarify what percentage of time is committed outside of the department or program as well as how the workload within the department is distributed. As in other cases, the evaluation process should reflect those arrangements.