LAMAR UNIVERSITY
MANUAL OF ADMINISTRATIVE POLICIES AND PROCEDURES

SECTION: Academic Affairs **MAPP 02.02.51**
AREA: Faculty

Faculty Workload (Non-library Faculty)

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I. POLICY

A. This policy documents Lamar University's standards for faculty workload; guides the development and implementation of workload standards at the college level; and establishes monitoring and reporting requirements for faculty workload.

II. PURPOSE AND SCOPE

A. This policy complies with the Texas Education Code § 51.402; the Texas State University System (TSUS) Rules and Regulations, Chapter III, Subparagraph 5.2; and all other applicable federal, State, and TSUS statutes, rules, and regulations, including, but not limited to, the TSUS Rules and Regulations; Texas Education Code, Title 3, Higher Education; and Texas Administrative Code, Title 19, Education.

B. This policy has been established to ensure that faculty workloads at Lamar University are distributed fairly and consistently and carried out effectively.

C. This policy addresses workload for regular full-time faculty who are on nine-month contract and hold the academic rank of professor, associate professor, assistant professor, or instructor. Workloads for regular full-time faculty on 12-month contracts (e.g., library faculty), clinical faculty, research faculty, visiting faculty, adjunct faculty, and faculty who hold formal administrative roles (Chair and above) are addressed in separate policies.

III. DEFINITIONS

A. **Appointment Period** is the time period for which a faculty member has been hired to work for the University. A faculty member's appointment period is reflected in his/her employment contract. For example, regular full-time faculty sign a nine-month contract that covers the fall and spring semesters of the University's academic year (September 1–May 31) while regular full-time library faculty sign a 12-month contract that covers the University's fiscal year (September 1–August 31). Faculty who serve as academic administrators at the college level and above also hold 12-month contracts or appointment periods.

B. **Credit Hour** is the unit used by the University to measure academic coursework and to assign academic credit toward a degree, certificate, or other credential. Thus, a course designated as three credit hours awards three academic credits to students who successfully complete the

course. A course's credit-hour value reflects the amount of student learning expected for successful completion of the course.

C. **Distribution of Responsibilities** describes the way that a regular full-time faculty member's appointment is divided or "distributed" over an academic year across several categories of responsibility (e.g., teaching, research and/or creative activities, service). At Lamar University, this distribution of responsibilities is expressed as proportions or percentages of a faculty member's appointment. For example, a regular full-time faculty member at Lamar may have responsibilities distributed across teaching (80%), research and/or creative activities (10%), and service (10%). For each appointment period, the sum of all assigned categories must equal 100% of a faculty member's appointment.

D. **Full-Time Equivalent** or **FTE** is a measure used to represent the proportion or percentage of a full-time appointment that a faculty member holds. A faculty member employed full-time by the University is said to work 1.0 FTE over his/her appointment period (nine months or 12 months, depending on the contract). For a faculty member who works less than full-time, FTE is expressed as a portion of 1.0 FTE (e.g., 0.20 FTE, 0.50 FTE). FTE reflects a standard set by the Texas Administrative Code, Title 19, Part 1, § 25.3, which defines "full-time" as "employment for the standard full-time workload established by the institution ('100 percent effort')." For a full-time faculty member, 1.0 FTE is equivalent to 100% effort over the appointment period. FTE is typically used for employment tracking in areas such as budgeting, payroll, human resources, position control, and State reporting.

E. **Instructional Need** is a factor that may lead to changes in a faculty member's teaching load for a given semester or academic year due to documented need at the program, department, college, or University level. Instructional need may arise for several reasons, including but not limited to the following: a declared natural disaster or emergency at the national, State, regional, or local level; temporary lack of qualified instructors to cover all required courses in a program, department, or college; institutional and programmatic accreditation requirements; sudden increase in enrollment or student demand; course sequencing requirements; and budgetary constraints. Instructional need is not meant to be a regular, ongoing reason for changing faculty teaching loads. Instructional need cannot be used to require that a faculty member take on a course overload without compensation. Instructional need must not undermine a faculty member's progress toward promotion and/or tenure or successful completion of post-tenure review. Finally, changes to a faculty member's teaching load due to instructional need must be approved by the college Dean and supported by documentation that confirms that instructional need is present.

F. **Regular Full-time Faculty** refers to a faculty member appointed by the University to a full-time position (1.0 FTE) on a continuing basis, including tenured, tenure-track, and other full-time continuing faculty appointments as designated by the institution. For purposes of this policy, a regular full-time faculty member holds the rank of professor, associate professor, assistant professor, or instructor and is assigned workload responsibilities that may include teaching, research and/or creative activities, and service. Faculty who hold formal administrative positions (Chair and above) or hold titles such as clinical faculty, research faculty, visiting faculty, and adjunct faculty are beyond the scope of this policy and are addressed in separate policies.

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G. **Teaching Credit** is the workload value assigned to instructional activities performed by a faculty member during a designated appointment period. Teaching credit may be awarded for classroom instruction, laboratory instruction, clinical supervision, practicum oversight, thesis and dissertation supervision, independent study direction, online instruction, and other approved instructional activities. In discussions of faculty workload, teaching credit is used to quantify and document the teaching component of a faculty member's workload. The total teaching credits assigned to a faculty member are often referred to as that faculty member's **teaching load**. (Note. Teaching load should not be confused with workload. For faculty with responsibilities beyond instruction, teaching load represents the portion of that faculty member's workload dedicated to instruction and not the entire workload, which may also include research and/or creative activities and service.)

IV. UNIVERSITY STANDARDS FOR FACULTY WORKLOAD

A. Lamar University has established standards that apply to faculty workloads across all colleges and to all regular full-time faculty who are on nine-month contract and hold the rank of professor, associate professor, assistant professor, or instructor.

B. Lamar University documents faculty workload through a percentage-based model. Under this model, for regular full-time faculty who are tenured or tenure-track, 80% of workload is allocated to teaching, 10% to research and/or creative activities, and 10% to service. For regular full-time faculty who are instructors, 80% of workload is allocated to teaching and, based on need and with the department Chair's approval, 20% to service. If no service is available, an instructor may take on additional teaching duties to meet 100% of workload.

   1. Regular duties are those performed by faculty members as part of their nine-month faculty appointment. These duties do not include activities undertaken in addition to the regular duties required during the appointment period. For policies related to these additional activities, see the University's policies on compensation in excess of base salary, course buyouts, institutional base salary (IBS), and outside employment.

C. When added together, a faculty member's total effort across all categories must equal 100% (1.0 FTE) and account for all regular duties assigned to the faculty member over the nine-month appointment period.

D. Lamar University's percentage-based faculty workload model serves as the University's starting point for distributing and adjusting faculty workloads. The distribution of responsibilities across a regular full-time faculty member's workload varies depending on the faculty member's appointment type, academic rank, department or program, college, and University needs.

E. Given the varied professional activities in which faculty engage, it is common for distributions of faculty responsibilities to change over time. For this reason, faculty workloads may take a variety of forms as long as they adhere to this policy and the workload standards developed at the college level (see Section VIII). Regardless of workload, each faculty member and his/her department must document and justify workload choices in teaching, research and/or creative activities, and service. Decisions about workload adjustments by a faculty member's Dean will be made using this documentation.

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F. Chairs and Deans are responsible for ensuring appropriate workload and resource stewardship by reviewing workloads in their departments or colleges, monitoring policy compliance, and managing workload reporting. Chairs and Deans are also responsible for oversight of faculty workload to ensure that workloads are distributed fairly and consistently and carried out effectively.

G. A faculty member's workload assignments are determined in consultation with the Chair during the course schedule building process to meet curriculum requirements, student demand, and a faculty member's professional goals. Workload assignments are subject to the approval of the college Dean. When assigning workload, Chairs should attempt, whenever possible, to align the needs of students, department, college, and University with the professional goals of a faculty member. Workload assignments that deviate from standards established by the college require pre-approval from the Dean.

H. As need dictates, the University may request on occasion that a faculty member carry a teaching or service workload beyond normal expectations. In these instances, compensation for teaching or service overloads will be granted in accordance with the University's policies on compensation in excess of base salary.

I. A faculty member's workload may factor into annual performance evaluations and decisions related to tenure, promotion, and post-tenure review. For annual performance evaluations, all faculty use a standard form (F2.08) to submit for review their professional activities, with accompanying evidence or documentation, over the past calendar year. Each college will determine and, in its college workload standards, will state the relationship in that college between faculty workload and F2.08s completed by faculty in that college.

J. A faculty member who believes that his/her workload has not been assigned in a fair and consistent manner should consult with the department Chair to determine if the issue can be resolved at the department level. If the faculty member and Chair cannot resolve the issue, the faculty member may meet with the Dean to discuss the matter. If the matter cannot be resolved at the college level, the faculty member may meet with the University Ombuds to determine if a resolution can be reached. If the matter cannot be resolved through the Ombuds, the faculty member may appeal to the Provost's Office. Finally, if the matter cannot be resolved at the Provost's level, the faculty member may file a grievance under the University's employee grievance policy.

V. ADJUSTMENTS TO TEACHING CREDITS AND COURSE WEIGHTS

A. For Lamar University courses, one course credit hour is typically equal to one teaching credit and, thus, there is a one-to-one correspondence between course credit hour and teaching credit (i.e., an instructor who teaches a three-credit-hour course earns three teaching credits). However, the University may permit colleges to make reasonable adjustments to teaching credits for courses within that college. Known as **course weighting**, these adjustments allow colleges to calculate the teaching credits attached to certain courses at a rate different from the stated course credit hours. The University may permit colleges to establish course weights due to factors such as the following:

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- course enrollment size;
- course level;
- course delivery method;
- courses in writing-intensive disciplines;
- labs and other courses that require contact hours beyond the stated credit hours;
- formal yet atypical instructional activities (e.g., directing independent study, practica, and internships; chairing thesis and dissertation committees);
- other factors approved on a college-by-college or course-by-course basis.

B. Course weighting is meant to ensure fairness and consistency in teaching loads and must apply to all faculty who teach the affected courses.

C. Adjustments to teaching credits based on course weight follow written workload standards set by each college for courses within that college. These adjustments or course weights must be integrated into a college's workload standards and require approval by the Provost before they may be implemented.

D. To receive approval for course weighting, each college must provide documentation that an adjustment is (1) necessary to support teaching effectiveness and student success; (2) necessary to satisfy federal, State, or accreditation requirements; and/or (3) practiced at peer universities or in peer colleges.

E. The Provost will determine if a college's proposed course weights are warranted. Factors that influence the Provost's decision include, but are not limited to, the following:
   - The course weights support the University's mission and strategic goals.
   - The course weights support teaching effectiveness and student success.
   - The course weights satisfy federal, State, and/or accreditation requirements and standards.
   - If the course weights are approved, a college can still cover all required courses and instructional commitments using existing resources (i.e., personnel, financial, physical).
   - The course weights support fair and consistent distribution of teaching loads across a college's faculty members.
   - The course weights are in line with course weights in the University's other colleges and, thus, do not create imbalances in teaching loads across colleges.
   - The course weights are in line with weights at peer universities or in peer colleges.

F. Once approved, course weights will remain in effect until a college's workload standards are reviewed and the weights changed. (College workload standards are reviewed at least once every three years.) However, college Deans or the Provost can request more frequent review and adjustment if there is evidence that course weights should be changed due to instructional need (see Section III for definition of instructional need) or any of the reasons listed in Section V.E. Deans will consult with their college's regular full-time faculty before course weights are changed.

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VI. ADJUSTMENTS TO FACULTY TEACHING LOADS

A. Under Lamar University's percentage-based workload model (see Section IV), regular full-time faculty are expected to teach 12 credits per semester (24 credits per academic year) to fulfill the 80% of workload that the model allocates to teaching. The 12 credits per semester may be made up of traditional courses (i.e., four courses of three credits each per semester) or the equivalent in approved teaching/instructional duties. Although 12 credits per semester is the default teaching load, the University permits adjustments to teaching load in the following circumstances:

1. College Deans may approve, on a case-by-case basis, adjustments in teaching load for individual faculty members. When a faculty member's teaching assignment is reduced below 12 teaching credits per semester, the corresponding workload percentage is reassigned to research/creative activities and/or service; in this way, the faculty member's total assigned effort remains 100%. Adjustments to individual teaching loads can be made only if these changes do not adversely affect a faculty member's program or department or student success and progress toward graduation. Adjustments to faculty teaching loads must be documented and justified and must be approved by the college Dean before the adjustments are implemented. Adjustments to individual teaching loads are not permanent and apply only to the semester or academic year for which they are requested.

2. The Provost may approve, on a case-by-case basis, teaching loads of fewer than 12 credits per semester for programs, departments, or colleges in which documented factors (e.g., accreditation requirements) make a teaching load under 12 credits necessary. College Deans must submit a request for reduced teaching loads to the Provost, who must approve the request before the adjustments are implemented. The corresponding workload percentage gained from the reduced teaching load is reassigned to research/creative activities and/or service; in this way, each faculty member's total assigned effort remains 100%. Reduced teaching loads granted to an entire program, department, or college will be ongoing but are subject to review by the Provost and revocation if the factors that led to the reduction no longer apply.

B. Adjustments to teaching loads must be applied fairly and consistently to faculty of similar rank, appointment type, specialty, performance in research and/or creative activities, and service requirements.

C. A faculty member's teaching responsibilities may be met by teaching courses that span an entire "long" fall or spring semester. However, depending on the program, a faculty member may teach a combination of full-semester courses, half-term courses, and/or intensive courses of five weeks or some other length that, together, equal the teaching credits required per semester by the faculty member's workload.

D. Subject to instructional need and the approval of the department Chair, a faculty member may "redistribute" his/her teaching load over a nine-month contract period. Redistribution occurs when a faculty member teaches more or less than the credits required per semester by the approved workload assignment. Redistributing credits is permitted as long as the faculty member teaches the total credits required over his/her nine-month contract period. For example, a faculty member who normally teaches 12 credits in the fall and 12 in the spring may request to

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redistribute these credits and teach 15 in the fall and 9 in the spring. Details about redistributing credits can be found in the University's policy on Redistributing Teaching Credits.

E. Subject to instructional need and the approval of the college Dean, a faculty member may "bank" teaching credits for use in a future semester. Banking occurs when a faculty member teaches more credits in a semester than the approved workload assignment requires and applies the additional credits toward a reduced teaching load in a subsequent semester. A faculty member may bank no more than six teaching credits at any one time and must use the banked credits within the two long semesters following the semester in which they were earned. Details about banking credits can be found in the University's policy on Banking Teaching Credits.

1. The process of "redistributing" teaching credits (VI.D) is separate and distinct from the process of "banking" teaching credits (VI.E). Redistribution requires approval of the department Chair and occurs over a single academic year or nine-month contract period; in contrast, banking credits requires approval of the college Dean and may cross multiple academic years or contract periods. Faculty may not redistribute and bank credits at the same time without prior approval of the Dean.

F. Subject to instructional need and the approval of the college Dean, a faculty member may "buy out" a course using external funding from a grant or other sponsored project. In this scenario, a faculty member uses funds from a grant or sponsored project to compensate the University for the instructional costs of a course that the faculty member is scheduled to teach. The funding is then used to cover instructional costs for the course that has been bought out. Course buyouts are subject to restrictions set by the funding agency or sponsor. Details about course buyouts can be found in the University's Course Buyouts Policy.

VII. COURSE REDUCTIONS AND INSTRUCTIONAL NEED

A. Workload adjustments and release time often take the form of reductions in teaching load. Nevertheless, approval for course reductions depends on factors such as instructional need (see Section III for definition of instructional need). Colleges must ensure that adjustments to teaching load do not compromise students' ability to access required courses and progress toward graduation. Final approval of course reductions remains contingent on instructional coverage, and the University reserves the right to assign faculty their full teaching load in circumstances of instructional need.

VIII. COLLEGE STANDARDS FOR FACULTY WORKLOAD

A. Each college at Lamar University may establish workload standards for teaching, research and/or creative activities, and service for faculty within that college. These college-level workload standards must be approved by the Provost before they are implemented. In reviewing college standards, the Provost will determine if the proposed standards are fair, consistent, and in line with the University-level workload standards in this policy. College workload standards that do not meet these criteria will be returned to the college for revision.

B. College workload standards will be reviewed at least once every three years, and updated standards must be approved by the Provost before they are implemented.

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C. College workload standards (and the resulting workload assignments) should be consistent with and support achievement of the expectations for annual performance, tenure, promotion, and post-tenure review that have been established by departments and/or colleges and the University.

D. At a minimum, each college's workload standards must:

1. Be developed with input from tenured, tenure-track, and continuing non-tenure-track faculty in each academic department in the college.

2. Be approved by the Provost.

3. Specify teaching credits for courses and labs offered through the college as well as credits for other formal instructional activities (e.g., directing independent study, practica, and internships; chairing thesis and dissertation committees). Workload will be calculated using the credit hour value of a course unless approved course weighting factors have been applied to the course (see Section V). Faculty in courses that are team-taught will proportionally share the workload credits assigned to these courses in accordance with their distribution of responsibilities.

4. Specify the activities that contribute to a faculty member's workload in research and/or creative activities. Research and creative activities may take a variety of forms, depending on a faculty member's specialty or the disciplines represented in the college's programs and departments.

5. Specify the activities that contribute to a faculty member's workload in service, including academic program coordination, academic program review or accreditation, and other significant service assignments relevant to a faculty member's department, college, or profession.

   a. Formal administrative assignments at the level of Chair and above are beyond the scope of this policy and require approval by the Provost and the TSUS Board of Regents. Colleges should consult Academic Affairs when determining workload for formal administrative positions at the level of Chair and above.

6. Align with the policies, guidelines, rules, and regulations of the University, TSUS, and the State. In the event of a conflict between one entity's policies, guidelines, rules, and regulations and those of a higher authority, the higher authority shall take precedence.

7. Be made available to all faculty on the Academic Affairs website.

IX. FACULTY WORKLOAD MONITORING AND REPORTING

A. The Texas Education Code § 51.402 and the TSUS Rules and Regulations, Chapter III, Subparagraph 5.2 require that higher education institutions monitor and report faculty workloads. Lamar

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University has established the following monitoring and reporting requirements for faculty workloads:

1. Following the official census date (12th class day), each Chair shall report to the college Dean the workload assignment of each faculty member within the department.

2. Following the official census date (12th class day), each Dean shall review the workload reports submitted by Chairs and transmit to the Provost a comprehensive report on the workload assignments of all faculty members within that college. The Dean's report must provide an explanation for any instance in which a faculty member's workload assignment deviates from approved college or University workload policies or standards.

3. The Provost shall review the workload reports submitted by the Deans and submit a report on faculty workloads to the Lamar University President for approval.

4. In keeping with Texas Education Code § 51.402(c), within 30 days of the end of each academic year, the President shall file with the TSUS Board of Regents a report, by department, of the academic duties and services performed by each member of the faculty during the academic year, showing evidence of compliance with requirements established by the TSUS Board.

X. REVIEW AND RESPONSIBILITY

Review Schedule: Every three years on or before the date the policy was last revised and/or approved.

Responsible Party: Academic Policy Advisory Council

XI. APPROVAL

Provost and Vice President for Academic Affairs Date

Lamar University President Date

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POLICY LOG

Version 1

xx/xx/20xx
Policy draft completed.

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Reviews by constituency groups completed.

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Review by campus community completed.

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Policy approved by President.

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