

Faculty Workload

Original Implementation: November 4, 1977

Last Revision: November 2, 2015

I. General Policy

The faculty workload policy is intended to balance student, institutional, and professional interests in an equitable manner. Stephen F. Austin State University (SFA) is, above all, focused on teaching excellence. Individual workload responsibilities should be designed to support this priority. The workload policy applies to all full-time university personnel who hold faculty rank and whose positions are listed in the annual budget. The same calculations shall also apply to part-time instructional personnel.

The normal faculty workload assumes the performance of teaching, research/scholarly/creative, and service activities. The distribution of effort among these three categories is reviewed on an annual basis by the department/school/division (hereafter referred to as “department”) chair/director (hereafter referred to as “chair”). In all cases, student instructional needs shall be the determining factor in arranging workload schedules. Faculty must fulfill departmental expectations in all categories. The provost and vice president for academic affairs may allow departures from workload standards when in the interest of the university.

II. Workload Allocations

- A. The standard full-time teaching load is 24 Teaching Load Credits (TLC) for the combined fall and spring semesters. Additionally, faculty members are expected to engage in research/scholarly/creative and service activities at levels that are appropriate to their rank and departmental tenure/merit criteria. By agreement with chair and dean, non-tenure track faculty members may add 3 TLCs per semester in lieu of research/scholarly/creative activities. Within reasonable limits, certain supplemental instructional activities—such as independent studies, supervision of internships advising, and thesis/dissertation supervision—are also considered part of a regular workload. Faculty members are also required to maintain at least five office hours per week, during which they will be available for meetings with students and faculty and staff colleagues. For faculty members whose teaching assignment includes online delivery, office hours may be adjusted appropriately by agreement with chair and dean.
- B. Any work that substantially exceeds normal expectations in the categories of research/scholarly/creative accomplishment and service constitutes an opportunity to request a course load reassignment with the department chair. Reassignment is not automatic but depends upon student and departmental needs. Each reassignment, whether for a single semester or an academic year, must be approved by the appropriate dean and the provost and vice president for academic affairs. The written request for reassignment must identify the work that shall be produced and demonstrate that an amount of work equivalent to the instruction of a three credit hour course shall be performed. A faculty member is not limited to a single reassignment request per semester if adequate justification exists.

- C. A dean may also propose a reduction in teaching load for a faculty member in other circumstances, including:
- for chairing an academic department or division;
 - for performing administrative duties in support of a department/college/university;
 - for preparing course material during the first semester and/or year when included as part of the initial tenure-track contract.

All teaching load reductions must be approved by the provost and vice president for academic affairs.

- D. The instruction of a course overload for the academic year, when at the invitation of a department/division chair, may qualify a faculty member for additional compensation if the overload is equivalent to at least 0.25 FTE during a semester. An individual who accepts an overload assignment will fulfill the responsibility beyond normal contractual workload.

III. Teaching Load Credit Equivalencies

A. Lecture, seminar, and laboratory course types

When the semester credit hour (SCH) value of the course is equal to or more than the contact hour value, undergraduate courses generate 1 TLC per SCH; 500- level courses generate 1.5 TLC per SCH; and 600- level courses generate 2 TLC per SCH.

When the contact hour value of the course exceeds the SCH value, contact hours are used for the calculation of TLC. Undergraduate lecture or seminar courses in this category generate .667 TLC per contact hour; graduate lecture or seminar courses generate 1 TLC per contact hour. Laboratory courses generate 1 TLC per contact hour.

In undergraduate courses where the student enrollment is over 100, a rate of 1.5 TLC per SCH will be used.

B. Practicum course types

Music, art, nursing, and forestry field station practicum courses generate 1 TLC per contact hour value. Undergraduate and graduate rates are the same.

Supervision of student teaching and teaching internships is based on the number of students enrolled. Undergraduate and graduate courses generate 0.5 TLC per student. Each student will count only once per semester under each supervising faculty member.

Other practicum courses generate 0.5 TLC per undergraduate course contact hour and 0.75 TLC per graduate course contact hour.

The maximum value for these types of courses is 6 TLC per course.

C. Private lesson course types

Private lesson course types use a combination contact hours and student enrollment of the generation of TLC. For each course, the contact hours (at a rate of 0.667 per contact hour) are multiplied by the number of students enrolled to equal the TLC generated. Faculty teaching private lessons are required to meet an additional hour each week in studio class. Therefore, an additional 0.667 TLC will supplement the total teaching workload of each faculty member teaching these course types.

D. Thesis and dissertation course types

Masters' level thesis courses generate TLC at a rate of 0.667 TLC per student enrolled. The maximum TLC for these course types is 3 TLC per semester. For a specific masters requirement, a single student may count no more than twice (one time in two separate enrollment periods) toward a faculty member's teaching load. Undergraduate thesis courses generate TLC at the rate of .333 TLC per student enrolled.

Dissertation courses in forestry generate 0.667 TLC per student. A student enrolled in dissertation courses may be counted no more than six times (once in each of six different enrollment periods).

Because of the rate of generation of TLCs in doctoral courses in education, dissertation courses in education do not generate TLCs.

E. Variable credit courses

TLCs for variable credit courses will be counted once per semester course assignment using the maximum credit hour for which a student has enrolled.

F. Cross-listed or composite courses

Courses approved for cross-listing will count as a single course generating TLC. In cases where differing TLC are generated per course listing, proportional weight will be calculated using enrollments by listing and reported as a weighted TLC value per course.

Courses assigned to multiple instructors will generate TLC proportional to the percent of assigned responsibility for each instructor.

G. Independent study

Independent study courses should be approved by the chair/director and dean prior to student registration.

Independent study courses generate TLC based on the course SCH and the number of students enrolled. If the course meets the minimum class size requirement (ten students for an undergraduate course and five students for a graduate course), the TLC is equal to the

SCH value for the course. In courses where the minimum class size is not met, no TLC is generated. Faculty providing independent study instruction must be assigned as the faculty of record in order to receive TLC for the course.

H. Summer teaching

When summer teaching load assignments are made (see university policy 7.28, Summer Teaching Appointments), the standard summer full time teaching load is typically two organized classes generating 6 TLC for one term or four organized classes generating 12 TLC for both summer terms combined. Variation from this standard will be made under the same guidelines that apply to fall and spring terms (see section II, B and C, above).

IV. Compliance

- A. Department chairs are responsible for assigning faculty workloads according to student instructional needs and for verifying the accuracy of workload reports for each faculty member in the department.
- B. Deans monitor and approve faculty workloads under their authority and review workload reports submitted by chairs, and may require department offices to input and update faculty workload data in the university's administrative software system.
- C. The provost and vice president for academic affairs supervises and approves workload reports. If the department chair and dean cannot resolve a dispute over the equity of a workload issue, faculty members may appeal to the provost and vice president for academic affairs for a final decision.
- D. A workload report summary is submitted to the Board of Regents annually for its review.

Cross Reference: Tex. Educ. Code § 51.402; Summer Teaching Appointments (7.28); Academic Unit Head Appointments (4.2); and Salary Supplements; Stipends and Additional Compensation (12.16)

Responsible for Implementation: Provost and Vice President for Academic Affairs

Contact for Revision: Provost and Vice President for Academic Affairs

Forms: None

Board Committee Assignment: Academic and Student Affairs