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## Guidelines for the Development and Approval of Institutional Faculty Workload and Reporting Policies

### 1. Title

Guidelines for the development and approval of institutional faculty workload and reporting policies

### 2. Purpose

Per Regents' Rule 31006, Sec. 3.7, the institutional faculty workload policy shall be submitted for review and approval to the Executive Vice Chancellor for Academic Affairs. This document provides institutions with a set of guiding principles as they develop or modify their workload policies to take full advantage of the opportunities, to optimize efforts in support of student success and institutional advancement, provided by the new version of Regents' Rule 31006. Assessment of the institutional workload policy by U. T. System will be based in part on the policy's concordance with these guidelines.

### Guidelines

Sec. 1 Institutional Handbooks of Operating Procedures must include processes that adhere to the following guidelines. These guidelines should be used when developing or modifying institutional faculty workload and reporting policies as outlined in Regents' Rule 31106.

Sec. 2 In addition to the fundamental principles reflected in Regents' Rule 31106, U. T. System places a high regard on the following guiding principles:

- 2.1 The institution's administration shall follow existing institutional policies (as detailed in Regents' Rule 40101, "Faculty Role in Educational Policy Formation"; Regents' Rule 31006, Sec. 4.1; and the U. T. System Philosophy of Shared Governance) for meaningful consort and consultation with the institutional elected faculty shared governance body/bodies to develop the workload policy. As such, development and modification of workload assignment and reporting policy by a team composed of administration and faculty is expected to be collaborative and recursive in nature.
- 2.2 College and/or School workload policies shall be developed, and they shall be aligned with and supplementary to University Workload policies.
- 2.3 Local units such as Departments (or Schools within a College) shall develop local workload policies that are aligned with and supplementary to institutional policies. Members of the local faculty shall play meaningful roles in the development of these policies. These local workload policies will be monitored and approved by the administration of the University to affirm alignment with the institutional policy developed per these Guidelines, Sec. 2.1.
- 2.4 Individual faculty workload assignments shall be determined by the department chair (or his/her designee) in consultation with each faculty member on an annual basis. All activity

expectations shall be reflected in the workload assignment. Faculty shall retain the right to appeal workload assignments through established institutional grievance processes.

- 2.5 Institutional evaluation policies for faculty, including those at tenure and/or promotion, annual evaluation, and post-tenure reviews, shall be aligned with the faculty member's workload. For each faculty member, the workload report shall reflect expectations and time required to complete that work.
- 2.6 Workload assignment and reporting policies and procedures shall be equitable to all faculty of differing rank, disciplinary area, gender, race, etc.
- 2.7 Workload policies, assignments, and reports shall be available for review by faculty and should be easily accessible.
- 2.8 In concordance with Regents' Rule 31006, Sections 4.3 and 4.4, workload reporting and assignment policies shall be flexible to the extent possible so as to allow department chairs to assign differential teaching loads that will allow faculty members to pursue opportunities that will enhance the reputation of the institution, add value to the department, and allow for professional growth in the areas of teaching, research, and service.
  - (a) Institutions are encouraged to recognize and value service, which may include activities in any of the following general categories: service to the institution or U. T. System, service to the discipline or profession, community engagement, and community outreach.
  - (b) Service that contributes directly to the mission of the institution, specifically to student success and institutional advancement, should be valued the most highly. This may include co-curricular activities such as mentorship of students, formal and informal advising, sponsorship and facilitation of student-run organizations, formal teaching development, training in curricular design, and preparation for teaching duties.
- 2.9 Local workload policies shall take into account discipline-specific best practices.
- 2.10 In order to foster student success and institutional advancement, both full time, non-tenure track faculty and tenure track faculty shall be provided overload compensation if his or her teaching load exceeds a fair and equitable "full-time" teaching load at that institution. Faculty members shall have the right to decline an overload teaching assignment.
- 2.11 Institutional workload assignment and reporting policies shall acknowledge that faculty workload distribution may vary over the course of one's career.