Faculty Workload Policy

TAMU-CC College of Education and Human Development
(Last Revised April 30, 2025)

Introduction

The TAMU System and University Policy 12.03.99.C1 (Faculty Workload) recognize teaching, scholarship, and service as essential and expected elements of workload for individual faculty. These elements are reflected in evaluation policies governing considerations of continued contractual employment at the university, including the granting of Promotion and Tenure (P&T), and consideration for merit pay increases. Accordingly, full-time faculty are expected to be involved in teaching, research, and service activities consistent with their appointment and departmental needs. All full-time faculty are expected to accrue 30 workload credits (15 credits each long semester). For tenured/tenure-track faculty, the standard workload is 12 credits for instruction and three credits for research, scholarship, and creative activity (RSCA) to remain current in their field. For fixed-term faculty, the standard workload is 15 credits for instruction. All full-time faculty are expected to participate in service activities at the department, college, university, or professional levels. These workload credits are assigned for instruction, instruction-related activities, administrative assignments, non-administrative academic assignments, engagement in scholarship, and service activities extending beyond the normal scope of expected university service.

The COEHD workload/service policy enables academic programs to serve their constituencies (their students, their professional disciplines, the citizens of the state of Texas) within the regulatory guidelines of the TAMUS and TAMU-CC workload policy.

As part of the annual COEHD ADEP process, each faculty member, in consultation with their department chair, will discuss and document workload/service expectations for the semester and academic year. Department chairs from each COEHD academic department will articulate an agreed-upon workload/service proposal for each faculty member based on the ADEP meeting. A department chair may propose 'workload reassignment credit' for individual faculty members with designated responsibilities deemed appropriate for the unit (see Workload Reassignment Credit below). Factors that may influence workloads between departments might include labor-intensive pedagogies, involvement in graduate programs, disciplinary norms, participation in the provision of general education, and the requirements associated with the variety of scholarly and creative activities. Workload credit for service above and beyond normal service can be considered as part of the workload credit. Accordingly, Individual faculty workloads may vary among faculty members and across the academic semester/year. Each

faculty's individual proposed workload assignment must be submitted and approved by the COEHD dean at or near the beginning of each academic semester, and before faculty members receive approval of the proposed assignment.

COEHD Procedures for Faculty Workload Assignment

COEHD faculty workload is based on the expectation of a 15 SCH/academic semester for all tenured/tenure-track and fixed-term faculty. Typical service is considered in addition to the faculty workload.

In general, it is expected that the portion of the workload assigned to instruction will vary, on average, from 3 to 12 credits per term depending on a variety of factors such as involvement in the supervision of graduate students, level of scholarly productivity, and assignment of administrative duties. Individual workloads are determined in the department and subject to the approval of the Dean's Office. Departmental proposals for faculty workload must be aligned with promotion and tenure guidelines and linked to standards for consideration of merit pay raises. Per University Policy, "During the faculty member's annual evaluation, the annual evaluation document must specify the weight of the workload allocation for teaching, scholarship, and service so that the sum of these weights total 100% for the year for which the faculty member is being evaluated." This alignment must be documented as part of the ADEP process. Currently, apart from specialized cases, the evaluative weightings for teaching, research, and service reflect the college's commitment to the University's Strategic Plan 2030 to provide instruction that is informed by best research-informed practices and development of pedagogical and learning sciences in support of maintaining its status as an R2 institution. Accordingly, the college's tenured/tenure-track (and in some cases, fixed-term) faculty are expected to be active researchers and scholars and willing departmental, college, and university citizens serving our intellectual and professional community. The current standard rubric for evaluative weighting of tenured/tenure track faculty work activities is 40% for teaching, 40% for research, and 20% for service.

Although it is challenging to align workload and the 40/40/20 rubric percentages precisely, efforts to support the university's R2 status are acknowledged through all tenured/tenure-track faculty currently being assigned six credit hours each semester (or 40%) of their workload for research activity. This allocation includes the three credit hours for RSCA provided by the university and an additional three credit hours provided by the college. In select cases, credit for RSCA can be awarded to fixed-term faculty (up to three credit hours).

Workload Reassignment Credit for Academic Service and Administrative Projects

Engagement in academic service at the department, college, university, and professional levels, such as committee work or curriculum development, is expected of all faculty and is reflected in all performance review measures (ADEP, merit, promotion and tenure review processes).

TAMU-CC-Designated Workload Reassignment for Administrative Assignments

In accordance with TAMUS and TAMU-CC Policy, COEHD workload reassignment for designated administrative titles below the dean, for example, associate/assistant deans, department chairs, academic program coordinators, undergraduate or graduate program coordinators, and coordinators or directors of a center, program, or clinic may receive up to nine workload credits per semester for performing those duties.

- Assistant or Associate Deans – Minimum of 50% workload reassignment (7.5 SCH)
- Department Chairs- Minimum of 50% workload reassignment (7.5 SCH)

In addition to TAMU-CC designated administrative titles, the COEHD dean, in consultation with the department chair, may approve workload reassigned credit (or stipend compensation) on a semester or year-long basis to individual faculty involved in significant departmental/college responsibilities deemed to exceed expectations for general service required by TAMU-CC policy of the faculty role. Examples of designated service workload reassignment might include:

1. Serving as the designated/named departmental liaison and responsible person for facilitating and ensuring departmental compliance with university and outside-university regulations (e.g., TEA certification, program accrediting agencies)
2. Providing time-limited leadership on a departmental Initiative (e.g., curriculum design, submitting for externally funded grants)
3. Providing start-up support for new faculty who negotiate a reduced teaching load during their first-year appointment. The dean will determine how start-up reassignments are implemented through consultation with the department chair.

Workload Reassignment for Credit-Generating Direct Instruction

TAMU-CC policy recognizes the effort involved in programming and supervising credit-generating direct instruction. Direct instruction includes teaching lecture and seminar courses, facilitating laboratory and clinical instruction, supervising practicum and internship students, directing independent studies, and serving on thesis/dissertation committees. For each 3-SCH course taught, a faculty member will accrue three workload credit hours.

Faculty teaching Dissertation in Progress (6397) may receive workload credit. Faculty supervising as doctoral dissertation chair for three (3) or more students in one semester may receive a three-hour workload reassignment credit. Faculty members are limited to receiving a maximum of three credit hours for dissertation advising each semester. Additionally, faculty serving as a dissertation methodologist for three (3) or more students enrolled in Dissertation in Progress (6397) may also receive a three-hour workload reassignment credit. In both cases, a faculty member may only count their work with an individual student for a maximum of two semesters. The department chair will document these faculty workload reassignments (in ADEP and official workload reports) and maintain them in the Dean's Office.

Workload Reassignment for Non-Administrative Academic Assignments

In the COEHD, faculty may receive additional workload reassignment credit for activities requiring a significant investment of time and effort. Examples of these activities include developing new curricula (courses and/or programs), advising field or study abroad experiences, and teaching large lecture courses (in person or online). The designation of a large lecture class at both the undergraduate and graduate levels is based on current and historic enrollment trends in a program and may vary by academic department. The department chair, in coordination with the dean, will determine whether enrollment for a specific course merits additional workload credit.

Workload Credit for Scholarship

All COEHD tenured/tenure-track faculty can request a three-hour workload reassignment credit for engaging in significant scholarship based on the extent and complexity of the activity. Requests are made directly to the department chair and forwarded to the Dean's Office on or before the beginning of each academic semester. This workload reassignment is in addition to the three-hour credit for RSCA tenured/tenure-track faculty receive from the university.