

(5.1) Faculty Workloads

The responsibility for assigning faculty workloads rests with the dean, and typically will be delegated to the division chair. Workload assignments must be fair, equitable and transparent; assignments should also be consistent with the division, college and institutional mission. The policies and procedures listed below align with UNT's policy on Academic Workload (06.027), Annual Review (06.007) and Reappointment, Tenure and Promotion (06.004).

Process for Assigning Workload

While Policy 06.027 states that workloads are assigned annually, the division chair will nevertheless consult with faculty members prior to the start of each long semester to determine if workload adjustments need to be made and to ensure that the workload balance maximizes the goals of the college, division, and faculty member. For faculty, the areas of professional responsibility include teaching, research/creative activity, and service. Administrative roles held by faculty members should be reflected in the workload percentages.

Generally, it is expected that a tenure-system faculty member will carry a balanced workload in the areas of teaching, research/creative activity, and service. Lecturer workloads do not include research/creative activity and therefore will typically be heavily weighted in teaching with less weight in the area of service. Percentage workload weights must be assigned to allow all faculty to fulfill their roles through a workload assignment that best reflects their efforts and contributions each semester. A faculty member's total time and effort must always reflect a 100% workload commensurate with full-time employment.

In rare cases, semester workload assignments may account for uncompensated teaching in the Winter Session or Summer Session. However, all instructional needs in the long semesters must be met before considering either session as part of a faculty member's workload.

Workload Assignments

Workload percentages for Teaching, Research/Creative Activity and Service vary according to rank (tenure-system/lecturer) and are determined by the Division Chair in consultation with each faculty member. Examples of possible workload balances are provided in Table 1 (see below).

Workload percentages for *each area* of professional responsibility must first acknowledge the instructional needs of the College before determining percentages for scholarly/creative activity and service. To the greatest extent possible, workload percentages will be determined in a way the best reflects the faculty member's academic goals and the mission of the College of Music.

- Instructional settings in the College of Music are highly varied, ranging from large classroom lecture settings to private applied studio settings. Table 2 provides guidelines used by the College of Music to determine the weighting of effort for instructional assignments and determining the appropriate workload percentage for teaching. Collaborative teaching within the College of Music or with colleagues outside the College of Music are valued and should be considered when determining teaching percentages. The university defines minimum enrollments as 12 (undergraduate) and 8 (graduate) during the fall and spring semesters. The division chair should consult with faculty teaching classes with enrollments below the minimum to determine if the workload percentages should be adjusted.
- Because there is extraordinary variance in the nature of scholarly/creative activity, workload percentages cannot be determined by quantifying hourly commitments or daily averages of time. Rather, to determine the percentage for scholarly/creative activity, faculty should draft

a list of their projected activity for the semester/year to review with the Division Chair to decide the appropriate percentage. Typical activities in this area are defined in each division's promotion and tenure guidelines (see Section 4.4 in the College of Music Faculty Handbook).

- Percentages for service activity should be determined by the nature and time commitment of each service activity. A normal expectation for service activity would be 10%, or the equivalent of an average of 4 hours per week for service. Within a 15-week semester, this would be the equivalent of 60 hours per semester. Typical activities in this area are defined in each division's promotion and tenure guidelines (see Section 4.8 in the College of Music Faculty Handbook).
- Percentages for administrative activity should be determined by the division chair in consultation with the faculty member and dean. Normally, administrative workload for division chairs and associate deans will be 50%. For area coordinators, each division should clearly delineate the duties and expectations for and assign an administrative workload accordingly.

Table 1
Example of Workload Balances

| Workload Model | % Effort |
|--|-----------------|
| Teaching-Research/Creative Activity Balance | |
| 3:2 or 3:3 Teaching Load | 50-60% |
| Research/Creative Activity | 30-50% |
| Service | 10-20% |
| Administration | TBD |
| Teaching-Service Balance | |
| 3:3 Teaching Load | 60% |
| Research/Creative Activity | 10% |
| Service | 30% |
| Administration | TBD |
| Research/Creativity Activity-Teaching Balance | |
| 2:2 Teaching Load | 40% |
| Research/Creative Activity | 40% |
| Service | 20% |
| Administration | TBD |
| Teaching Emphasis | |
| 4:4 Teaching Load | 80% |
| Research/Creative Activity | 10% |
| Service | 10% |
| Administration | TBD |
| Administration Emphasis | |
| 1 or 1:1 Teaching Load | 10-20% |
| Research/Creative Activity | 10-20% |
| Service | 10% |
| Administration | 50-70% |
| Research Emphasis | |
| 1 or 1:1 Teaching Load | 10-20% |
| Research Creative Activity | 70-80% |
| Service | 10% |
| Administration | TBD |

| | |
|------------------------------|-----|
| Teaching Emphasis: Lecturers | |
| 4:4 Teaching Load | 80% |
| Research/Creative Activity | N/A |
| Service | 20% |
| | |
| Teaching Emphasis: Lecturers | |
| 4:3 Teaching Load | 70% |
| Research/Creative Activity | N/A |
| Service | 30% |

Table 2
Teaching Load Weighting

| CLASSES | | |
|------------------------------|----------------|-------------|
| Credit Hours | Contact Hours | % Weighting |
| 3 | 3 | 10% |
| 2 | 3 | 10% |
| 1 | 3 | 10% |
| 2 | 2 | 6.6% |
| 1 | 2 | 6.6% |
| 1 | 1 | 3.3% |
| Applied Lessons/Ensembles | | |
| 1-hour lesson MUAM/MUAC | Variable (2-4) | 1.25% |
| ½ hour lesson MUAS | 1 | .62 |
| MULB/MUEN | 1 | 10% |
| Major Laboratory | 1 | 15% |
| Student Teaching Supervision | 6 | 2.5% |

Working with students on theses, dissertations, and special topics courses are part of a faculty member's teaching duties and are not typically awarded a percentage weighting. Faculty members should consult their division chair to determine if any of these areas should be counted toward their percentage workload assignment.

Online courses typically will count the same as a face-to-face course. However, faculty should consult with their division chair to determine if a greater percentage should be assigned.

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