

Faculty Workload Guidelines

UNT Department of Mathematics

The UNT Policy Manual requires each department to publish guidelines on faculty workload assignments and annual merit evaluations, developed in consultation with the faculty and approved by the dean.

The typical workload for tenure-system faculty is 45% teaching, 45% research, and 10% service, and the typical workload for lecturers is 80% teaching and 20% service. However, the department adopts a differential workload policy, enhancing overall quality and effectiveness by allowing workloads to vary.

As per the policy manual, the chair assigns faculty workloads, meeting with faculty in spring semesters to discuss and determine assignments for the subsequent academic year. Assignments shall be communicated in writing. In the event that circumstances change, either the faculty member or the chair may request a meeting to discuss possible adjustments at any time.

TENURE-SYSTEM FACULTY: Expectations for the typical workload

The typical tenure-system faculty workload is 45% teaching, 45% research, and 10% service.

A 45% teaching load includes

- teaching 12 semester credit hours (SCH) of organized classes in the 9-month academic year (excepting assistant professors using a floating teaching reduction to drop to 9 SCH)
- making other contributions to the educational mission of the department, for example by working directly with graduate or undergraduate students

Each 3 SCH course represents approximately 10% effort.

Other contributions to the educational mission of the department are a significant expectation for all tenure-system faculty members. They represent 5% of the teaching load and may include

- individual reading courses
- directing undergraduate honors theses and research projects
- advising graduate students in thesis and dissertation research
- organizing reading and research seminars with student participation
- coaching students for regional and national competitions
- writing recommendation letters for students

A 45% research load includes

- maintaining productivity by publishing research
- seeking internal and external funding to support faculty and student research
- presenting research in regional, national, and international conferences
- performing service to the profession

Service to the profession is considered research for the purposes of workload. It includes

- refereeing articles for journals
- reviewing articles for databases

- reviewing grant proposals
- editing journals, conference proceedings, and books
- organizing conferences, workshops, and special sessions of professional meetings

(Organization of conferences is considered research if it involves determining the scientific program.)

A 10% service load includes

- serving on elected or assigned committees at the university, college, and department level
- making other contributions to the mission of the department

Service expectations for assistant professors are lower than for those with tenure. Full professors are expected to serve on at least one committee at the university or college level in every 3-year window. At the department level, a typical committee workload might include three of the following:

- Executive Committee
- Undergraduate Affairs Committee
- Graduate Affairs Committee
- Outreach Committee
- Math Club Sponsor
- Colloquium Coordinator
- Undergraduate Colloquium Coordinator
- Library Liaison
- Computing Liaison
- TAMS Liaison
- Qualifying exam committees
- Course coordinator positions

Faculty are also expected to serve on special committees, such as grade appeal and search committees.

Other contributions to the mission of the department are broadly defined. Examples include

- contributions of ideas in department matters, such as faculty hiring and policy making
- instructional grant proposals and local conference organization
- departmental PR related to recruitment, retention, interdepartmental relations, and donors
- strategic activities, for example, those related to diversity
- other service not clearly assigned or delegated, such as initiatives benefiting the department

TENURE-SYSTEM FACULTY: Different workloads

Differentiation of workload aids in effective departmental management and equitable work assignments. Faculty may request changes in their workload distribution, which shall be communicated in writing.

An increase in teaching load normally corresponds to the assignment of additional organized courses. Unless faculty are on leave, in an administrative position such as chair, associate dean, or dean, or buying out a course, they should teach at least one organized class each semester.

Tenure-system faculty may be granted an increased research load if they have, for example,

- an external grant from a funding agency such as the NSF, NSA, NIH, or DOE, typically including summer salary, travel support, support for graduate students, and IDC
- faculty developmental leave

Assistant professors are often granted a certain number of floating teaching reductions during their probationary period. These reductions shall be reflected in their workload distributions.

Faculty with increased research loads are expected to generate more published research. Conversely, faculty may request lower research loads, with correspondingly lower research expectations. However,

- untenured professors must have research loads of at least 40%
- tenured professors are expected to maintain scholarship commensurate with their teaching
- faculty teaching organized 6000-level classes or advising Ph.D. students must have active research programs
- faculty who teach graduate courses must have research workloads of at least 10%

Faculty not on FDL must have a non-zero service load. Tenured faculty are encouraged to serve on university and college committees, and full professors are expected to do so at least once every 3 years.

Tenure-system faculty with strong service records may be granted higher service loads:

- service loads of up to 20% may be granted for more demanding committee assignments
- faculty not in 12-month administrative positions will normally have service loads of at most 50%
- the Associate Chair, Graduate Advisor, and Undergraduate Advisors may have service loads between 20% and 50%
- faculty with service loads exceeding 30% will negotiate expectations to be used in evaluations
- faculty with service to the university or college will be asked to provide reports on its quality

LECTURERS: Expectations for the typical workload

The typical lecturer workload is 80% teaching and 20% service.

An 80% teaching load includes 24 SCH of organized classes in the academic year.

A 20% service load includes course coordination; serving on committees at the university, college, and department level; and making other contributions to the mission of the department.

Typical committees on which lecturers serve include the following:

- Lecturer Evaluation Committee
- Undergraduate Affairs Committee
- Outreach Committee

Examples of other contributions to the mission of the department include those listed for tenure-system faculty, as well as the following:

- Participation in curricular design with entities such as THECB, the Dana Center, textbook publishers, DCAN (Denton County Action Network), NCTC, DCCCD, other local community colleges, and local ISDs
- TAMS Liaison
- Director of the Actuarial Science Certificate Program
- Serving on special committees, such as grade appeal and search committees

LECTURERS: Different workloads

Lecturers must have annualized teaching workloads of at least 60%, and must teach at least 18 SCH per 9-month academic year. They may not have scholarship workloads.

Lecturers may have teaching workloads of less than 80% in cases of increased service loads. For example,

- the Assistant Chair normally has a service workload between 30% and 40%
- the Director of Internet Instruction may have a workload of 70% teaching, 30% service during periods of growth in Internet instruction
- the Undergraduate Advisor may have a workload of 70% teaching, 30% service