College of Liberal and Fine Arts Workload Policy
Revised October 2016

The following revised college-wide workload policy is implemented as COLFA continues its progress as a major component of the emerging top-tier research university. This policy applies to all faculty with full-time annual contracts.

The college workload policy is grounded in the following principles:

- All COLFA faculty are teachers and mentors first; the primary function of the college is to educate students.
- Student learning and faculty engagement in research and creative activity are mutually beneficial.
- Normally, tenured/tenure-track faculty will maintain active research or creative programs regardless of their teaching load.
- The college is committed to high quality in teaching and research.
- Service in support of the university, community, and scholarly professions will also continue to be valued as part of the college mission.

Within these general principles, an express aim of the revised policy is to encourage more research and creative achievements with national or international importance. While the workload policy will facilitate faculty research development and the growth of graduate education, undergraduate teaching will remain integral to the college mission. In general, all faculty are expected to teach at all levels of the curriculum—from lower division and introductory classes, to upper division and capstone courses, to graduate classes. Overly specialized classes with low enrollments are discouraged at all levels as they are fiscally unsound and are typically not necessary for student degree completion.

Departments must offer a sufficient number of class seats and maintain or improve student progress to degree. Workload decisions are enrollment and budget driven. Chairs are fully responsible for all faculty time and effort assignments and course scheduling, as per “Guidelines for the Appointment and Selection of Department Chairs” (Provost’s Website).

### Workload Options

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<thead>
<tr>
<th>Course Load</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
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<tbody>
<tr>
<td>4 - 4</td>
<td>80%</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>3 - 3</td>
<td>60%</td>
<td>20%</td>
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<tr>
<td>2 - 2</td>
<td>40%</td>
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<td>20%</td>
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Other options are also possible under specific conditions through the assignment of individual course releases, pending chair’s and dean’s approval, but the absolute minimum annual course load is 1-1 or the equivalent. All options must conform to Regent’s Rules and university policy.

**Description of Workload Options**

(Definitions of evaluative elements and equivalencies are determined by the department according to disciplinary standards).

**4-4:** This option is the standard for all full-time non-tenure track faculty. These faculty members carry commitments for teaching and service, but not research. This option may also be assigned to tenured faculty lacking qualifications for other workload options.

**3-3:** This option allows faculty to be recognized for contributions with a greater focus on the teaching mission, including classroom instruction and major duties in such areas as section coordination, internship and independent study, curriculum development, and peer teacher training and development. *Minimal* qualifications for the 3-3 option include: a sustained program of research, evinced by at least one refereed article/book chapter or equivalent publications or creative works, or principal investigator status on one major external grant secured through a university-approved process, in the last three years, plus compelling evidence of potential for comparable productivity over the next agreement period.

**2-2:** This option models the synergy between teaching and research characteristic of the majority of faculty in a top-tier liberal arts college. *Minimal* qualifications for the 2-2 option include: a sustained program of research, evinced by at least two refereed articles/book chapters or equivalent publications or creative works, or principal investigator status on one major external grant secured through a university-approved process, in the last three years, plus compelling evidence of potential for comparable productivity over the next agreement period.

**Workload Agreements**

Each faculty member will consult with their department chair to prepare a three-year time and effort agreement. This agreement employs a standardized form that documents requisite qualifications for the workload option proposed and outlines the faculty member’s goals and commitments in teaching, research, and service in each component year.

Agreement forms are signed by the faculty and approved by the chair and dean. Agreement forms play a major part in departmental planning and merit evaluation. They enable faculty to develop career strategies and to obligate to these strategies for significant periods of time. They enable chairs to invest in faculty research, and to construct three-year class schedules which will enhance student planning and advising and improve progress to degree. The forms are also records aiding the chair’s assessment of faculty success in meeting goals and commitments.
In order to correspond to the merit evaluation cycle, workload agreements pertain to calendar years and are executed no later than the fall semester prior to the first year of the agreement term. Faculty who fail to sign a workload agreement will be assigned workload at the discretion of the department chair.