

UTRGV COLLEGE OF FINE ARTS

WORKLOAD GUIDELINES

The purpose of this document is to provide School Directors and Department Chairs guidelines in operationalizing [HOP Workload policy](#) and revision of departmental guidelines. Additionally, this document contains procedures as to how the College of Fine Arts will make workload decisions.

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Workload Percentages. The *standard* workload for “research” tenure-track and tenured faculty is 60% Teaching, 20% Research/Creative Activity, 20% Service. The *standard* workload for “teaching” for tenured faculty is 80% Teaching, 10% Research/Creative Activity, 10% Service. Variations from this workload are allowed with the approval of the Director/Chair and the Dean.

Non-tenure track faculty (Lecturers and Professors of Practice) should have workload percentages that align with their contract and/or duties. Variations from this workload are allowed with the approval of the Director/Chair and the Dean.

In alignment with the HOP, 10% teaching is equivalent to one appropriately enrolled 3-credit undergraduate lecture (see Enrollment below). Course type equivalencies, in accordance with the HOP, can be found below. In creating the course schedule, School Directors and Department Chairs should assign courses to faculty based on the agreed upon workload, the needs of students in completing their degree in a timely manner, and to maximize student credit hour production.

Because research/creative activity and service differs among CFA units, Schools and Departments should define expectations for workload percentages in these areas in their departmental guidelines, using the teaching standard (10% teaching is equivalent to one 3-credit undergraduate lecture) as a guideline in determining these expectations.

School Directors and Department Chairs meet with individual faculty members in the spring semester to discuss workload percentages. At this meeting the faculty member should communicate expected research/creative activity projects and service expectations. If applicable, the Director/Chair will request

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a deviation from the “standard” workload (as described above) to the Dean, considering the instructional needs of the School/Department. Factors that the Director/Chair should consider include:

- Student needs in particular specialty to ensure timely graduation.
- Extramural funds from faculty grants that could be used to hire an adjunct or pay an instructional overload (see below).
- Research/creative activity projects and service expectations as they compare to departmental guidelines.
- Support for junior tenure-track faculty in developing a research/creative activity portfolio.
- Service for established leadership roles, such as graduate program coordinator, and/or temporary leadership needs. Standard leadership roles across the college include, but are not limited to:
 - Graduate program coordinator receives 20% administrative assignment.
 - Faculty sponsor of department-sponsored publications receives 10% service reassignment from teaching.

Enrollment. Standard minimum enrollments for sections in the College of Fine Art, regardless of course type, is 10 students for undergraduate courses and 5 students for graduate courses (exceptions for single enrolled sections such as private lessons, thesis, and independent studies). Enrollments that fall below these minimum thresholds should be cancelled, unless approved by the Director/Chair and the Dean. Although enrollments may be unstable in the weeks leading up to the start of classes, Directors/Chairs should cancel courses in time before the start of classes (two weeks prior to the first day of class for fall and spring; five days prior to the first day of class for summer sessions) so that students can register for an alternative course and so that a faculty member’s instructional assignment can be revised.

Course Type Equivalencies. The College of Fine Arts offers a variety of course types and sizes. Using the HOP standard that one 3-credit hour undergraduate lecture that is appropriately enrolled equals 10% of workload, the following table should be used to calculate instructional workloads:

3-credit hour graduate lecture	15%
6 contact hours of studio art	13.3%
Lab courses (sight singing, piano class, dance techniques course)	2.2% per contact hour
Private music lesson, ensembles	2.2% per contact hour
12 credit hours of student teaching internship supervision	3.3%
Thesis Supervision	0.55% per credit hour
Individual undergraduate course instruction/Undergraduate research supervision/Honors undergraduate program project supervision	0.33% per credit hour
Individual graduate course instruction	0.66% per credit hour

See attached “Instructional Calculator” as a guide for Chair/Directors and faculty to calculate their workload.

Large Sections. To meet student needs, it may become necessary to increase the enrollment of a section, assuming that it is pedagogically sound to do so. Faculty members may receive a stipend or an equivalent course release to teach large sections.

Large section enrollment. Regarding large sections, it is stated in HOP ADM 06-501, D, 2, c:

Workload credit may be proportionally increased for teaching a large class that requires extensive grading or evaluation of students' work by the faculty member according to the following weighing factors:

Large Class Weights	
Class Size	Weight
<59	1.00
60 - 69	1.10
70 - 79	1.20
80 - 89	1.30
90 - 99	1.40
100 - 124	1.50
125 - 149	1.60
150 - 174	1.70
175 - 199	1.80
200 - 249	1.90
250<	2.00

Graduate assistant or grader. To increase the workload credit as stated above, a faculty member must communicate how increased enrollment in the section “requires extensive grading or evaluation of students' work by the faculty member” (HOP ADM 06-501). Chair/Directors should consider the use of graduate assistants or graders to support faculty who teach large sections in determining whether a faculty member meets this standard even with a graduate assistant or grader.

Eligibility. Full-time faculty members are eligible for a large section stipend or course release if they are fulfilling research/creative activities and service obligations that align with their agreed upon workload percentages. If a faculty member is not meeting workload expectations in research/creative activity and service, the chair/direction should meet with a faculty member to reconsider workload percentages before requesting an instructional overload.

Course Type. Large section assignments are intended for lecture courses. Other course types, such as laboratory courses are not eligible for large section consideration.

Assignment outside of the college. Faculty are encouraged to fulfill instructional, service, or administrative duties outside of the college as it creates collaborations across the university. In some cases, these assignments are developed through an agreement between colleges to “buyout” a faculty member’s time so that the college can hire an adjunct to fulfill instructional needs. In cases where a faculty member has an outside assignment that includes such an agreement, this faculty member is eligible for consideration of a large section stipend or course release. In the case where no such agreement exists and the outside assignment is factored into the workload calculation, it is assumed that the instructional overload is caused by this outside assignment for which the college does not have

the funding to cover; therefore, faculty who have an assignment outside of the college are not eligible for a large section stipend or course release.

Rotation of assignments. Part of the responsibility of the Chair/Director in working with departmental colleagues in creating the course schedule is to ensure that opportunities for a large section stipend or course release are equitably rotated among faculty. This may not be possible in all cases because of the specialty of the course and/or faculty member, but every effort should be made to rotate opportunities.

Enrollment. For a faculty member to be considered for a large section request, all sections taught by that faculty member in the academic year must meet minimum enrollment requirements.

Stipend. It is important that departments/schools make efforts to increase retention, lower time to graduation, and increase student credit hour production by increasing course enrollments. Stipends for large sections, therefore, are paid to incentivize faculty to meet these needs. Funding large section stipends is paid from faculty reserves accrued through unfilled faculty vacancies. Since these vacancies are temporary, the available funding varies from year to year. While the college is committed to compensating faculty for teaching large sections, the college cannot guarantee that a stipend will be available in all cases. Chairs/Directors should consider other incentives, such as a course release in a subsequent semester or revising the course schedule, in consultation with the Assistant Dean. *For full consideration for a stipend, large sections requests should be made for the entire academic year at least one month prior to the start of fall classes.*

If approved, faculty will receive a large section stipend according to the formula below (assuming a 3-credit, lecture course*). To ensure that faculty meet workload and course enrollment minimums, stipends for fall and spring semester large section stipends will not be paid until the spring semester.

Large Class Weights		Compensation
Class Size	Weight	
<59	1.00	\$0
60 - 69	1.10	\$300
70 - 79	1.20	\$600
80 - 89	1.30	\$900
90 - 99	1.40	\$1,200
100 - 124	1.50	\$1,500
125 - 149	1.60	\$1,800
150 - 174	1.70	\$2,100
175 - 199	1.80	\$2,400
200 - 249	1.90	\$2,700
250<	2.00	\$3,000

*Sections that vary in credit hour will be adjusted accordingly (see Course Equivalency above).

Instructional release. A faculty member may opt for an instructional release in the spring semester for a large section taught in the fall semester. Chairs/Directors should work with a faculty member to consider what course should be released, considering other instructional options, such as, reassigning a

course to another faculty member, GAI, adjunct or not offering the course for that semester. Chairs/Directors should still complete a large section request even if a faculty member is seeking an instructional release rather than a stipend.

Large Section Consideration Term. Large section requests do not carry over into subsequent academic years. If the college is unable to compensate a faculty member for teaching a large section due to budgetary constraints or course scheduling limitations, a faculty member cannot be compensated in subsequent academic years for past large sections. In this instance, the Chair/Director will clearly communicate the situation with the faculty member and allow the faculty member to limit enrollment. At no time should a faculty member ever be coerced into teaching a large section and a faculty member's opting out of teaching a large section should never be noted in evaluations.

Large Section Request. The faculty member's department Chair or school Director must request any large section request for the entire academic year at least one month prior to the start of fall classes for full consideration, using the "Large Section Request Form" (see Appendix A). As funding is limited, a request made after this deadline may not be able to be funded. In making a request, the Chair/Director should consider the following factors:

- Does the faculty member have an assignment outside of the College of Fine Arts? For example, a faculty member teaches or has an administrative assignment in a unit outside of the college.
- Does the Chair/Director expect that the faculty member will fulfill research/creative activities and service obligations that align with their agreed upon workload percentages?
- If a course that is being requested to be taught as a large section assignment were offered in a subsequent semester or academic year, would there be a significantly negative impact on retention, time to graduation, and/or student credit hour production?

If the answer is "yes" to the first question or "no" to the last two questions, the Chair/Director should consider alternative course assignments prior to submitting a request for approval to the Dean.

Instructional Overload Assignments. At certain times, it may be necessary for a faculty member to teach an instructional overload. An instructional overload occurs when a faculty member is assigned an instructional load that exceeds the agreed upon workload for the faculty member. Faculty members may receive a stipend or an equivalent course release to teach instructional overloads.

Eligibility. Full-time faculty members are eligible for an instructional overload assignment if they are fulfilling research/creative activities and service obligations that align with their agreed upon workload percentages. If a faculty member is not meeting workload expectations in research/creative activity and service, the Chair/Director should meet with a faculty member to reconsider workload percentages before requesting an instructional overload.

Assignment outside of the college. Faculty are encouraged to fulfill instructional, service, or administrative duties outside of the college as it creates collaborations across the university. In some cases, these assignments are developed through an agreement between colleges to "buyout" a faculty member's time so that the college can hire an adjunct to fulfill instructional needs. In cases where a faculty member has an outside assignment that includes such an agreement, this faculty member is eligible for consideration of an instructional overload assignment. In the case where no such agreement exists and the outside assignment is factored into the workload calculation, it is assumed that the

instructional overload is caused by this outside assignment for which the college does not have the funding to cover; therefore, faculty who have an assignment outside of the college are not eligible for instructional overload consideration.

Rotation of assignments. Part of the responsibility of the Chair/Director in working with departmental colleagues in creating the course schedule is to ensure that opportunities for instructional overload assignments are equitably rotated among faculty. This may not be possible in all cases because of the specialty of the course and/or faculty member, but every effort should be made to rotate opportunities.

Enrollment. For a faculty member to be considered for an instructional overload, all sections taught by that faculty member in the academic year must meet minimum enrollment requirements.

Stipend. It is important that departments/schools make efforts to increase retention, lower time to graduation, and increase student credit hour production by offering additional sections of certain courses. Stipends for instructional overload assignments, therefore, are paid to incentivize faculty to meet these needs. Funding for instructional overload assignment stipends is paid from faculty reserves accrued through unfilled faculty vacancies. Since these vacancies are temporary, the available funding varies from year to year. While the college is committed to compensating faculty for teaching additional courses, the college cannot guarantee that a stipend will be available in all cases. Chairs/Directors should consider other incentives, such as a course release in a subsequent semester or revising the course schedule, in consultation with the Assistant Dean. *For full consideration for a stipend, instructional overload requests should be made for the entire academic year at least one month prior to the start of fall classes.*

If approved, faculty will receive an overload stipend of \$1,000 per student credit hour (or the equivalent depending upon course type (see above)) of overload. For example, a faculty member teaching a 3-credit course as an overload will be compensated 3,000 with the appropriate enrollment rate. To ensure that faculty meet workload and course enrollment minimums, stipends for fall and spring semester instructional overloads will not be paid until the spring semester.

Instructional release. A faculty member may opt for an instructional release in the spring semester for an instructional overload taught in the fall semester. Chairs/Directors should work with a faculty member to consider what course should be released, considering other instructional options, such as, reassigning a course to another faculty member, GAI, adjunct, or not offering the course for that semester. Chairs/Directors should still complete an instructional overload request even if a faculty member is seeking an instructional release rather than a stipend.

Instructional Overload Consideration Term. Instructional overload requests do not carry over into subsequent academic years. If the college is unable to compensate a faculty member for teaching an instructional overload due to budgetary constraints or course scheduling limitations, a faculty member cannot be compensated in subsequent academic years for past instructional overloads. In this instance, the Chair/Director will clearly communicate the situation with the faculty member and allow the faculty member to choose not to teach the instructional overload. At no time should a faculty member ever be coerced into teaching an instructional overload and a faculty member's opting out of overload teaching should never be noted in evaluations.

Instructional Overload Request. The faculty member’s department Chair or school Director must request any instructional overload for the entire academic year at least one month prior to the start of fall classes, using the “Instructional Overload Assignment Request Form” (see Appendix B). As funding is limited, a request made after this deadline may not be funded. In making a request, the Chair/Director should consider the following factors:

- Does the faculty member have an assignment outside of the College of Fine Arts? For example, a faculty member teaches or has an administrative assignment in a unit outside of the college.
- Does the Chair/Director expect that the faculty member will fulfill research/creative activities and service obligations that align with their agreed upon workload percentages?
- If a course that is being requested to be taught as an overload assignment were offered in a subsequent semester or academic year, would there be a significantly negative impact on retention, time to graduation, and/or student credit hour production?

If the answer is “yes” to the first question or “no” to the last two questions, the Chair/Director should consider alternative course assignments prior to submitting a request for approval to the Dean.

Summer School. *The process described below is based on the institution's distribution model from Summer 2022. If the institution revises this model, the College of Fine Arts will revise the process as well.*

The primary goal for summer is to increase student retention and four (4) year graduation rates; reduce time to degree; and offer required undergraduate and graduate classes needed for degree completion. To incentivize colleges and faculty to offer summer classes, faculty receive compensation equivalent to 1/36 of their base salary per undergraduate or graduate semester credit hour. Faculty supervising thesis or teaching applied lessons will be compensated at the rate of \$200 per credit hour.

Additionally, UTRGV colleges share in a distribution of some of the tuition based on the college’s student credit hour production. In the College of Fine Arts, these funds will be distributed to the department to fund operational expenses, including student scholarship and GA, GTA, GIA positions; student and faculty travel; and equipment and instructional needs. The formula for distributions to the department is based on the institution’s distribution formula to the colleges. The departmental formula will include a base amount:

Base Amount		
Range of SCHs		
start	up to	amount
1	249	\$1,000
250	499	\$1,500
500	999	\$2,000
1,000	1,499	\$2,500
1,500	1,999	\$3,000
2,000	2,499	\$3,500
2,500	2,999	\$4,000

3,000	and above	\$5,000
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Remaining funds will be allocated to each department by the same percentage as the department's percentage of college student credit hours.

Summer school course assignments should be made to ensure an equitable rotation of opportunities among faculty. This may not be possible in all cases because of the specialty of the course and/or faculty member, but every effort should be made to rotate opportunities. To that end, faculty should teach no more than two summer sections over all summer terms. Directors/Chairs should make a request to the Dean for a faculty member to teach more than two sections. Regarding Assistant Professors teaching summer school, the balance between teaching and building a research/creative activity portfolio must be considered.

Appendix A: Large Section Request Form

For full consideration, department head should submit this form for the entire academic year one month prior to the first day of fall semester classes. After this date, requests will be considered as funding is available.

Department:

Semester(s):

Faculty Member:

Large Section Course (prefix, number, title):

Description of grading or evaluation of student work for this course:

Anticipated Enrollment:

Academic Year Instructional Assignment (if summer, skip)

Fall:

Spring:

Could a GTA or grader be assigned to assist this faculty member?

If so, please provide a rationale for the large section stipend.

If not, please explain why a GTA could not be assigned to assist (e.g., no GTA available, no GTA with necessary skill set, etc.,)

Could an additional section be opened that could be taught by a faculty member or GTA?

Will not increasing the enrollment of the course listed have a negative impact on retention, time to graduation, and/or student credit hour production? If so, please describe that impact.

Is the faculty member requesting an overload stipend or an instructional release? If the former, has this faculty member received an overload stipend in the past?

If so, when was the last semester that this faculty member received this stipend? If recent, is there another faculty member who also teaches similar courses that could be assigned some courses in order to ensure equitable rotation of large section considerations?

Appendix B: Instructional Overload Assignment Request Form

For full consideration, department head should submit one month prior to the first day of class. After this date, requests will be considered as funding is available.

Department:

Faculty Member:

Faculty Member's Workload percentages:

Teaching:

Research/Creative Activity:

Service:

Academic Year Instructional Assignment (please include anticipated enrollment):

Fall:

Spring:

Could a section listed above be assigned to a faculty member or GIA? If so, who? If not, why not (please consider teaching capacity of other faculty members within the department)?

Will not offering one of the courses listed above have a negative impact on retention, time to graduation, and/or student credit hour production? If so, please describe that impact.

Is the faculty member requesting an overload stipend or an instructional release? If the former, has this faculty member received an overload stipend in the past?

If so, when was the last semester that this faculty member received this stipend? If recent, is there another faculty member who also teaches similar courses that could be assigned some courses in order to ensure equitable rotation of instructional overload considerations?