

Policy Title: Faculty Effort Allocation Policy**Policy ID:** TBD**Status:** FINAL**Original Policy Date:** July 1, 2023**Last Revised:** January 2026**Oversight Executive:****Applies To:** All UVA full-time faculty with any paid effort in the School of Data Science, regardless of track, on a contract of one year or longer.**Publicize Policy?:** Yes

Reason for Policy: The purpose of this policy is to establish a clear, transparent, and equitable framework for allocating faculty effort across teaching, research and scholarship, and service in the School of Data Science (SDS). As a rapidly evolving and interdisciplinary school with diverse faculty roles and funding models, SDS requires a shared understanding of baseline workload expectations, compensation structures, and mechanisms for adjustment to support both individual faculty success and institutional sustainability. This policy is intended to promote consistency in workload assignments, support long-term academic planning, ensure compliance with university standards, and provide flexibility to respond to changing instructional demands, research funding conditions, and strategic priorities. By articulating standard effort allocations by faculty track while allowing for approved modifications, the policy helps align faculty responsibilities with the School's mission, supports fairness in evaluation and compensation, and facilitates transparent communication between faculty and academic leadership.

1. Overview of Effort Allocation Categories

This policy specifies faculty effort allocation for tenure-track (T3) and academic general faculty (AGF) members in SDS during the nine-month academic year from approximately August 25 to May 24 of the following year. Faculty may cover their summer months according to the [SDS Summer Compensation Policy](#). The allocation of faculty effort during the nine-month academic year is intended to ensure a clear communication of assignments among teaching, research and scholarship, and service while maintaining flexibility to meet the School's evolving needs. The following are broad definitions—with possible examples—of each category of effort allocation. This policy acknowledges that these definitions and examples are far from exhaustive and certain types of professional work can and should span these categories (e.g., receipt of a training grant, publishing a journal article on data science pedagogy or outcomes, etc.). While reporting guidance for evaluative purposes will be provided in annual report templates and the [SDS Promotion & Tenure Guidelines](#), a faculty member has some leeway to report and “count” category-transcending professional work where they see fit in both categories or in a way that most benefits them based on professorship track (e.g., a teaching AGF might choose to count receipt of a training grant as teaching given the greater teaching effort allocation).

Teaching: Consistent with the University mission, teaching is a core responsibility of the School and constitutes a baseline workload expectation for faculty. In addition to formal courses, a faculty member's instructional workload also includes, but is not limited to, other instructional efforts such as developing materials for a new course, updating materials for an existing course, weekly course preparation activities, developing courseware or other materials for technology-based instruction, supervising undergraduate research and masters' theses and doctoral dissertations, preparing and equipping new

laboratories for courses, supervision of teaching assistants, supervision of research internships, mentoring PhD or MS students in research as part of a lab, and serving on or chairing a PhD committee.

Research and Scholarship: Consistent with the University and School missions, faculty are expected to advance knowledge through discovery, dissemination, and novel application of fundamental principles. This includes, but is not limited to, the dissemination of work through academic papers, conference proceedings, or monographs, and developing textbooks, online lectures and software, participating in conferences, and delivering talks. Additionally, these activities may include conducting empirical and/or theoretical research, engaging in development or translational work, producing software toolsets, or maintaining data resources. Toward that end, faculty write articles, books, monographs, and grant proposals, write patents, develop intellectual property, edit books, oversee juried art exhibits, create digital media, participate in research collaborations, provide policy interventions, and promote their ideas in scholarly and popular outlets. These research and scholarship activities have significant implications for the School's domestic and international reputation and directly impact the caliber of instruction. They enable faculty to design, develop, and deliver course materials reflecting their state-of-the-art and cutting-edge knowledge. Note that the **SDS Promotion & Tenure Policy** provides detailed guidance on the type of research and scholarship activities typically envisioned for promotion in tenured, tenure-track, and AGF positions.

Service: SDS faculty engage in service activities to build community, advance the work of the School and their discipline at large, and support UVA's broader role in the Commonwealth of Virginia and world. Faculty service may include activities that enhance the scholarly life of the university or the discipline, improve the quality of life of society, or promote the general welfare of the institution, professional and academic societies, the state, the nation, the local community, or the global community. These activities can include directing students in co-curricular activities such as clubs, contributing to School governance, serving as an undergraduate academic advisor (e.g., suggesting and helping students register for courses), attending general faculty meetings and School-sponsored events or colloquia (often referred to as "engagement"), serving on School or university committees, participating in academic program administration, mentoring junior faculty, and engaging in outreach initiatives. Faculty may also undertake significant administrative responsibilities, which may include strategic leadership, policy formulation, program coordination, and oversight of faculty and staff. These duties are essential for the smooth operation and strategic direction of the School, ensuring compliance with university standards and fostering an environment conducive to academic excellence. These responsibilities often ensure that the school maintains an active, collaborative, and well-managed academic environment.

Faculty effort will vary according to the faculty's duties, which may shift to support funding and institutional needs. This flexibility provides balance across the School's instruction and research commitments.

2. Teaching Load and Compensation

- **In general, SDS compensates faculty at 15% of their nine-month salary for each 3-credit course taught.** This policy ensures fair compensation for teaching efforts while allowing faculty to balance research/scholarship and service commitments. Exceptions to this are rare and are approved by the Associate Dean for Academic and Faculty Affairs.

- **Courses are generally capped at 79 students, except for designated survey courses, which may enroll up to 250 students.** Class size limitations help maintain quality instruction and ensure that faculty can effectively engage with students.
- **The School may consider adjustments for courses bearing fewer credits.** Faculty teaching smaller credit-bearing courses (*i.e.*, one or two credits) may receive proportional effort allocations at the discretion of the Associate Dean for Academic and Faculty affairs based on their instructional commitment.
- **Independent studies, graduate and undergraduate student research advising, and related academic mentorship activities are part of faculty teaching responsibilities beyond formal course assignments and do not receive additional effort allocation.** These activities are considered an essential part of SDS faculty engagement with students and are not assigned separate workload percentages. These activities, however, should be included in faculty annual reports and can directly influence annual evaluation ratings for teaching.
- **Effort allocation for a course may be adjusted by the Associate Dean for Academic and Faculty Affairs to accommodate class size or cadence.** For example, it may be necessary to offer a PhD class with very low enrollment (e.g., 3-4 students) to meet curricula needs; likewise, large classes (e.g., classes with more than 100 students) may require additional faculty effort depending on the expected level of faculty engagement (lecturing versus coordinating speakers). Similarly, effort allocation may be adjusted for additional classroom instruction (e.g., labs) or for specialized instruction (e.g., managing journal club).

3. Standard Faculty Effort Allocation by Track

The table below displays the standard effort composition for each faculty position, assuming a full-time nine-month academic year contract. Individual compositions may be adjusted, and adjustments are delineated in faculty contracts.

Faculty Type	Service (10% base)	Teaching (15% per course)	Research and Scholarship (15% per unit)	Total Effort (100%)
<i>Tenured / Tenure-Track</i>	10%	3 courses x 15% = 45%	3 units x 15% = 45%	100%
<i>Teaching AGF</i>	10%	5 courses x 15% = 75%	1 unit x 15% = 15%	100%
<i>Research AGF</i>	10%	0%	6 units x 15% = 90%	100%
<i>Professor of the Practice AGF</i>	10%	*	*	100%
<i>Assistant Dean</i>	50%	2 courses x 15% = 30%	1.3 units x 15% = 20%	100%
<i>Associate Dean</i>	85%	0%	1 unit x 15% = 15%	100%

Faculty Type	Service (10% base)	Teaching (15% per course)	Research and Scholarship (15% per unit)	Total Effort (100%)
Dean	95%	0%	.3 units x 15% = 5%	100%
Lecturer	*	80%+	*	100%

***Negotiated with the Dean or Associate Dean for Academic and Faculty Affairs.**

A. Tenure-Track (T3) Faculty

- Faculty in these roles are allocated three (3) research units ($3 \times 15\% = 45\%$) and three (3) courses ($3 \times 15\% = 45\%$). This distribution allows T3 faculty to maintain a balance between teaching and advancing their research/scholarship programs. The financial model for SDS assumes a significant proportion of T3 faculty will recover these costs, acknowledging that some data science subdomains do not tend to generate as much grant activity. Accordingly, faculty who are consistently judged by the annual peer-review committee to not be research-active (overall, not just in terms of grant activity) may be asked to contribute to SDS by teaching additional courses to balance the financial investment in their research effort.

B. Academic General Faculty (AGF)

- Teaching Track** – Faculty in these roles are typically allocated five (5) courses ($5 \times 15\% = 75\%$). This composition focuses AGF faculty on teaching responsibilities while allowing some time for research/scholarship and service.
- Research Track** – Faculty in these roles are allocated entirely to research/scholarship ($6 \times 15\% = 90\%$). These faculty focus primarily on conducting and disseminating research, mentoring research staff, and securing external funding to support their salaries and staff.
- Professor of the Practice** – Faculty in these roles have unique allocations (90%) tailored to their backgrounds, expertise, and talents. These positions are typically designated to introduce non-traditional academic expertise to the school, such as industry experience. Professors of the Practice may engage in teaching, research activities, or both.
- Lecturer** - Individuals in these roles have unique allocations (90%) tailored to their backgrounds, expertise, and talents. These positions are typically designated to introduce non-traditional academic expertise to the school, such as industry experience. Individuals who hold a lecturer or instructor rank normally must hold a minimum of a master’s degree in their discipline. In exceptional circumstances, schools may hire individuals with significant related experience who do not hold the master’s degree in their discipline with the provost’s advance written approval. Teaching responsibilities may be reduced to accommodate increased responsibilities for service activities, but teaching must remain at minimum of 80% of the faculty member’s overall responsibilities. A faculty member’s effort distribution must include sufficient allocation for activities required for reappointment or promotion.

- **Emeritus** - While retired faculty members who hold emeritus rank may continue to be involved with the University community, in SDS, and may be employed part-time (see policy [PROV-003: Part-Time Employment of Retired Members of the Faculty](#)) or appointed as unpaid faculty (see policy [HRM-005: Appointment of Unpaid Faculty](#)), emeritus rank in itself does not constitute employment nor does it confer employment rights or benefits. Emeritus faculty may engage in teaching, research activities, or both.

5. Adjustments and Special Considerations

- **The School may issue course releases for administrative roles, program or research leadership, course development, and special service projects.** Faculty may be reassigned effort units to take on significant leadership or research-intensive roles that contribute to the institution's strategic goals.
- **The faculty effort allocation is subject to temporary changes based on the evolving needs of the School, particularly in response to funding fluctuations.** If external funding for research declines, T3 faculty may need to increase their teaching commitments temporarily to ensure instructional continuity and/or financial stability of their position. Should permanent changes be needed, a new effort allocation policy must be voted on and approved by the faculty.
- **All buy-outs and course releases must be approved by the Associate Dean for Academics and Faculty Affairs.**
- **The Associate Dean for Academics and Faculty Affairs is ultimately responsible for approving changes to the effort composition of faculty roles (e.g., shifts from teaching to research or the reverse).** Changes within a faculty's research effort (e.g., shifting effort across grants) do not require approval from the Associate Dean as long as the overall effort in that category remains unchanged.

6. Timeline for Course Buyout / Course Release Requests

Overall expectation: In accordance with the SDS Summer Compensation Policy, faculty should submit requests for course buyouts or releases as early as possible to ensure adequate planning for instructional needs.

Annual Cycle Overview: The School's annual contractual cycle request process begins one year in advance of the academic year in question.

Primary Submission Deadline: September 1

Faculty must submit the following no later than September 1 of the year prior to the requested activity:

- Contractual cycle selections (9-, 10-, 11-, or 12-month appointments)
- Confirmation of summer funding
- Requests for course buyouts or course releases

Secondary Submission Window: April 1

- A final opportunity for adjustments or additional requests occurs in April prior to the activity.
- Requests at this stage will be considered based on remaining capacity and instructional needs.

Review and Approval

- All requests will be evaluated in the order received, with attention to overall teaching requirements; seniority may be considered, as appropriate.
- All requests must be submitted in writing and must receive approval from the Associate Dean for Academic and Faculty Affairs.

7. Expectations for Teaching and Research Effort

- **A standard teaching unit (15%) includes classroom instruction for a nominal 3-credit course, preparation, grading, and office hours.** Faculty are responsible for engaging students through lectures, assignments, assessments, and direct academic support.
- **Routine curriculum development is expected when teaching.** Faculty should routinely update and enhance course materials to align with educational standards and emerging trends in their discipline.
- **Coordination with teaching assistants and instructional staff is part of teaching expectations.** Faculty provide guidance and oversight to teaching assistants to ensure consistent and effective course delivery. This includes communicating expectations, assigning duties, and monitoring the effectiveness of teaching assistants and instructional staff.
- **Sharing of course materials is highly encouraged when a course switches instructors.** Faculty who previously instructed a course are expected to share lecture notes, homework and solutions, and class aids with the instructor who has been newly assigned to a course. Faculty are not expected to share materials related to their research activity that may have been used in class.
- **Development of new courses typically merits a prior course release to allow sufficient time to bring the course to life.** Faculty developing a new course often need time to develop course materials, lecture aids, and assessments. However, seminar courses and journal club courses typically do not require a course release to set up the course.
- **A research unit (15%) typically includes grant application preparation and fiscal management.** Faculty actively seek external funding, manage research budgets, and oversee sponsored research projects in addition to conducting cutting-edge research.
- **Conducting research projects and producing scholarly publications fall within research and scholarship expectations.** Faculty are expected to engage in high-quality research, contribute to scientific advancements, and publish findings in reputable scholarly outlets including journals, conference proceedings, and book manuscripts.
- **Mentoring research students and postdoctoral fellows is a critical aspect of teaching activities.** Faculty support the academic and professional development of research trainees through guidance and collaboration.
- **Disseminating research through publications and conferences ensures visibility and impact.** Faculty share their findings at academic meetings, publish in high-impact journals, publish books, and engage in interdisciplinary research discussions.

8. Clarifications Concerning Additional Responsibilities

- **Supervision of independent studies** – Faculty members oversee students conducting individualized research or projects, providing guidance on methodology, analysis, academic writing, or guiding an exploration of a topic of mutual interest. This allows students to engage in specialized study while receiving expert mentorship from faculty. These activities are considered a part of SDS faculty engagement with students and are not assigned separate workload percentages.
- **Undergraduate and graduate student advising** – Faculty support students in their academic and professional development by offering course selection guidance, career advice, and mentoring on research opportunities. This role ensures students receive comprehensive academic and professional preparation. These activities are considered a part of SDS faculty engagement with students and are not assigned separate workload percentages, except for program leadership roles.
- **Committee participation related to academic advising** – Faculty serve on committees which shape academic policies, assess curriculum effectiveness, and enhance student learning experiences. Their contributions help shape program offerings and improve the overall student experience. These activities are considered a part of SDS faculty engagement with students and are not assigned separate workload percentages.
- **General mentorship of students outside of formal coursework** – Faculty engage with students beyond the classroom, offering insights on research initiatives, career pathways, and interdisciplinary collaborations. This informal mentorship fosters a stronger academic community and encourages student success. These activities are considered a part of SDS faculty engagement with students and are not assigned separate workload percentages.

9. Conclusion

This policy establishes a framework for faculty effort allocation, ensuring alignment with the mission and operational needs of the School of Data Science. It also recognizes the capricious nature of funding and institutional priorities, allowing for necessary adjustments while maintaining fairness and transparency in faculty workload expectations. Questions about this policy or a particular faculty member's role in the School should be directed to the Associate Dean for Faculty and Academic Affairs or Assistant Dean for Faculty Affairs.

Non-conformance with policy

Faculty encountering non-conformance with this policy should report this to the Dean's Office.

Policy Background:

[HRM-038 Faculty Leaves](#)

Next Scheduled Review:

Approved by, Date: Faculty January 2026; Dean January 2026

Supersedes (previous policy date): February 18, 2020