

# School of Data Science Draft Faculty Workload Guidelines

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## ***Introduction***

The question of faculty workload is important in assigning, evaluating, and understanding the work that faculty do, how it aligns with the strategic goals of the School, and acknowledging often unseen work and effort. This document is designed for comment and discussion and aligns with the [Provost policy](#) on teaching credit specifically that states that Deans have the authority to set the teaching load of academic faculty employed in their schools and to determine the extent to which other employees will be allowed to teach courses for academic credit in their schools.

This initial draft was informed by a review of policies within other schools at the University and external documents, including:

- A broad-based [tenured/tenure track workload management policy in Engineering](#)
- A [specific policy for all faculty types in the Curry School of Education](#)
- Policies for teaching load as defined in the [Academic General Faculty Policies and Procedures for the College of Arts & Sciences](#)
- An EAB study on [Faculty Workload Policies at Public Universities](#) (includes 5 unnamed public universities)
- A [JLARC report](#) on Spending and Workload at Virginia Public Higher Education Institutions
- An [AAUP report](#) on Faculty Workload

## ***Purpose***

**Establish a set of guidelines for use by the academic leadership to help set the annual faculty workload.** Faculty workload is divided into duties roughly grouped into three areas, each of which incorporates a number of duties. Those three areas are: teaching; research; and service/governance. The definitions of each are outlined below, and weight for various components are set forth in the allocations section.

**Avoid common sources of inequity when assigning load.** These guidelines attempt to credit faculty for work that is often viewed as invisible labor, and address the common challenges faced by early career faculty including balancing online development and instruction, new course development, teaching large courses, etc. with robust research work while preparing for tenure review. Additionally, they work to allow for workloads to be structured with faculty feedback and interest, while meeting departmental needs and faculty expertise.

**Govern School of Data Science faculty workload structure, whether with full or partial appointments, and are proportioned to the size of the appointment in case of faculty joint with other schools/units.**

**Comply with the University policies for maximum teaching load and load distribution for tenure/tenure-track faculty ([PROV-008](#)) as well as Academic General Faculty ([PROV-004](#)).**

## **Definitions**

**Faculty workload** refers to the teaching, advising, mentoring, research, administration, service activities, development, and other activities that contribute to the school's mission and values. Workload will be apportioned in 24 units, 12 per semester during the academic year, in which each unit accounts for 4.17% FTE for 9-month faculty. Faculty with 12-month appointments will apportion 8 units for the summer term.

**Default workload** refers to the starting point for defining workload that will be adjusted to account for buyouts, productivity, faculty direction, and school needs.

**Allocations** refer to the evolving set of activities that are considered part of the load. Additional duties can be considered in consultation with the Associate Dean in preparation for the next year at the time of annual review or ad hoc as necessary.

**Research load** refers to the standard load of research active faculty used to show whether a faculty member is performing the threshold of research based on their percentage of research time according to research criteria outlined in this document.

**Buyouts** refer to exchanging one category of faculty work (broadly referred to as teaching, research, and service) for another by generating revenues equal to at least the 4.17% for each unit of salary per activity bought out. Buyouts are pending approval of the academic leadership.

**Instructor of record** is the individual who is responsible for the design, content, and delivery of instruction and the assignment of final grades for a given course. Others may assist in various parts of the course, but only under the supervision of the instructor of record. All credit hours are attributable to a faculty member who serves as the Instructor of Record without assistance. When co-teaching, credits are divided equally among teaching faculty members. When co-teaching with a graduate teaching assistant, all credits are assigned to the faculty member.

**New course** is defined as a course that has never been taught within the School before by any instructor.

**Course refresh** refers to the significant updating or changing of an existing online or residential course. To get credit for a course refresh, the faculty member must submit a proposal with information about the course refresh, the work involved, and the pressing need for significant update/improvement. This proposal must be approved by the Associate Dean to receive teaching credit for this purpose.

### ***The default workloads for faculty by faculty type (buyouts and allocations defined below)***

- A. Tenured/Tenure-track faculty**  
24 units/9 month term (12/term)  
Each unit is 4.17% of time  
9 units of teaching/mentoring (37.5%)  
9 units of research (37.5%)  
6 units of service (25%)

A three unit teaching reduction as well as a reduction in service expectations is extended to new faculty hires to allow them to establish their research, scholarship, and teaching planning. Such reductions are funded by tuition revenues in absence of extramural

funding sources. Especially in the first few years, the School may choose to buy out additional time for service/governance in anticipation of the need for additional service to build out the infrastructure of a new school. These buyouts would come from research or teaching time as appropriate given the faculty's expertise, research portfolio, and teaching needs. No more than 6 credits of School/University service will be permitted for buy out for tenure-track faculty to protect their tenure process/prospects.

**B. Academic General Faculty (Teaching track) 9 month**

24 units/9 month term (12/term)

Each unit is 4.17% of time

18 units of teaching (75%)

6 units of service (25%)

A three unit teaching reduction is extended to new faculty hires to allow them to plan for and develop their own versions of courses to which they are assigned. Such reductions are funded by tuition revenues in absence of extramural funding sources. Both research and service buyouts are permitted for AGF on the teaching track as long as teaching percentage does not fall below 60%.

**C. Academic General Faculty (Teaching track) 12 month**

32 units/12 month term (12/FS terms; 8/Sum term)

Each unit is 4.17% of time

24 units of teaching (75%)

8 units of service (25%)

A three unit teaching reduction is extended to new faculty hires to allow them to plan for and develop their own versions of courses to which they are assigned. Such reductions are funded by tuition revenues in absence of extramural funding sources. Both research and service buyouts are permitted for AGF on the teaching track as long as teaching percentage does not fall below 60%.

**D. Academic General Faculty (Research track) 9 month**

24 units/9 month term (12/term)

Each unit is 4.17% of time

24 units of research (100%)

Both teaching and service buyouts are permitted for AGF on the research track pending availability given grant requirements and as long as research percentage does not fall below 60%.

## Allocations

### Teaching/mentoring

- Instruction--residential or online (includes typical course design and implementation)
  - 1 unit per credit for the course (eg. 3 credit course=3 units of teaching)
- Capstone mentorship
  - 1 unit per capstone mentored per semester of mentorship
- New online course development
  - 3 units

- Course refresh (see definition and process in definitions section of the policy)
  - 1-2 units
- Development of a new course
  - 2 unit per credit for the course
    - NOTE: The effort for the development of a new residential course is proportional to the credits for the course but may exceed those credits by approval from the Program Director(s)/Associate Dean.
- Teaching a course of more than 60 students
  - 1 unit per course with enrollments over 60
- Mentoring/Advising
  - 1 unit per 20 assigned undergrad/MSDS students for active mentoring
- Executive education
  - 1 unit per 3 executive education courses taught

### Research

- **“Standard” research load includes 3 or more of the following for 50% T3 faculty**
- **“Standard” research load includes 1 or more of the following for 1-2 units of research buyout from service for NTT teaching track faculty.**
- **“Standard” research load for NTT research faculty is evaluated on completion of milestones for the funded research supporting their salary.**
- **The definition of the “standard” research load and/or what qualified to meet that load can be modified or adjusted for an individual case by the Associate Dean during the annual review process.**
  - Work on existing funded grants
  - Submission of new grant proposals
  - Papers/publications
  - Presentation of papers at national/international conferences
  - Contribution to an open code base or platform
  - Doctoral student and/or postdoctoral fellow mentoring
    - EX: Research work with doc/post-doc students in lab.
  - Revision of a textbook/volume
  - Serving on review committee or board
  - Attending conference(s)
  - Non-publication related scholarship (including software development, maintenance, development and distribution of open data sets, etc.)
  - Patent development
  - Other creative work and/or output of translational research as approved by Associate Dean.

### Service/Governance

- Participation in committees (including School and University committees) and community engagement activities at standard levels will account for an average of 2 units of time/year. Additional effort is outlined below.
- Appointed chair effort in directly developing new program (eg. Undergraduate/PhD program development)
  - 2 units/semester
- Committee chair/co-chair in standard School committees (eg. AAC, Centers, Collaboratories, etc.)
  - 2 units/year
- Participation in admissions committee
  - 1 unit/year

- Chair of University-wide committee (eg. Faculty senate or subcommittee thereof)
  - 3 units/year
- Lead community engagement activity related to SDS mission and values
  - Up to 2 units/year
- Administrative role (eg. DGS, UPD, Center Director, etc.)
  - 3 units/semester
- Service in professional organizations
  - Units developed in consultation with Associate Dean

### ***Buyouts/Exchanges***

Buyouts can be funded by extramural funding or by School funding.

#### *Extramural funding buyout*

Faculty may buy out a section of their duties by demonstrating the availability of funds to cover the preferred activities. Buyouts will only be authorized by academic leadership for faculty who are fully engaged in their defined standard workload. Faculty who have bought out some portion of their load are expected to fully engage in remaining aspects. If a faculty member's load is unbalanced (as will often be the case with T3 faculty with a 9 unit teaching load), academic leadership will discourage buyout during the semester with fewer courses to encourage engagement in program activities throughout the year.

Buyouts with extramural funding can be declined for good reason, most notably when a highly qualified instructor cannot be hired to teach the course. Academic leadership will do due diligence to attempt to align teaching needs and options to accommodate extramural funding buyouts whenever possible.

#### *School funding unit exchange*

The School may choose to exchange units from one category to another for additional time from a faculty member to engage in additional teaching, research or service needs. These exchanges will be funded by school funds and academic leadership will make every attempt to match these exchanges to faculty preference, School and University needs, and teaching schedules. Buyouts for one course will be considered for faculty preparing to be reviewed for tenure in the immediate term to allow for finalizing items to go into the tenure dossier (eg. finalize publications, etc.).