

**The University of Texas at Arlington
School of Social Work**

Differential Workload Guide

The purpose of this guide is to define workload expectations for faculty filling various roles and at various points in their careers at the UT Arlington School of Social Work. If non-tenure-earning, most faculty members' responsibilities consist of teaching and service. If tenure-earning/tenured, faculty members' responsibilities generally consist of teaching, research/scholarship, and service. For some faculty, this mix may also include some portion of administration¹.

This guide is intended to outline the generally expected minimum workload productivity expectations; however, given the variability of permutations across teaching, research/scholarship and service, each faculty member's workload is ultimately negotiated with the Dean on an individual basis². In addition, success is not solely based on these quantitative metrics, but shall also be determined by the quality of performance.

Faculty will be evaluated annually in accordance with the UT Arlington HOP and other relevant documents/processes to assess their progress in attaining the goals of the track to which they have chosen (or been assigned). For faculty who do not meet the expectations of the track, a mutually discussed/negotiated plan will be put in place for the subsequent annual review period. If the faculty member is still not able to successfully achieve these goals, the person's workload may be adjusted accordingly, in consultation with, *and at the discretion of*, the Dean, to create an achievable mix of teaching, research/scholarship and service that most appropriately meets their workload and career path.

- ***SPECIAL CIRCUMSTANCES:*** This guide is not meant to be a rigid, lock-step, system. It is recognized that, *as they say*, 'life happens'. Thus, in response to individual situations, workload modifications can be made, and, as such, should NOT be seen negatively in any way. For example, a tenured faculty member in the ***VERY HIGH RESEARCH ACTIVE*** track may want to switch for a year or two to the ***NON-RESEARCH ACTIVE*** track for any number of reasons. Faculty are not 'locked' into any one track for their career, and may move from one to another as negotiated/planned with the Dean. While certain tracks may not aid in gaining subsequent promotions (as described below), if all work is done appropriately merit raises (if/when available) will still be achievable.

In general, the basic workload for all faculty is five courses per semester (ten courses per year); thus making each worth 10% time³. Dissertations, theses, independent studies, etc. - while strongly encouraged for all faculty - are not typically assessed a time percentage at these same levels due to their individualized nature. As such, for reasonable parsimony, they are not 'counted' in the percentage time allocation, but are most certainly counted and included in any merit and promotional consideration. Course time reassignments are available to attain various permutations as outlined below (such as a 40% teaching; 40% research/scholarship; 20% service mix). 'Buying-Out' of classes from external and/or internal funding sources is permissible and encouraged, and such time is subsequently reallocated to other categories and the accompanying work expectations in that area adjusted accordingly upward.

Non-tenure-earning faculty: This group will be expected to teach each semester and may or may not engage in *some* level of faculty service activities. There will be no expectation of scholarship in order for people

¹ There are few faculty whose sole assignment is administration. In those few cases, 100% of their time is typically allocated toward such. Any other teaching, research or service activity is usually considered above and beyond their basic workload expectations.

² Individual faculty and/or administrative appointments may be adjusted slightly up/down based on the specific role, special assignments, etc.

³ In general, for purposes of this document, one course is defined as a 3 credit hour undergraduate or graduate class. Course loads listed do NOT include overload courses or Spring Intersession/Summer, etc.

in this group to be evaluated as meeting all job expectations. However, this does not preclude their involvement in scholarship activities, and any accomplishments in this area could be considered meritorious.

Tenure-earning faculty: In accordance with the University's Tier I status as a 'very high' research university, the School of Social Work's general productivity standards (which emphasize high performance standards across *all three* areas of research/scholarship, teaching and service), and the overall professional productivity standards within social work academia, tenure-earning faculty will be expected to excel in all three areas. As such, they must maintain a workload average that is at the VERY HIGH RESEARCH ACTIVE range below⁴.

Tenured faculty: Tenured faculty, depending on career path, professional interests, life circumstances, etc. have a choice of workload options (to be negotiated with the Dean), ranging from NON-RESEARCH ACTIVE to VERY HIGH RESEARCH ACTIVE. The workload expectations for each are outlined below.

Tenured faculty may choose any track; however, Associate Professors who intend to apply for promotion to Full Professor rank are strongly encouraged to be on the HIGH RESEARCH ACTIVE or VERY HIGH RESEARCH ACTIVE tracks for at least three years prior to considering such to better ensure their success. Of course, consultation with the Faculty Development & Review Committee and Dean are strongly encouraged when considering and planning such moves.

WORKLOAD LEVELS⁵⁶

NON-RESEARCH ACTIVE: There will be no expectation of scholarship in order for people in this group to be evaluated as meeting all job expectations. However, this does not preclude their involvement in scholarship activities, and any accomplishments in this area could be considered meritorious.

- Teaching (100%) - 10 courses per academic year (5:5 load)
- Research/Scholarship (00%) - no expectations
- Service (00%) - no expectations
- Administration (00%) - no expectations

- Teaching (90%) - 9 courses per academic year (4:5 or 5:4 load)
- Research/Scholarship (00%) - no expectations
- Service (10%) - some service to the School, University, community and/or profession
- Administration (00%) - no expectations

⁴ This may be altered in limited cases if the individual has received an approved adjustment per FMLA, UT Arlington's HOP Tenure-Extension Policy or other similar circumstances.

⁵ There are two levels of service identified (10% = some; 20% = significant). While most faculty members typically engage in significant service across all domains, on occasion - and for a variety of factors - such is not always possible. For any workload level, if the service amount is deemed to be less than *significant* (20% time), additional time/workload duties may be shifted to the teaching and/or research/scholarship categories. Any possible shift will be discussed between the Dean and respective faculty member.

⁶ Faculty may be allowed to front load their courses in a term subject to the budgetary and academic needs of the department and at the discretion of the Dean.

- Teaching (80%) - 8 courses per academic year (4:4 or 3:5 or 5:3 load)
- Research/Scholarship (00%) - no expectations
- Service (20%) - significant service to the School, University, community and/or profession
- Administration (00%) - no expectations

LOW RESEARCH ACTIVE:

- Teaching (80%) - 8 courses per academic year (4:4 or 3:5 or 5:3 load)
 - Research/Scholarship (10%) - 1 peer-reviewed journal article (or its rough equivalent)
 - Service (10%) - some service to the School, University, community and/or profession
 - Administration (00%) - no expectations
- Teaching (70%) - 7 courses per academic year (4:3 or 3:4 or 5:2 or 2:5 load)
 - Research/Scholarship (10%) - 1 peer-reviewed journal article (or its rough equivalent)
 - Service (20%) - significant service to the School, University, community and/or profession
 - Administration (00%) - no expectations

RESEARCH ACTIVE:

- Teaching (70%) - 7 courses per academic year (4:3 or 3:4 or 5:2 or 2:5 load)
- Research/Scholarship (20%) - 2 peer-reviewed journal articles (or their rough equivalent)
- Service (10%) - some service to the School, University, community and/or profession
- Administration (00%) - no expectations
- Teaching (60%) - 6 courses per academic year (3:3 or 2:4 or 4:2 or 1:5 or 5:1 load)
- Research/Scholarship (20%) - 2 peer-reviewed journal articles (or their rough equivalent)
- Service (20%) - significant service to the School, University, community and/or profession
- Administration (00%) - no expectations

HIGH RESEARCH ACTIVE:

- Teaching (60%) - 6 courses per academic year (3:3 or 2:4 or 4:2 or 1:5 or 5:1 load)
 - Research/Scholarship (30%) - 3 peer-reviewed journal articles (or their rough equivalent)
 - Service (10%) - some service to the School, University, community and/or profession
 - Administration (00%) - no expectations
- Teaching (50%) - 5 courses per academic year (2:3 or 3:2 or 1:4 or 4:1 or 0:5 or 5:0 load)
 - Research/Scholarship (30%) - 3 peer-reviewed journal articles (or their rough equivalent)
 - Service (20%) - significant service to the School, University, community and/or profession
 - Administration (00%) - no expectations

VERY HIGH RESEARCH ACTIVE:

- Teaching (50%) - 5 courses per academic year (2:3 or 3:2 or 1:4 or 4:1 or 0:5 or 5:0 load)
- Research/Scholarship (40%) - 3+ peer-reviewed journal articles (or their rough equivalent)
- Service (10%) - some service to the School, University, community and/or profession
- Administration (00%) - no expectations

- Teaching (40%) - 4 courses per academic year (2:2 or 3:1 or 1:3 or 0:4 or 4:0 load)
- Research/Scholarship (40%) - 3+ peer-reviewed journal articles (or their rough equivalent)
- Service (20%) - significant service to the School, University, community and/or profession
- Administration (00%) - no expectations

Administrative Appointments⁷

Tenure-Track and Tenured faculty with administrative appointments or service-intensive position (e.g. undergraduate/graduate program directors, assistant/associate dean, other unit level administrative positions) will have minimum/maximum teaching loads that are negotiated at the time of appointment, and annually thereafter, and will be dependent upon the breadth of their administrative responsibilities. As with any workload assignment, various teaching, research/scholarship and service permutations are possible. The actual mix for any administrative role should be discussed and decided between the Dean and respective faculty member, and subsequently shared with the relevant review committee annually or as needed.

⁷ All administrators serve at the pleasure of the Dean (as the Presidential designee).

Faculty Productivity Rubric

(0 thru 3 are Individual Scores¹)	0 - Unsatisfactory	1 - Does Not Meet Expectations	2 - Meets Expectations²	3 - Exceeds Expectations
Teaching	Student feedback scores were two or more standard deviations below School mean and/or no involvement in other relevant teaching activities	Student feedback scores were one or more standard deviation below School mean and/or minimal involvement in other relevant teaching activities	Student feedback scores were consistent with School mean and/or modest involvement in other relevant teaching activities	Student feedback scores were one or more standard deviation above school mean and/or significant involvement in other relevant teaching activities
Scholarship/research	No publications or grants submitted; or no significant progress demonstrated on long-term projects	Did not meet expectations outlined in Differential Workload Guide	Meets expectations outlined in Differential Workload Guide	Significantly exceeds expectations outlined in Differential Workload Guide
Service	Has not participated in service activities	Has participated across three or fewer domains of service	Participates across all four domains of service	Demonstrates significant leadership or activity in at least two or more domains of service

- 1 The annual assessment will be made recognizing and accounting for the individual's career plans and trajectory as allowed under the Differential Workload Guide and endorsed by the Dean.
- 2 Expectations as defined by Differential Workload Guide, NTT Promotion Guide, Promotion & Tenure Guide, Full Professor Promotion Guide, and other related documents.

DEFINITION

Merit is satisfactory performance PLUS one or more activities that are *above and beyond the call of duty*. If a faculty member performs: 1) at a level that is *above* that which is reflected in his or her AOL's Differential Workload track (*either in quantity or quality*); and/or 2) fulfills *one or more extraordinary roles*, that individual may be deemed to have performed above and beyond the call of duty.

With respect to *teaching*, some *examples* of meritorious performance might include (but are not limited to):

- teaching a course for which a percentage of time is *not reflected* on an assignment of responsibilities (such as dissertations, theses and tutorials)
- instituting a creative way to present or structure course material or assignments
- utilizing an innovative technique or style
- a high proportion of extremely high ratings by students (*at least* one standard deviation above the SSW average for full-time faculty)
- having received an award or noteworthy recognition for teaching or advising
- serving as a chair or member of a dissertation or thesis committee to completion

With respect to *research/scholarship* (for tenure-earning or tenured faculty), some *examples* of meritorious performance might include (but are not limited to):

- accepted/published (versus submitted, revisions, etc.) more than the minimum number of articles, books or book chapters or equivalent in a given year for the specific workload track/assignment
- publishing an article or equivalent reflecting innovation and creativity
- gaining significant attention for research that is deemed particularly noteworthy
- having won a scientific or scholarly award
- having secured external grant funding in order to conduct research (stronger weight will be given to grants *that contribute dollars to the School of Social Work's budget*)

With respect to *service*, some *examples* of meritorious performance might include (but are not limited to):

- working with or on behalf of community agencies or groups that demonstrates a new or innovative approach to preventing or remediating social problems
- serving on a Governor's appointed task force or statewide advocacy committee
- giving professional workshops/trainings or colloquia that are based on professional activities such as research or teaching *for which an individual is not paid*
- serving as a leader on a School or University committee charged with an extraordinary set of responsibilities (e.g., conducting a self-study report for reaccreditation)
- serving as a leader in a professional association
- publishing book reviews
- completing outside promotion and/or tenure reviews