

University of Houston Clear Lake
FY2025 Annual Plan and Budget

UHCL Mission Statement

“The University of Houston Clear Lake places its highest priority on serving a diverse body of students in every aspect of their university experience. UHCL’s teacher scholars provide high quality, student-centered undergraduate and graduate programs that prepare students to thrive in a competitive workplace and to make meaningful contributions to their communities. UHCL fosters critical thinking and lifelong learning through a strong legacy of vibrant community partnerships complementing its historical focus on teaching, research, creative activity, and service.”

UHCL Strategic Planning

UHCL has developed 15 Strategic Objectives and supporting Strategic Initiatives as it executes the Strategic Plan developed over the past few years. The overarching delivery of our Strategic Plan is how it will impact our students and truly deliver the **UHCL Impact**:

- We **transform** student lives through experiential learning and workforce readiness, using highly credentialed faculty with real-world experience, focusing on diverse communities, first-generation students, and lifelong learners.
- We **translate** knowledge to actionable solutions and interventions by generating and applying research and discovery learning through multidisciplinary approaches to solve crucial social and scientific problems.
- We **transcend** boundaries to collaborate across industry and community partnerships to develop our economy, our educational systems, our physical and social ecology, and our quality of life.

UHCL continues to be innovative and strategic as it seeks to support our students through the UHCL Impact. Following up on the STEM building completed in 2019, the Campus Construction Assistance Program or CCAP is underway in the Bayou building, where a full half of the \$45 Million allocated from the state is being dedicated to renovation and upgrade of spaces where our students will learn and apply the lessons necessary to transform their paths. Biology and Biological Studies, Human Sciences, and other science learning spaces, currently over 45+ years old, are being transformed into new, state-of-the-art learning and research spaces that will equip our faculty and students to continue to translate learning into careers. The newly opened spaces that will support in-demand careers, enabling students to transition quickly and easily from their current daytime job to evening learning right where they work in the Texas Medical Center, is an exciting and vibrant facility that will open many new doors for our students and faculty. Focus on programs designed to support our most at-risk students, thanks to the Comprehensive Regional University or CRU funding, provided to UHCL in the last legislative session, new and data-driven programming support has been developed and included in both the FY2024 and now, the FY2025 budget.

UHCL Planning Process

The planning process at UHCL includes strategic planning, collaboration between the divisions of Academic Affairs, Student Affairs, Strategic Enrollment Management, Business Affairs, and University Advancement, as well as budgeting, implementation, and assessment of outcomes. A

2019 internal audit from the University of Houston System noted the integration and effectiveness of the planning and budgeting process at UHCL which continues to be enhanced annually.

Faculty, staff, and students are involved in the planning process through the Planning and Budget Committee (PBC) and the University Council (UC). Both are integral components of the UHCL Shared Governance structure. The University was facing a deficit budget and challenging enrollment with reduced resources and increased operating costs, all stemming from the Pandemic and changes to the Higher Education landscape. With a focus on the strategic objectives of the University, and on improving the sustainability of operations, a comprehensive and collaborative approach to identifying areas for operational efficiency and restructuring aimed at reducing operational costs without lessening operational outcomes was undertaken. Recognizing that a key element to sustainability was the ability to attract and retain qualified faculty and staff, market studies were conducted for both staff and faculty. Collaborating across the campus, operational reductions were identified that were sufficient to fund the implementation of these market studies over three years. Other structural challenges were addressed through a similar collaborative and engaging process that kept the campus informed as solutions were identified.

The university's Strategic Objectives and the University of Houston System's strategic priorities provide the impetus and direction for our planning and budgetary expenditures. Working in conjunction, our offices of Planning and Budget, Strategic Enrollment Management, and the Office of Planning & Assessment provide aligned measures that assess our progress and guide decisions. Among these measures are standardized metrics, portfolios, and periodic reports from each college and department. Senior leadership uses those data sets to inform decisions that will benefit the campus in its efforts to become more effective in meeting our goals and delivering on our mission.

For the current biennium, increases in overall State support were offset by enrollment declines. These declines were driven by many factors from the national student population and an increased focus on the Houston area from new competitors, student preparation, and decreases in the perceived value of higher education. While enrollment is recovering in our region's Community Colleges, still the primary enrollment pathway for UHCL, the marketplace is competing mightily for those students and continues to challenge our enrollment. Simultaneously, the national and regional trend of declining enrollment in graduate programs has not missed our campus. Post-pandemic, there was a moderate upturn as international enrollment was again open, but then rapidly declined due to a lack of readiness of those students, and keen competition for international students nationwide. The combination has been a challenge to finding a sustainable growth path for international students. The lack of movement to our non-formula funding continues to have adverse effects on critical initiatives and programs that support our campus and community partnerships. UHCL Leadership is being prudent to ensure that units are contributing to the overall University goals and that investment in infrastructure, student support, and institutional capacity are balanced with the need to preserve operational reserves.

The major priorities to be addressed in Fiscal Year 2025 are (1) Student Access and Success, (2) Academic and Research Excellence/National Competitiveness, (3) University Infrastructure and Administration, and (4) Community Advancement. The following section will provide an overview of UHCL's priorities and initiatives for FY2025. The major priorities include:

- Student Access and Success \$ 8,743,930

- Financial Aid
- Student Recruitment, Retention and Success
- Enhanced Student Support Services

- Academic and Research Excellence, National Competitiveness \$ 9,582,918
 - Faculty Recruitment, Retention and Expansion
 - Federal and State Research Support

- University Infrastructure and Administration \$ 3,833,415
 - Insurance and Risk Mitigation
 - Recruit and Retain Highly Qualified Staff
 - Operations and Administration Support
 - Campus Security, IT and Infrastructure
 - Annual Deferred Maintenance & Life Safety

- Community Advancement \$ --
 - No new funds are being identified for Community Advancement

University of Houston Clear Lake
FY2025 Budget – Reallocations and Reductions

The FY2025 budget represents the second year of the 88th Legislature for the 2024-2025 biennium. As the Spring 2020 semester commenced the nation was facing the threat of the Covid19 Virus. The nationwide pandemic has had a very significant and lingering impact upon our institution, but even more so, upon our students. While State Appropriations for Higher Education did increase in the current biennium, formula funding for UHCL declined due to enrollment declines. Additional funding provided new opportunities to support students, but came with increased operational commitments. Simultaneous to these new funding challenges, inflation has driven up costs significantly for both labor and materials. To ease this pressure on our students, UHCL increased neither tuition nor academic fees for FY2023 and FY2024, nor are we increasing them for FY2025, making three years without tuition or fee increases. While these were done to support our students, the net impact of all of this has been increased operational requirements with significantly reduced operational resources. For FY2024, the focus was on restoring enrollment and enhancing student support to retain students, relying heavily on the use of fund balance to cover the operational deficit. For FY2025, more intentional and directed action is being taken to close that operational deficiency and reduce spending. The FY25 budget identifies substantial reallocations and reductions, intended to enable the continuation of critical initiatives to continue the support of our students began in prior years, and allow fund balance to cover the rest, at a progressively decreasing annual amount until enrollment recovers and the structural deficit is eliminated. The primary strategy is through operational restructuring and reductions, eliminating over-allocation of budgets in some areas with historical underspending or low return on investment calculations, and realigning those resources toward the priorities and focus of the University. The focus of reallocations will remain the execution of the University's strategic plan and the path established.

REALLOCATIONS AND REDUCTIONS

Base funded items were identified that could be shifted to decentralized funding sources to assist with the funding of initiatives.

DESCRIPTION	AMOUNT	EXPLANATION
DEPARTMENT REDUCTION	(\$2,930,846)	6% Reduction-Enrollment shortfall A-B
UNIVERSITY REDUCTION	(\$1,205,012)	6% Reduction-Enrollment shortfall
REALLOCATIONS	(\$2,351,932)	Reallocation of faculty FTE to summer instruction and new resources for central expenses

TOTAL REALLOCATIONS/REDUCTIONS

(\$6,487,790) *App A-B1*

Priority 1. Student Success

Context

In the Fall of 2014, UHCL transitioned from an upper-level to a four-year university. In our tenth year as a four-year university, Fall 2023, UHCL enrolled 438 first-time-in-college (FTIC), the largest FTIC class in UHCL history, students and 1,067 transfer students. This marked a decline in transfer students from a recent high of 1,378 in Fall 2021, as students stayed local in the wake of the Pandemic. Student success has remained a key focus for UHCL as evidenced by the 6-year graduation rate of 67.4%, driven by the quality of our incoming students, who are then supported by intentional programming on campus. The University's FTIC students came from over 80 high schools, though primarily southeastern Harris County then Galveston and Brazoria counties respectively. They had an average grade point above 2.50 and our transfer students had a mean transfer GPA above 3.0. of the 438 FTICs, 57% were female, 43% were male and their enrollment status was 81% full-time and 19% part-time students, demonstrating a continual trend of movement upward from fewer part-time enrollment to greater full-time enrollment for our students, moving from 78% to 81% between Fall 2019 and Fall 2023.

Recently introduced new programs continue to show growth and contribute to the success of undergraduate enrollment in the STEM fields. UHCL continues to partner with Alvin Community College (ACC) as they offer lower-level courses at UHCL Pearland, furthering our commitment to successful pathways for the students of our region. Our College of Business, utilizing the newly opened Texas Medical Center space, formed through a partnership with Texas Children's Hospital, is helping professionals in the Texas Medical Center find career success through our Health Care Administration degree programs, both undergraduate and graduate paths. The University is actively working on initiatives to expand our presence and ability to support student success through this new space. The College of Education, through expanded funding for the Success Through Education Program, or STEP has established partnerships with regional Independent School Districts and is addressing the teacher shortage in our region.

FY2025 Priority 1 Investment of Resources – FY2025 Initiatives - Detail

- Financial Aid – New Resources

\$ 4,477,820 *App A-C2*

A portion of the Comprehensive Regional University funding, designed to support at risk students and the Success through Education Program (STEP).

- Student Recruitment, Retention and Success – New Resources \$ 342,569 *App A-C3*

This initiative includes necessary staff support for UHCL’s continuation of the Student Success Initiative and market/merit adjustments for administrative and classified staff critical to support all students. This is funded primarily from the Comprehensive Regional University (CRU) program with support funding for At-Risk student success.

- Enhanced Student Support Services – New Resources \$ 772,046 *App A-C4*

To address the significant increase in market compensation, the University is investing to retain market competitiveness and the ability to attract and retain the best faculty and staff to continue the priorities of the University.

- STEM Classroom Bldg. Debt Service Acad. Infrastructure – HEF \$ 704,223 *App B1*

HEF has supplemented the state TRB allocation to increase the building by 18,000 square feet. These funds provided additional teaching labs for chemistry, mechanical engineering and a 120-seat auditorium style classroom.

- Recreation & Wellness Ctr Debt Service E&G Space Infra – HEF \$ 767,662 *App B2*

HEF has funded approximately 23,000 square feet for the Exercise and Health Sciences program including labs, classrooms, and faculty offices.

- Instructional Support – HEF \$ 1,679,610 *App B3*

Classroom and Lab instructional technology at UHCL’s campuses will be enhanced in FY 2025. Computers in our open labs, teaching labs, and classrooms will be upgraded on a four-year cycle while classroom projection technology is on an eight-year upgrade cycle. This also includes the annual payment for capital lease/purchase of the facility built by the City of Pearland and leased by UHCL.

Priority 1. Investment of Resources in FY2025 Initiatives - Summary

	NEW RESOURCES	HEF	TOTAL
FINANCIAL AID	\$ 4,477,820		\$ 4,477,820
RECRUITMENT, RETENTION & SUCCESS	342,569		342,569
ENHANCED STUDENT SUPPORT SERVICES	772,046		772,046
DEBT SERVICE – ACADEMIC INFRA.		704,223	704,223
DEBT SERVICE – OTH E&G		767,662	767,662
INSTRUCTIONAL SUPPORT		1,679,610	1,679,610
SUBTOTAL	\$ 5,592,435	\$ 3,151,495	\$8,743,930

Priority 2. National Competitiveness

Context

UHCL continues to focus on the delivery of high-quality educational programs that meet the needs of our students, employers, and community. One external indication of the quality of academic programs is the type of accreditation achieved by the program. UHCL's academic programs are currently accredited by the Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Board for Engineering and Technology (ABET), the Council for the Accreditation of Education Preparation (CAEP), the State Board of Educator Certification (SBEC), the American Psychological Association (APA), the National Association of School Psychologists (NASP), the Council on Social Work Education (CSWE), the Accreditation Commission for Education in Nursing (ACEN), the Behavior Analysis Accreditation Board (BAAB), the Human Factors and Ergonomics Society (HFES), and the American Chemical Society (ACS). UHCL currently has 32 specialized accredited programs. In 2020, UHCL advanced eighteen places tying for 43st among the 140 colleges and universities considered as the Best Regional Universities in the West by U.S. News and World Report and in 2023, UHCL left the ranks of Regional Universities, and quickly moved out of the unranked grouping, and is now ranked at 304th among National Universities. This new categorization will bring new challenges as the University strives to move up in the rankings to demonstrate increased national competitiveness. UHCL earned a spot on the Best Undergraduate Engineering Programs list and Best Undergraduate Business Programs list and is now ranked as having one of the top Online programs in four programs: Online Master's in Education, Online Masters in Business Programs, Online Masters in Business Programs for Veterans, and our Online MBA. In 2018, Washington Monthly ranked UHCL 5th nationally as the "Best Bang for the Buck" among Colleges in the south. And for the first time, we are nationally ranked as a top school for social mobility. Expanding opportunities for our students through our Strategic Partnerships program, UHCL signed an agreement with Boeing offering engineering students entry-level employment experience and internships that support multiple real-world projects. One of only four such agreements in the nation, this is giving our students once in a lifetime opportunity. Our College of Human Science and Humanities, who were just awarded a Dept of Education grant of over \$1 Million over five years to deliver a service-learning partnership for specialists in School Psychology, School Counseling, and Clinical Mental Health graduate programs.

FY2025 Budget Initiatives

- Faculty Recruitment, Retention, & Expansion – Market Study \$ 1,590,390 *App A-C6*

To address the significant increase in faculty market compensation, the University is investing to retain market competitiveness and the ability to attract and retain the best faculty and staff to continue the priorities of the University.

- Federal and State Research Support \$ 6,061,245 *App A-C7*
- Teaching and Research Resources Debt Srvce – HEF \$ 1,931,283 *App B5*

In our continuing commitment to enhance teaching and research resources, these funds are used to support the maintenance of eBooks and electronic journals in the library and to support faculty and staff in the four colleges. This supports the replacement and upgrade of faculty and staff desktop computers on a four-year cycle as well as critical infrastructure.

Priority 2. Investment of Resources in FY2025 Initiatives

	NEW RESOURCES	HEF	TOTAL
FACULTY RECRUIT, RETENT & EXPANS	\$ 1,590,390		\$ 1,590,390
FEDERAL & STATE RESEARCH SUPPOR	6,061,245		6,061,245
DEBT SVC – RESEARCH LAB INFR		1,931,283	1,931,283
SUBTOTAL	\$ 7,651,635	\$ 1,931,283	\$ 9,582,918

Priority 3. University Infrastructure and Administration

Context

A key priority for UHCL is to provide an operationally efficient and safe physical environment to adequately support the successful achievement of the University's mission. This provides an environment that is conducive to learning, teaching, research, service to students and community, and support to faculty, staff and alumni.

UHCL has in the past consistently maintained a Facility Condition Index Number (FCIN = Deferred Maintenance/Current Replacement Value) of 1% or less by aggressively identifying and completing planned maintenance and capital renewal projects each year to prevent accumulating deferred maintenance. To help ensure strategic and intentional planning, the University completed a mid-cycle review of the 10-year master plan, now 5 years old, with an in-depth review in our Shared Governance committees, gaining valuable insight into how the assumptions of the Master plan have aligned with the Strategic Plan and Facilities Management and Operations of the Campus since its adoption. The completion of a \$3 Million investment in an Energy Savings Performance Contract will generate savings to further support and address the campus's deferred maintenance needs. The University just initiated a new partnership with Texas Children's Hospital, enabling the relocation of our Healthcare Administration operations at the Texas Medical Center, which supports the growing need for professional healthcare administration in a key strategic location where the University has created a regionally and nationally noted program. In addition to these key projects that have just been completed, the University is entering the design stage of a major capital construction plan utilizing Campus Construction Assistance Program or CCAP funding is planned for the Bayou Building, UHCL's largest academic building, and will enable significant investment in renovating academic and research space as well as addressing deferred maintenance in the building. Finally, enhanced safety and security were addressed across the campus with a major overhaul of the system that supports campus camera security, substantially enhancing capabilities.

FY2025 Budget Initiatives

- Insurance/Risk Mitigation \$ 600,000 *App A-C9*
To address annual cost increases for operational insurance and institutional risk mitigation costs
- Recruit and Retain High Quality Staff \$ 357,056 *App A-C10*

To address the significant increase in market compensation, the University is investing to retain market competitiveness and the ability to attract and retain the best faculty and staff to continue the priorities of the University.

- Campus Security, IT and Infrastructure – HEF \$ 1,256,771 *App B8*

These funds fund the UHCL Campus Public Safety building and infrastructure. This supports the replacement and upgrade of faculty and staff desktop computers on a four-year cycle.

- Annual Deferred Maintenance & Life Safety – HEF \$ 1,619,588 *App B7*

UHCL will continue working on projects from our 5-year plan to maintain a low Facility Condition Index Number. Projects planned include the continuation of many of the initiatives listed above such as classroom upgrade/replacement, LED and other energy reduction initiatives, ceiling tile replacement, campus wayfinding, upgrading chiller maintenance solutions, space utilization management software, and control replacement initiatives.

Priority 3. Investment of Resources in FY2025 Initiatives

	NEW RESOURCES	HEF	TOTAL
INSURANCE AND RISK MITIGATION	\$ 600,000		\$ 600,000
RECRUIT/RETAIN HIGHLY QUAL STAFF	357,056		357,056
CAMPUS SECURITY, IT & INFRASTRUCT		1,256,771	1,256,771
ANNUAL DEF MAIN & LIFE SAFETY		1,619,588	1,619,588
SUBTOTAL	\$957,056	\$ 2,876,359	\$ 3,833,415

Priority 4. Community Advancement

Context

University of Houston Clear Lake's Mission Statement emphasizes the importance of the university being both partnership-oriented and community-minded. Because of UHCL's continued commitment to community service and outreach, UHCL was named to the President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service for a fifth consecutive year. UHCL's community advancement is implemented via the university's various centers and institutes including the Center for Autism and Developmental Disabilities (CADD), the Environmental Institute of Houston (EIH), the Art School for Children and Young Adults (ACSYA), the Center for Educational Programs (CEP), the Psychological Services Clinic (PSC), the Cyber Security Institute (CSI), the Center for Executive Education (CEE), the Institute for Human and Planetary Sustainability (IHaPS) the Health and Human Performance Institute (HHPI) and the Center for Workplace Consulting (CWC).

In FY2022, UHCL dedicated significant additional resources with focus on community education and engagement opportunities at Pearland reconnecting with our communities on both Clear Lake and Pearland through our Campus Ambassador program. As such, within limited resources for additional allocation, no new resources are identified for FY2025.

FY2025 Budget Initiatives

- While the University is maintaining fully its current resources dedicated to success in this priority, but due to minimal projected enrollment increases and no tuition rate increases, no additional resources were available for allocation to this priority.

Priority 4. Investment of Resources in FY 2025 Initiatives

	NEW RESOURCES	HEF	TOTAL
COMMUNITY EDUCATION/ENGAGE	\$ -		\$ -
CLUTURAL ACTIVITIES	-		-
REGIONAL	-		-
COLLABORATION/PARTNERSHIPS			
SUBTOTAL	\$ -		\$ -

University of Houston Clear Lake

UHCL ACADEMIC AFFAIRS POLICY (UAAP)

SECTION: Academic Affairs

Number: __.6.1__

SUBJECT: WORKLOAD POLICY FOR FACULTY

I. PURPOSE and SCOPE

The University has adopted this policy to establish guidelines for calculating the statutory workload of faculty members employed at the University of Houston Clear-Lake in order to comply with Sections 51.402 of the Texas Education Code. This policy is a mechanism for ensuring that each faculty member meets the statutory teaching load minimum.

Pursuant to Texas Education Code, Section 51.402 and University of Houston System (UHS) Board of Regents Policy 21.05, this MAAP establishes the general workload policy for all full-time faculty and is designed to ensure a fair and equitable distribution of faculty workload in meeting the mission and operational needs of academic units.

This policy also establishes the annual reporting requirements to the UHS Board of Regents concerning faculty workload. As part of those requirements, each Department Chair and College Dean must certify that the duties of each faculty member constitute an appropriate workload responsibility in accordance with the following requirements.

II. DEFINITIONS

Academic Unit: A College, Department or Program

Faculty: Tenure-track, tenured and non-tenure-track full time employees

Program lead: Program Director / Coordinator / Chair (or as defined by the College.)

RSA – Research, Scholarly, or Artistic Activities as defined in the UHCL Promotion and Tenure policy.

Teaching unit: A teaching unit is equivalent to 3-credit-hour course of standard enrollment. Standard enrollment is established in this policy in sections 5.B and 5.D.

Teaching credit: Various teaching activities accrue as teaching credits in fractional increments as outlined in this policy.

III. POLICY STATEMENT

The University requires that every faculty member fulfil a certain minimum teaching load in accordance with the following standards.

In order to achieve maximum effectiveness, the standard workload for tenure-track faculty members at UHCL is three classes per long semester plus RSA and service, as defined by the College. The percentages of each type of work expected for faculty in standard workload assignment are as follows:

- A. Assistant professors: 60% teaching, 30% RSA, 10% service
- B. Tenured faculty: 60% teaching, 20% RSA, 20% service
- C. Non-tenure-track (NTT) full-time faculty: for a standard Lecturer position, 80% teaching, 20% service. Department chairs/Deans may choose to recognize RSA conducted by NTT faculty as part of their workload.
- D. These percentages can be modified in accordance with this policy (See section 8.0 Modified Workload).
- E. Faculty may accumulate teaching credit over time and may aggregate fractional teaching credits in various categories. Faculty should request to use teaching credit for a course release as soon as a full teaching unit is reached. The course release is to be used when the Dean/Department Chair is able to schedule it, within two years following the request. If a release is not possible during those two years, a Dean may offer remuneration as an alternative, using the normal course overload rate (see 5.H). Alternatively, earned teaching credit may be paid immediately as a proportion of the normal rate for a course overload, with the agreement of the faculty and the Dean.

This workload policy sets forth guidelines that permit each Department Chair, under the supervision of a Dean, to best engage faculty to foster student and faculty success and advance the unit's mission. The goal of this policy is to implement a mechanism that equitably divides and accounts for the total professional effort of faculty, including instruction, research and clinical practice, and service to the university and professional community.

IV. RESPONSIBILITIES

Workload assignment must be primarily the responsibility of an academic unit and its Department Chair and the College Dean. These administrators are responsible for individual compliance with institutional rules and accreditation compliance, and for distributing the duties of their academic unit so that each faculty member contributes maximally to the department/program according to their capabilities and experience. Department Chairs and Deans are responsible for assuring that individual faculty members' workloads comply with the university workload policy. Chairs and Deans are also responsible for ensuring that faculty obligations are distributed fairly among faculty members within the academic unit. While this policy provides explicit guidance regarding teaching responsibilities, each College must develop and publish expectations for faculty RSA and service workload.

The Provost shall be responsible for implementing the institution's workload policy, reviewing College and department assignment patterns, tracking faculty workload, and monitoring compliance with institutional regulations.

V. GUIDING PRINCIPLES FOR TEACHING WORKLOAD ALIGNMENT

The normal teaching workload for a tenure-track or tenured faculty member is three courses (teaching units) per long semester plus associated teaching activities, as defined by the College. The normal teaching workload for NTT faculty is four courses (teaching units) per long semester plus associated teaching activities, as defined by the College.

A. Laboratory Courses

For laboratory, nursing clinical, physical activity, and studio art courses in which contact hours with direct faculty involvement are greater than credit hours, additional workload credit shall be rewarded by multiplying the number of weekly contact hours exceeding credit hours by 0.5 and adding that to the credit hour value of the course.

Course Equivalent

$$= \frac{\text{Credit Hour Value} + 0.5 \times (\text{Contact Hours} - \text{Credit Hour Value})}{3}$$

For example, a one (1) credit hour science laboratory course that meets for three (3) contact hours each week will count as 2/3 of a teaching unit.

For classes where the additional contact time may serve as advising/mentoring time for students, as in many studio classes, the additional contact time may also be compensated by a ½-unit reduction in required office hours for each excess contact hour.

B. Large Classes

Course caps should be set by Departments in collaboration with the Dean based on pedagogical best practices, facility space, enrollment demands and accreditation requirements. UHCL values the learning experiences of a small class. However, enrollment demands sometimes require larger classes. A class over 50 undergraduate students (or 40 graduate students) at UHCL is classified as a “large class.” To ensure that students maintain quality engagement with an instructor, a TA/IA or embedded tutor will be provided for classes scheduled as a large class (i.e., cap of greater than 50), pending the availability of funding and a qualified TA/IA/tutor.

Additionally, to acknowledge the added faculty workload large classes entail, supplemental workload credit will be allocated to a faculty member teaching a large class, according to the formula below (using census data to determine student count).

$$\text{Course Equivalent} = 1 + \frac{2}{3} \times \frac{\text{Excess Enrollment}}{\text{Maximum Enrollment}}$$

Reference examples:

100 UG students	$1 + (2/3) * (100-50) / 50$	= 1.67 course equivalent
80 UG students	$1 + (2/3) * (80-50) / 50$	= 1.36 course equivalent
60 UG students	$1 + (2/3) * (60-50) / 50$	= 1.13 course equivalent
60 Grad students	$1 + (2/3) * (60-40) / 40$	= 1.33 course equivalent

If a large course is taught by adjunct faculty, the TA rule applies, and the formula above should be used to adjust compensation for the adjunct faculty on the same sliding scale that workload credit is assigned for full-time faculty.

C. Time-intensive classes

Time-intensive classes (e.g., writing-intensive classes, practicum classes, study abroad classes, or field experience courses where faculty members must coordinate with off-site partners and travel to those sites for grading) should be formally designated as such, and have an appropriate cap determined, through discussion among faculty and Dean with approval from the Provost. The multiplier for exceeding the appropriate cap should use the formula in 5.B, with the determined cap as the “maximum enrollment.”

D. Classes with Less than Minimum Enrollment

The number of students normally required for a course to meet enrollment minimums is set by the Colleges. If a faculty member is required to teach a course with below minimum enrollment, the teaching credit will be that of a standard teaching unit. A faculty member may voluntarily teach a course at a reduced amount of workload credit to be agreed upon with their Dean.

E. Thesis/Dissertation/Exhibition supervision

Graduate thesis, dissertation and exhibition supervision shall provide teaching credit to the chairperson of the thesis or dissertation committee as follows:

- One course release for every 24 credit hours of thesis research or exhibition preparation completed. A faculty member cannot count one student for more than six (6) credit hours of credit for the purpose of this policy.
- One course release for every 12 credit hours of dissertation research completed. A faculty member cannot count one student for more than 12 credit hours of dissertation research for the purpose of this policy.

This course load credit *may* be divided among committee members by agreement. Default divisions of teaching credit for dissertation/thesis committees may be standardized at the College level by a vote of their respective faculty.

Supervision of other capstones, if requiring the intensive involvement of a faculty member, may be eligible for the same teaching credit, under discussion with the College Dean.

F. Independent Study, Problems Courses, Project Courses, Practica, Cooperative Education, Service Learning

In cases in which individualized teaching, tutorials, or consultive supervision takes place (unless students are grouped into an organized class) teaching credit is awarded to the faculty member on the basis of 1/30 course equivalent per SCH for each undergraduate, and 1/15 course equivalence per SCH for each graduate (with approval by Dean, since these cases may vary from College to College).

Reference examples:

10 undergraduate students in these capacities	= 1 course equivalent
5 graduate students in these capacities	= 1 course equivalent

G. Supervision of interns / student teachers

Teaching credit is awarded for supervision of an intern or student teacher at a rate of 3 credit hours of internship supervision = 1/12 course equivalent. Thus, supervision of six student interns (at 6 credit hours each) is equated to one full teaching unit credit.

Faculty may submit a request to change this established course equivalence multiplier to their Dean. The Dean and program faculty will agree upon any alternative based upon relevant facts such as commute time, documentation and evaluation of student teaching or intern performance, and meeting times with student teachers and teaching supervisors or internship managers.

If a program is supervising a high volume of internships and they can be organized into a course as a part of a normal teaching load, the course equivalence multiplier does not apply.

H. Teaching overload

A faculty member, with agreement of their Dean, may teach a course/courses beyond their defined teaching workload in each long semester, which is often but not always 60% (three reference courses) for a tenure-track faculty or 80% (four reference courses) for NTT faculty.

Overloads are always optional and faculty may decline administrative requests to teach beyond their assigned workload.

If this additional teaching is voluntary and adds up to the equivalent of a teaching unit, the faculty member will be compensated, at the selection of their Dean, with a course release to be taken in the following four long semesters or additional overload remuneration. This overload remuneration is determined by the College, should be consistent in absolute or percentage terms across the Colleges, must exceed the amount that would be paid to a similarly credentialed and experienced adjunct, but be no greater than 10% of the faculty member's 9-month salary.

If this additional teaching is voluntary and adds up to less than the equivalent of a teaching unit (e.g., taking over a course partway through a semester), the Dean may pay the faculty member proportionally to the College overload rate or allow the faculty member to bank it as fractional teaching credit.

If a faculty member is directed by the Accessibility Support Center to create a version of a course in a different modality (e.g., online) to meet student accommodation needs, it will count as a course overload in discussion with the department chair and approval by the dean. Other instances of additional modalities and adaptations to meet accommodation needs may be considered as an overload, in discussion with the department chair and approval by the dean.

VI. GUIDING PRINCIPLES FOR RESEARCH, SCHOLARLY AND ARTISTIC ACTIVITY (RSA) WORKLOAD ASSIGNMENTS

Each faculty member is expected to engage in RSA with resulting products that meet the College requirements for tenure, promotion, and post-tenure review for tenure-track and tenured faculty.

Each College will have policies that meet academic standards and accreditation needs while allowing the flexibility that supports innovative research and the potential to reach and impact a broad audience.

Each College must develop and publish expectations for faculty RSA workload. Each College should recognize that different disciplines have different products of RSA, that the tangible products of RSA are not always immediate, allow the faculty the flexibility needed for innovative RSA and recognize work that reaches both a typical scholarly audience and the broader public.

VII. GUIDING PRINCIPLES FOR SERVICE WORKLOAD ASSIGNMENTS

Each faculty member is expected to do service work towards the needs of the University and discipline in accordance with the policy of their College. Each College will determine how a service workload unit is constituted. This work consists not only of committee work, but rather a range of activities that support the goals of the institution.

Each College must develop and publish expectations for a service workload unit. Each College is encouraged to eliminate or streamline any service obligations that do not contribute to the smooth functioning of the university. For the service that remains, each College should recognize that different activities require different amounts of time and effort, weight them accordingly, and distribute them equitably.

VIII. MODIFIED WORKLOAD

The workload percentages listed in Section III constitute a standard workload for full time faculty. However, flexibility is possible based on the needs of the Academic Unit and the faculty member, in agreement by both. For example, certain positions such as Department Chair, Program leads, Faculty Senate President and Faculty Senate

Executive Committee member typically require faculty members to take on a service load that exceeds the norm. In such cases, short-term modifications to the faculty workload may be made, for example through course releases.

Short-term modifications to any of the three components of workload may be made through discussions between faculty and Department Chair, and approval by the Dean. In no instance should the percentage of faculty workload dedicated to service be reduced to zero, since that places an undue burden on other faculty.

In the event that annual review feedback indicates a faculty member has a pattern of not meeting minimum workload expectations as delineated in their college annual review policy and criteria, the Department Chair may recommend a modified workload.

Any modifications of faculty workload should be in writing and include the reasoning for the modification and the timeframe that the modification will be in effect. The faculty member should be notified of the modification within 10 business days after the Dean's approval. The Chair, Dean, faculty member, and Provost should receive/maintain a copy of the modification. All modifications should be reflected in the college's annual workload report.

IX. DISPUTING WORKLOAD ASSIGNMENTS

Although not required in order to file a university level grievance, faculty members may discuss any concerns regarding their workload assignment with their Department Chair and subsequently with their Dean if concerns are not addressed.

If unresolved, Faculty members may dispute their assigned workload by initiating a university level grievance as provided in the UHCL Faculty Grievance Policy (UHCL MAAP 6.A.17). Until any dispute has been fully resolved, the terms of the original workload assignment being disputed will remain in effect.

X. WORKLOAD CERTIFICATION PROCEDURES

Each College will report the past year's annual faculty workload assignments, as well as the plan for the upcoming year, to the Provost, within 30 days of the end of spring semester. The Provost will provide a summary report of the previous year's workload assignments and modifications to the faculty at the start of the fall semester.

The University shall file with the Board of Regents a report, by department, of the academic duties and services performed by each member of the faculty during the nine-month academic year, showing evidence of compliance with requirements established

by the governing board. Teaching responsibilities in each workload standard shall be in proportion to the portion of salary paid from funds appropriated for instructional purposes.

XI. REVIEW AND RESPONSIBILITY

This policy will be reviewed by the Faculty Life Committee of Faculty Senate every 5 years unless an interim need for substantive review or revisions is needed.

Responsible Parties: Faculty Life Committee of Faculty Senate


Review: Every 5 years

XII. APPROVAL

Signature lines for formal approval of the document.

Approved:


Provost and Senior Vice President of Academic Affairs


President

Date: 4/14/2022

XIII. REVISION LOG

Revision Number	Approval Date	Description of changes
1	May 8, 1997	Approved by University Council
2	4/14/2022	Substantive Changes to Policy Statement, Responsibilities and addition of sections delineating Guiding Principle sections that pertain to teaching, service and research, scholarly and artistic activities as well as modifications of workload and workload certification procedures.