University of Houston Clear Lake

FY2026 Annual Plan and Budget

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."

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 pursue innovative and strategic initiatives to support students through the UHCL Impact. Building on the momentum of the STEM building completed in 2019, the Campus Construction Assistance Program (CCAP) is now underway in the Bayou Building. Half of the $45 million allocated by the state is dedicated to renovating and upgrading learning environments where students will develop the skills needed to transform their futures.

Spaces supporting programs such as Biology, Biological Sciences, Human Sciences, and other science disciplines—many of which are more than 45 years old—are being transformed into state-of-the-art classrooms and research labs. These upgrades will better equip faculty and students to translate academic learning into real-world careers.

In addition, UHCL has opened new spaces designed to support high-demand career pathways, including flexible learning environments that allow students—particularly those working in the Texas Medical Center—to seamlessly transition from daytime jobs to evening classes. This vibrant, accessible facility represents an exciting step forward in student support and career alignment.

Further strengthening student success, UHCL has leveraged funding from the Comprehensive Regional University (CRU) initiative, awarded in the last legislative session, to develop and implement new, data-driven programs focused on supporting at-risk students. These initiatives are reflected in both the FY2026 and FY2027 budgets.

UHCL Planning Process

The planning process at UHCL includes strategic planning, collaboration between the divisions of Academic Affairs, Student Affairs, Strategic Enrollment Management, Administration & Finance, and University Advancement, as well as budgeting, implementation, and assessment of outcomes. In preparing the FY26 budget, the Planning and Budget Office has returned to the basics—verifying all sources and uses to ensure a sustainable budget. Faculty, staff, and students are engaged in the planning process through multiple presentations and discussions with leadership, faculty representatives, business personnel, and student groups. The University faces challenges related to declining enrollment and the recruitment and retention of qualified faculty and staff. FY26 marks the second year of salary increases stemming from a compensation study conducted in Spring 2024; however, challenges with staff recruitment and retention persist. Focusing on the University's strategic objectives and the sustainability of operations, a comprehensive and collaborative effort was undertaken to identify opportunities for operational efficiency and restructuring—aimed at reducing costs without compromising outcomes. In collaboration across campus, University leadership researched, organized, and implemented a large-scale reduction in the use of centralized funds. This process involved the elimination of faculty and staff positions, along with reductions in maintenance and operational expenditures.

For the new biennium, declining enrollment has negatively impacted formula funding for the University's general revenue state appropriations, while research and infrastructure funding have seen slight increases. These declines were driven by many factors. Simultaneously, the national and regional trend of declining enrollment in graduate programs has greatly affected our campus. International enrollment continues to decline and, given the current political climate, is expected to decrease further.

The major priorities to be addressed in Fiscal Year 2026 are (1) Student Success, (2) National Competitiveness, (3) University Infrastructure and Administration, and (4) Community Advancement. As part of a large-scale, campus-wide effort to align actual revenues with expenses, budgeted funding was either reallocated or eliminated. These strategic actions created the capacity for modest increases in the areas outlined below. The following section provides an overview of UHCL's priorities and initiatives for FY2026. The major priorities include:

- **Student Access and Success**   **-$3,513,888**
  - Federal and State Financial Aid
  - Faculty Recruitment, Retention and Expansion
  - Gifts & Endowments
  - Enhanced Student Support Services
  - Debt Service - Academic Infrastructure HEF
  - Debt Service - Other E&G Space Infrastructure HEF
  - Instructional Support HEF

- **National Competitiveness**   -$ 6,524,849
  - Federal and State Research Support

- **University Infrastructure and Administration** $ 8,942,260
  - Recruit and Retain Highly Qualified Staff
  - Operations and Administration Support
  - Annual Deferred Maintenance & Life Safety
  - Campus Security, IT and Infrastructure

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

REALLOCATIONS AND REDUCTIONS

The FY2026 budget represents the first year of the 89th Legislature for the 2026-2027 biennium. To help address the inflationary hardships faced by the general population. No increases to tuition or academic fees have been approved for Fiscal Year 2026. This will mark the fourth consecutive year without an increase. Coupled with declining enrollment and rising operating costs, University leadership made the difficult decision to reduce the overall budget to reflect current financial realities. Additionally, efforts were made to significantly reduce reliance on surplus equity balances to fund instruction and academic support. As a result, academic units are being encouraged to make more strategic use of surplus funds from sources such as academic fees, indirect cost (IDC) recovery, differential designated tuition (DDT), and the Information Resource Fee—promoting more deliberate and effective budgeting practices. The FY26 budget includes substantial reallocations and reductions designed to sustain critical initiatives that support students—initiatives launched in prior years—while relying on fund balances to cover the remaining gaps. These fund balances will be drawn down at a progressively decreasing rate until enrollment recovers and the structural deficit is eliminated. The primary strategy centers on operational restructuring and budget reductions, including the elimination of over-allocated funds in areas with historical underspending or low return on investment. These resources are being realigned to support the University's strategic priorities. Reallocations will continue to focus on advancing the goals outlined in the University's strategic plan. Base funded items were identified that could be shifted to decentralized funding sources to assist with the funding of initiatives. The University remains committed to fully eliminating the use of surplus fund balances for centralized funding by Fiscal Year 2027. This effort supports long-term financial sustainability and responsible stewardship of institutional resources.

A substantial portion of the reductions involve permanent staffing changes. Academic areas have consolidated certain departments to streamline leadership structures and evaluated the effectiveness of existing programs.

Some of these changes will take effect on August 31, 2025, with the remaining adjustments scheduled for August 31, 2026.

The staffing changes include:

- Voluntary Staff Incentive Plans (VSIP)
- Elimination of Vacant Positions
- Reductions in Force (RIF)

Outlined below is a summary of the staffing changes, followed by the Total Reallocations:

Staffing Changes	Staff	Faculty	Total
VSIP/Eliminations	22	11	33
VSIP Staff/to be replaced	2		2
Vacancy Eliminations	57	19	76
Reducion in Force/Staff	37		37
Summary	118	30	148

DESCRIPTION	AMOUNT	EXPLANATION
UNIVERSITY REDUCTION	($14,418,717)	Reduction due to Enrollment shortfall
REALOCATIONS	$5,552,414	Set-aside for Merit FY26, YR3 Comp Study, Summer instruction, vacancies, compression
REALOCATIONS	$3,556,890	One-time funding for 2026 Faculty VSIP & Faculty Non-renewals

TOTAL REALLOCATIONS/REDUCTIONS ($5,309,413) App *A - B*

Priority 1. Investment in Student Success in FY2026 Initiatives

In Fall 2014, the University of Houston-Clear Lake (UHCL) transitioned from an upper-level institution to a four-year university. As of Fall 2025—marking our twelfth year as a four-year institution—UHCL has enrolled 285 first time-in-college (FTIC) students and 527 transfer students as of July 10, 2025.

While the number of transfer students has declined from a recent high of 1,378 in Fall 2021, this trend reflects broader post-pandemic enrollment patterns, with more students choosing to remain close to home.

Student success remains a top institutional priority, as evidenced by a six-year graduation rate of 67.4%. This strong outcome speaks to the academic preparedness of our students and the university's commitment to intentional, student-centered support systems.

FTIC students enrolled in Fall 2025 came from over 80 high schools, primarily from southeastern Harris County, followed by Galveston and Brazoria counties. These students entered with an average high school GPA above 3.44, while transfer students maintained an average transfer GPA above 3.0.

Among FTIC students:

- 58% identified as female, 42% as male

- 75% enrolled full-time, and 25% part-time

This continues a positive trend toward increased full-time enrollment, which has risen from 78% in Fall 2019 to 76% in Fall 2025.

UHCL's commitment to STEM education continues to yield positive results, with recently introduced programs showing steady growth and contributing to overall undergraduate enrollment. The University also maintains a strong partnership with Alvin Community College (ACC), which delivers lower-division coursework at UHCL Pearland—advancing accessible, seamless transfer pathways for regional students.

In the Texas Medical Center, the College of Business is leveraging its new space—established through a partnership with Texas Children's Hospital—to support professionals through both undergraduate and graduate Health Care Administration degree programs. This initiative expands UHCL's presence in a key strategic area and aligns with workforce demand.

The College of Education, through expanded funding for the Success Through Education Program (STEP), has strengthened its partnerships with regional Independent School Districts. This effort directly addresses the regional teacher shortage by preparing more qualified educators to meet local needs.

Priority 1 Investment of Resources – FY2026 Initiatives - Detail

- **Federal and State Financial Aid**   **$(9,115,163)** *App A-C1*
    This reduction is a result of the loss of federal grant funding.

- **Faculty Recruitment, Retention and Success**   **$340,729** *App A-C2*
    Funding has been allocated for the implementation of Year 2 of the Faculty Compensation Study. This investment supports the University's efforts to recruit and retain high-quality faculty.

- **Gifts and Endowments**   **$849,982** *App A-C3*
    Increase represents change in budgeting principles not realized new resources.

- **Enhanced Student Support Services – New Resources**   **$400,000** *App A-C4*

  New income has been generated through the University's partnership with Campus Living properties. This revenue will be directed to support Student Housing operations.

- **Debt Service Acad. Infrastructure HEF - STEM Classroom Bldg**   **$706,755** *App B1*

  HEF supplemented the state TRB allocation to expand the building by an additional 18,000 square feet. This expansion includes teaching laboratories for Chemistry and Mechanical Engineering, as well as a 120-seat, auditorium-style classroom.

- **Debt Service E&G Space Infra HEF - Recreation & Wellness Ctr**   **$765,563** *App B2*

  HEF has continued to fund approximately 23,000 square feet of space dedicated to the Exercise and Health Sciences program, which includes laboratories, classrooms, and faculty offices.

- **Instructional Support HEF**   **$ 2,538,246** *App B3*

  The project to enhance Classroom and Lab instructional technology at UHCL's campuses began FY2025. 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 FY2026 Initiatives - Summary

Student Success	New Resources	HEF	Total
Federal and State Financial Aid	(9,115,163)		(9,115,163)
Faculty Recruitment, Retention and Expansion	340,729		340,729
Gifts & Endowments	849,982		849,982
Enhanced Student Support Svc	400,000	-	400,000
Debt Service - Academic Infrastructure	-	706,755	706,755
Debt Service - Other E&G Space Infrastructure	-	765,563	765,563
Instructional Support	-	2,538,246	2,538,246
Subtotal Student Success	$ (7,524,452)	$ 4,010,564	$ (3,513,888)

Priority 2. Investment in National Competitiveness in FY2026 Initiatives

Despite the reduction in Federal and State Research Support, UHCL continues to deliver high-quality educational programs that meet the evolving needs of students, employers, and the broader community. One key external indicator of academic excellence is the achievement of specialized accreditations. Currently, UHCL's academic programs hold accreditations from leading professional organizations, including:

- Association to Advance Collegiate Schools of Business (AACSB)

- Accreditation Board for Engineering and Technology (ABET)

- Council for the Accreditation of Educator Preparation (CAEP)

- State Board of Educator Certification (SBEC)

- American Psychological Association (APA)

- National Association of School Psychologists (NASP)

- Council on Social Work Education (CSWE)

- Accreditation Commission for Education in Nursing (ACEN)

- Behavior Analysis Accreditation Board (BAAB)

- Human Factors and Ergonomics Society (HFES)

- American Chemical Society (ACS)

In total, UHCL currently maintains 32 specialized accredited programs, demonstrating the University's ongoing commitment to academic rigor and programmatic excellence.

FY2026 Budget Initiatives

- **Federal and State Research Support** $ **(6,524,849)***App A-C6*
  This reduction is a result of the loss of federal grant funding.

Priority 2. Investment of Resources in FY2026 Initiatives

National Competitiveness	New Resources	HEF	Total
Federal and State Research Support	(6,524,849)	-	(6,524,849)
Subtotal National Competitiveness	$ (6,524,849)	$ -	$ (6,524,849)

Priority 3. Investment in University Infrastructure & Administration in FY2026 Initiatives

While the University is fully maintaining its current resources dedicated to this priority, minimal projected enrollment growth and the continued freeze on tuition rates have limited the availability of additional resources for allocation. Conversely, the allocation of state Higher Education Fund (HEF) resources increased, allowing the creation of a reserve to support HEF-related activities on an as-needed basis. Use of these funds will require approval from President Dr. Walker and the applicable Vice President.

A key priority for UHCL is to maintain an operationally efficient and safe physical environment that supports the successful achievement of the University's mission. This environment is essential for fostering learning, teaching, research, community service, and providing strong support for faculty, staff, students, and alumni.

UHCL has consistently upheld a Facility Condition Index Number (FCIN = Deferred Maintenance / Current Replacement Value) of 1% or less by proactively identifying and completing planned maintenance and capital renewal projects each year, thereby avoiding the accumulation of deferred maintenance. To support strategic and intentional planning, the University recently conducted a mid-cycle review of its 10-year master plan—now at its five-year mark. This review, conducted through Shared Governance committees, provided valuable insights into how the original assumptions align with both the University's Strategic Plan and the ongoing operations of Facilities Management.

A $3 million investment in an Energy Savings Performance Contract has been completed and will generate ongoing savings to help address deferred maintenance needs across campus. Additionally, UHCL is participating in its new partnership with Texas Children's Hospital. Relocation of the Healthcare Administration operations to the Texas Medical Center is complete. This strategic move has strengthened UHCL's nationally recognized Healthcare Administration program by situating it in a high-impact location and aligning it more closely with industry needs.

The University is entering the construction phase of a major capital construction project for the Bayou Building—UHCL's largest academic facility—using Campus Construction Assistance Program (CCAP) funds. This initiative will result in significant renovations to academic and research spaces while also addressing deferred maintenance.

Finally, campus safety and security have been substantially enhanced through a major overhaul of the campus camera system, significantly improving surveillance capabilities and reinforcing UHCL's commitment to providing a secure learning environment.

FY2026 Budget Initiatives

- **Recruit and Retain High Quality Staff** $881,595*App A-C8*
  To address the significant increase in market compensation, the University is investing in efforts to maintain market competitiveness and ensure its ability to attract and retain top faculty and staff in support of institutional priorities. This marks Year 2 of the implementation.

- **Annual Deferred Maintenance & Life Safety – HEF** $ 3,882,501 *App B5&8*
  UHCL will continue advancing projects outlined in our 5-year facilities plan to maintain a low Facility Condition Index (FCI). Planned projects include ongoing initiatives such as classroom upgrades and replacements, energy reduction measures (including LED lighting), ceiling tile replacements, campus wayfinding enhancements, chiller maintenance system upgrades, space utilization management software implementation, and control system replacements.

- **Campus Security, IT and Infrastructure – HEF** $ 2,122,118 *App B6*
  These funds support the UHCL Campus Public Safety building and infrastructure, as well as the replacement and upgrade of faculty and staff desktop computers on a four-year cycle.

Priority 3. Investment of Resources in FY2026 Initiatives

University Infrastructure & Administration	New Resources	HEF	Total
Recruit and Retain Highly Qualified Staff	881,595	-	881,595
Annual Deferred Maintenance & Life Safety	-	3,882,501	3,882,501
Campus Security, IT and Infrastructure	-	2,122,118	2,122,118
Subtotal University Infrastructure & Administration	$ 881,595	$6,004,619	$ 6,886,214

Priority 4. Community Advancement

The University of Houston–Clear Lake's mission emphasizes the importance of being both partnership-oriented and community-minded. In recognition of UHCL's ongoing commitment to community service and outreach, the University 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 advances community engagement through 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).

UHCL remains committed to community education and engagement, particularly through expanded programming at Pearland and the Campus Ambassador program which strengthens connections at both the Clear Lake and Pearland campuses. Given limited resources available for new initiatives, no additional allocations are identified for FY2026.

FY2026 Budget Initiatives

- The University is maintaining current resources dedicated to this priority; however, due to minimal projected enrollment growth and no tuition rate increases, no additional resources were available for allocation.

Priority 4. Investment of Resources in FY 2026 Initiatives

Regional Collaboration Partnership	New Resources	HEF	Total
Cultural Activities	0	0	0
Communication & Educational Public Service	-	-	-
Subtotal Partnership	$ -	$ -	$ -

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

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).

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

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 activites as well as modifications of workload and workload certification procedures.