

UCCS CAMPUS POLICY

Policy Title: Differentiated Annual Workload Evaluation

Policy Number: 200-028

Policy Functional Area: Academic Affairs

Effective: July 23, 2025

Approved by: Jennifer Sobanet, Chancellor



Responsible Vice Chancellor: Executive Vice Chancellor for Academic Affairs (VCAA)

Office of Primary Responsibility: Office of the Provost - (719) 255-8227

Policy Primary Contact: Office of the Provost - (719) 255-8227

Supersedes: N/A

Last Reviewed/Updated: N/A

Applies to: Faculty

Reason for Policy: A campus Differentiated Workload Policy is required under CU Administrative Policy Statement (APS) 1006, III.A. Per APS 1006, "The university recognizes that there are legitimate differences in: (1) faculty development needs; (2) interests and areas of expertise among faculty members; (3) conventions particular to academic disciplines; and (4) academic unit program needs. A prescriptive, rigid, and/or uniform formula that inflexibly dictates annual workloads for individual faculty is not conducive to responding to these differences." (II.A.)

I. INTRODUCTION

A key element of a differentiated workload agreement is the differentiated weighting for annual evaluation. The intent of this policy is to provide a framework for colleges, the library, and primary units to use to approve differentiated workloads for faculty. The University of Colorado Colorado Springs (UCCS or university) recognizes that there are legitimate differences in faculty development needs, interests and abilities and provides the differentiated workload as a measure of flexibility to take these differences into account.

II. POLICY STATEMENT

A. General Requirements

1. This policy sets forth the basic framework for standard and differentiated workloads. More specific policies shall be developed at the college, library, and/or primary unit level. This policy also provides basic requirements for the college and/or primary unit policies.
2. Each college, the library, and/or primary unit must establish a standard annual evaluation workload

weighting distribution policy for scholarly/creative work, teaching or librarianship, leadership and service, and other activities as they apply.

3. Each college, the library, and/or primary unit must establish a process by which differentiated workloads may be negotiated consistent with the university's commitment to teaching or librarianship, scholarly/creative work, professional practice, professional development, and leadership and service, based on individual faculty needs, academic program needs, and the goals and objectives of the college, library, and/or primary unit, and of the campus. The relative effort between these may be adjusted in accordance with the talents and shifting priorities of each individual faculty member and their primary unit.
4. Each faculty member is required to have a Faculty Responsibility Statement (FRS) on file annually, except during the first year of hire in which the letter of offer serves as the workload basis.

B. Tenured and Tenure-Track Faculty Workload

1. The standard annual evaluation proportions for tenured and tenure-track faculty (for example, 40% teaching or librarianship, 40% research, 20% leadership and service) will be altered to account for the differentiated workload assignment. Typically, these proportions are outlined in the letter of offer and in the primary unit or college workload policy.
2. Tenured and tenure-track faculty who are not in full-time administrator positions should have some workload allocated in each of the areas of teaching or librarianship, scholarship, and leadership and service.
3. Each college, the library, and/or primary unit must establish the typical teaching or librarianship effort for full time equivalent (100% FTE) 9-month tenured and tenure-track faculty members (for example, 15 credit hours or equivalent contact hours per academic year.) As applicable, each college, the library, and/or primary unit must establish the typical teaching or librarianship effort for full-time equivalent (100% FTE) tenured and tenure-track faculty on 12-month appointments.
 - a. The teaching or librarianship effort for newly hired full time equivalent (100% FTE) assistant professor 9-month tenure-track faculty members should be lower than the standard load (for example, 12 credit hours or equivalent contact hours per academic year) until the year of comprehensive review. Comparable adjustments should be made for newly hired full-time assistant professor 12-month tenure-track faculty members.
4. Each college, the library, and/or primary unit must establish the typical research effort for full time equivalent (100% FTE) 9-month tenured and tenure-track faculty members. As applicable, each college, the library, and/or primary unit must establish the typical research effort for full-time equivalent (100% FTE) tenured and tenure-track faculty on 12-month appointments.
5. Each college, the library, and/or primary unit must establish the typical leadership and service, and professional practice (if applicable) effort for full time equivalent (100% FTE) 9-month tenured and tenure-track, faculty members. As applicable, each college, the library, and/or primary unit must establish the typical leadership and service, and/or professional practice effort for full-time equivalent (100% FTE) tenured and tenure-track faculty on 12-month appointments.
6. Faculty members on the tenure track are strongly encouraged to consider the need for a differentiated workload in consultation with their supervisor because of the possible impact such assignment may have on career progression. Pre-tenure faculty in particular should consider promotion and tenure requirements as well as clinical and accreditation requirements before requesting a differentiated workload.
7. Primary units must have a process for determining the annual evaluation proportion weighting for

faculty with a differentiated workload to accommodate a sabbatical assignment.

8. Primary units may adjust the standard research, service, professional practice, or clinical effort of their established workload policies by taking into account other factors deemed relevant in determining faculty annual evaluation weighting expectations.
 - a. The appropriate academic administrator may adjust a faculty's standard effort expectation in their written and approved workload policies by taking into account criteria such as: scholarly efforts, external funding activity, class size, credit hours produced, contact hours, co-teaching, modality of instruction, level of instruction, disciplinary expectations, accreditation requirements, professional development, advising, mentoring, professional practice, leadership and service, and other factors deemed relevant in determining faculty expectations.
 - b. Both 9 and 12-month faculty are permitted to prospectively request how they will spread out their teaching across winter, spring, summer, and fall semesters/sessions. For 9-month faculty, teaching on-load in winter and summer sessions is permitted when courses are available and approved by the primary unit chair and dean. College, library, and/or primary unit workload policies must outline the conditions under which teaching onload during winter or summer sessions is and is not permissible.
 - c. Each college, the library, and/or primary unit must develop a set of policies and practices to formally allocate faculty workloads to include otherwise uncompensated individualized student instruction. Each college, the library, and/or primary unit will establish a ratio for how much individualized instruction will be equivalent to an onload course credit or a course reduction (for example, 24 credit hours generated by individualized instruction will be equivalent to an onload course credit or a course reduction). Each College, library, and/or primary unit workload policies must indicate if credit equivalents accumulate over a period of time (for example, three years), whether and how to count historical credits earned previous to this policy, the timing of the accumulation (for example, in real time versus when the student graduates) and how to distribute or split credits across colleges and within roles (for example, graduate committee chair or methodologist).

Examples of uncompensated individualized instruction applicable to this policy include:

- (1) Dissertation and doctoral level individualized instruction
- (2) Masters thesis individualized instruction
- (3) Graduate and undergraduate individualized research instruction
- (4) Independent studies that meet the needs of graduate and undergraduate students
- (5) Other research, professional practice, or clinical practicum uncompensated instruction as outlined in primary unit or college/library policy.

C. Instructional, Research, And Clinical (IRC) Faculty Workload

1. IRC faculty will typically have their workload assignments and evaluation weighting indicated in their employment agreement (which may be in the form of a letter of offer or contract). Changes to workload will be captured on the Faculty Responsibility Statement. For at-will faculty, any differentiated workload must be approved each year. For those on multi-year contracts, a differentiated workload may be approved for all or part of the contract. The notification of intent to continue should include either the applicable standard workload or the differentiated workload indicated by the FRS.
2. Each college, the library, and/or primary unit must establish, as applicable, the typical teaching or

librarianship, research, leadership and service, professional development, and professional practice effort for full time equivalent (100% FTE) 9-month IRC faculty members. As applicable, each college, the library, and/or primary unit must establish the typical teaching or librarianship, research, leadership and service, professional development, and professional practice effort for full-time equivalent (100% FTE) IRC faculty on 12-month appointments.

3. Primary units may adjust the standard effort expectation in their established workload policies for IRC by taking into account criteria such as: scholarly efforts, external funding activity, class size, credit hours produced, contact hours, co-teaching, modality of instruction, level of instruction, disciplinary expectations, accreditation requirements, professional development, advising, mentoring, professional practice, leadership and service, and other factors deemed relevant in determining IRC expectations.
4. The standard applicable teaching or librarianship, research, professional development, professional practice, and leadership and service effort for newly hired full time equivalent (100% FTE) IRC faculty should be adjusted during the first year of the contract to allow for dedicated time for professional development, onboarding, and to establish strong teaching pedagogy, research skills and practice, and/or clinical practice.
5. IRC faculty are permitted to prospectively request how they will spread out their teaching across winter, spring, summer, and fall semesters/sessions. Teaching on-load in winter and summer sessions is permitted when courses are available and approved by the primary unit chair and dean. College and unit workload policies must outline the conditions under which teaching on-load during winter or summer sessions is and is not permissible.
6. Each college, the library, and/or primary unit must develop a set of policies and practices to formally allocate faculty workloads to include otherwise uncompensated individualized student instruction. Each college, the library, and/or primary unit will establish a ratio for how much individualized instruction will be equivalent to an on-load course credit or a course reduction (for example, 24 credit hours generated by individualized instruction will be equivalent to an on-load course credit or a course reduction). College, library, and/or primary unit workload policies may consider if credit equivalents may accumulate over a period of time (for example, three years), whether and how to count historical credits earned previous to this policy, the timing of the accumulation (for example, in real time versus when the student graduates) and how to distribute or split credits across colleges and within roles (for example, graduate committee chair or methodologist).

Examples of uncompensated individualized instruction applicable to this policy include:

- a. Dissertation and doctoral level individualized instruction
- b. Masters thesis individualized instruction
- c. Graduate and undergraduate individualized research instruction
- d. Independent studies that meet the needs of graduate and undergraduate students
- e. Other research, professional practice, or clinical practicum uncompensated instruction as outlined in primary unit or college/library policy.

D. Approval Process

1. Faculty responsibility statements (FRS) are the mechanism tenure/tenure track faculty and IRC faculty will use to request and receive approval for a differentiated workload that mutually meets the faculty's, primary unit's, and college's needs and goals. The FRS must be signed by the faculty member and approved by the chair/director of the primary unit and by the dean.

- a. Each faculty member is required to have an FRS on record annually.
- b. Any tenured/tenure track or IRC faculty member can initiate a differentiated workload request at any time. The university also recognizes that there are legitimate differences in faculty development needs, interests and abilities and provides the differentiated workload as a measure of flexibility to take these differences into account. Normally, it is expected that the FRS will be part of the annual review process to prospectively determine the faculty's workload for the upcoming year. During annual review evaluation, faculty may choose to accept the standard weighting, request continuation of an existing differentiated weighting, or petition for a new differentiated weighting.
- c. The FRS must describe the nature of the changed workload and the evaluation weighting to be used.
- d. The FRS must provide a justification or reasons for the proposed workload. It must state how it meets the needs of the faculty member and the primary unit.
- e. The effective period shall be indicated. Once the approved workload is determined, the approved FRS will be provided to the faculty member before the effective period begins.
- f. Any faculty member who is denied a differentiated workload may appeal by filing a written grievance within twenty (20) working days' notice of denial.
 - (1) The grievance will be referred to an appropriate college or library faculty committee which will issue a recommendation to the dean. The dean's decision may be appealed through the appropriate grievance process.

E. Implementation, Oversight, and Compliance

1. Responsibilities of Primary Unit Chairs and Directors

- a. Each primary unit chair and director is responsible for ensuring that faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the respective primary unit.
- b. Each primary unit chair and director is responsible for ensuring that each faculty member within the primary unit is in compliance with the stated faculty workload policy and guidelines.
- c. Primary unit chairs and directors in each college and the library will prepare an annual summary report of assigned faculty member workloads in their primary unit for the dean. In non-departmentalized colleges, the dean shall prepare the annual report. The report should be made available to all faculty in an easily accessible manner.

2. Responsibilities of the Dean

- a. Each dean is responsible for ensuring that the faculty workload policy and guidelines are applied equitably, appropriately, and with transparency across the primary units or divisions of the college.
- b. Deans set the timeline and expectations for annual summary reports in section E.1.c.

3. Review and Approval of Workload Policies

- a. Primary unit workload policies within colleges or the library shall receive the approval of the dean.
- b. Workload policies in non-departmentalized colleges and the library should be developed by

the faculty of the college in consultation with the dean.

- c. Approved workload policies must be submitted to the Office of the Provost, which shall maintain a record of all approved workload policies.
- d. The ultimate responsibility for ensuring faculty workload equity, accountability, and compliance across the university lies with the Provost and Executive Vice Chancellor for Academic Affairs.
- e. Primary unit workload policies must be in line with any college level policies. In the absence of a college or primary unit policy, this policy is the default.
- f. Colleges, the library, and/or primary unit should review their workload policies at least every five years, ideally in concert with revisions of annual review criteria or reappointment, tenure, and promotion criteria, after initial approval as per the procedures established in Section E above.

III. KEY WORDS

N/A

IV. RELATED POLICIES, LAWS, AND OTHER RESOURCES

- A. [Regent Policy 5.C – Faculty Appointments](#)
- B. [Administrative Policy Statement 1006 – Differentiated Annual Workloads for Faculty](#)
- C. [Form – Model Faculty Responsibility Statement \(see attached\)](#)

V. HISTORY

Initial policy approval	July 23, 2025
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Model

Faculty Responsibility Statement

[This model contains all the elements required by the campus Differentiated Workload Policy; Colleges are allowed to change the format and order and to add additional elements (as long as they comply with the campus policy), including the Professional Plan if desired]

Name:

Faculty Rank:

Department/Academic Unit/Library:

Date this FRS workload begins:

- This period will normally start the following academic year; For example, an FRS submitted in fall 2025 would typically start in fall 2026

Faculty Responsibility Statement (FRS): A Faculty Responsibility Statement (FRS) serves as a guide to clarify faculty's obligations and outlines the core responsibilities and expectations of faculty members as they relate to their annual workload distribution in the categories applicable to their position.

- Normally, it is expected that the FRS will be part of the annual review process to prospectively determine the faculty's workload for the upcoming year
- Performance in all areas of the workload(s) indicated above will be evaluated based upon the criteria found in the faculty member's respective department and college policies
- An FRS may be submitted at any time to make workload adjustments that fall outside of the merit evaluation process

Standard Workload: *[the standard applicable workload should be pre-populated by the unit or college; the college may choose to have one FRS with all eligible faculty types (early pre-tenure, post comprehensive pre-tenure, tenured, teaching professor track) or to make different forms for each grouping]*

Appointment Workload Differentiation Request (note: total must equal 100%) *[Categories in this section may be prepopulated with those applicable to a specific role (early TT, post-comp TT, tenured, teaching professor track)]*

- ___ I do not request a differentiated workload; I expect to work under the standard workload
- ___ I am currently on a differentiated workload for this year that I wish to continue as noted below
- ___ I am requesting a new differentiated workload as noted below

Date the differentiated workload will begin:

Teaching: ___%

Scholarly/creative works: ___%

Leadership and service: ___%

Professional/clinical practice: ___%

Professional development: ___% (for IRC faculty)

Other as recognized by the unit or college policy: ____%

Proposed Teaching Load for next academic year (or period in which any differentiated workload is sought):

- Only courses for which no additional compensation is received should be listed here
- The use of courses [*or credit hours*] and any claims of equivalents is determined by the policies of the academic unit or library or the college

Total # of courses (or course hours) or equivalents = ____

- Fall = ____ courses [*or credit hours*] or equivalents
- Winterim = ____ courses [*or credit hours*] or equivalents
- Spring = ____ courses [*or credit hours*] or equivalents
- Summer = ____ courses [*or credit hours*] or equivalents

of offloads or buyouts (if any) =

- Description of offloads or buyouts:

8. If applicable, explanation of how a differentiated workload will benefit the individual faculty member, the department [*academic unit or library*], and the university:

This Faculty Responsibility Statement has been agreed upon by:

Faculty Member Name:

Date:

Department Chair:

Date:

Dean:

Date:

[Provision should be made for faculty to be informed of the reasons for denial, if applicable; the college's process for that should be explained in this form.]