Workload Policy, Dietrich School of Arts and Sciences, University of Pittsburgh

This document sets forth workload policies for faculty within the Dietrich School of Arts and Sciences (DSAS). This policy builds upon the Collective Bargaining Agreement reached between the United Steelworkers and the University of Pittsburgh on May 10, 2024. The original document was approved by DSAS Council on November 20, 2024.

This policy covers workload effort in three areas: research/creative activity, teaching, and service. For the purposes of this document, "faculty" refers to all faculty in the bargaining unit.

Department chairs and directors of programs with faculty ("unit heads") administer their individual unit's workload policy, in conjunction with this policy. They should ensure that all full-time faculty in their unit contribute equitably (as much as possible) to service. Unit heads should work with full-time faculty early in the academic year (AY) (or earlier) to establish a satisfactory service load for the upcoming AY (i.e. the Fall and Spring semesters), with the understanding that planned service loads may be unpredictable and change over time. The workload policy will inform promotion files and annual letters written by unit heads, but it does not replace evaluation of performance. Work done outside the period covered by faculty contracts is generally not considered in this calculation. For these purposes, no distinction is made between faculty on eight-month contracts and those on nine-month contracts.

Principles Underlying Workload Policy
Equity: This policy aims for equitable workload across ranks and across academic units, particularly in the area of service. It also aims to avoid work inequities on the basis of categories such as race, ethnicity, or gender.
Transparency: This policy aims to establish publicly accessible policies through faculty governance at the DSAS and unit level, with ongoing and meaningful participation from bargaining-unit faculty.
Flexibility: This policy is not simply prescriptive but recognizes that workload effort in the three areas varies over time and across career stages and that changes to workload effort are inevitable. It also recognizes that the needs of faculty, units, the DSAS, and the University change over time.
Communication: This policy aims to foster continuing discussion about workload between unit heads and faculty. It also aims to foster discussion between unit heads and the DSAS Dean's office.
Accountability: This policy aims to ensure that faculty conduct their duties within acceptable parameters and that the DSAS compensates faculty whose workload is significantly above expectations. Previously unaccounted work will now be captured.

Overall Distribution of Effort

The DSAS recognizes the varied needs and goals of individual units, and thus what follows are meant as guidelines. Each unit determines the distribution of effort for each rank in the unit in the three areas (teaching, research/creative activity, service). Common effort percentages (listed below) are not meant to be exact indicators of effort. Unit-level workload policies must be developed in writing following procedures of collective governance as per unit bylaws, including meaningful participation of bargaining-unit faculty. Then, they must be approved by the DSAS. Once approved, the policy must be publicly available to all members of the unit.

Total apportionment across the three areas will always be 100%. Faculty will usually have 20% effort devoted to service. Workload will generally be distributed as follows for full-time faculty on two-term contracts:

- TTS (tenured and tenure-stream) faculty with a 2/2 teaching load will generally have 20% effort for service, 40% for teaching, and 40% for research/creative activity. Pre-tenure faculty may however have less effort devoted to service (see below). Tenured distinguished and endowed faculty will generally have a one course reduction for teaching, with a corresponding increase in research/creative activity or service.
- Full-time appointment-stream faculty will generally have 80% effort for teaching and 20% for service. Early-career appointment-stream faculty may however have a lower effort for service (see below).
- Research faculty (e.g. Research Assistant Professors) will generally have 80% effort for research and 20% for service. Distribution of effort in this category may vary depending on funding source.
- Clinical faculty will generally have 80% effort for teaching/clinic and 20% for service.
- Visiting faculty generally follow the distribution corresponding to the non-visiting appointment (e.g. Visiting Assistant Professor effort matches that of an Assistant Professor, Visiting Lecturer effort matches that of a Teaching Assistant Professor).

Part-time faculty hired on a term-by-term basis will normally have effort devoted to teaching only and no service or research effort. Part-time faculty effort will align with the number of credits being taught in a semester (e.g. a 3-credit course equals 30% effort for the term, 4-credit course equals 40% effort for the term). Additionally, effort for non-credit bearing courses will be pro-rated according and calculated on the following: one (1) full business day of work will count as twenty percent (20%) of full-time effort; two (2) full business days will count as forty percent (40%) of full-time effort; three (3) full business days will count as sixty percent (60%) of full-time effort, etc. Effort for faculty on non-standard contracts (e.g. 12 months) should be calibrated to the contract length.

As units consider unit workloads, careful consideration should be given to early-career faculty who need to develop as instructors or who need to establish a research trajectory for tenure or

promotion. For instance, service effort for assistant professors should be less than that of full professors, and research effort for assistant professors may be more than for full professors in the same unit. Beginning teaching assistant professors or instructors may have less effort for service than more advanced appointment-stream faculty.

Individual workload expectations may be modified at the discretion of the unit head, in accordance with the workload policy. Faculty will be given reasonable advance notice of any changes to their workload expectations and will be provided a reasonable opportunity to discuss such changes with their unit head. Faculty annual letters must explicitly state the intended distribution of effort for each faculty member for the next AY based on contracted teaching loads. Temporary changes (e.g. course equivalencies for major administrative positions) and any reapportionment for the next AY should be noted in the annual letter. Unit heads are authorized to make temporary reapportionments lasting one academic year.

The specific apportionment of faculty workload distribution may be evaluated periodically over time by the unit head with an eye to redistribution, but a workload redistribution cannot be made without discussion between a unit head and the affected faculty member. For instance, some faculty may wish to increase their teaching effort and reduce their research effort. Either a faculty member or a unit head may initiate discussions about workload reapportionment, with the expectation that all parties will act in good faith. Any reapportionment lasting more than one year must be approved by the Dean's office and put into writing by the unit head for the faculty member.

In some cases, a unit head and a faculty member may together determine whether work is included in teaching, research/creative activity, or service (e.g. community engagement, DEI work, service to the discipline or profession). Contracted work that is not part of an administrative appointment but results in financial compensation (e.g. College in High School, Osher, Writing in the Disciplines, manuscript review for a press) does not count toward workload effort.

Community engagement work must be approved by the unit head to count as part of workload. Community activities should directly or indirectly contribute to or advance a faculty member's teaching or research, including co-created knowledge with community partners. They should not fall in the categories of volunteerism, philanthropy, advocacy, or board service.

For full-time faculty with a one-semester sabbatical or paid professional development/enhancement leave, the term of their leave will be counted in the appropriate area in terms of effort as determined by the unit head (e.g. research for a research project, teaching for a pedagogy project). For faculty with a year-long sabbatical or paid professional enhancement leave, the full year will be counted in the appropriate area (or areas) in terms of effort as

determined by the unit head. Effort should be noted in the faculty member's annual letter before the leave begins.

Appeals Process
The DSAS envisions that workload distributions, including service workload, will be agreed upon by unit heads and faculty. If a faculty member does not agree with their distribution, they should first discuss the issue with the unit head. However, should a disagreement occur and a resolution not be possible after discussion, a faculty member should follow the grievance procedure as outlined in the Collective Bargaining Agreement (CBA).

Workload Policy for Teaching
Faculty are generally expected to contribute to the teaching mission of the University. The number of credits an individual faculty member teaches per annum is stated in offer/renewal letters. The normal teaching load will be no more than 9 credits per term or 18 credits per AY. Part-time instructors may not exceed nine credits of teaching/term. Off-contract teaching (e.g. overloads, summer teaching, summer study abroad) does not factor into effort.

A TTS faculty member with a 12-credit/AY teaching assignment will normally have 40% effort for teaching. A faculty member with a 9-credit/AY teaching assignment will normally have 30% effort for teaching. Units may however define teaching workload for each rank according to local needs.

An appointment-stream faculty member with an 18-credit/AY teaching assignment will normally have 80% effort for teaching.

In certain cases in which teaching workload may be heavily impacted by factors such as large enrollment, unit heads may adjust the unit workload policy accordingly (with Dean's office approval). Graduate supervision, directed studies, research/internship supervision, and other forms of mentoring may be considered as research or as service for the purposes of workload.

An overload is a teaching load in an academic term or academic year that exceeds a normal teaching load as set forth in the CBA and the unit's workload policy. Faculty may express their interest to their unit head in teaching overload courses by submitting a form indicating the course/topic they are interested in teaching in the semester prior to the semester when the course is to be offered. Before assigning an involuntary overload, the unit head will use their best efforts to assign overload courses to qualified bargaining unit faculty members (BUFM) who have expressed an interest in teaching overload courses. BUFM who teach overload credits may elect to either: 1. be compensated for the overload credits in accordance with CBA Article 27 (Compensation), or 2. reduce their teaching load in the next academic year through a course release equal to the overload credits taught, subject to the approval of their unit head.

Workload Policy for Research and Creative Activity

As noted above, each unit will determine the effort devoted to research/creative activity based on rank. In some cases, tenured faculty may reduce their research/creative effort and devote more effort to teaching or to service, by mutual agreement between the faculty member and the unit head and approval of the Dean's office. In rare cases, a unit head may impose such a change on a faculty member because of continuing lack of engagement in one area over time. For instance, a faculty member with an inactive research agenda may be asked to devote more effort to teaching or service.

Tenure-stream faculty (untenured assistant professors or untenured associate professors) should have a research/creative workload assignment aiming to support success in the area of scholarship/creative activity, as needed for tenure or promotion.

Appointment-stream teaching faculty (e.g. Teaching Assistant Professors, Instructors) will normally not have any effort devoted to research/creative activity, although professional development in support of teaching may be considered as part of service effort. Appointment-stream research faculty (e.g. Research Assistant Professor) will normally not have any effort devoted to teaching.

As research and creative activity vary greatly by unit and by discipline, unit-level policies should determine what constitutes research/creative activity within the parameters of this policy. Refereeing academic papers or manuscripts, editing journals, serving on editorial boards, organizing conferences, or serving on professional organizations outside the University may fall in the category of research/creative activity or in the category of service, as determined by the unit workload policy. Graduate supervision for some units may fall in the research category.

Workload Policy for Service

Service is defined here as work in support of the missions and goals of an individual unit (department, program, institute, or center), the Dietrich School, the College of General Studies, the University, or communities outside the University. Service may also be in support of the missions and goals of the discipline or the profession. All full-time faculty are expected to contribute service as part of their appointment. Service to professional organizations (as noted above) may be considered part of research or service for these purposes. The category of service may include the advising and mentoring of graduate and undergraduate students outside the classroom (e.g. directed studies, honors theses, PhD dissertations, comprehensive exams, undergraduate research projects not part of a faculty member's normal research). Faculty across many units offer instruction via independent studies, directed studies, and undergraduate research. Unit heads should ensure that these forms of instruction are used appropriately and that no faculty member is overburdened with these modes of instruction.

This policy establishes a system of point values for specific service work. Unlike workload for research/creative activity which differs greatly across units and is better determined at the unit

level, service workload is more equitably determined at the DSAS level. A standard service load is defined as 80-100 points. For faculty with less than 20% effort devoted to service, the target number of points should be reduced proportionally (e.g. for 10% effort for service, 40-50 points). For faculty with more than 20% effort devoted to service, the target number of points should be increased proportionally (e.g. for 30% effort for service, 120-140 points). This document assigns values to common DSAS and university-wide service contributions that should be used by units. It serves as a guide to individual units to help them assign point values to specific duties in their units (see common examples below). Unit heads should seek approval of their own unit-level policies and point values through shared governance, with approval from the Dean's office, when establishing or changing point values. Points assigned to a given duty may in some cases vary across units because the workload differs depending on local factors. Generally speaking, service to the profession, community engaged work, and professional development in support of teaching should each be capped at 10 points (unless greater effort is approved by the Chair).

In conjunction with their unit head, faculty may begin to determine their workload early in the academic year (or earlier) and then adjust it if service duties change over a given AY. This system should be viewed as a dynamic one that may change over the course of an AY in conversations between the faculty member and the unit head. The annual report submitted to the unit head at the end of the AY will list service contributions for the past AY along with the points for each contribution and the total service contribution. The actual point value will depend on effort, not just the point value assigned to a contribution. Faculty with a service contribution not listed below may propose a point value, to be approved by the unit head. Faculty with a service contribution listed who believe that the work completed is not reflected by the value may propose in their annual report that the unit head adjust the value. In cases where a service contribution ends up more than previously thought, a unit head may adjust points accordingly in the next AY (decreasing the service workload to compensate for the previous year). In cases where a service contribution ends up less than previously thought, a unit head may adjust points accordingly in the coming AY (increasing the service workload to compensate for the previous year). For instance, a faculty member's service effort may be assigned 60 points in one AY and then 120 points in the following AY, with an average contribution of 90 points over two years.

Course Equivalencies and Supplemental Payments
In circumstances where a faculty member's service load in a single AY exceeds 110 points and it is not feasible to adjust the faculty member's service load in the next AY, the faculty member will have the choice of requesting financial compensation or a course equivalency for the current or following AY. Or in rare cases, a combination of both may be appropriate. The unit head and the faculty member will discuss the faculty member's request and come to an agreement. The unit head will make a formal request to the Dean's office, detailing the circumstances and summarizing the discussion. The Dean's office will review the request for compliance with both the unit's and the school's workload policy and determine appropriate compensation under the following guidelines:

- Service points between 110 - 119 = compensation equivalent to 20% of a 3-credit course overload
- Service points between 120 – 129 = compensation equivalent to 40% of a 3-credit course overload
- Service points between 130 – 139 = compensation equivalent to 60% of a 3-credit course overload
- Service points between 140 – 149 = compensation equivalent to 80% of a 3-credit course overload
- Service points between 150 – 159 = a course equivalency or financial compensation equivalent to a 3-credit overload
- Service points between 160 – 169 = a course equivalency or financial compensation equivalent to a 3-credit overload, plus compensation equivalent to 20% of a 3-credit course overload
- Service points between 170 – 179 = a course equivalency or financial compensation equivalent to a 3-credit overload, plus compensation equivalent to 40% of a 3-credit course overload
- Service points between 180 – 189 = a course equivalency or financial compensation equivalent to a 3-credit overload, plus compensation equivalent to 60% of a 3-credit course overload
- Service points between 190 – 199 = a course equivalency or financial compensation equivalent to a 3-credit overload, plus compensation equivalent to 80% of a 3-credit course

Note that the compensation structure above is predicated on increments of 50 service points above 100 = a course equivalency or financial compensation equivalent to a 3-credit course overload (Article 22.3.4 of the CBA).

Workload distribution for major administrative positions appointed through the Dean's office will be detailed in offer letters (e.g. directorship of interdisciplinary programs or centers).

Points for University-level Service
Academic senate, 10 points
Faculty assembly, 10 points
Academic senate committee, 10 points
Academic senate committee chair or co-chair, 20 points
Nationality Rooms committee chair, 5 points
Nationality Rooms scholarship committee member, 3 points
Nationality Rooms committee member, 3 points
UCIS Faculty Advisory Board, 5 points
UCIS grants committee, 2-5 points
PACTP representative from DSAS, 15 points
PACUP representative from DSAS, 10 points
Chancellor's Award Selection committee, 5 points
Ad hoc university-wide committee that meets regularly, 2-10 points

Reviewer of grant application on behalf of a Pitt unit, with report (e.g. Momentum Grants), 1 point/application
University Review Board, 10 points
Union committee, 4 points
Union committee chair, 8 points

Points for School-level Service
Ad hoc tenure or promotion committee member, 3 points
Ad hoc tenure or promotion committee chair, 4 points
Selection Committee (tenure/promotion), 2 points
Tenure Council member, 2 points
Tenure Council secretary, 3 points
DSAS Council member, 10 points
Undergraduate Council member, 15 points
Bellet Award Selection Committee member, 5 points
Graduate Council member, 10 points
Hot Metal Bridge Steering Committee, 7 points
Mellon Graduate Fellowship Committee, 10 points
Graduate fellowships committee (e.g. Gutierrez, Lawler, Whittington, Wegemer), 4 points
CGS Council, 3 points
College in High School Faculty Advisory Board, 1 point
Study Lab Faculty Advisory Board, 1 point
Diversity Committee, 10 points
Academic Integrity Review Board Member, 10 points
Planning and Budget Committee (PBC), 10 points
Distinguished Faculty Advisory Committee member, 3 points
Nominating Committee, 3 points
Nominating Committee Chair, 5 points
DSAS Faculty Grants Committee, 10 points
DGS Mentor for another DGS, 2 points
Steering/Advisory/Executive Committee of a large interdisciplinary program or center outside one's home unit (e.g. GSWS, Urban Studies, World History Center, Film & Media Studies, Humanities Center), 5-10 points
Small breakout committee for an interdisciplinary program, 1-5 points
Steering/Executive Committee of a small interdisciplinary program outside one's home unit, 2-5 points

Examples of Department-level Service
Base-level participation in department governance (attending faculty meetings, participating in searches, promotion processes, and academic events), 10 points
Professional development activities in support of teaching, 1-10 points

Assistant/Associate/Vice Chair, 50-120 points
Director of graduate studies, 50-120 points
Director of undergraduate studies, 25-120 points
Graduate studies committee, 5-15 points
Summer fellowship or AY evaluation committee, 2-5 points
Awards committee, 2-5 points
Undergraduate studies committee, 5-15 points
Major advisor, 5-150 points
Study abroad advisor, 2-20 points
Development committee, 2-10 points
Chair/Director election committee chair, 2 points
DEI committee chair, 2-15 points
DEI committee member, 2-10 points
Pedagogy/curriculum committee chair, 3-15 points
Pedagogy/curriculum committee member, 2-10 points
Ad hoc department committee chair (for tenure or promotion), 3-5 points
Internship coordinator, 2-100 points
Supervisor of student internships, 1 point/student
Job placement coordinator (graduate students), 5-15 points
Recruitment coordinator (graduate students), 5-25 points
Hiring committee chair, 8-12 points
Hiring committee member, 5-10 points
Website coordinator, 2-10 points
PBC committee, 2-5 points
TA/TF supervisor or coordinator, 5-150 points
Program director or coordinator, 10-150 points
Undergraduate honors thesis director, 3-5 points/student
Undergraduate honors thesis committee member, 1-2 points
Supervisor of Undergraduate original research projects, (if not part of a faculty member's
research workload), 1-5 points
Supervisor of semester-long undergraduate research project through the Office of Undergraduate
Research (OUR), 1-5 points
Directed study supervisor, 2-10 points/student
Master's exam committee, 3-5 points
Master's thesis director, 3-5 points
PhD comprehensive exam committee, 1-3 points
PhD comprehensive exam chair, 2-4 points
PhD dissertation chair/co-chair, 2-12 points
PhD dissertation committee member, 1-5 points
Mentoring Academy (for supervising graduate students), 2 points

Assigned faculty mentoring, 5 points/mentee
Center for Teaching and Learning workshop, 1 point
Letters of recommendation, generally 1 point per 5 letters
Extensive letter of recommendation for PhD student, 1 point/letter
Class observation and peer letter for another faculty member or for a TA/TF (if not part of
TA/TF coordination), 2 points/letter
Substantial new course development, 5-15 points
Substantial new major/minor/certificate development, 5-20 points
Student production advisor (e.g. music, theater), 5-100 points
Advisor for student organization or club, 1-5 points
Union steward, 5-10 points

Examples of Community-engaged Work (if directly related to research/teaching and approved by
unit head and if no compensation provided)
Committee or task force of a non-profit or civic agency, 2-10 points
Participation on a panel or for an event supporting a non-profit or civic agency, 1-3 points
Technical expertise provided to community organizations, 1-5 points
Government-led enterprises, 1-5 points
Management of a community-facing program or initiative, 1-10 points
Management of student participation in a community-facing program, 1-5 points

Examples of Work for the Discipline or Profession (if no compensation provided)
Referee of an academic paper, 1-3 points
Editor of a journal, 25-100 points
Service on editorial boards, 1-5 points
Organization of an academic conference or colloquium, 10-50 points
Service on a professional organization, 1-10 points