

Textile and Apparel Management Faculty Workload Guidelines

Approved by Faculty and Associate Provost, February 2017

Revised and Approved by Faculty, September 2019

Revised and Approved by Faculty and Dean, August 20 2020

Revised and Approved by Faculty and Dean, January 25, 2023

I. University Expectations:

The University of Missouri Collective Rules and Regulation ([310.080 Tenured and Tenure Track Faculty Workload Policy](#)) specifies that tenured and tenure-track faculty will teach 9 section credit per semester.

II. Department Expectations:

The Department of Textile and Apparel Management has the following general standards/policies. Any deviations will be clearly documented with clear justifications.

1. The standard workload for a tenure-track ranked faculty member is 40% (research) – 40% (teaching) – 20% (service).
2. The standard workload for a non tenure-track ranked faculty member with teaching appointments is 80% (teaching) – 20% (service).
3. There is no standard workload for a non tenure-track, unranked, non-regular faculty member with teaching responsibilities (such as Instructor), except that teaching must be a majority (51% or above) of the faculty's responsibility, since the job responsibilities may change pending the Department's needs.
4. Research/Scholarship/Creative Works Workload Standards – are described in Appendix A.
 - a. The Workload Standards sets a minimum level of productivity, not necessarily the standards for P&T considerations. Research productivities for P&T consideration is retrospective and prospective to award a promotion and/or tenure. The Workload standards asks if a faculty member fulfils his or her job responsibilities, not necessarily defines the success of faculty members' scholarship activities.
 - b. If a faculty member accounts any of the duties described in Appendix A as research, she or he may not count those as service (i.e., no double counting allowed).
5. Teaching Workload Standards – are described in Appendix B.
 - a. Primary duties of the 40% teaching load include teaching 12 credit hours (the

- equivalent of four three-credit courses) taught in a nine-month academic year (Fall and Spring semesters) **plus** other duties described in Appendix B.
- b. If an NTT teaching faculty member has 80% teaching responsibility, the primary duties include teaching 24 credit hours (the equivalent of eight three-credit courses) taught in a nine-month academic year (Fall and Spring semesters) **plus** other duties described in Appendix B.
 - c. Faculty should receive proportional workload effort for any co-taught courses based on their contribution.
 - d. Any exceptions to these expectations are listed in Appendix D, E, and F.
6. Service Workload Standards – are described in Appendix C.
- a. Only the service activities approved by the Department Chair will be accepted as the official faculty service workload.
 - b. Faculty service activities must be consistent with the expectations, as appropriate by rank, as set out in Appendix C.

III. Obligatory Categories

- 1. Faculty members holding Direct of Graduate Studies does not have a reduced teaching workload. This position is typically held by a tenured faculty member, and serving as the DGS will be part of service workload.
- 2. Faculty members holding other types of administrative positions, such as Director of Undergraduate Studies and Apparel Lab Manager, may have a reduced teaching workload. The size of undergraduate majors, minors, and certificates might be considered for DUGS. The number of lab class sizes and open lab hour demands can be considered for Lab Manager. Annual adjustment of this service workload, hence the teaching workload, will be made during the annual performance review.
- 3. Faculty on Leave
 - a. Faculty on FMLA, leave would have reduced instructional assignments following the guidance in CR&R 340.070 Faculty Leave.
 - b. Faculty members on approved research, developmental, or sabbatical leaves will have reduced workload appropriate to the length and nature of their leave. Guidance is provided in CR&R 340.070 Faculty Leave.

IV. Criteria for Workload Reassignment

- 1. Research Adjustments and Grant Buy-outs:

- a. Faculty given a reduced instructional load based on an external grant, unless otherwise approved by the department, are required to contribute a minimum percent of salary for the buyout. The cost of the buyout to faculty should be equivalent to 10% of his or her salary (plus benefits) for each course reduction. Typically, no more than 2 courses per year can be bought out.
- b. Faculty members who obtain grant funding that does not fully cover the 10% of salary due to limitations by the external granting agency or because the grant funds are deployed for other purposes (e.g., post-docs and graduate students), may be eligible to receive an instructional workload reassignment. The faculty member would have to request a reduced buyout waiver, which must be approved by the Department Chair(s) and the Dean of A&S.

2. Research/Teaching Adjustments for T/T faculty

- a. Faculty are expected to generate a minimum of 5 publications or other principal scholarly activities as defined by Department P&T Guidelines over a 5-year period. Emphasis will be placed on peer-reviewed articles. Quality indicators can enhance the value of a single publication. This could be reviewed periodically to ensure we follow the national trends in comparable peer groups.
- b. Tenured faculty for whom their research productivity has not met the expectations of other comparably ranked faculty in the discipline over a five-year period or who do not intend to pursue an active research career should not have the lower teaching loads that assume such ongoing engagement in research. Tenured faculty who are no longer active and productive in scholarship and research in a manner appropriate for a major research university should have their teaching loads adjusted higher.
- c. Consideration of a workload reassignment should be discussed between the department chair and faculty member during the annual review and could result in a shift over time towards more teaching. The teaching load for tenured faculty with no research productivity can be up to 3-3 annually.
- d. It is important to note that this policy is a *workload* policy, focusing on norms about the amount of scholarly research activity at the department level as a condition for allocating the relatively lower number of formal group teaching assignments. This policy does not hinge on an assessment of the quality of the research.

3. Non-Tenure Track Ranked Faculty and Non-Tenure Track, Unranked, Non-regular Faculty with Teaching Appointments

- a. These assignments will be reviewed annually by the Department Chair and any changes will be communicated to the faculty member in writing.

- b. Performance evaluation will be based on primary responsibilities, which is teaching.

4. Counteroffers

- a. If a counteroffer for a faculty member involves a continuing course release, the faculty member must be reviewed every three years to ensure they are meeting the research standards agreed to in the counteroffers.
- b. Counteroffers including any continuous reduced instructional load will require approval of the Dean and the Provost.

5. Other Special Considerations

- a. Faculty whose course does not make due to insufficient enrollment should be assigned an extra course in a subsequent semester or summer without additional pay to maintain their original instructional workload assignment. Any variations from this arrangement must be specifically approved by the Dean in writing. General guidelines from the College of Arts and Science for recommended minimum enrollments for a 3-credit hour class are:
 - 2999 and below: 17 students
 - 3000-3999: 14 students
 - 4000-4999: 12 students
 - 7000 and above: 6 students
- b. The workload assignment will be reviewed with each faculty member during the annual evaluation and when appropriate, workload adjustments can be made for the next academic year. All reassignments will be documented in writing and maintained by the faculty member and Department Chair.

V. Course Specific Exceptions

- 1. TAM 2200 is a unique class that is offered three times a year, 100% online to a large number of students. Specific workload expectations and appropriate support resources are documented in Appendix D.
- 2. Courses offered in both face-to-face and online for Certificate and Graduate Certificate in Digital Merchandising have different exceptions (see Appendix E).
- 3. Studio-based courses that require more than 3 contact hours for a 3-credit hour class (see Appendix F).

Appendix A. Research/Scholarship/Creative Works Workload Sample

	Assistant Professor (40%)	Associate Professor (40%)	Full Professor (40%)	Note if IDE/ Engagement
Primary (or compensatory) Duties				
<i>Primary line of research, creative works, and/or scholarship</i>	Publish or exhibit 1-2 scholarly output per year on average within the past three years in order to develop a primary line of research, scholarship, and/or creative works with outcomes consistent with the field.	Publish or exhibit 1-2 scholarly output per year on average within the past three years, in order to maintain a line of research, scholarship, and/or creative works with outcomes consistent with the field.	Publish or exhibit 1-2 scholarly output per year on average within the past three years, in order to maintain a national/international impactful line of research, scholarship, and/or creative works with outcomes consistent with the field.	
<i>Continued Development of research, creative works, and/or scholarship Skills</i>	Participation in research, scholarship, and/or creative works oriented professional development	Participation in research, scholarship, and/or creative works oriented professional development	Participation in research, scholarship, and/or creative works oriented professional development	
Example Potential Research Workload Areas				
<i>Research, creative works, and/or scholarship mentorship</i>	Mentor/Advise, formally or informally, G/UG student research, scholarship, and/or creativeworks	Mentor/Advise, formally or informally, G/UG student research, scholarship, and/or creativeworks and begin to mentor faculty colleagues	Mentor/Advise, formally or informally, G/UG student research, scholarship, and/or creative worksand faculty colleagues regarding their research	
<i>Editorial Work, where applicable</i>	Journal article reviews in the role of guest reviewer or editorial board member	Journal article reviews in the roles of guest reviewer, editorial board member, Associate Editor or Editor	Journal article reviews in the roles of guest reviewer, editorial board member, Associate Editor or Editor	
<i>Conference/Exhibition Participation Focused on Research, Scholarship, and/or Creative Works, where applicable</i>	Attend and present research, scholarship, and/or creative works at a conference or exhibition	Attend and present research, scholarship, and/or creative works at a conference or exhibition, adopt leadership roles	Attend and present research, scholarship, and/or creative works at a conference or exhibition, adopt leadership roles	
Other relevant workload areas as defined by unit workload policy				

Appendix B. Teaching Workload Sample

	Assistant TT/NTT (40%)	Associate TT/NTT (40%)	Full TT/NTT (40%)	Note if IDE/ Engagement Related
Primary (Compensatory) Duties				
<i>Formal Teaching and Prep of 4 Courses and student advising/mentoring</i>	Standard teaching load (2-2 for 40%) based on department policies with satisfactory teaching quality	Standard teaching load (2-2 for 40%) based on department policies with satisfactory teaching quality	Standard teaching load (2-2 for 40%) based on department policies with satisfactory teaching quality	
<i>Continued Development of Teaching Skills and Materials</i>	Participation in teaching oriented professional development. Development of course materials, and/or new courses, sections, delivery modes.	Participation in teaching oriented professional development. Development of course materials, and/or new courses, sections, delivery modes.	Participation in teaching oriented professional development. Development of course materials, and/or new courses, sections, delivery modes.	
<i>Advising and Mentorship of Students</i>	Advising/mentoring, formally or informally, G/UG students and any related training	Advising/mentoring, formally or informally, of G/UG students and any related training	Advising/mentoring, formally or informally, G/UG students and any related training	
Example Potential Teaching Workload Areas				
<i>Peer observation of teaching</i>	Conducting peer teaching observations and any related training	Conducting peer teaching observations and any related training	Conducting peer teaching observations and any related training	
<i>Conference Participation (teaching focused)</i>	Attend and present on a teaching related topic at a conference	Attend and present on a teaching related topic at a conference	Attend and present on a teaching related topic at a conference	
Other relevant workload areas as defined by unit workload policy				

Appendix C. Service Workload

	Assistant TT/NTT	Associate TT/NTT	Full TT/NTT	Note if IDE/ Engagement Related
Primary Duties				
<i>Department, College, University and/or System Service Work as defined by unit workload policy</i>	Committee Participation mostly focused on the department or college level as appropriate	Committee Participation on multiple committees and some leadership at various levels	Committee Participation on multiple committees and some leadership at various levels	
Example Potential Service Workload Areas				
<i>National, State and/or Local Service Work as defined by unit workload policy</i>	Committee Participation	Committee Participation on multiple committees and some leadership	Committee Participation on multiple committees and some leadership	
<i>Conference or Exhibition Participation (service focused)</i>	Work to support a relevant conference	Work to support a relevant conference	Work to support a relevant conference	
Other relevant workload areas as defined by unit workload policy	Serve as DGS, DUS, Apparel Lab Manager, Student Org Advisor, and/or Curator of the Collection for the department	Serve as DGS, DUS, Apparel Lab Manager, Student Org Advisor, and/or Curator of the Collection for the department. Advising additional groups and organizations outside of the department, college, campus, community or professional organizations	Serve as DGS, DUS, Apparel Lab Manager, Student Org Advisor, and/or Curator of the Collection for the department. Advising additional groups and organizations outside of the department, college, campus, community or professional organizations	

Appendix D. TAM 2200 Exceptions

TAM 2200 is currently offered as a required class for all TAM students as well as a General Education that meets the physical science, with the lab, requirement at the campus level. This course is offered 3 times per year (fall, spring, and summer) and attracts hundreds of students. The course is delivered 100% online.

Given the unique opportunities and challenges to teach Sciences of Textiles, TAM 2200, the Department of Textile and Apparel Management has a separate teaching assistantship understanding for any faculty member who is teaching this class.

Workload-Online:

For each semester, the instructor will teach TAM 2200 for 3 credit hour which is considered a 10% of a 9-month 1 FTE faculty workload. The main responsibility of the instructor is course content delivery as well as management of TA Leader and other teaching assistants. The Instructor is responsible for evaluating teaching assistants and graders at the end of each semester. The TA leader will provide input of the performance of teaching assistants and graders.

Teaching assistants:

Teaching assistants and graders will be provided to help manage instructions. In general, 10 hrs/week of teaching assistants (either undergraduate or graduate students) will be provided for up to 125 students.

In addition, the instructor may assign at least one TA leader who will:

- Hold office hours;
- Manage other teaching assistants and graders' responsibility;
- Service as a liaison between the teaching assistants/graders and the instructor;
- Manage student emails and communications with a full understanding of the FAQ document as well as with direct consultation with the Instructor;
- Manage students' grading accommodations with direct consultation with the Instructor;
- Maintaining/updating the FAQ document for teaching assistants and graders;
- Provide feedback of other teaching assistants and graders performance to the Instructor for performance evaluating purposes; and
- Grade assignments of own designated students.

In general, the TA leader will be assigned with 50% fewer students to grade in order to accommodate additional workload stated above. However, the TA leader's grading workload can be reduced for other assigned duties in that semester.

Undergraduate graders will not hold office hours or otherwise assist with student correspondence. Their primary function will be to assist with grading assignments and assessments.

Appendix E. Digital Merchandising Certificate Courses Exceptions

Digital Merchandising Certificate and Graduate Certificate are brand-new degree programs targeting different student groups that are very different from traditional resident students that MU typically serve. The contents are also very new and faculty needs constant updates and professional development to create/offer quality courses. Given this is one of the newest efforts to increase net new revenue as well as new students to MU, the Department has workload exceptions. The following exceptions will be fully executed by fall 2023, and we will monitor faculty workload, learn about new students' expectations, while keeping our pedagogical goals, promoting the programs, and building program reputation. Any additional adjustment will be made if necessary.

TAM 4000/7000, 4400/7400, and 4600/7600 – The courses will be offered once a year, either fall or spring, in four sections, at one time:

- a. Section 1 at undergraduate level = in person for resident students
- b. Section 2 at graduate level = in person for resident students
- c. Section 3 at undergraduate level = 100% online for distance students,
- d. Section 4 at graduate level = 100% online for distance students

In this case, the department will consider teaching four sections at one time as teaching 6 credit hours (or 20% of a 9-month 1 FTE faculty workload). The reason is that each section targets different markets and addresses different student needs, yet there are common contents and knowledge base that can be shared across the sections. Also, by that time, faculty would have completed major preparation for classes as well as learned about new student bodies and their unique needs.

There might be other exceptions for the classes with multiple sections offered in multiple delivery modes. Faculty and the Chair will communicate closely and determine the appropriate workload on a case-by-case scenario.

Appendix F. Longer-than-Standard Contact Hour Class Exceptions

Some of the product development courses in TAM require longer than standard contact hours according to the University of Missouri policy, [Credit Hour // Office of the University Registrar \(missouri.edu\)](https://registrar.missouri.edu/credit-hour), and the department has the following workload exceptions. These are studio-based classes that require one-on-one attention and time specifically dedicated in classrooms, and these exceptions recognize extra contact hours that the faculty has to dedicate. In the past in TAM, PD faculty did not get recognition for extra contact hours.

Course number	Credit hours	Classroom hours/week	Current Workload Expectation	Revised annual teaching workload
2280	4	5.5	10%	Reserved for Grad Student for .5 FTE
2380	3	5.5	10%	14.0%
2580	3	4	10%	11.6%
3380	3	5.5	10%	14.0%
3480	3	5	10%	13.3%
4980	4	5.5	10%	14.0%