

CAPLA Workload Distribution [17 June 2025]

CAPLA is comprised of the School of Architecture and School of Landscape Architecture and Planning, which together offer undergraduate degrees in architecture, landscape architecture and sustainable built environments; master's degrees in architecture, landscape architecture, real estate development and urban planning; and graduate certificates in heritage conservation and real estate development. Additionally, the Drachman Institute fosters interdisciplinary research on the built environment while enhancing the student experience and supporting communities.

The purpose of the Faculty Distribution of Effort Assignment (DOE) is the facilitation of faculty development and the establishment of accountability for university resources to meet institutional goals. CAPLA faculty are expected to participate fully in the intellectual and cultural life of their school and college.

The Faculty DOE specifies the nature of activity and workload distribution of individual faculty members in CAPLA. The DOE serves as a faculty development as well as a performance evaluation tool. The Faculty Status Committee and the school director will reference the DOE to understand faculty goals and teaching and service assignments as part of faculty annual performance evaluations.

Workload Assignment Process

- Workload assignments are negotiated between faculty members and the relevant school director on an annual basis through the following mechanics:
 1. The Director sends out a pre-filled DOE Assignment Form individually to faculty via the Academic Coordinator in July.
 2. Faculty comment or request an amendment to the form to the Director via Academic Coordinator by the first day of employment in the fall semester.
 3. The DOE negotiation is finalized and the form is signed by the faculty member.
- The DOE for each faculty member is transposed to a spreadsheet and submitted as a report on DOE to the Provost Office in the fall semester. This report is also shared with the faculty, making the community aware of workload distributions of colleagues.
- The DOE is reported again in faculty APRs as the basis for review by the Director and Faculty Status Committee.
- If the DOE substantially changes during the academic year due to a shift in responsibilities and workload distribution, the form is amended, and the DOE revision is reflected in the end of year APR DOE reporting.

Workload Distribution: School of Architecture

School of Architecture	Distribution of Effort Range (min-max) excluding outliers		
	Teaching	Research /Scholarship	Service/ Outreach
Tenure track	40-60	20-45	10-20

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CT Professor of Practice	80-100	0	10-20
CT Research Professor	NA	NA	NA
CT Lecturer	70-100	0-10	5-20
Adjunct Instructor	100	N/A	N/A
Continuing Status	N/A	N/A	N/A

In the School of Architecture, the typical DOE for tenure/tenure-eligible studio-based faculty is 60% teaching, 25% research, and 15% service consisting of a 6-CU studio and a 3-CU seminar/lecture course per semester. The typical DOE for tenure/tenure-eligible course faculty is 40% teaching, 45% research and 15% service consisting of two 3-CU seminar/lecture courses per semester. A full-time teaching load for studio-based tenure/tenure-eligible faculty is 18 units per academic year and for course TT/TE faculty is 12 units per academic year. A full-time teaching load for career-track faculty is 20 - 24 units per academic year.

Other Factors That May Impact DOEs:

- Program Chairs have 10% administrative duties and receive a one course release.
- Faculty with administrative assignments in CAPLA or in the larger University, have a reduced teaching and research DOE.
- Faculty may buy out courses through research funds in negotiation with the Director, however, must teach at least one course a year for student engagement and relevancy.
- Faculty may receive a course release for increased service or research projects in negotiation with the Director.
- Tenure-eligible faculty receive a course release in the semester in which they are preparing for their promotion review.
- A tenured faculty member who has a research sabbatical will have 100% research, 0% teaching, and 0% service. A report is due in the fall semester following sabbatical indicating the research outcomes accomplished during the semester or year away.
- Faculty, in consultation with the Director, may re-distribute their DOE to accommodate administrative duties, extra service, or higher teaching loads based on school needs and individual faculty interests.

Workload Distribution: School of Landscape Architecture and Planning

Landscape Architecture

Landscape Architecture	Distribution of Effort Range (min-max)

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	Teaching	Research /Scholarship	Service	Outreach
Tenure track	50-60	35-40	5-15	0-10
CT Professor of Practice	75-100	0-25	0-25	0-10
CT Research Professor	0-25	75-100	0-25	0-10
CT Lecturer	75-100	0-5	0-20	0-10
Adjunct Instructor	100	N/A	N/A	N/A
Continuing Status	N/A	N/A	N/A	N/A

In Landscape Architecture, the typical DOE for tenure/tenure-eligible faculty is 50% teaching, 35% research, and 15% service/outreach. A full-time teaching load for tenure/tenure-eligible faculty is 15 units per academic year. A full-time teaching load for career-track faculty is 22-30 units per academic year.

There are exceptions to the above, for example:

- Program Chairs have 10% administrative duties.
- Faculty may buy out courses through research funds.
- Faculty may receive a course release for increased service.
- A tenured faculty member who has a research sabbatical will have 85-100% research, 0% teaching, and 0-15% service.
- Faculty can re-distribute their DOE to accommodate administrative duties, extra service, or higher teaching loads based on interests and approval by the Director.
- Teaching can include an outreach component that is considered service learning.

Planning and Real Estate

Planning and Real Estate	Distribution of Effort Range (min-max)			
	Teaching	Research /Scholarship	Service	Outreach
Tenure track	40-50	40-45	10-20	0-10
CT Professor of Practice	75-100	0-25	0-25	0-10
CT Research Professor	0-25	75-100	0-25	0-10
CT Lecturer	75-100	0-5	0-25	0-10

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Adjunct Instructor	100	N/A	N/A	N/A
Continuing Status	N/A	N/A	N/A	N/A

In Planning and Real Estate, the typical DOE for tenure/tenure-eligible faculty is 40% teaching, 40% research, and 20% service/outreach. A full-time teaching load for tenure/tenure-eligible faculty is 12 units per academic year. A full-time teaching load for career-track faculty is 22-30 units per academic year. There are exceptions to this, for example:

- Program Chairs have 10% administrative duties.
- Faculty may buy out courses through research funds.
- Faculty may receive a course release for increased service.
- A tenured faculty member who has a research sabbatical will have 85-100% research, 0% teaching, and 0-15% service.
- Teaching can include an outreach component that is considered service learning.

Sustainable Built Environments

Sustainable Built Environments	Distribution of Effort Range (min-max)		
	Teaching	Research /Scholarship	Service/ Outreach
Tenure track	40-50	40-50	10-20
CT Professor of Practice	75-100	0-25	0-25
CT Research Professor	0-25	75-100	0-25
CT Lecturer	75-100	0-5	0-20
Adjunct Instructor	100	N/A	N/A
Continuing Status	N/A	N/A	N/A

In Sustainable Built Environments, the typical DOE for tenure/tenure-eligible faculty follows the guidelines for the faculty member's academic home (Architecture, Planning/Real Estate, or Landscape Architecture.) A full-time teaching load for tenure/tenure-eligible faculty is 12 units per academic year.

- Adjunct instructors typically have an FTE less than 0.50. Our adjuncts typically average two courses per academic year. 100% of their DOE is teaching.
- Teaching can include an outreach component that is considered service learning.

The average number of new courses/unique courses taught during the period in rank: 0-3.

Guidelines

Research Guidelines:

The following activities count towards Research DOE, ranked in order of importance:

- Peer-reviewed journal articles
- Books including textbooks
- Edited volumes
- Chapters in books
- Papers published in refereed proceedings
- Integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents
- Research reports that are disseminated beyond project sponsors
- Other published papers such as book reviews, published abstracts, and related
- Papers presented at professional meetings
- Other works may be considered and ranked as appropriate.

Teaching workload guidelines:

Teaching responsibilities within the schools include the following: course and curricular development, classroom instruction, academic advising and mentoring of students, supervision of independent studies, maintaining current syllabi and supplemental materials for courses, satisfying professional accreditation requirements (if applicable), evaluation of student performance, supervision of teaching assistants and graders (if applicable), and development and dissemination of pedagogical and technological innovations which enhance learning. Faculty may also teach outside the school, as agreed upon between the faculty member and the relevant director.

School of Architecture: Teaching assistants are assigned by class enrollment. Courses with 0-30 students are assigned one TA, 31-60 students two TAs, and over 61 students three TAs. Elective courses typically require 15 students. The faculty member assigned to a course underenrolled will be notified prior to the start of the semester and reassigned a course or given course release for research and/or service responsibilities. The DOE will be adjusted to reflect this redistribution of effort.

School of Landscape Architecture: Graduate teaching assistants are assigned to courses based on class size and/or class content. For example, in highly technical classes such as GIS or Real Estate Finance, a qualified teaching assistant may be assigned regardless of enrollment size in order to assist the faculty and increase student support. Graduate students apply for positions and assignments are made by the Director with faculty input.

Typical enrollment minimum for graduate and undergraduate classes: Course numbered 500 and above: 5 students; 400–499: 12 students; under 400: 15 student; 400/500: 5 graduate students or 12 students in total. Adherence to this policy is monitored at the college level and is managed by department heads. Teaching assignments are determined and set according to the university calendar for open and closed room and course scheduling periods. Faculty may buy out courses through research funds.

Service/Outreach Workload Guidelines:

School of Architecture: Tenure track and CT faculty are expected to have at least one significant service responsibility in the School or College on a standing committee to fulfil the service DOE. These positions are either assigned by the Director or elected based on the School or College Bylaws. See the SoA Bylaws and CAPLA Handbook for list of standing committees.

School of Landscape Architecture: Service includes the contributions of a faculty member to their academic profession, the university, and to society at large. All faculty members are expected to contribute to university life, college and departmental governance, and professional service. Because the School stresses professional educational programs, faculty service and outreach activities should have a demonstrated impact on external constituencies, including individuals, communities, organizations, and governmental agencies. While service to the university and to professional organizations is valued, the expectations for such contributions are greater for promotion to full professor than for receiving promotion to associate professor with tenure.

Service activities may include:

- Active membership, participation, or leadership in university/college/school governance, committees (standing or ad-hoc), and campus initiatives.
- Mentorship or advising of faculty, students, or student organizations.
- Leadership or active membership in professional, scholarly, or teaching organizations relevant to the discipline.
- Participation in regional, national, or international professional meetings and societies.
- Authorship of engagement reports or organizing symposia/conferences at the university.
- Editorial or review roles for professional publications, manuscripts, grant proposals, or academic programs at other universities.
- Efforts instrumental in improving campus climate, programs, or institutional visibility.
- Service roles directly utilizing professional expertise at local, state, regional, national, or international levels, including consultations and testimony.
- Application of scholarship and research knowledge to benefit society through direct engagement, policy formation, or communication via mass media.
- Contributions to public, private, or non-profit boards, commissions, or committees that serve the public interest.
- Other indicators as determined by the school.

Extension workload guidelines: N/A

Other workload guidelines:

Faculty with administrative positions negotiate their DOE accordingly with their supervisor, this includes program chairs and directors.

- Administrative duties of a program chair are taken into consideration when determining their teaching, research, and service DOE. Program chairs have 10% administrative duties.
- The director works closely with the dean of the college and school faculty members to coordinate their diminished teaching responsibilities.