

Faculty Workload

OPEN FACULTY FORUM

THURSDAY APRIL 19, 2018



Faculty Workload

PROVOST'S WORKLOAD TASK FORCE MEMBERS:

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Proposed Timeline

April 19, 2018: Second Open Faculty Forum

May 15, 2018: Rough draft of the proposed new university-wide faculty workload policy

May to August 2018: Refine the draft policy with Council of Academic Deans, Chairs' Council, and Faculty Senate

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Sept/Oct 2018: Submit the draft policy to the President for approval

NOVEMBER 1, 2018: Submit the university-wide faculty workload policy to UT System

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UT System Regents Rules for Workload

- OLD: Each tenure-track/tenured faculty member shall teach a minimum of 18 credits of coursework each academic year. Non-tenure track shall teach a minimum of 24 credits of coursework each academic year.
- NEW (Effective Fall 2019):
<https://www.utsystem.edu/board-of-regents/rules/31006-faculty-workload-and-reporting-requirements>

Guiding Principles for new UT Tyler Policy

- Student Success is maximized by sufficient course offerings
- Workload assignments must align with assessments
- Fairness & equity for faculty within and across units
- Efficiency for budgeting purposes
- Seeking convergence among input from faculty, needs for administration, student success, best practices from other institutions

What we heard from you.....

What counts?

- Ensure that all faculty activities that further the mission of the university can be counted in workload assignments and evaluations of faculty.
- Do not just use SCH's as the measure of work for teaching a course
- Include ways to assign workload for time consuming administrative roles
- Include intensive short-term service: searches, strategic plan, accreditation reports
- New courses get more workload credit
- Advising should be counted where done by faculty
- Student mentoring in research and professional development
- Thesis and dissertation work with graduate students
- External professional service
- Faculty participation in governance
- Course reassignments for administration

What we heard from you.....

What metrics?

- NOT SCH's, use %'s or Workload Credits
- Use class size to adjust teaching metrics
- Use type of class (clinical, internship, practicum, etc.) to adjust teaching metrics
- Use differential %'s for different types of courses
- Can have minima/maxima, leave ratios between to departments
- Incorporate measures and reporting in FAC 180
- Need to modify T&P, Annual Faculty Evaluation, post-tenure evaluations to include and align with workload policy

What we heard from you.....

Where should there be flexibility?

- At the department/unit/school level
- Flexible workload models:
 - Teaching workload model – 80% Teaching, 0% Research, 20% Service
 - Balanced workload model – 60% Teaching, 20% Research, 20% Service
 - Research workload model – 40% Teaching, 40% Research, 20% Service
- Protect time of new faculty to support their progress toward tenure
- Trusting Chair/Administration to implement fairly

What we heard from you.....

➤ What else you told us:

- Faculty member's annual evaluation is based on percentage and points are awarded in their evaluation.
- When faculty member is hired their dept. chair or the dean determines faculty member's individual percentages. After faculty member reaches tenure then they could re-negotiate the percentages.
- Establish a committee of peers to examine issues/workload circumstances on an individual basis.
- Consider doing assessment of departments with high faculty turnover to identify and address faculty issues
- Recognize/support great work in both teaching and research wherever it is happening, whoever is doing it
- Stop limiting reassignments arbitrarily, allow departments to justify what they need

What we heard from you.....

➤ What else you told us:

- Recommend seeing Miami University Ohio: <https://miamioh.edu/academic-affairs/admin-affairs/faculty-workload-norms/index.html>
- How can exceptional performance be recognized?
- Incorporate productivity criteria for continuation in a path
- Does this model include the unanticipated outcome of hiring tenureable faculty who only teach?

Workload Policy Conceptualized

- **Drexel: “Each department must meet its overall responsibilities in teaching, research and service in a fully satisfactory fashion within approved budgets by employing a differential workload program that provides each faculty member to excel. Because specific departmental missions and instructional pedagogies differ, the responsibility for determining specific faculty workloads rests with the department head (and, where they exist, in consultation with department personnel committees), subject to review and approval by the dean/director and the provost.**
- Flexibility at the department/discipline level
 - Departments/Units allowed to develop their own ways to implement the policy
 - Departments/Units also responsible for policy being:
 - Revenue neutral
 - Teach as many or more SCH’s
 - Students able to enroll in all courses needed to graduate in timely way
 - No increase in faculty budgeted FTE to implement policy
 - Separate Budget mechanism will be developed to adjust budgetd faculty FTE as growth or other productivity changes

Proposed Conceptual Framework Elements

- **Faculty Workload includes Teaching, Scholarship, Service**
- **Level of accountability: The department/school/unit**
- **Each department/school/unit develops its own more specific Workload Policy**
- **Flexible ranges of workload assignment for each category**
- **Different faculty within a department, between departments and colleges may have different workload assignments**
- **A faculty member may have different workloads across time and career**

Structural Elements of Workload Policy

- Total Workload: Teaching, Research and Service components
 - Teaching Component: 20% per regular/typical class, adjustable for high enrollments, intensive out of class supervision, graduate, labs, etc. For some activities, accumulate fractional amounts toward a future teaching reduction
 - Research/Scholarship/Creative works component: Variable among faculty depending on their interest, record, potential.
 - Service Component: Expect some service from all full-time faculty, but may be variable across faculty, and within faculty across time
 - All loads adjustable but fit within departmental designated ranges (approved by Deans, Provost):
 - Teaching: 40% to 90%
 - Scholarship: 20% to 60%
 - Service: 5% to 40%

Structural Elements of Workload Policy

- Examples of possible departmental models for tenure-track, tenured, non-tenure track full-time faculty
 - Tenured: 60% teaching, 35% scholarship, 5% service
 - Research Intensive faculty: 40% teaching, 55% scholarship, 5% service
 - Teaching Intensive faculty: 80% teaching, 15% scholarship, 5% service
 - Clinical Intensive faculty: 70% teaching, 10% scholarship, 20% service
 - Tenure track: 40% teaching, 55% scholarship, 5% service
 - Non-tenure track: 80% teaching, 20% service
- NOTE:** All of these presume a department with enough total faculty FTE to offer differential options, may be difficult for small departments.

Elements of Workload Policy

- Prior review and approval of all guidelines by Provost
- Teaching Component: 20% per regular/typical class
- Budget neutral and revenue neutral: Benchmark current Teaching Credit/FTE and SCH/FTE
- Modify T&P, Annual Evaluation, Post-tenure Evaluations to align
- Align F180 with new policy – add matrix for workload

Questions and Comments?

Thank you for participating in this process, now and moving forward.....

Stay tuned.....

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