Proposed UTC Faculty Workload Policy

Background

The TBR and UT systems are in different stages of implementing workload policies to characterize and assign faculty duties. The UT system has provided individual campuses the option of developing workload policies, subject to system review. Faculty at UTC typically engage in activities related to teaching, scholarship, and service, yet faculty effort is often conceptualized and reported in terms of teaching effort (credit hours, SCH, contact hours, credit hour equivalents, etc.). Under the current approach, time spent on other activities must be justified as release from teaching duties. From this perspective, non-teaching activities (such as research and service) are devalued and accounting for such effort is difficult. Further, the current reporting structure is difficult to explain to external constituents, who may not realize faculty do much more than lecture in the classroom.

The UT System could simply embrace the cumbersome TBR workload policy. That policy defines a semester workload as 15 hours of undergraduate teaching, or 12 hours of graduate teaching, or some equivalent and requires extensive documentation from the faculty member and department head every semester. According to the TBR policy, faculty usually carry 12 undergraduate credit hours (or 9 graduate hours) along with a 3 credit hour equivalent in other duties. These can include advising, administration, research or creative activity, institutional or public service, or other service associated with the profession. Not only would this cumbersome approach add another layer of accounting and evaluation to the existing EDO system, but it may even be inconsistent with the plain language of the handbook. In lieu of a system-wide UT policy, UTC should avoid the pitfalls of the TBR workload policy and proactively develop a policy that best fits its mission.

Goal

Develop a UTC workload policy that recognizes a wide spectrum of appropriate faculty activities, provides flexible guidelines for assigning faculty workloads, accommodates disciplinary differences, and provides a mechanism to account for and report faculty work assignments that integrates into the current EDO process. The policy should be flexible, complement existing Faculty Handbook provisions, align with current workload assignment procedures, minimize paperwork, and recognize the value of the hard work faculty are already doing.

Policy

For the purpose of determining faculty workloads, UTC defines a full faculty load as 100 percent effort. Faculty effort typically falls into the areas of teaching, scholarship, and service, with teaching being primary, as broadly described in the UTC Faculty Handbook. The draft UTC Faculty Workload Guidelines identify faculty activities and common ranges of percentages associated with these activities.

Implementation

The assignment of workload will be implemented through the existing EDO Individual Objectives document and process. These documents presently require that individual faculty describe appropriate planned activities in teaching, scholarship, and service, subject to department head review and approval. The Faculty Workload Guidelines would provide guidance to faculty and department heads in assigning appropriate percentage of effort to the various activities described in the EDO Individual Objectives documents. Percentages could be entered into the existing EDO Individual Objectives documents or summarized on a one-page form listing activities and percentages of effort devoted to each activity. The total effort would add up to 100 percent. Faculty workload assignments could easily be reported using this approach.

The department head is responsible for equitable workloads and ensuring that the department meets student-related, professional, and institutional responsibilities. The EDO objectives process is used for the head and the faculty member to establish workload expectations for the year and the EDO evaluation process is when the measurement of the workload occurs.

	Department	Individual Faculty
Teaching and Advising	50-80%	
Delaware SCH Discipline Norm		50-150% of Delaware Norm
Advising organizations		evaluation based on student
Advising students		assessment, peer reviews,
Labs		self-assessment and outcomes
Mentoring		
Development		
Graduate Thesis/Diss. Chair		
Honors Thesis Chair		
Graduate Thesis/Diss. Committee		
Honors Thesis Committee Member		
Student Research Activities		
Individual Studies		
Internships		
Research/Creative Activities	**10 to 30%**	evaluated based on quality, scope, and impact.
Publications with Students		
Academic Publications		
Presentations with Students		
Academic Presentations		
Grant Implementation		
External Awards		
Internal Awards		
Performances		
Creative Activities with Students		

Service   **10 to 20%**   evaluated based on quality, scope, and impact.

    Department Committees
    University Committees
    University Committee Leadership
    Community Outreach
    Community Board Leadership
    Community Boards
    Disciplinary Committees
    Disciplinary Committee Leadership
    Reviewer of Articles, Books, Programs
    Editor of Journal
    Editorial Board of Journal
    Conference Activities

Administrative Duties   **0 to 50%**

    as assigned

    scope = national, regional, or local
    quality = peer-reviewed, invited, or non-peer reviewed
    impact = citations, media coverage, dollar amount

Sample Faculty Workload Matrix for HHP

Faculty status	Emphasis	Teaching (50-80%)	Research (10-30%)	Service (10-20%)	Admin (<50%)
Grad Faculty	Significant research	40% (3-4 courses/AY)	50% -lead student research projects -Lead multiple peer-reviewed outcomes -Assist with other peer-reviewed research outcomes -Submit internal grants as PI Submit External grants as PI -Manage funded projects	10% -university committees -some community outreach -Work with student organizations -emerging evidence involvement w/professional organization	n/a
Grad Faculty	PC*	30% (3 courses/AY)	10% -lead student research projects -Lead at least one peer-reviewed outcome -Assist with other peer-reviewed research outcomes -Assist on internal grants	10% -university committees -some community outreach -Work with student organizations -emerging evidence involvement w/professional organization	50% -duties as per accreditation standards
Grad Faculty	Traditional	60% (5-6 courses/AY)	30% -lead student research projects -Lead multiple peer-reviewed outcomes -Assist with	10% -university committees -some community outreach -Work with student	n/a

			other peer-reviewed research outcomes -Submit internal grants as PI	organizations -emerging evidence involvement w/professional organization	
UG Faculty	PC*	30% -Deliver 125 SCH/semester (or up to ~25% more)	10% -assist student research projects -Lead at least one peer-reviewed outcome -Assist with other peer-reviewed research outcomes -Assist on internal grants	10% -university committees -some community outreach -Work with student organizations -emerging evidence involvement w/professional organization	50% -duties as per accreditation standards
UG Faculty	Traditional	**60%** Deliver 250 SCH/semester (+/- 25%)	**30%** -lead student research projects -Lead multiple peer-reviewed outcomes -Assist with other peer-reviewed research outcomes -Submit internal grants as PI	**10%** -university committees -some community outreach -Work with student organizations -emerging evidence involvement w/professional organization	
UG Faculty	Significant research	40% Deliver 175 SCH/semester (+/- 25%)	50% -lead student research projects -Lead multiple peer-reviewed outcomes -Assist with other peer-reviewed	10% -university committees -some community outreach -Work with student organizations -emerging	n/a

			research outcomes -Submit internal grants as PI -Submit External grants as PI -Manage funded projects	evidence involvement w/professional organization	

*PC = Program Coordinator (though this can be further delineated by programs that require national accreditation and those that do not)

Sample Faculty Workload Matrix for Mathematics & Sciences

Faculty status	Emphasis	Teaching (45-90%)	Research (0-45%)	Service (10%)
Graduate Faculty	Significant research	45% (4 courses/AY)	45% • Faculty research agenda • Lead student research in MS program • Submit internal grants as PI • Submit External grants as PI • Manage funded projects	10% • Disciplinary service • Department committees
Graduate Faculty	Balanced Research and Teaching	60% (6 courses/AY)	30% • Faculty research agenda • Lead student research in MS program • Submit internal grants as PI	10% • Department and University committees • Work with student organizations • Disciplinary service • Curriculum maintenance
Lecturer	Teaching	90% (8 courses/AY)	0% No expectations in this area	10% • Department and University committees • Curriculum maintenance

Sample Faculty Workload Matrix for Social Sciences

Emphasis	Teaching (60-80%)	Research (10-30%)	Service (10-20%)	Admin (<50%)
Research	60% (50-150% SCH target generation) advising majors 1 DHon project -occasional new course development	30% -multiple peer-reviewed outcomes (national) -conference engagement (national) -Assist with other peer-reviewed research outcomes -Submit internal grants -Submit External grants as PI as warranted -Manage funded projects	10% -university and department committees -some community outreach - involvement w/professional organization (regional, serve) - local media as needed	n/a
Teaching	80% (well over 150% SCH target) new course development, new modalities, course programs requiring more engagement with students, multiple DHon projects, independent studies, advising student groups and organizations	10% -Work towards at least one peer-reviewed outcome -conference participation -submit internal grants	10% -university and department committees -some community outreach -involvement w/professional organization (regional, serve) - local media as needed	n/a
Service	50% (50-150% SCH target generation) advising majors 1 DHon project -occasional new course development	10% -Work towards at least one peer-reviewed outcome -conference participation -submit internal grants	30% -lead university and department committees -extensive community outreach - leadership in professional organization - media as needed	n/a

Administrative Release	25%-40% (25-100% SCH target generation) advising students	10% -Work towards at least one peer-reviewed outcome -conference participation -submit internal grants	10% -university and department committees -some community outreach -involvement w/professional organization (regional) - local media as needed	25-50% -duties as per accreditation standards