

Workload Reform Proposals Packet: Appendices

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Appendix I: AAUP Statement on Faculty Workload

Statement on Faculty Workload with Interpretive Comments

The statement that follows was approved by the Association's Committee on Teaching, Research, and Publication in April 1968. It was adopted by the Association's Council in October 1969 and endorsed by the Fifty-sixth Annual Meeting. In April 1990, the Council adopted several changes in language that had been approved by the Committee on Teaching, Research, and Publication in order to remove gender-specific references from the original text.

The Statement on Faculty Workload is printed below, followed by Interpretive Comments as developed in 2000 by the Committee on Teaching, Research, and Publication.

Introduction

No single formula for an equitable faculty workload can be devised for all of American higher education. What is fair and works well in the community college may be inappropriate for the university, and the arrangement thought necessary in the technical institute may be irrelevant in the liberal arts college.

This is not to say, however, that excessive or inequitably distributed workloads cannot be recognized as such. In response to the many appeals received in recent years, therefore, this Association wishes to set forth such guidelines as can be applied generally, regardless of the special circumstances of the institution concerned:

1. A definition of maximum teaching loads for effective instruction at the undergraduate and graduate levels.
2. A description of the procedures that should be followed in establishing, administering, and revising workload policies.
3. An identification of the most common sources of inequity in the distribution of workloads.

Maximum Teaching Loads

In the American system of higher education, faculty "workloads" are usually described in hours per week of formal class meetings. As a measurement, this leaves much to be desired. It fails to consider other time-consuming institutional duties of the faculty member, and, even in terms of teaching, it misrepresents the true situation. The teacher normally spends far less time in the classroom than in preparation, conferences, grading of papers and examinations, and supervision of remedial or advanced student work. Preparation, in particular, is of critical importance, and is probably the most unremitting of these demands; not only preparation for specific classes or conferences, but that more general preparation in the discipline, by keeping up with recent developments and strengthening one's grasp on older materials, without which the faculty member will soon dwindle into ineffectiveness as scholar and teacher. Moreover, traditional workload formulations are at odds with significant current developments in education emphasizing independent study, the use of new materials and media, extracurricular and off-campus educational experiences, and interdisciplinary approaches to problems in contemporary society. Policies on workload at institutions practicing such approaches suggest the need for a more sophisticated discrimination and weighting of educational activities.

This Association has been in a position over the years to observe workload policies and faculty performance in a great variety of American colleges and universities, and in its considered judgment the following maximum workload limits are necessary for any institution of higher education seriously intending to achieve and sustain an adequately high level of faculty effectiveness in teaching and scholarship:

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For undergraduate instruction, a teaching load of twelve hours per week, with no more than six separate course preparations during the academic year.

For instruction partly or entirely at the graduate level, a teaching load of nine hours per week.

This statement of *maximum* workload presumes a traditional academic year of not more than thirty weeks of classes. Moreover, it presumes no unusual additional expectations in terms of research, administration, counseling, or other institutional responsibilities. Finally, it presumes also that means can be devised within each institution for determining fair equivalents in workload for those faculty members whose activities do not fit the conventional classroom lecture or discussion pattern: for example, those who supervise laboratories or studios, offer tutorials, or assist beginning teachers.

Preferred Teaching Loads

Even with the reservations just enunciated, however, it would be misleading to offer this statement of maximum loads without providing some guidelines for a preferable pattern. This Association has observed in recent years a steady reduction of teaching loads in American colleges and universities noted for the effectiveness of their faculties in teaching and scholarship to norms that can be stated as follows:

For undergraduate instruction, a teaching load of nine hours per week.

For instruction partly or entirely at the graduate level, a teaching load of six hours per week.

The Association has observed also that in the majority of these institutions further reductions have become quite usual for individuals assuming heavier-than-normal duties in counseling, program development, administration, research, and many other activities. In a smaller number, moreover, even lower teaching loads have been established generally, for all faculty members.

It must be recognized that achievement of nine- or six-hour teaching loads may not be possible at present for many institutions. The Association believes, nevertheless, that the nine- or six-hour loads achieved by our leading colleges and universities, in some instances many years ago, provide as reliable a guide as may be found for teaching loads in any institution intending to achieve and maintain excellence in faculty performance.

Procedures

The faculty should participate fully in the determination of workload policy, both initially and in all subsequent reappraisals. Reappraisal at regular intervals is essential, in order that older patterns of faculty responsibility may be adjusted to changes in the institution's size, structure, academic programs, and facilities. Current policy and practices should be made known clearly to all faculty members, including those new to the institution each year.

The individual may have several quite different duties, some of which may be highly specialized, and the weight of these duties may vary strikingly at different times during the year. It is important, therefore, that individual workloads be determined by, or in consultation with, the department or other academic unit most familiar with the demands involved. Those responsible should be allowed a measure of latitude in making individual assignments, and care should be taken that all of the individual's services to the institution are considered.

Common Sources of Inequity in the Distribution of Workloads

1. *Difficulty of Courses.* No two courses are exactly alike, and some differences among individual loads are therefore to be expected within a common twelve-hour, nine-hour, or six-hour policy. Serious inequity should be avoided, however, and the most frequent sources of difficulty are easily identified.
 - a. The number of different course preparations should be considered, not only the total class hours per week.
 - b. Special adjustments may be appropriate for the faculty member introducing a new course or substantially revising an older course. This is a matter of institutional self-interest as well as of equity; if the new course has been approved as likely to strengthen the institution's program, all appropriate measures should be taken to ensure its success.

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- c. Extreme differences in scope and difficulty among courses should not be overlooked merely because contention might be provoked on other less obvious imbalances. The difference in difficulty among some courses is so pronounced that no faculty member concerned would deny the existence of the discrepancy. Such imbalances may occur among courses in different disciplines as well as those within the same discipline. In some subjects the advanced course is the more demanding; in others, the introductory course. One course may entail constant student consultation; another may entail a heavy burden of paperwork. At least the more obvious discrepancies should be corrected.
- d. The size of the classes taught should also be considered. The larger class is not always more demanding than the smaller class; but it does not follow that the question of class size can safely be ignored. In a given institution there will be many generally comparable courses, and for these the difficulty will probably be directly proportionate to the number of students involved. In some institutions aware of this problem, faculty workload is now measured in terms of student-instruction load, or "contact hours," as well as in the conventional classroom or credit hours.
- Regardless of the institution's particular circumstances, it should be possible by formal or informal means to avoid serious inequities on these four major points.
2. *Research.* Increasingly each year undergraduate as well as graduate institutions specify "research" as a major responsibility of the faculty. Lack of clarity or candor about what constitutes such "research" can lead to excessive demands on the faculty generally or on part of the faculty.
- If the expectation is only of that "general preparation" already described, no additional reduction in faculty workload is indicated. Usually, however, something beyond that general preparation is meant: original, exploratory work in some special field of interest within the discipline. It should be recognized that if this is the expectation, such research, *whether or not it leads to publication*, will require additional time. It is very doubtful that a continuing effort in original inquiry can be maintained by a faculty member carrying a teaching load of more than nine hours; and it is worth noting that a number of leading universities desiring to emphasize research have already moved or are now moving to a six-hour policy.
- If it is original work that is expected, but the institution fails to state candidly whether in practice scholarly publication will be regarded as the only valid evidence of such study, the effect may well be to press one part of the faculty into "publishing research" at the expense of a "teaching research" remainder. Neither faculty group will teach as well as before.
- In short, if research is to be considered a *general* faculty responsibility, the only equitable way to achieve it would seem to be a *general* reduction in faculty workload. If the expectation is that some but not all of the faculty will be publishing scholars, then that policy should be candidly stated and faculty workloads adjusted equitably in accordance with that expectation.
3. *Responsibilities Other Than Teaching and Research.* Although faculty members expect as a matter of course to serve in student counseling, on committees, with professional societies, and in certain administrative capacities, a heavy commitment in any of these areas, or service in too many of these areas at once, will of course impair the effectiveness of the faculty member as teacher and scholar. A reduction in workload is manifestly in order when an institution wishes to draw heavily on the services of an individual in these ways, or when with its approval the individual is engaged in community or government service. No universally applicable rule can be advanced here, but, as suggested earlier, the faculty unit responsible for individual assignments should take all such additional service into full consideration. Often, the determination of an appropriate reduction in workload depends on nothing more complex than an estimate of the hours that these additional duties will require.

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2000 Interpretive Comments

The interpretive comments that follow were approved by the Association's Committee on Teaching, Research, and Publication in March 2000. They were adopted by the Association's Council in June 2000 and endorsed by the Eighty-sixth Annual Meeting.

The world of higher education has changed significantly since the Association issued its *Statement on Faculty Workload* in 1969. While the number of faculty members in the profession has increased considerably, the proportion who hold positions that are with tenure or probationary for tenure has decreased significantly. Colleges and universities are meeting their instructional needs by increasing their reliance on part-time, adjunct, or full-time non-tenure-track faculty members and on new technologies. The increased reliance on various types of non-tenure-track faculty has added to the workload of tenured and tenure-track faculty, who must assume additional administrative and governance responsibilities. In reviewing the 1969 *Statement*, we have looked at how these changes affect the work of faculty in what was already a complex and diversified academic workplace.

The Association's recommendations regarding workload were developed, according to the 1969 *Statement*, in order to ensure and sustain an "adequately high level of faculty effectiveness in teaching and scholarship." That statement recommended *maximum* and *preferred* teaching loads, and offered differing workload recommendations based on whether or not the instruction was offered at the undergraduate or the graduate level. We reaffirm the need to distinguish between *maximum* and *preferred* loads, but we believe that differences in workload should reflect the differing research and instructional expectations for faculty members at different kinds of academic institutions. We believe that institutional expectations concerning the amount of research a faculty member is required to conduct are a more useful determinant than whether instruction is offered at the undergraduate or the graduate level.

The 1969 *Statement* noted that no single formula for an equitable faculty workload could be devised for all of American higher education. Still, we note that the various segments of higher education have all recently undergone similar changes in the pattern of faculty appointments and in the nature of technological innovations.

This committee has also examined the application of the 1969 *Statement* in the context of the rapidly growing community-college segment of American higher education.

Maximum Teaching Loads

1. *Community Colleges.* Community-college teaching loads have typically exceeded the maximum of twelve hours per week that the 1969 *Statement* recommended for undergraduate instruction. We believe that the recommended maximum load should remain the twelve hours recommended in the original statement. The academic and instructional responsibilities and obligations involved in educating the diverse range of students who attend community colleges are no less demanding than those at other institutions of higher education. Although the expectations for research and service in the two-year sector may differ in particulars from those in other sectors of higher education, the professional demands are equivalent.
2. *Part-Time Faculty.* Many institutions have converted full-time faculty appointments to positions held by part-time faculty or graduate assistants. We observe with concern that recent institutional practice has led to a multi-tier system of appointments that provide part-time faculty members little opportunity to conduct research or to participate in professional development.

We recommend that part-time faculty appointments not be based, as they commonly are, solely on course or teaching hours. Activities that extend well beyond classroom time—including maintaining office hours, participating in collegial curricular discussions, preparing courses, and grading examinations and essays—should be recognized. These faculty duties should be defined, and the part-time faculty members who engage in these activities should be compensated and supported professionally based on pro-rata or proportional performance of an equivalent full-time position.¹

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3. *Graduate Teaching Assistants.* The teaching loads of graduate assistants should permit those who hold these positions to meet their own educational responsibilities as well as to meet the needs of their students. We therefore see merit in an institution's setting a limit on the amount of work it assigns to graduate assistants, generally recommended not to exceed twenty hours per week, so that they are not hindered in completing their own degree requirements.²

Distance Education

No examination of teaching loads today would be complete without consideration of how distance education has affected the work of faculty members who engage in it. Since faculty members have primary responsibility for instruction, the curricular changes needed to implement new technologies—including course design, implementation, review, and revision—require substantial faculty participation. Institutions should provide training as well as support for those faculty members expected to implement new instructional technologies. Consideration should also be given to the matter of increases in contact hours in the real or asynchronous time required to achieve interactive learning and student accessibility.³ The increased time in course preparation and the demands of interactive electronic communication with individual students call for a reduction in the maximum classroom hour assignment.

Notes

1. See "The Status of Non-Tenure-Track Faculty," AAUP, *Policy Documents and Reports*, 9th ed. (Washington, D.C., 2001), 77–87.
2. See "Statement on Graduate Students," AAUP, *Policy Documents and Reports*, 10th ed. (Washington, D.C., 2006), 280–82.
3. For a detailed examination of these issues, see "Statement on Distance Education," *ibid.*, 211–13.

Appendix II: Mercer University Strategic Plan Goal 2

Goal 2: Recruit, develop, and retain a talented and diverse team of faculty and staff who achieve excellence in teaching, scholarship, and service.

Outstanding students seek to study with outstanding teachers and scholars. The vision statement calls for Mercer to attract and nurture outstanding staff and creative educators who are also first-rate scholars and practitioners and to provide a dynamic, diverse, and rigorous education where every student matters and learns to make a difference.

The ability to recruit and retain an outstanding and diverse faculty and staff requires that Mercer pay competitive salaries. To achieve our vision of attracting and nurturing outstanding staff and creative educators, within 10 years Mercer intends to:

- Improve faculty compensation to reach 100 percent of the average for faculties at designated peer institutions.
- Improve staff compensation to reach 100 percent of the average for the appropriate market.

Meeting these targets today would require an immediate investment of an additional \$16 million dollars in the annual budget. Our goal is to meet these targets within 10 years.

The vision statement calls for Mercer to make contributions on the frontiers of knowledge through distinctive research agendas.

Excellence in teaching and excellence in scholarship are entirely consistent goals. A faculty member's involvement in cutting-edge research, scholarship, performance and professional practice can enable that faculty member to be an even more effective teacher, provided the faculty member is given a teaching load and other support compatible with maintaining an active research agenda.

To achieve our vision of being a university that makes contributions on the frontiers of knowledge, within 10 years Mercer intends to:

- Reduce the student/faculty ratio from 13/1 to 11/1. This will enable Mercer to provide reduced teaching loads to faculty who seek to pursue research agendas while continuing to encourage a high level of interaction among faculty and students.
- Provide necessary institutional support for faculty to pursue research agendas, competitive start-up packages, improved laboratory and library resources, and increased sabbatical opportunities.
- Enhance faculty and staff development programs to ensure professional growth, to improve retention, and to enhance the institution's reputation through increased participation in professional activities. Within 10 years the University will endeavor to fund at least two development opportunities each year for each faculty member.
- Attract and develop as many as seven additional distinguished university professors who will be nationally recognized scholars in their fields. Each of these distinguished professors will make major contributions in research, writing, and performance that will enhance our academic environment and bring national visibility and stature to the University. To fund these distinguished professorships and other named chairs and professorships, the University intends to raise \$50 million for endowed faculty positions over the next decade.
- Increase annual externally funded research expenditures from \$11.7 million to at least \$40 million. This will require increased collaboration with other universities and institutions committed to research, as well as active participation in organizations such as the Georgia Research Alliance and the Georgia Cancer Coalition. It will also require Mercer to continue efforts to build the necessary institutional research infrastructure.

In addition to enhancing the level of funding to support research and faculty and staff development, meeting these targets over the next 10 years will eventually require at least 80 additional faculty positions at an annual cost of approximately \$7.5 million.

COLLEGE OF LIBERAL ARTS STRATEGIC PLAN

This plan provides four overall strategies for the College, all of which assume a ten-year period for completion. Some of the projects listed under the strategies, however, are specifically intended for 2009-12. We will then use 2008-09 as a planning year.

STRATEGY 1: Review and redesign the lower division curriculum (particularly general education courses) with an emphasis on writing and discussion. *contrastive?*

- ms* { PROJECT 1: Review lower division curriculum (particularly in General Education) in order to propose the most powerful and efficient structure. Work toward a curriculum in which no lower division classes are larger than 20 students.
- ms* { PROJECT 2: Review faculty teaching loads, course reductions, course offerings so that inefficiencies at the upper and lower division can be streamlined and resources diverted to lower division staffing.
- ms* { PROJECT 3: Plan and gradually institute a program of new and replacement faculty hiring that moves toward a lower division student/faculty ratio of 20/1, an overall student/faculty ratio of 12/1, and a standard 18 hour teaching load.
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han* { PROJECT 4: Develop incentive structures for promoting experiential learning, service learning, cross-college collaboration, writing across the curriculum, undergraduate research, and other forms of innovative teaching that capitalize on a small-course lower division curriculum.

Appendix IV: Dean Fallis' 2003 White Paper on 4 Credit-Hour Curricular Reform

A New Curricular Structure in CLA?

Education is not the filling of a pail, but the lighting of a fire.
--W. B. Yeats

Over the last twenty years, an increasing number of private liberal arts colleges and colleges within private universities have moved away from the model of the three-hour course with 120-128 hours required for graduation. In this white paper, I propose that CLA also make this change.

Characteristically, the colleges that have adopted this model have had three motives in making this change:

1. By extending the nominal “class time,” a four-hour model provides wider opportunities for tutorials, group study, service learning, and other innovative pedagogical activities.
2. A requirement of 30-32 courses for graduation encourages a more focused curriculum. It also tends to reduce the proliferation of courses (usually based on a research-university model). The need to teach these to meet graduation requirements often limits faculty time and energy for other activities.
3. For students, the smaller number of more intense courses means greater involvement in the courses taken and a greater sense of coherence in the undergraduate experience overall. The model reduces the sense of just accumulating hours; it also can provide for a more successful first year, as students make the transition from high school to college.

In exploring a new curricular model for CLA, I have looked particularly at eight institutions: Brown, Colgate, Davidson, Elon, Princeton, Ohio Wesleyan, Sewanee, and the College of Wooster. All use 4-credit courses as their basic instructional units; most simply require a specified number of courses for graduation rather than counting hours. Each, of course, has its own distinctive way of using this curricular structure for its own purposes. Brown, for example, has virtually no specified requirements; Princeton has few (and, generally, the Ivies have few). Davidson, on the other hand, has detailed requirements and is easily the most directive of my sample. Please see Appendix A for a comparison of six degree programs.

Brown has used this kind of curriculum for more than thirty years and defines goals clearly: “The philosophy of the Brown Curriculum is based on the ideas that students need to be active participants in their education, that an education should be response to each student’s particular intellectual interests and desires, that education is a process of intellectual growth rather than the static transmission of knowledge, and that the development of moral character is as important as the honing of intellectual skills” (http://www.brown.edu/Administration/Dean_of_the_College/DOC/index.html).

At this point, I want to emphasize that what I am proposing is a different curricular **structure**. I am not suggesting a radical revision of curricular content; I am

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not necessarily recommending new pedagogies. Instead, I believe we need to re-align our curricular structure to express better CLA's goals and purposes. After thirty years in higher education, I know that curricular change is exquisitely difficult. But I hope that this "white paper" will stimulate discussion about what we do and why and how we do it.

Reaffirming Our Purposes:

I believe we need a curricular structure that better reflects the College's historic emphasis on liberal education. In an excellent lecture last month, Ted Nordenhaug described seven virtues of the liberally educated:

1. The mastery of one's language.
2. A grasp of mathematics and science sufficient to know what a proof is and how to assess evidence.
3. A sense of history.
4. A first hand appreciation of another culture.
5. A personal appropriation of art.
6. A sense of the intellectual boundaries sufficient to understand that no single paradigm applies to everything.
7. The courage to pursue the big questions of life, the questions that religion and philosophy traditionally try to answer.

These characteristics are surely what we want our students to have. The challenge of a curricular structure, then, is to create the means by which they are most likely to acquire them. To Ted's seven virtues, I would add that students need two other qualities:

1. Sufficient knowledge of at least one field of study to make confident and informed judgments.
2. A sense of responsibility for their local and global communities and the wherewithal to have meaningful engagements with them.

The first of these, in American higher education, comes through a major. The second should be, I believe, a particular feature of a Mercer education. Since Jesse Mercer's time, this institution has known that learning is not a cloistered virtue: the educated person has responsibilities in this world. We need to challenge our students to become engaged in their communities; we need to support them in learning what "civic engagement" is and what it requires. To that end, I believe that we need to integrate service learning, study abroad, internships, and student research more fully into the academic program. In sum, we need to foster liberal education with a conscience.

Why Do We Need Change?

From the experience of fifteen months in the dean's office, I see two primary reasons for considering change:

The current system does not work well for students.

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1. Our first-year students are not performing well, probably because they are taking too many courses. This semester more than half are earning at least one D or F at mid-term in at least once course. This is somewhat worse than last year. In both years, first-year students had average high school GPAs (3.5+) and SAT scores (1170+) indicative of adequate preparation to succeed in college. The typical mid-term deficiency rate in good-quality liberal arts colleges is around 20%.
2. Too many students choose not to return after the freshman year or sophomore years. There are many factors at work here, but I would suggest that a significant one is that some students do not see CLA as offering a distinctive program that engages them.
3. Too many students take introductory-level courses as juniors and seniors or try to take Extended Education courses simply to fill up the required hours.
4. Various surveys of student attitudes and experiences are disappointing in that they indicate a comparatively low level of student engagement with both learning and real-world issues

The current system does not work well for faculty members.

1. Faculty members are teaching too many courses. A 21-hour load is not characteristic of liberal arts colleges with outstanding reputations for teaching. Moreover, most of our faculty members have too many preparations. Our teaching load undermines directing student research and eats up time that should be available for pedagogical innovation.
2. We do not have sufficient means for encouraging (and supporting) faculty members who experiment with service learning or other kinds of experiential learning, computer-assisted learning, and other innovative teaching practices.
3. Overall, we are effective in managing our General Education courses. By usual standards, both the Distribution Track and Great Books operate efficiently. In contrast, there are sharp disparities in enrollments in our majors. A lightly enrolled major is not inherently a bad thing, but our ten largest programs enroll about 80% of our majors while the rest account for only about 20%. Thus we run the risk of trapping ourselves into having to teach required courses regardless of enrollments
4. We have a serious proliferation of courses. By my count, the *Bulletin* currently lists 623 different courses in CLA. In twelve departments and programs, there are more courses listed than enrolled majors to take them. I believe that too often we imagine that an undergraduate major should replicate all the emphases of a graduate program. Instead, I think we need to focus on what our graduates should know and be able to do.

What would a new curricular structure look like?

I realized that designing a new structure would take time and much discussion. But take the following as a rough sketch. It assumes that the 4-credit course would be the norm (with some 1- or 2-credit courses for special situations). Students would usually

Appendix IV: Dean Fallis' 2003 White Paper on 4 Credit-Hour Curricular Reform

take the equivalent of four courses each semester with the equivalent of three full courses as the minimum to maintain full-time status.

General Education: 14-16 full courses	Major: 7-11 full courses	Options: 5-11 full courses
<p><i>FYS/X-2</i> courses (writing intensive) <i>SCI-1</i> course <i>Lab Science-1</i> course <i>Math-1</i> course <i>Languages-0-2</i> courses <i>Health/Wellness-1/2</i> course <i>Computer Literacy-1/2</i> course <i>Senior Capstone-1</i> course (writing intensive)</p> <p><i>Great Books-7</i> courses OR <i>Distribution-7</i> courses --1 <i>History</i> --2 <i>Social/Behavioral Science</i> --1 <i>Literature</i> --1 <i>Philosophy</i> --1 <i>Christianity</i> --1 <i>Art, Music, or Theatre</i></p>	<p>Designated introductory course in each major (preferably not a General Education course)—writing intensive—to be taken in sophomore year or 1st semester of junior year.</p> <p>Include research opportunity or tutorial/preceptorial in many 300-level courses.</p> <p>Designated senior seminar (1/2 or 1 course)—writing intensive—also to be used for assessment.</p> <p>Include senior research project or thesis in each major.</p> <p>Offer internship in each major an/or designated experiential learning opportunity.</p>	<p>Second major possible</p> <p>Minor or Additional Depth required otherwise (5 courses). Additional Depth requirement modified to a specific plan of study of 5 courses numbered above 300 that fit the student's particular interests and are approved by the adviser.</p> <p>Special arrangements for study abroad or participation in highly structured internship/learning opportunity (e.g., Washington Seminar). Participation in off-campus programs could, with adviser approval, constitute part or all of Minor or Additional Depth.</p>

Some Notes on This Plan:

1. Under this plan, four courses/semester would be the standard load for a student. No student would be permitted to take more than five full courses in a semester; in some circumstances, a three-course load would be permitted.
2. This structure increases the General Education requirement somewhat, but that seems to me desirable and necessary to help students achieve Nordenhaug's seven virtues.
3. It is intended to encourage innovative practices of teaching and learning. As Timothy Goldsmith of Yale wrote in an editorial in *Science* this fall: "Lecturing is a faculty addiction, sustained by high ratios of students to teachers; it is the form

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of 'distance learning' that's already here! But for students whose world view is very different from the instructor's, more individualized contact and more imaginative access to student feedback may be essential" (297 [13 September 2002], 1769).

4. It maintains the same basic structure of General Education, but adds a half course in Computer Literacy and a half course in Lifetime Health and Fitness. Computer skills are fundamental in the 21st century; it seems to me inexplicable that a College committed to *paideia* does not have a health and wellness requirement.
5. The foreign language requirement remains as it stands, but several of the other colleges reviewed require the equivalent of three or four semesters. Particularly as we increase emphasis on study abroad, moving to this requirement would be desirable.
6. This plan would designate several "writing intensive" courses; typically, students would take one each year. To make these effective, we need to employ a specialist trained in one of the strong doctoral programs in writing to consult, lead faculty workshops, and model effective writing instruction. The introductory course in the major would particularly emphasize writing skills appropriate to its discipline.
7. 300-level courses should, typically, include opportunities for service learning, other kinds of experiential learning, and/or individual tutorials or small-group discussions ("preceptorials").
8. The plan imagines that every major would have a senior project or thesis. Ideally, I would like to follow the Wooster model of a junior-level research seminar followed by two courses in the senior year specifically devoted to preparing a research project or thesis. While this does not seem feasible at this point at Mercer, I would urge the departments and programs with small numbers of majors to redesign their curricula for their majors around research-oriented tutorials more than traditional courses.
9. Each major should offer credit equivalent to one full course for internships appropriate to the discipline. Faculty supervision of internships should be compensated according to a College-wide formula. Ideally, we would adapt Elon's innovative method of devising internships and non-credit experiences into a coherent plan to prepare every student to apply knowledge in real-world situations. But, for the moment, basic moves in that direction seem sufficient.
10. In revising major requirements for this new structure, departments should sequence courses carefully (most did an outstanding job in the original transition to semesters). In my view, we need to move beyond the "coverage" model in developing majors. To quote Timothy Goldsmith again: "Discussions of curriculum are often limited to who 'covers' what, an approach more suited to barn painting than to education" (*Science*, 297 [13 September 2002], 1769). Instead, the question should be: "What should our graduates know and be able to do?" As a rule of thumb, upper-division courses should number about twice the number of courses actually required to complete the program (i.e., a department offering a 9-course major should have a 300-400 level curriculum of about 18 upper-division courses). Courses regularly enrolling fewer than 10 students should be taught only once every four semester.

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11. Standard teaching load for faculty members would be 5 full courses per year or the equivalent (20 semester hours). This represents a loss of about 100 credit hours/year of teaching, no small matter. On the other hand, I believe CLA could absorb that if we could also rationalize curriculum. Overloads would be limited to 1 course per year.
12. Were we to use a structure like this, we should look very carefully at how classes are scheduled. We need to be creative in moving beyond the concept of “seat time” in devising courses and schedules.
13. Supervision of General Education as whole could become the responsibility of the Dean’s Office, which would coordinate the overall program, provide leadership for the interdisciplinary courses, and support and encourage instructors in considering purposes and pedagogies.
14. In line with thinking from institutes some of us participated in this summer, the interdisciplinary courses (FYS/X, SCI, and SCP) could be reconceptualized as “seminars in the civic arts” with the emphases in FYS/X on Character and Community and Challenges to a Democratic Society, on Scientific Knowledge for Civic Engagement in SCI, and on The Great Issues of the 21st Century for SCP. In each, CLA could work closely with the Commons to emphasize concerns about “vocation” in Buechner’s sense of finding places “where one’s deep gladness meets the world’s deep hunger.” Practically speaking, the General Education program, as well as the majors, should seek to engage students in their communities of action as well as thought and should use such means as service learning to foster liberal education with a conscience.

Clearly, this structure is not perfect. But I do believe that we need to move in this direction if we are to re-center our work on the values of a liberal education. I have prepared it and am distributing it to encourage conversation and debate—and I look forward to your response.

Richard C. Fallis
Dean
College of Liberal Arts

ABSTRACT

This report outlines issues related to improving instructional efficiency in the College of Liberal Arts. Such improvement might help the College to deal with our current resource crunch (covering our curriculum with fewer faculty members) and should also help us achieve the goal of lowering our standard teaching assignment to 18 course hours per faculty member. The issues include: relative alignment of teaching effort (course hours of teaching assignment) and student effort (student credit hours) by course level (100-level, 200-level, etc.); impact of cutting course sections on our section size vs. course level enrollment profile; selecting introductory-level course section enrollment limits; and department-by-department variation in faculty member teaching productivity (student credit hours taught per year per faculty member). I've included a few recommendations for Executive Committee action/decision that seem appropriate for our current curricular review process.

THIRTEEN PERCENT

Decreasing the standard College of Liberal Arts faculty teaching assignment from 21 hours to 18 hours will require that we decrease the total number of sections offered—by cutting about 13% of our sections. Although our initial efficiency efforts must be made just for us to continue to teach our students with a depleted faculty, our ultimate teaching assignment goal might still dictate our efficiency targets. Presumably the College will continue to work toward reconstituting the faculty, and efficiency improvements made now will translate to teaching assignment reduction when faculty-replacement positions are eventually hired. If we concentrate on improving the efficiency of our course schedule and our curriculum at the same time that we're cutting 13% of our sections, we won't necessarily have to increase enrollments in all remaining sections by 13% in order to compensate for all of the lost seats. A 13% cut in our number of sections needn't correspond to a 13% decrease in student opportunities. Instead, we might adjust our enrollment distribution.

[Note: Because 5% of the College's instruction is provided by adjunct faculty members (and an additional small amount is provided by faculty members teaching overloads), decreasing teaching assignment by cutting sections will also redistribute a small fraction of the total teaching load to the adjunct faculty members (and to overload assignments) as slightly increased enrollments in those sections. So, even though decreasing from 21 hours to 18 hours is a 15% drop, we only need to cut 13% of our sections to achieve the target teaching assignment reduction—if we maintain the same level of adjunct/overload teaching.]

Our instructional effort data from 2007-08 suggest a couple curricular questions related to instructional efficiency. Figures 1-2, below, show the disparity between our faculty's teaching effort (distribution of total course hours presented by CLA among the four levels—100, 200, 300, and 400) and our students' learning effort (distribution of student credit hours among the four levels). And so our first question might be: ***Have we intentionally created a curriculum and course schedule in which the course levels have tiered priority?*** Figure 3 shows the steady decrease in approximate course size (actually the ratio of student credit hours to course hours) on progressing from 100-level courses to 400-level courses. And so our second question might be: ***How do we imagine our enrollment model might respond to course cutting?***

EFFORT

The distribution of teaching effort, Figure 1, was calculated by sorting all College of Liberal Arts courses presented during the 2007-08 academic year according to the course level (100-level, 200-level, etc.) and then determining what relative amount of effort our faculty invested at each level—measured as semester hours of teaching assignment. Figure 1 shows that, as expected, the 100 level is our largest investment, accounting for almost 43% of our teaching effort.

The distribution of our students' learning effort, Figure 2, was calculated from the same data set mentioned above, but instead of counting course hours, I counted student credit hours (course hours times students enrolled). Figure 2 shows that the student effort is focused even more on the 100 level than faculty effort, with 100-level courses corresponding to almost 55% of all student credit hours attempted in any given term/year.

[**Note:** This isn't surprising. In a previous study I calculated that our presentation of the ~150 courses that count somewhere in the College's general education program corresponds to about 70% of our annual teaching effort. This effort includes teaching students from the other undergraduate schools and also liberal arts students taking these courses not only for general education but also for majors, minors, pre-professional programs, and electives.]

Notice the discrepancies between Figure 1 and Figure 2. At the 100 level, the teaching effort is 12.1% less than the student effort (-12.1%). At the 200 level, the discrepancy has dropped to only 1.1% (-1.1%). At the upper course levels the trend reverses, teaching effort now outstrips student effort by 6.0% at the 300 level (+6.0%) and by 7.2% at the 400 level (+7.2%). The differences between the numbers in Figures 1 and 2 suggest that the faculty of the College of Liberal Arts have assigned our courses to two different priority tiers: (a) the lower priority tier (100-

Figure 1: Teaching Effort Distribution

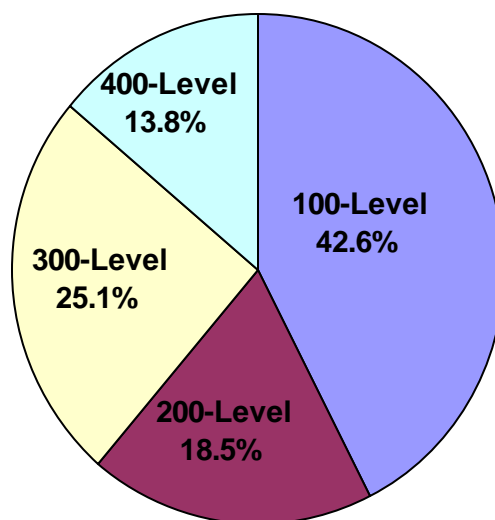
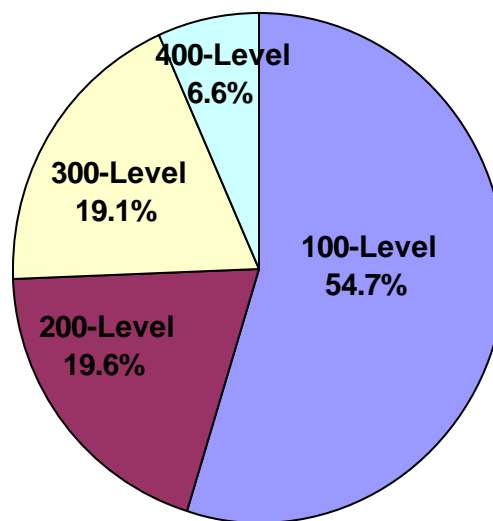


Figure 2: Student Effort Distribution



level and 200-level courses) with higher enrollments per section; and (b) the higher priority tier (300-level and 400-level courses) with lower enrollments per section. *I recommend that in the upcoming phase(s) of our current curricular review project, we might determine the degree to which we—the College faculty—feel forced into our two-tiered course priority system or the degree to which we endorse giving lower priority to lower-level courses.*

HIGHER EFFICIENCY ENROLLMENT MODELS

Cutting total sections offered (in order to decrease our standard teaching assignment) will result in a redistribution of enrollment. To some extent, our determination of the appropriateness of priority by course level (see section above) will suggest the appropriate enrollment model to target for improved instructional efficiency. The two possible first-step models might be viewed as modifications on the current approximate section sizes. Figure 3 shows the quotient student credit hours over course hours for the College of Liberal Arts 2007-08 offerings sorted by course level (100-level, 200-level, etc.). These numbers are roughly section sizes by course level. Our current curriculum and course schedule results in a steady decrease in section size from about 21 students per section in 100-level courses down to about 8 students per section in 400-level courses. If we—the College faculty—accept the notion that lower-level courses should have lower priority, then we might target section cuts at the lower levels and expect an exaggeration of the enrollment model as shown in Figure 4. On the other hand, if we try to even out priorities by cutting sections at the upper level, then we might expect a more level enrollment model as shown in Figure 5. Either of these models would correspond to improved instructional efficiency and could support a net decrease in the standard faculty teaching assignment. But we might select our approach to improving efficiency and to decreasing the net course hours based on the type of enrollment model we want to support (Figure 4 vs. Figure 5).

Figure 3: Section Size Decline (2007-08)

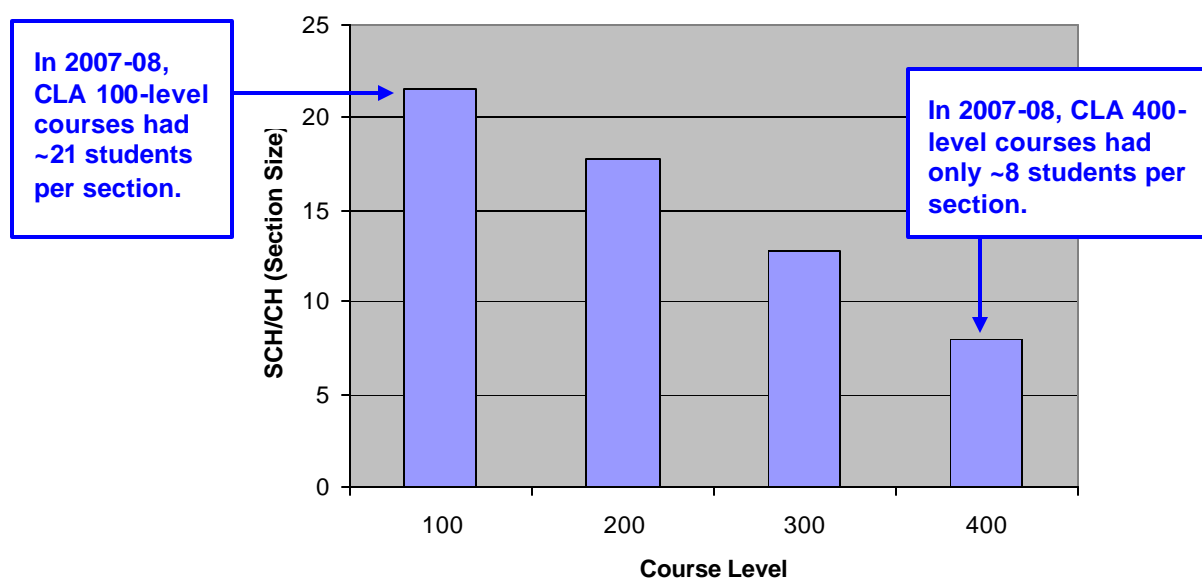


Figure 4: Section Size Model A

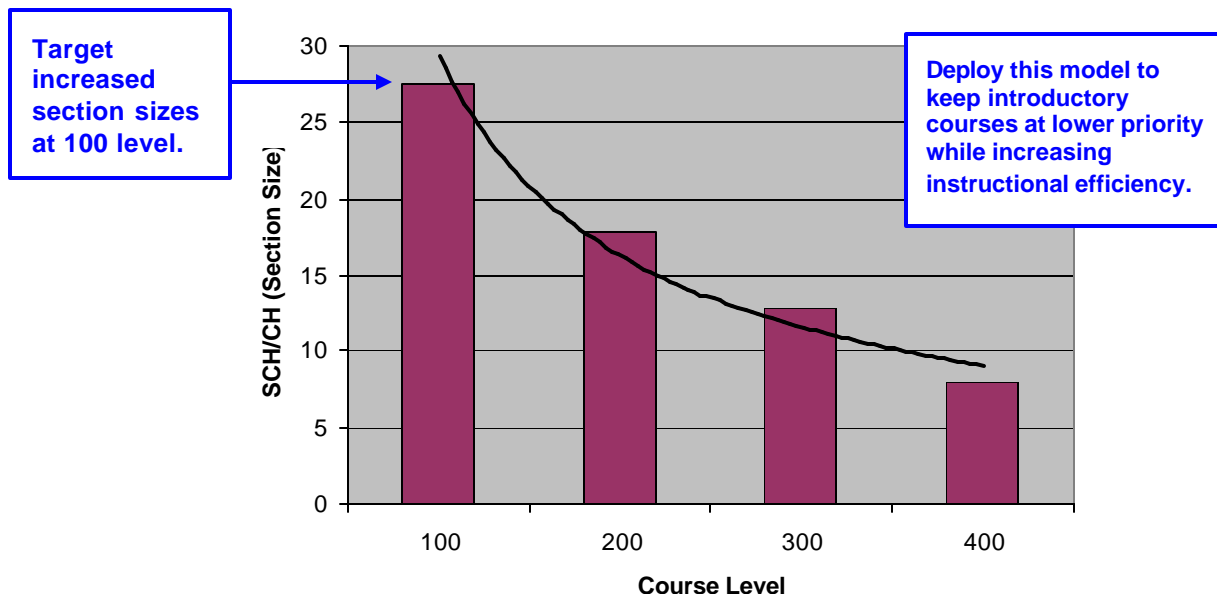
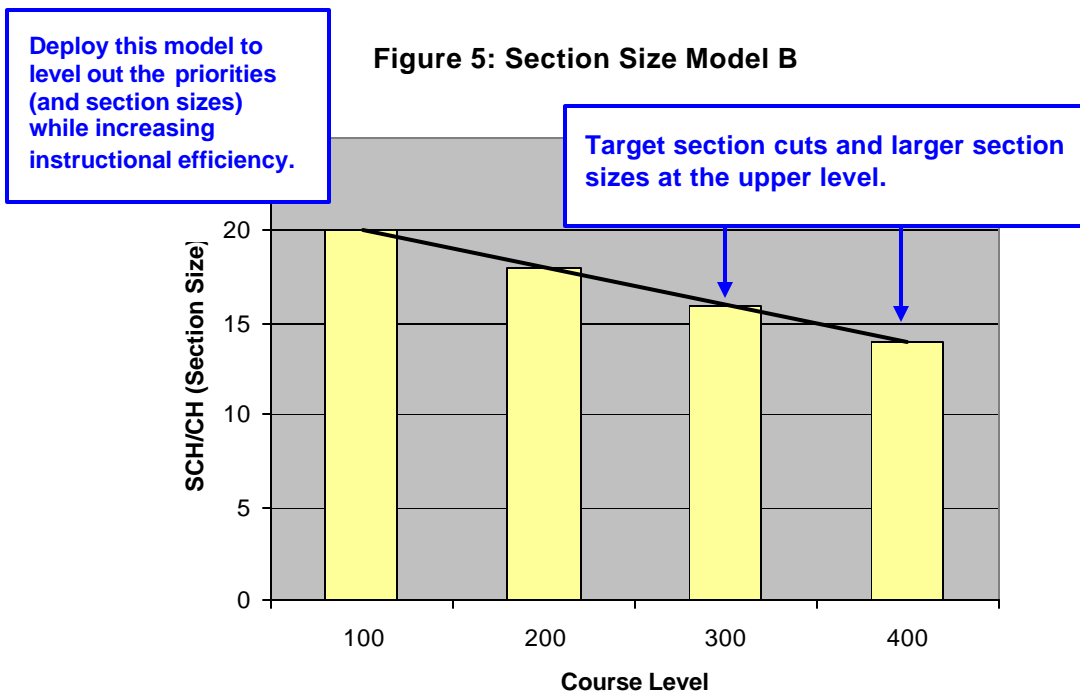


Figure 5: Section Size Model B



The models shown in Figures 4 and 5 assume that instructional efficiency is achieved only by cutting course sections. However, it should be possible to use curricular change to cut 100-level course sections (as in Figure 4) and to achieve the result depicted in Figure 5. Such a curricular change would need to encourage/require more student enrollment in upper level courses—perhaps through changes to majors/minors, changes to the additional depth requirement, changes to the introductory courses offered (e.g., limit introductory courses in each discipline), and/or changes to our general education program.

It's unlikely that we'll be able to cut 13% of our course sections through only one of the models and methods described above—cutting introductory sections, cutting upper-level sections, or curricular change to adjust enrollment patterns. *I recommend that we might discuss all three models/methods in the upcoming phase(s) of our current curricular review project and consider deploying all three with one of them identified as our primary model/method. The Executive Committee might recommend one model/method for initial focus.*

SURVEY OF INTRODUCTORY-LEVEL COURSE ENROLLMENT LIMITS

Improvement of instructional efficiency and decrease in the standard faculty member teaching assignment in CLA will likely require cutting the total number of introductory-level sections that we present—with concomitant increase in the average section size in introductory-level courses. Table 1, below, lists the typical enrollment limits (2007-08) for the introductory-level courses in CLA, including those 200-level courses that serve as disciplinary introductions in some departments. The numbers in Table 1 show the significant department-to-department variation in our approach to introductory courses. And the fact that the majority of these enrollment limits exceed 24 students per section while our average enrollment in 100-level courses was only about 21 students per section points to another efficiency-related problem: unfilled course sections. In some departments, cutting sections will not require completely compensatory increases in enrollment limits for remaining sections since all sections haven't usually filled. At maximum efficiency, we will target 100% filled sections for all introductory-level courses.

Table 1: Typical enrollment limits for introductory-level courses in CLA

ART	106	30	ENG	233	30	MAT	141	25	
	107	30		234	30		191	25	
	114	15		235	30		PHI	180	25
	115	15		237	30			190	30
	116	15		240	30			195	30
BIO	202	16	263	30	PHY	115	24		
	203	16	264	30		121L	24		
	211	24	265	30		141	30		
	212	24	FRE	111		25	142	30	
CHM	111	27		GER		112	142L	20	
	112	27	LAT				161	30	
CHR	101	24		SPN	FYS	162	30		
	150	24	101			18	162L	20	
COM	200	25	102	18	POL	101	30		
	210	24	HIS	111	35	PSY	101	40	
THR	115	25		112	35	SCI	105	24	
	CSC	125		20	165	35	SOC	101	27
IST		126	20	JMS	101	25	WGS	180	20
	EES	105	16		150	20			
110		16	MAT	104	25				
150		24		126	25				
133	25								

Several of the courses listed in Table 1 have enrollment limits below 24; and these smaller section sizes are highlighted (in yellow) above. In some cases these section sizes are limited

by physical facilities. In other cases size limits have been enforced by the faculty for pedagogical reasons. In all cases, we will need to ask how cutting sections will necessarily affect the enrollment limits listed above—and this will include searching for routes around limitations related to physical facilities and to pedagogy.

Roughly one-half of our teaching effort goes into introductory-level courses, and so cutting 13% (see section above) of our introductory sections will get us only about halfway to the instructional efficiency improvement necessary for reduction of the standard CLA teaching assignment.

DEPARTMENTAL EFFICIENCY

College-wide instructional efficiency may also require some redistribution of instructional effort. In a few cases the instructional productivity—in terms of 2007-08 student credit hours taught per faculty member, see Table 2 below—is well below the CLA average of 380. Those departments with productivity below 350 student credit hours per faculty member are highlighted (with yellow) in Table 2. (In 2007-08, there were also two departments with productivity in excess of 450 student credit hours per faculty member: CHM and MAT.) For any given department, this productivity figure might be increased by: (a) recruiting more students into existing courses (increasing enrollments); (b) consolidating existing courses (decreasing number of sections and increasing section sizes) and adding instruction outside of the department (increasing interdisciplinary studies contribution); or (c) consolidating existing courses and cutting faculty members. *Since the third option is opportunity-based only, I recommend that we might use the upcoming phase(s) of our current curricular review process to discuss and implement policy/protocol based on the first two options. This might be an appropriate topic for the Executive Committee.*

Table 2: Student credit hours taught per faculty member (2007-08)

ART	348
BIO	393
CHM	487
CHR	366
CSC	197
CTA	392
ENG	331
EES	297
FLL	398
HIS	369
IDS	393
MAT	460
PHI	405
PHY	330
POL	395
PSY	387
SOC	393

SETTING TARGETS

Improvement of our instructional efficiency—both for immediate survival and for the long-term benefit of decreasing standard teaching assignment—will require the identification of some new targets associated with the issues outlined in this report:

- (1) What will be our target across-course-level enrollment profile? (See Figures 4-5.)
- (2) What will be our target course enrollment limits? (See Table 1.)
- (3) What will be our target faculty teaching productivities? (See Table 2.)

Each of these targets will also require at least one strategy to support fundamental changes in our pedagogies, our curricula (general education and disciplinary), and our use of physical facilities. *The improvement of our instructional efficiency will require significant concerted effort, and so I respectfully recommend that the Executive Committee might begin working on these issues as part of the current curricular review process.*

Appendix VI: CLA Faculty Manual - Workload Policies

2.10. Standard Teaching Load

The workload of members of the faculty of the College of Liberal Arts includes several components, including teaching and related duties; scholarship; and service to the College and to Mercer University. Considered together, the teaching and service components amount to about thirty semester hours of faculty time per academic year. Scholarship is difficult to quantify, and it may prove necessary in many instances to confine it primarily to seasons when classes are not in session. The following norms currently prevail:

Teaching: 21 semester hours per academic year, reckoned in terms of credit hours taught of standard lecture courses, or their equivalents. Typically, preparation, grading, office hours, and advising will add about fifteen clock hours weekly. Of these, office hours average about five hours.

Scholarship: ongoing and difficult to quantify. For most faculty members, the largest quanta of time for this activity, unless it is connected directly with collaborative research through which students are taught, will be found during times when classes are not in session. As a general guide, scholarly and creative activity, regardless of character and when conducted, should approximate the effort required to teach one-two courses per year.

Service: ordinarily departmental, committee, and faculty meetings will occupy about three-five clock hours weekly.

Load credit is awarded for administrative assignments (such as chairing a department or directing a program) by the Dean. It may also be awarded for scholarship, upon recommendation of the department Chair and approval of the Dean. When such credit is given, it recognizes the importance of non-teaching duties and replaces an equivalent commitment of time to teaching. Occasionally, needs may arise that can be met best by requesting faculty members to undertake overload teaching assignments. These are compensated at the prevailing rate. Overload assignments are at the invitation of the Chair, with the voluntary acceptance of the faculty member and the approval of the Dean. Because an excessive workload is not supportive of the best teaching, faculty members may receive overload appointments beyond one per academic year only in extraordinary circumstances.

For purposes of equivalency, the following guidelines apply:

The standard course is a three semester hour course. Such a course meets for three hours weekly over the duration of the semester. Instruction depends principally on lecture, discussion, problem-solving, writing, recitation, and examinations.

For teaching laboratory and studio sections, 2.5 hours of meeting time are considered to equal one hour in a standard course.

Physical Education activity classes, Scientific Inquiry modules, and other special offerings carry specifically determined load credits.

Direction of a play, of a major performing ensemble, a program, and chairing a

Appendix VI: CLA Faculty Manual - Workload Policies

department are treated as the equivalent of one standard course.

For individual music lessons, the following formula applies: Any combination of individual music lessons totaling nine contact hours per week is considered to be the equivalent of two three semester hour course.

Any combination of small (<6) classes, directed studies, independent studies, or courses offered by special arrangement that require nine or more contact hours per week are considered to be the equivalent of a single three semester hour courses.

3.02.7. Reduced Teaching Loads

Faculty members may request a reduction in the number of courses taught in one or more semesters during the academic year for the purposes of scholarly research and/or other professional activities. The Dean may grant reductions within the College up to a total of ten class sections each year. In most cases, an individual's load may be reduced by one course. Unlike professional leaves or sabbaticals, released time does not exempt one from departmental or College responsibilities.

I. Application Procedures

A. No later than September 15 in the year prior to the expected release, the faculty member submits the proposal to the Department Chair and the Dean, advancing reasons why a reduced load is necessary. The proposal narrative must give evidence that the work on the project has already begun and that the project will contribute to existing work in a particular field. The Chair may or may not support the request but submit to the Dean and the faculty member a statement describing the effect of the reduced load on departmental staffing.

B. Faculty with ongoing projects must reapply for reduced loads each year.

II. Regulations Governing Reduced Teaching Loads for Research

A. During the year the faculty member receives full salary and teaches the normal department load less the negotiated course reduction. The faculty member is not eligible to teach elsewhere in the University.

B. Securing released time does not preclude receiving other forms of external or University support: summer grants, research grants, leaves of absence, sabbatical leaves, etc.

C. When a faculty member is granted a reduced load, other members of that department should not be required to assume additional classes beyond their regular course loads.

D. No more than two requests from an individual will be approved without evidence of scholarly achievement resulting from the project in the form of publication or presentation beyond the local community or a paper or presentation given at a scholarly conference outside Mercer.

Appendix VII: Boise State "15+X"-Style Workload Policy



Citation

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Abstract: This article reports on a unique policy at Boise State University to create a formula to apportion faculty workloads. The school created a formula that mandates a certain portion of time towards teaching, scholarship and service. When a professor meets the minimums in those three areas, the rest of their time may be spent any way they choose. Sona K. Andrews, provost and vice president for academic affairs, says this way allows more opportunities for growth and development. The policy apportions time among the three areas with each assigned a certain amount of credits.

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Teaching, Research, and Service by the Numbers at Boise State

Appendix VII: Boise State "15+X"-Style Workload Policy

Almost two years ago, Boise State University instituted a workload policy that worried some faculty members. Its basis is an algebraic-seeming formula with components -- "teaching: $6 + x$; scholarship: $2 + y$; service: $2 + z$ " -- that critics found difficult to believe could provide the flexibility that administrators promised. Some professors thought the policy would just add a layer of administrative bureaucracy.

"I remember when we sat down in our department meeting to go over it for the first time, I couldn't understand how in the heck this was going to work," says Lisa G. Bostaph, an assistant professor of criminal-justice administration.

But the policy, in place at the Idaho university since September 2006, seems to have won over the early skeptics, including Ms. Bostaph. After they meet the workload minimums for teaching, scholarship, and service, faculty members -- with their department chair's approval -- can apportion the rest of their time among those three areas any way they choose.

Although faculty members at other institutions are sometimes afforded some flexibility in their workloads, Boise State's move to spell out in a written policy the details of a flexible workload isn't as common. The policy is credited with giving professors not only the option to do more of the work that matches their interests and strengths, but also the confidence that their varied contributions will be valued in their departments.

"The notion that everybody in the department needs to be doing exactly the same thing over the lifetime of their career doesn't leave opportunities for growth and development," says Sona K. Andrews, provost and vice president for academic affairs.

Before the new policy went into effect, professors rarely had the flexibility to concentrate on research for a whole semester. Part of the motivation for the change was to clear the way for them to pursue more research at the institution, which has long been known for teaching. "There is an expectation now that all faculty engage in scholarly activity," Ms. Andrews says, "and this policy is designed to help them do that."

Boise State has described its goal as redefining itself as a "metropolitan research university of distinction."

"We recognized that our practice of allocating faculty workload just wasn't going to work for the kind of university that we were becoming," the provost says. It took about a year to fine-tune the policy, with the help of the Faculty Senate and through meetings with deans, she says.

The policy measures out in 30 "units" the teaching, scholarship, and service that faculty members are supposed to do in an academic year. Ten of the units, or one-third of the workload, are defined -- six in teaching, two in scholarship (a term that also covers creative activity), and two in service. The remaining 20 can be assigned to one of the three categories or divided among them. The policy covers about 480 full-time faculty members (not including those in the library) who are tenured or on the tenure track.

When professors and a department head negotiate workloads, the needs of the department are foremost, Ms. Andrews says. Faculty members can't fashion a workload that would make it impossible for a department to offer the classes that students want.

"It can get to the point where we're all thinking about ourselves," says Andrew Giacomazzi, chair of the department of criminal justice, which has 10 faculty members subject to the policy. "But students are No. 1 and are always going to be No. 1. We can do some of the stuff we want to do as long as we're not compromising what we need to do for our students."

Departments have some leeway when it comes to determining what makes up a unit in each of the three areas. At a 2006 retreat, the department of criminal justice hashed out what would serve as its definition of a teaching unit. For instance, an undergraduate class with 100 or more students is equal to six units. A class of 45 or more that requires a lot of writing is also worth six units, as are two writing-intensive classes with a combined total of 60 students.

The greater challenge for the department, says Mr. Giacomazzi, has been how to quantify research and service under the policy.

Ms. Bostaph says in the past she had to "just suck it up" when it came to finding time to take on the labor-intensive process of applying for a grant. But with the workload policy in place, tasks like writing grant proposals can be accounted for by adding more units under research, she says.

Appendix VII: Boise State "15+X" Style Workload Policy
"It's surprising how quickly people have adopted to it," says Ms. Postant, who arrived at Boise State in 2003. "Everyone talks in terms of workload units."

The policy also provides flexibility in how the 30 units can be completed over the course of a year. Some faculty members choose to satisfy their teaching workload units in one semester, so that in the second semester they can take a minisabbatical of sorts, to do fieldwork, Ms. Andrews says. "It's really gotten individual faculty members to think about, 'How do I really want to spend my time?'"

Although faculty members can tweak their workloads at any point during the academic year, planning is paramount, department chairs say. Mr. Giacomazzi, for instance, has already asked his faculty members to tell him their workload plans for the spring of 2009.

Pamela Springer, chair of the nursing department, points to a culture change at Boise State spawned by the policy. "You truly have to value all of the pieces that everyone is bringing to the table," she says. "We try to figure out what their passions are and then think about how we can weave that into a strategic goal for the department and the university."

Ms. Andrews says some departments have adopted the policy for all of their faculty members, while others are phasing it in more gradually.

She meets with department chairs monthly, in part to talk about how the policy is working. "In the next year or two I think we'll have very few departments that will have their work apportioned in identical ways," she says.

Faculty members and department heads alike say it appears that the way professors at Boise State are evaluated hasn't become problematic in the absence of the uniform workload expectations that are common in academe.

Ms. Andrews, however, acknowledges that a policy whose effectiveness relies so much on communication between department chairs and their faculty members means that "you do have to have a good relationship with your chair."

Ms. Springer says the policy encourages accountability. "We know at the beginning of the semester what people are supposed to be doing," says the nursing department's chair, who uses a spreadsheet to track the workloads of 40 full-time faculty members. "If you're supposed to be doing 60-percent scholarship, then you'll be evaluated based on that. You can get lax if every one's doing 40-40-20."

Having a flexible work policy, she says, "allows us to have every faculty member contribute in different ways."

The flexibility offered by the policy is important for faculty members in the creative arts who can't plan their professional creative activities far in advance, unlike their colleagues in other disciplines, says Richard Klautsch, a professor and chair of the department of theater arts. Hiring decisions by professional theaters, he notes, often happen with little notice.

Philip W. Atlakson, who oversees the department's courses in dramatic writing, got a last-minute opportunity to direct an off-Broadway production of *Macbeth* in New York in February and March. Mr. Klautsch found a way to accommodate the professor's request.

"If they're already teaching classes, then I'm going to have those classes covered while they're gone," says the chair, whose department has eight full-time faculty members. "With this policy, we're able to recognize what they're doing as valid professional activities as they apply to tenure."

Mr. Klautsch himself has benefited from the policy. He went to Santa Barbara, Calif., in the fall of 2006 to act in a Shakespearean tragedy and teach two acting classes for seven weeks at the University of California campus there. Previously he had allowed faculty members to do what amounted to research in their field by giving them up to two weeks off and making sure their classes were covered.

Faculty members and administrators agree that the flexible-workload policy has served as a catalyst for professors to broaden their scope.

"It just really removes all the excuses about doing something," Mr. Atlakson says. "The traditional barriers are gone."

PHOTO (COLOR): Richard Maunich used Boise State's flexible workload policy to go to Santa Barbara, Calif., to act in "Timon of Athens" and teach in 2006.

Appendix VII: Boise State "15+X" Style Workload Policy

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By Audrey Williams June

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# Appendix VII: Boise State "15+X"-Style Workload Policy

BOISE STATE UNIVERSITY  
Effective Date: September 1, 2006

BSU 4560

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## WORK LOAD FOR OFFICIAL FACULTY

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**PURPOSE:** To establish university-wide policies and procedures governing the assignment of work load for members of the official faculty (excluding library faculty) who occupy full-time positions in academic departments, have academic rank, and are eligible for tenure.

### I. DEFINITIONS

Members of the official faculty (as defined in BSU policy 7000, but excluding library faculty) who occupy full-time positions in academic departments, have academic rank, and are eligible for tenure, are referred to as members of the faculty or faculty members. The word scholarship is used to refer to all forms of research and creative activity carried out by a faculty member.

### II. BASIC PRINCIPLES

The regularly assigned duties of all members of the faculty consist of teaching, scholarship, and service each academic year. The distribution of effort among teaching, scholarship, and service may vary from faculty member to faculty member and from fall semester to spring semester. However, the distribution of effort should always balance the scholarly and service interests of individual faculty members with their responsibility to deliver academic programs of high quality. This variation in the distribution of faculty effort is desirable because it allows optimization of faculty contributions to professional and institutional goals.

### III. GENERAL DISTRIBUTION REQUIREMENTS

The work load of a faculty member is represented by 30 work-load units per academic year. These units must be distributed according to the following formula which is to be satisfied on an academic-year basis:

|              |                    |          |              |                    |
|--------------|--------------------|----------|--------------|--------------------|
| Teaching:    | $6 + x$            | Example: | Teaching:    | $6 + 12$           |
| Scholarship: | $2 + y$            |          | Scholarship: | $2 + 4$            |
| Service:     | $\frac{2 + z}{30}$ |          | Service:     | $\frac{2 + 4}{30}$ |

The sum of the work-load variable  $x$ ,  $y$ , and  $z$  must equal 20 units. The example shows the work load for a faculty member who is assigned 18 units of teaching (60% of effort), 6 units of scholarship (20% of effort), and 6 units of service (20% of effort), for a total of 30 units over the academic year (100% of effort). Colleges and departments may place restrictions on the range of values allowed for any of the work-load variables  $x$ ,  $y$  and  $z$  as long as the sum of  $x$ ,  $y$ , and  $z$  remains equal to 20 units.

### IV. WORK-LOAD VALUE OF TEACHING AND SERVICE ACTIVITIES

## **Appendix VII: Boise State "15+X"-Style Workload Policy**

- A. Total Work Load: The work load for an individual full-time faculty member may vary from the fall to the spring semester of an academic year, but must always total 15 units for each semester, and 30 units for the academic year.
- B. Lecture Courses: A lecture course is an established on-campus course that consists entirely of class meetings devoted to the presentation and discussion of course content and student assignments. The work-load value (units) assigned to an undergraduate lecture course is normally identical to the number of course credits. An optional adjustment (increase or decrease in units) may be used by a department to take into account additional factors that significantly impact effort (such as large enrollment, help from graduate teaching assistants, service learning, or hybrid courses).
- C. Clinical Courses: A clinical course is a course taught in a clinic, K-12 classroom, office, courtroom, field camp, or similar setting, with an emphasis on the practice of professional skills under the supervision of a university-authorized preceptor. The work-load value (units) assigned to an undergraduate or graduate clinical course is determined by each department subject to constraints imposed by the policies of the department and college. If a specialized accrediting body places limits on the teaching of clinical courses in a particular program, then these limits must be respected by college and department work-load policies.
- D. Other Courses: The university offers a large number of undergraduate and graduate courses that are not easily classified as lecture or clinical courses, such as independent study, foreign study, practicum or internship, conference or workshop, seminar, readings and conference, directed research, courses taught by distance methods, laboratory courses, and courses that include a laboratory (or similar requirement) that is not assigned separate credit. The work-load value (units) assigned to each of these types of courses is determined by each department subject to constraints imposed by the policies of the department and college.
- E. Graduate Culminating Activities: Effort expended by a faculty member on graduate culminating activities (e.g., thesis, project, dissertation) is included as part of the teaching work load, but only to the extent that the culminating activities are represented by registered academic credits. The work-load value (units) assigned to a graduate culminating activity is determined by each department subject to constraints imposed by the policies of the department and college.
- F. Departmental Administrative Assignments: The work load represented by departmental administrative assignments (e.g., chair, director, coordinator) during the academic year is included in the service work load. The work-load value (units) assigned to an administrative assignment is determined by each department subject to constraints imposed by the policies of the department and college.
- G. General Student Advising: The work load represented by general student advising that is not associated with a particular course or graduate culminating activity is included in the service work load. The work-load value (units) assigned to an administrative assignment is determined by each department subject to constraints imposed by the policies of the

## **Appendix VII: Boise State "15+X"-Style Workload Policy**

department and college.

### **V. DEVELOPMENT OF WORK-LOAD POLICIES AND PROCEDURES WITHIN THE COLLEGES AND DEPARTMENTS**

- A. Each college and department is responsible for developing and maintaining written work-load policies and procedures that have been approved by the college dean. There must be consistency within the hierarchy of policies and procedures; that is, the department policies and procedures must be consistent with the college policies and procedures, and the college policies and procedures must be consistent with this (university) policy.
- B. At a minimum, the policies and procedures developed by a department must require the following: (1) uniform application to all faculty members of the department; (2) for each faculty member, joint development (by the faculty member and department chair) of an annual written work-load description that is approved by the department chair and college dean prior to the start of the academic year; (3) linkage of the annual work-load description to the annual faculty evaluation; and (4) definition of a mechanism for implementing work-load modifications during the academic year as the need arises.
- C. If the workloads of individual faculty members and/or collective faculty within a department/unit exceed the 30 unit per faculty member limit set by this policy, the appropriate chair, dean, or provost will re-examine workload assignments and bring them into conformity with this policy. If necessity demands that faculty workload exceeds the 30 unit limit, faculty members will receive additional compensation.

### **VI. WORK-LOAD ASSIGNMENT IN THE CASE OF A SALARY BUYOUT**

As described in university policy 6100, a faculty member can be paid (in whole or in part) by a sponsored project during an academic year under an arrangement known as a salary buyout. In the case of a salary buyout, the work load of the faculty member continues to total 30 units for the academic year, but the work-load distribution now includes a prescribed number of units assigned to the sponsored project, and it may not be possible to meet the distribution requirements among teaching, scholarship, and service stated in section III. The percentage of the total academic-year salary of the faculty member paid by the sponsored project is the same as the percentage of the total academic-year work load assigned to the sponsored project.

### **VII. EXCEPTIONS**

This policy does not apply to faculty members on sabbatical leave, military leave, family medical leave, or sick leave.

# Guidelines for Faculty Workload

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By Angelita Armijo Saylor  
Leone Erickson Kaylor  
Dolaine Genthe  
Eileen Otis

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For years, institutions of higher learning have wrestled with the problem of faculty workload. Part of the difficulty lies with the three-fold mission of a university—teaching, service to the community, and research. The individual faculty member's question becomes "How do I plan my time in order to accomplish these purposes?"

To answer this question, the dean of the School of Nursing of the University of Wisconsin-Milwaukee appointed an ad hoc committee in February 1975 to develop guidelines for faculty workload. A literature search produced little information on the subject. By using the university's guidelines, the philosophy of the school of nursing, and the established commitments of faculty members to teaching, service, and scholarly activities, the committee attempted to establish units based on the clock hours required for various activities each week(1). The 35- to 45-unit standard as an average does not equate with 35 to 45 hours per week; it represents units of work per semester.

The usual workweek, nationally, for university professors is

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## Appendix VIII: Sample Points-Based Workload Policy

55.5 hours while the average for all university faculty members is 50 hours per week<sup>(2)</sup>. A survey done by the University of Wisconsin indicated that the range for faculty work week is 50 to 60 hours. The ad hoc committee developed the following "Guidelines for Faculty Workload," which the faculty accepted as a working document, and which it intends to review and revise as necessary.

1. The faculty of a public university has obligations for teaching, for conducting research, and for service, both on and off the campus. While no individual member of the faculty must excel in each activity, academic entities, such as a school, college, or academic department, must have balanced programs with contributions to all three activities.

2. Because the public has a right to expect full service for full pay, the faculty endorses the establishment of a standard workload of 40 units. This standard workload could be met by teaching four undergraduate classes of 25 or fewer students for three class hours per week. More typical workloads would involve less teaching but commensurate increases in research and service. For example, two undergraduate courses for 20 units, research for 10 units, and service for 10 units.

3. The determination of workload is the responsibility of the faculty of the academic department or program unit, who can change the guidelines to meet the demands of their departments or program units. Each department or program unit is to report annually to the university committee on any changes it has made and on its application of the guidelines generally.

4. For outside reporting of the program, an underenrolled course may be averaged against an overenrolled course without implying a substandard teaching load for any

individual faculty member. The departmental or program-unit average is the critical statistical unit in determining the equivalencies of courses. Thus, faculty workloads are not reported outside the university on an identifiable, individual basis.

5. A balance of the diverse course demands found in the school of nursing of a full-service university requires a reconciliation of these variables: newness of materials covered, student demand on the professor, heterogeneity of class composition, number of students, credits offered, and duration of the course.

In the school of nursing, the practicum requires additional reconciliation in the following areas:

*Student variables.* Number of students in each practicum group, student's ability, academic level of student, and conference time (usually a minimum of two hours per semester per student).

*Client variables.* Changing patient population and complexity of patient care.

*Agency variables.* Number of agencies used for practicum, newness of the agency for University of Wisconsin-Milwaukee School of Nursing student experience, establishing and maintaining positive relationships with agency personnel, preparation of agency staff, changing agency staff, time of day or evening for practicum, and physical setup of the floor or wards used for practicum.

*Faculty variables.* Legal responsibility of clinical nurse educator to the student, client, and agency; newness of faculty member at University of Wisconsin-Milwaukee School of Nursing, at particular agency, or both; number of hours for practicum, and travel time between home and agency, agency and school of nursing; preparation time required for assignment before students arrive for their practicum, postpracticum time required to as-

sess student completion of patient care responsibilities, evaluation of written clinical assignments, and evaluation of students' clinical performance.

6. The responsibilities of a course coordinator include facilitating course activities, developing new clinical agencies, coordinating currently used clinical agencies, and orienting new faculty to the course and clinical facilities.

7. To promote innovation in the teaching program, a department or program-unit faculty may authorize additional units in particular courses so that more than one person may achieve full credit for a particular course up to a total of 20 units for a single course. The department also may assign up to 10 units to a faculty member who plans a significant teaching innovation in a course to be offered during the next regular semester.

8. Equivalencies for the 10 units for the standard course may be granted for research or service, both on and off campus. This is in addition to community service implied by the teaching of clinical nursing courses in various community agencies rather than in a university hospital on campus.

9. Pertinent definitions are based on the instructions for completing the UW-M Instructor Course-Section Report form, Office of Institutional Studies, UW-M, 1975:

*Lecture.* Instruction primarily by faculty presentation.

*Laboratory.* Independent student activity within a group under faculty supervision in a special room with special equipment.

*Discussion.* Group interaction about specific subject with the faculty member as resource person or leader.

*Independent study or thesis supervision.* One-to-one instruction by faculty member supervising a student's reading or research effort. Basic method is conference.

## Appendix VIII: Sample Points-Based Workload Policy

### SUGGESTED EQUIVALENCIES

#### TEACHING

|                                                                                                    |                            |
|----------------------------------------------------------------------------------------------------|----------------------------|
| Undergraduate lecture hour, for over 25 students                                                   | 5 units                    |
| Undergraduate lecture hour, for under 25 students                                                  | 3 units                    |
| Undergraduate practicum hour                                                                       | 2.5 units                  |
| Undergraduate discussion hour                                                                      | 1-3 units                  |
| Undergraduate laboratory hour                                                                      | 1 unit                     |
| Undergraduate class or practicum involving supervision of teachers' assistants or other assistants | 3-5 units                  |
| Graduate lecture or seminar hour, #700 or above with 10 students or less                           | 3 units                    |
| Graduate lecture or seminar hour, #700 or above with more than 10 students                         | 5 units                    |
| Independent reading course                                                                         | 1 unit per student credit  |
| Thesis supervision                                                                                 | 2 units per student credit |
| Graduate practicum hour                                                                            | 2.5 units                  |

#### RESEARCH

Research or community service units are determined by:

|                                                  |             |
|--------------------------------------------------|-------------|
| The character of the letter of offer             | 10-15 units |
| Release through grant or other support           | 10-40 units |
| Programmatic release via departmental procedures | 10-15 units |

#### SERVICE

|                                                                                                          |                            |
|----------------------------------------------------------------------------------------------------------|----------------------------|
| Chairman or program unit coordinator; less than 10 full-time-equivalent (FTE) faculty                    | 10 units                   |
| Chairman or program unit coordinator; 10 or more FTE faculty                                             | 20 units                   |
| Chairman; department committee                                                                           | 1 unit/5 hours of meeting  |
| Member; department or program unit committee                                                             | 1 unit/10 hours of meeting |
| Course coordinator                                                                                       | 5 units                    |
| Other administrative service, including assigned community service                                       | as negotiated              |
| Chairman; the university committee                                                                       | 20 units                   |
| Member; the university committee                                                                         | 10 units                   |
| Chairman; divisional committee                                                                           | 10 units                   |
| Member; divisional committee                                                                             | 5 units                    |
| Chairman; search and screen committee or task force                                                      | 10 units                   |
| Chairman; UW-M faculty committee, ad hoc committee, administrative committee, or other college committee | 1 unit/5 hours of meeting  |
| Member; UW-M faculty committee, administrative committee, or other college committee                     | 1 unit/10 hours of meeting |

*Practicum.* Student clinical experience, supervised by faculty, in an approved community agency. The specific nature of the experiences demands a low student-faculty ratio; for example, experience in Intensive Care Units might require a one-to-one student-faculty ratio whereas an area of less intense care or other considerations as outlined in the faculty workload guidelines might permit a ten-to-one ratio.

10. The list of equivalencies shown on this page for classroom teaching, research, and campus service is suggested for departmental or program-unit use in program assignment and evaluation, on a semester basis. Excessive demands on the faculty required to meet existing teaching programs may properly become documentation for requests for additional faculty.

Four years have elapsed since the faculty workload document became official at UW-M School of Nursing. From a survey that followed the guidelines' first year of use, the committee learned that they have been used to equalize the workload for individual faculty members. However, the guidelines have not been as satisfactory in allocating time for research and community service.

Most faculty members found the document to be a "good," realistic working tool. Some found it difficult to understand. Although it was a step forward, it still needed clarification. A particular problem was translating clock hours into units to complete a work load. A number of faculty believed that inadequate credit was given to committee work, to community service, and to research and other scholarly activities. The faculty members responsible for planning current staffing, projecting staffing needs, and justifying budgetary requests found the document very useful.

The guidelines obviously have helped, but further refinement is necessary in order to accomplish the full mission of the university and its individual faculty members.

#### References

1. Starr, S. F. A fair measure for faculty workloads. *Educ.Rec.* 54:313-315, Fall 1973.
2. ———. University teachers do a 50 hour week. *London Times Educ.Suppl.* p. 5, Apr. 21, 1972.

### Managing Faculty Workload to Reflect Differences Among Disciplines

Managing faculty workload is among the department chair's most important tasks because it can have a major effect on program quality and on faculty and student satisfaction. The challenge is to balance the department's needs with each faculty member's unique skills and preferences, without giving preferential treatment to any faculty member.

To ensure that assigning faculty workload is fair, Ryerson University in Toronto uses a transparent workload reporting system that has space for department chairs to explain why a certain faculty member deserves a lighter teaching load than the maximum load of 12 hours per semester.

Ryerson implemented this reporting system after its 1993 transition from a college that did not require faculty research (although many faculty members did do research) to a university that does. (Faculty hired before the change were given the option to operate under the old faculty workload system or the new one. Faculty hired since then are not given this choice.)

"[The reporting system] requires people throughout the cycle of assigning workload to be somewhat more responsible about how they carry out that task," says Michael Dewson, Ryerson's vice provost, faculty affairs. "The reporting drives some good behaviors on the part of those who assign workload, and it gives faculty more of a sense that [the process will] more likely be fair."

Although the department chairs assign faculty workload, the reporting process keeps the dean informed, thus enabling him or her to question the department chair about any workload assignments that seem unusual or inefficient.

All Ryerson faculty are required to teach at least three hours per semester and can be assigned up to 12 hours, although it is unusual for a faculty member to be assigned a full 12 hours per

semester. More often, the department chair will reduce a faculty member's workload in accordance with that individual's research and service responsibilities and in response to common practices within the discipline. However, "we value teaching very highly at Ryerson, and we don't believe that it is a reasonable goal for any faculty member to get released from all their teaching [responsibilities]," Dewson says. Department chairs make the recommendation, but the dean has final accountability for all resource and financial matters among the faculty. "In most cases, the culture is such that the chairs don't have an unfettered hand to give out teaching releases willy-nilly. They work with the dean in making these judgments, and the dean will have a broader perspective on how much research can be supported in a given year in a given area. This takes the pressure off the chairs, and the chairs need it. They are in a fairly tight spot. They are still members of our bargaining organization whereas the deans are excluded. Chairs have to live with their colleagues from day to day, and go back to being a regular faculty member one day. So the tougher calls are usually done in collaboration with the deans so there isn't as much pressure on the chair," Dewson says.

The university planning office also has access to workload data and uses it to determine program costs, to plan future initiatives, and to project faculty needs.

This reporting system provides information about faculty workload in the various departments within the university, but this is problematic because it often is quite difficult to compare the activities of faculty in different departments. "We think it's inappropriate to be measuring teaching time in a studio on the same basis as preparing and delivering a lecture to 500 students," Dewson says.

To take into account the differences

among the various programs, Ryerson will soon implement a local norms process that compares faculty workload data within each discipline to those at other universities in the province and the country, in order to develop plans that are

- representative of the discipline
- academically sound
- financially viable.

"That's going to mean that we will have much less rigid parameters around teaching workload assignment. It will be more in the control of the faculty, but it will be done within a planned framework that will protect the university's core values," Dewson says.

Due to competition for faculty from other institutions, each discipline has developed a set of informal norms that reflect the faculty workload at other institutions. Under this new plan, this process will be formalized.

"We're actually going to allow faculties, as they get their plans approved, to leave behind the complicated collective agreement language and really give more weight to the normative processes they've developed informally. Besides the obvious advantage of being more competitive, it means that our norms and practices are going to be rooted in a set of guidelines that the university will have scrutinized and approved. It won't be something folks develop on their own to serve their own particular interests."

These plans will be reviewed and updated regularly to ensure that they serve the students' needs and the university's academic values in a cost-effective way.

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## Bates' Workload Changes Improve Efficiency, Recognize Importance of Faculty Roles Outside Class

Widespread complaints from Bates College faculty about their teaching loads prompted administrators to investigate the issue and ultimately devise a plan that would — for most faculty members — significantly reduce their teaching loads without the need for additional resources.

“The faculty were having difficulty getting work done. They had little time for individual students. Basically, they didn't feel like they could do all the things they were supposed to do correctly,” says Elizabeth Tobin, associate dean of faculty.

To address the issue, Tobin and her colleagues compared Bates' faculty teaching loads to similar institutions, including those in the New England Small College Athletic Conference, as well as schools with similar-sized endowments at Bates.

They found that while Bates' teaching loads were similar to schools with similar endowments, its teaching loads were higher than most of the schools that Bates had an admissions overlap with.

In addition to comparing teaching loads with other institutions, they began looking at the teaching loads of individual faculty members by putting together a database that included information on individuals, departments, and divisions, including the number of students faculty taught, theses they advised, class preparations, and extra class meetings per year based on three-year averages.

“When we disseminated that information, it was a hard moment for some faculty. Some were justified in complaining about their teaching loads. Others weren't. Having the database made it possible for us to think concretely about what we expect the teaching load to be and for us to begin conversations about whether our teaching load is distributed fairly,” Tobin says.

In addition to the database, Bates brought in a consultant to interview faculty and write a report about the emotions faculty have about their work, which was a way of recognizing what they had to say. “It was important not to work just with the data — although that was crucial — but it was also important to acknowledge the emotional investment faculty have in their teaching and the fact that their morale problems, the complaints of over-busyness, were not coming from bored, ineffective, or lazy faculty but from committed scholars and teachers who had legitimate problems,” Tobin says.

The standard course load for faculty was five and two-thirds courses per year (five courses per year and a course two out of every three years during the short-term that begins each May). Under the new system faculty members teach five courses per year. The big challenge was reducing the number of courses individual faculty members teach without hiring more faculty members and without compromising the quality of instruction.

Tobin originally intended to phase in this change over several years but decided to open it up to the entire college due to overwhelming demand. Each department was asked to develop a three-year curriculum plan that would follow the following criteria:

- Every member of a department or program must support the decision to seek to implement a workload reorganization and the workload plan submitted by the department or program.
- Faculty members will normally teach five courses per year. Each short-term course will count the same as a semester course.
- Each department must continue to contribute to interdisciplinary learning.
- The unit must provide a major that meets the department or program's

standards of excellence.

- Departments and programs may assign faculty members teaching credit for labs and discussion sessions.
- The plan should include estimates for the number of senior theses to be advised in the next three years and how these will be distributed among the faculty. The workload plans may include the possibility of teaching credit for large numbers of theses.
- Each department or program must offer short-term courses appropriate to the curriculum and enough spaces to meet the average number of expected students.
- Departments must contribute to the First-Year Seminar program and to the advising of first- and second-year students.
- Each department or program must offer adequate spaces for general education students.
- Each plan must indicate how the instructional workload will be distributed across the faculty, ensuring fairness.
- Each plan should indicate how the department or program will manage changes in enrollment as part of the revised curriculum.
- Workload plans should demonstrate that the department or program has considered the needs of majors, general education students, faculty, and the college's more general mission as expressed through short-term courses, theses, and First-Year Seminars.

Each department submitted their plans to their division chairs, who discussed them at their weekly meetings and suggested revisions before approving them.

By going through the planning process, departments devised a variety of

## ACADEMIC HONESTY...From Page 3

or if the parties are not able to reach an agreement, the process continues with a similar “low-key” facilitated discussion — but in the presence of an Academic Honesty Committee, which decides whether a violation has occurred and what the sanction should be.

The process is intended to be educational. Each facilitator has a checklist to ensure fairness and also to make the experience educational. The goal is to have the student understand that the faculty member is protecting the integrity of his or her class and the university by reporting incidents of academic dishonesty and

not picking on the student, Bell says.

Unlike many universities, the University of Georgia considers violations of academic honesty policy part of a student’s academic record, not part of his or her judicial record. “That makes a huge difference,” Bell says. Because it is an academic issue, attorneys do not need to be involved, and the few times that Bell has been contacted by an attorney representing a student who has been accused of academic dishonesty, she gets comments like, “It seems like a good way to resolve these incidents,” and “I don’t think [my client] needs an attorney.”

Since implementing the new process, reported cases of academic dishonesty have increased 200 percent, which, in Bell’s view, is encouraging. It means that more faculty members are coming forward with violations rather than ignoring them or trying to resolve them informally. “Faculty feedback has been very positive. I never get complaints about the process. I think they are thankful that we have something that allows them to be a part of the decision,” Bell says.

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## WORKLOAD CHANGES...From Page 5

strategies to meet the planning criteria. “We knew from our database that there were too many small courses and that there were a number of courses that needed to be changed or the organization of the curriculum needed to be changed,” Tobin says.

For example, the physics department typically attracts students who come to the college with a strong physics background. Rather than having them take an introductory course for which they were overqualified, the department typically offered the second-semester physics in the fall as well, which was in effect an extra course and lab. To reduce the faculty teaching load and still serve these advanced students, the department decided to offer topics of interest to these students in its First-Year Seminar.

By putting more courses in each of the concentrations within its major and by creating slightly broader topics within each of these courses, the political science department was able to increase the number of students in each of these courses and no longer had to offer each course every year.

Reducing the teaching load forced departments to scrutinize their curricula more than they had in the past. At

Bates, if a course has not been taught for four years it is officially dropped from the curriculum. To prevent the elimination of courses they enjoy, some faculty members would continue to teach the course even when student interest had waned. This resulted in some courses that had few students enrolled.

“I think this process forced hard looks at that. It’s hard for a chair to say to a faculty member, ‘Look, this is no longer serving our purposes. Why don’t you offer this other course which is attracting more students more often or develop a new course? It’s an unpleasant conversation, but the process allowed everyone to sit around the table to say, ‘We all have the goal of having a five-course teaching load. If we’re going to eliminate something, let’s talk to each other about what courses we want to emphasize.’ Then, if there are some courses that don’t fit into that [vision] it’s easier for faculty to agree to eliminate them,” Tobin says.

### Outcomes

Tying the teaching load changes to curriculum revision, though unintentional, forced departments to take a closer look at their programs than they might have otherwise. “Curriculum change is something that everyone wants to do, and no one has time for. Because

there was a very important change that everyone was invested in, it meant that people found time,” Tobin says.

Tobin says that morale has improved at the college because with one less course to teach, faculty members’ lives are less hectic and because most faculty feel that the process gave them more control over their work lives. “I think lots of times when people are dissatisfied with their jobs, it’s not always just the amount or type of work but also a perceived lack of control,” Tobin says.

“We were reorganizing the workload, not reducing it. I think that was an important recognition for us to keep in mind. This was about doing our work more effectively in ways that would recognize all the different modes of educating students. By that I mean that some of it happens in the classroom, but a lot of education at a college like ours happens outside the classroom. I think we were putting so much emphasis on the classroom that we weren’t leaving ourselves sufficient time to advise students and work with them on research. We needed to better fit our educational model to how we organized our time,” says Jill Reich, vice president for academic affairs.

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