

University of Central Arkansas

Faculty Senate – Faculty Affairs II

Workload Policy Report

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for

UCA Faculty Senate (2018-2019)

Tenure-Track and Tenured Faculty Workload Discussion

When considering our assigned responsibility to evaluate the direction of workload descriptions for **tenure-track and tenured faculty** in the Faculty Handbook, we, the Faculty Senate, Faculty Affairs II subcommittee members, felt it important to visit the UCA Vision and Tenure and Promotion (TP) expectations for these faculty. In doing so, we were looking for an alignment of vision (what UCA aspires to be as an academic institution) and tenure and promotion expectations for tenure-track and tenured faculty. This language can be found in the Faculty Handbook (2018, p. 23).

Vision

So first, we reviewed UCA's vision to determine its academic goal. It reads:

The University of Central Arkansas aspires to be a premier learner-focused public comprehensive university, a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities.

Within this language, we note the emphasis on teaching, scholarly and creative activities, and engagement with local and other communities. The university expresses its value of faculty teaching, research, and service.

Current Tenure and Promotion Handbook Language

This language complements the university's general Criteria for Tenure and Promotion from the Faculty Handbook (2018, p. 23).

Effectiveness in Teaching

The University of Central Arkansas is committed to offering the highest possible level of instruction to its students. Effectiveness in teaching is, therefore, of primary importance in evaluating faculty members for both tenure and promotion.

Although no definition of effective teaching can be completely adequate, the university expects its faculty to bring knowledge, scholarship, dedication, and energy to the classroom and to present the various disciplines offered by the university in a manner that assists students to understand, to acquire intellectual discipline, and to develop as thinking human beings.

Scholarship, Research, and Creative Activity

Neither good teaching nor the general health of the institution can be maintained without a faculty that continually seeks deeper understanding, higher levels of scholarship, and greater professional distinction. Faculty members, therefore, are expected to demonstrate significant achievement in scholarship, research or artistic creation and/or performance, and other important forms of professional activity appropriate to a given discipline. Although it is impossible to define the nature and limits of professional activity in general, published scholarship and research, grants activities, papers given at professional meetings, and artistic performance open to evaluation by competent professional judgment serve as examples of such activity.

Service to the University and Community

The university is itself a community and a part of a larger community. For the university to function effectively as a community, every faculty member must be willing to make contributions

beyond teaching and scholarship. Service on departmental, college, and university committees and other service to the university that calls for faculty contributions beyond those covered in the first two criteria are expected and are to be considered in the evaluation of faculty for tenure and promotion. Moreover, since the university is part of the community in which it exists and has a responsibility to that community, faculty members may reasonably be expected to serve the larger community outside the university by making their professional abilities and expertise available through service, as opportunity offers. Such service, to be considered in tenure and/or promotion decisions, should involve intellectual, academic, or professional qualities or abilities appropriate to and characteristic of a professional academician.

After reviewing the current language of the institutional mission and tenure and promotion language, we concluded that the tenure and promotion criteria are consistent with the UCA institutional vision. Given our assignment to review and recommend changes to the Handbook regarding workload, we sought current Faculty Handbook language for workload what we believed would be consistent with the institutional vision and tenure and promotion descriptions.

Current Workload Language in the Faculty Handbook

A review of the UCA Faculty Handbook also indicates that the institution's discussion of workload itself is nonexistent--unless the language for teaching load is considered "workload policy." Oddly this language is not found near tenure and promotion criteria or in its own section of the handbook as many of our peer and aspirant institutions' documentation outline. The current language of Chapter Four, Faculty Responsibility and Opportunities, Section II, provides the following:

Teaching Assignments - A standard undergraduate teaching load for a full-time faculty member without administrative duties is twelve credit hours per semester or its equivalent. Where departments or programs find it appropriate, and with approval by the provost, the undergraduate teaching load for a full-time, nontenure-track faculty member without administrative duties may be increased to a maximum of 27 credit hours or its equivalent per academic year. Six credit hours or its equivalent is a standard teaching assignment during a five-week summer term.

Adjustments in load may be made on the basis of the following factors:

- A. Reassigned time for administrative duties
- B. Reassigned time for research, creative activity, and professional growth or special assigned duties
- C. Graduate teaching assignment

A report of reassigned time is required from each department chair during the fall and spring semesters for Institutional Research reporting.

The Faculty Handbook language regarding teaching load and the possibility of reassignment time for research and administrative duties does not reflect the overall expectations of tenure and promotion or align with the institutional vision. Given this teaching load language and the perception implied that research and service are add-on responsibilities requiring special approval on a case-by-case basis, we believe that tenured or tenure-track faculty are expected to research and serve beyond their work hours or to apply for adjustments in teaching load. We then questioned whether or not such expectations in the best interest of academic vitality and excellence in teaching and scholarly productivity. Our subcommittee turned to the Workload Task Force Report (2017) to determine what its survey of literature might provide regarding allocation of time for teaching, research, and service. We also employed findings from the Faculty Time Use Study (conducted, spring 2017) to determine how faculty report using their work hours. We wanted to know what evidence exists for the relationship between workload expectations and allocated time toward achieving those expectations and how UCA faculty reported the use of their time.

Workload Task Force Report Overview

The Task Force met weekly during the fall semester of 2016 and the spring semester of 2017 commencing its meetings on Monday, September 12th, 2016 and concluding formal meetings on Monday, May 8th, 2017. The Task Force work included: A) an extensive literature review of faculty workload, B) review of peer and aspirant workload as outlined by their respective faculty handbooks, C) sample workload load analysis models, D) administration of the Faculty Time Use Study/Time Diaries, and E) recommendations provided to the Provost Office. Sections of the Task Force Report (see Appendix A) is provided. Each of these sections are outlined below.

- A. **Literature Review** - Webber (2011) demonstrated that institutional planners must align the workload emphasis with the overall institutional mission. In support of such alignment, Marsh and Hattie (2002) and Porter and Umbach (2001) demonstrated that faculty members who apportion more of their time to research or who identify research as their primary activity produce the highest number of scholarly products. The negative relationship found between teaching and research productivity is consistent with findings reported by Marsh and Hattie (2002) and Fairweather (2002). In institutions in which teaching and/or knowledge production is a primary focus, officials may wish to consider how to better balance the tasks of teaching, research, and service to achieve all facets of the institution's mission.

Furthermore, the Task Force agreed with the AAUP's statement on maximum teaching loads and suggested that a 12-credit- hour load per semester or 24 credit hours per academic year is not wholly consistent with UCA's mission, curriculum, and aspirations as a high-quality educational institution. Weighted heavily towards teaching, the 12 credit hour load per semester translates into, an average, 36 hours of course-related effort per week (i.e. 1 class hour = 1.5-2.0 prep hours) (Dennison, 2012). *Such a translation offers faculty members little or no time to pursue the quality creative work, scholarship, and service that the UCA Faculty Handbook characterizes as an "inherent responsibility" and as "higher quality service" to the University.* If faculty attempt such teaching loads, their progress toward tenure and promotion may be compromised. In fact, teaching itself may be compromised.

- B. **Peer and Aspirant Workloads** - As part of its research, the Task Force conducted an informal review of teaching loads at UCA's selected peer and aspirant institutions by reviewing their respective handbooks (Table 1). Of the peer and aspirant institutions, one reported a standard teaching load of 15 credit hours per semester, six reported standard teaching loads of 12 credit hours per semester, two reported standard teaching loads of 9 credit hours per semester, and seven institutions did not include detailed information about average teaching loads in their faculty handbooks. All of the peer and aspirant institutions outlined variation in teaching loads based on other workload requirements such as research, service, and administrative duties.

Table 1: Peer and Aspirant Teaching Loads

Institution	15 credit hour/semester	12 credit hour/semester	9 credit hour/semester	Not Specified
Arkansas State University		X		
University of West Georgia		X		
Valdosta State University				X
Western Kentucky University				X
Northern Kentucky University		X		
Morehead State University				X
University of Louisiana at Lafayette				X
Eastern Michigan University				X
Minnesota State University – Mankato				X
Appalachian State University		X (maximum)	X (optimal)	
William Patterson University of New Jersey				X
CUNY Lehman College			X	
University of Central Oklahoma		X		
Middle Tennessee State University	X			
University of Tennessee at Chattanooga		X		
Texas A&M International			X (minimum)	
University of Central Arkansas		X		

Sample Workload Analysis Models - The Task Force recommended that some process should be devised within each school, college, and department for determining fair equivalents in teaching workload for those faculty members whose activities do not fit the conventional classroom pattern. For example, those who chair departments, supervise laboratories or studios, offer tutorials and conduct problem sessions, supervise student teachers, or teach writing intensive courses. After completing numerous workload analysis models for various departments using 24-40 total workload credits (WLC) - which included teaching, research, service, and administrative workload, the Task Force determined that 1) trying to quantify total workload credits was simply an arbitrary number loosely based on a standard 40-hour work week, 2) standardizing assigned workload credits would be required in order to have some sort of equity among the different colleges and departments, 3) using the 1 work hour = 1 WLC model demonstrated that some departments' faculty were not meeting a standard weekly workload of 40 hours, and 4) many departments' total WLC fell well below the actual number of total weekly work hours faculty reported working on the Time Use Study (see Figures 3 and 4). The two mock workload analysis models (see Figures 1 and 2) clearly demonstrates significant and differentiated workloads. The Task Force committee represented eight different UCA departments and these findings were similar among all workload analysis models for the different departments. Where some of our departments follow a standard credit hour model (e.g. Psychology, History, Philosophy) other departments require labs and clinical work which uses either contact hours (e.g. Biology) or a point system (i.e. Nursing) to determine faculty workload. The development of the workload analysis models clearly pointed to the difficulty of attempting to determine one standardized reporting method for all colleges and/or departments when faculty work is so diverse and requires significant variation within the workload structure.

Figure 1: Workload Analysis Model - Marketing and Management

MOCK UP Department of Marketing and Management (Fall & Spring) -- 40 WLC															
Faculty Member	Rank	Fall TLC	Overload	Spring TLC	Overload	TLC	%	RLC	%	ALC	%	SLC	%	GTLC	WLC
TT Faculty 1	Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25		40
TT Faculty 2	Assistant Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25		40
TT Faculty 3	Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25 ^D		40
TT Faculty 4	Assistant Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25		40
TT Faculty 5	Associate Professor	3+3+3		3+3+3		18	30	12	30	0	15	10	25 ^E		40
TT Faculty 6	Associate Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25	0	40
TT Faculty 7	Assistant Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25		40
TT Faculty 8	Assistant Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25		40
TT Faculty 9	Assistant Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25	0	40
TT Faculty 10	Associate Professor	3+3+3		3+3+3		18	30	12	30	0	15	10	25 ^F		40
TT Faculty 11	Associate Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25		40
TT Faculty 12	Professor/Dept. Chair	3		3		6	15	12	30	12	30	10	25 ^{B,C}	0	40
TT Faculty 13	Associate Professor	3+3		3+3		12	30	12	30	6	15	10	25 ^E		40
TT Faculty 14	Assistant Professor	3+3+3		3+3+3		18	45	12	30	0	0	10	25	0	40
Tenure-Track Subtotals:						234		168		18		140			560
NT Faculty 1	Senior Lecturer	3+3+3	3	3+3+3	3	24	60	10		0	0	12	30 ^E		46
NT Faculty 2	Lecturer I	3+3+3+3		3+3+3+3		24	60	0		0	0	16	40		40
NT Faculty 3	Lecturer I	3+3+3+3		3+3+3+3		24	60	0		0	0	16	40		40
Full-Time Faculty Subtotals:						72		10		0		44			126
AJ Faculty 1	Adjunct	3		3		6		0		0	0	0	0		6
AJ Faculty 2	Adjunct	6		6		12		0		0	0	0	0		12
AJ Faculty 3	Adjunct			3		3		0		0	0	0	0		3
AJ Faculty 4	Adjunct	6		6		12		0		0	0	0	0		12
Part-Time Faculty Subtotals:						33		0		0		0			33
Grand Totals:						339		178		18		184			719

Tenure-Track Faculty	%
Teaching	41.79
Research	30
Service	25
Administration	3.21
TOTAL	100
All Full-Time Faculty	
Teaching	44.6
Research	25.94
Service	26.83
Administration	2.63
TOTAL	100

GTLC = NO credit is given for Graduate Teaching

^A Chair, College Committee

^B Monitoring Independent Studies

^C Internships

^D Chair, Dissertation committee

^E Program Coordinator

^F Chair, College Curriculum/Assessment Committee

Figure 2: Workload Analysis Model - Health Sciences

MOCK UP Department of Health Sciences (Fall & Spring) -- 40 WLC																
Faculty Member	Rank	Fall TLC	Overload	Spring TLC	Overload	TLC	%	RLC	%	ALC	%	SLC	%		GTLC	WLC
TT Faculty 1	Assistant Professor	3+3+3+3		3+3+3+3		24	60	10	25	0	0	6	15			40
TT Faculty 2	Assistant Professor	3+3+3+3		3+3+3+3		24	60	6	15	0	0	10	25			40
TT Faculty 3	Assistant Professor	3+3		3+3		18	45	10	25	0	0	12	30 ^E			40
TT Faculty 4	Assistant Professor	3+3+3+3		3+3+3+3		24	60	8	20	0	0	8	20			40
TT Faculty 5	Professor	3+3+3+3		3+3+3+3		24	60	8	20	0	0	8	20			40
TT Faculty 6	Professor/Dept. Chair	3+3		3+3		6	15	6	15	24	60	4	10 ^D			40
Tenure-Track Subtotals:						122	50	48	20	24	10	48	20			240
NT Faculty 1	Clinical Inst II	3+3+3+3		3+3+3+3		24	73	0	0	3	9	6	18			33
NT Faculty 2	Clinical Instructor	3+3+3+3		3+3+3+3		24	80	0	0	0	0	6	18			30
NT Faculty 3	Clinical Instructor	3+3+3+3		3+3+3+3		24	80	0	0	0	0	6	18			30
NT Faculty 4	Clinical Instructor	3+3+3+3		3+3+3+3		24	80	0	0	0	0	6	18			30
NT Faculty 5	Clinical Instructor	3+2+2+2+2+2		3+2+2+2+2+2		26	81	0	0	0	0	6	18			32
Full-Time Faculty Subtotals:						122	78	0	0	3	2	30	20			155
AJ Faculty 1	Adjunct Instructor	3+3+3+3		3+3+3+3		24	100	0	0	0	0	0	0			24
AJ Faculty 2	Adjunct Instructor	2x9/classes		2x9/classes		36	100	0	0	0	0	0	0			36
AJ Faculty 3	Adjunct Instructor	3		3		6	100	0	0	0	0	0	0			3
AJ Faculty 4	Adjunct Instructor	3+3+2+1+1+1		3+3+2+1+1+1		22	100	0	0	0	0	0	0			22
AJ Faculty 5	Adjunct Instructor	3+3		3+3		12	100	0	0	0	0	0	0			12
AJ Faculty 6	Adjunct Instructor	3		3		6	100	0	0	0	0	0	0			6
AJ Faculty 7	Adjunct Instructor	3+3+3+3		3+3+3+3		24	100	0	0	0	0	0	0			24
AJ Faculty 8	Adjunct Instructor	3+3		3+3		12	100	0	0	0	0	0	0			12
Part-Time Faculty Subtotals:						142	100	0	0	0	0	0	0			142
Grand Totals:						386		48		27		78				537

Tenure-Track Faculty	%
Teaching	50
Research	20
Service	20
Administration	10
TOTAL	100
All Full-Time Faculty	
Teaching	78
Research	0
Service	20
Administration	2
TOTAL	100

GTLC = NO credit is given for Graduate Teaching

^A Chair, College Committee

^B Monitoring Independent Studies

^C Internships

^D Chair, Dissertation committee

^E Program Coordinator

^F Chair, College Curriculum/Assess Committee

C. **Faculty Time Use Study** - the results of the Faculty Time Use Study/Time Diaries, completed by a random sample of 203 (38.5%) full-time UCA faculty, demonstrate that an average of 10 hours and 6 minutes (SD = 2:42) was spent on daily work-related activities. Slightly over 60% was

dedicated towards teaching, 11% for research, 4 % for advising or mentoring, 12% for campus service, and 12% for other work-related activities. Faculty reported spending no time for disciplinary or professional service (see Figure 3). It should be noted that the time diary occurred on April 26th, 2017, and it is likely that little to no disciplinary or professional service was recorded due to the survey being administered near the end of the semester. This is in comparison to the national sample which included 17 institutions (including R2 and lower Carnegie classifications) and a larger sample of 862 faculty. This report demonstrated that faculty spent 10 hours and 23 minutes (SD = 3:21) on daily work-related activities. Whereas 53% was dedicated to teaching activities, 13% for research, 6% for advising or mentoring, 1% for disciplinary or professional service, 13% for campus service, and 14% for other work-related activities (see Figure 4). *In comparison to other similar and like institutions, UCA faculty report spending 8% more of their time on teaching, 2% less on research, 2% less on advising or mentoring, 1% less on disciplinary or professional service, 1% less on campus service, and 2% less in other work-related activities.* These differences in workload are likely accounted for by the additional time UCA faculty spent in teaching.

Figure 3: Percentage of Time Spent on Teaching and Other Work Activities – UCA

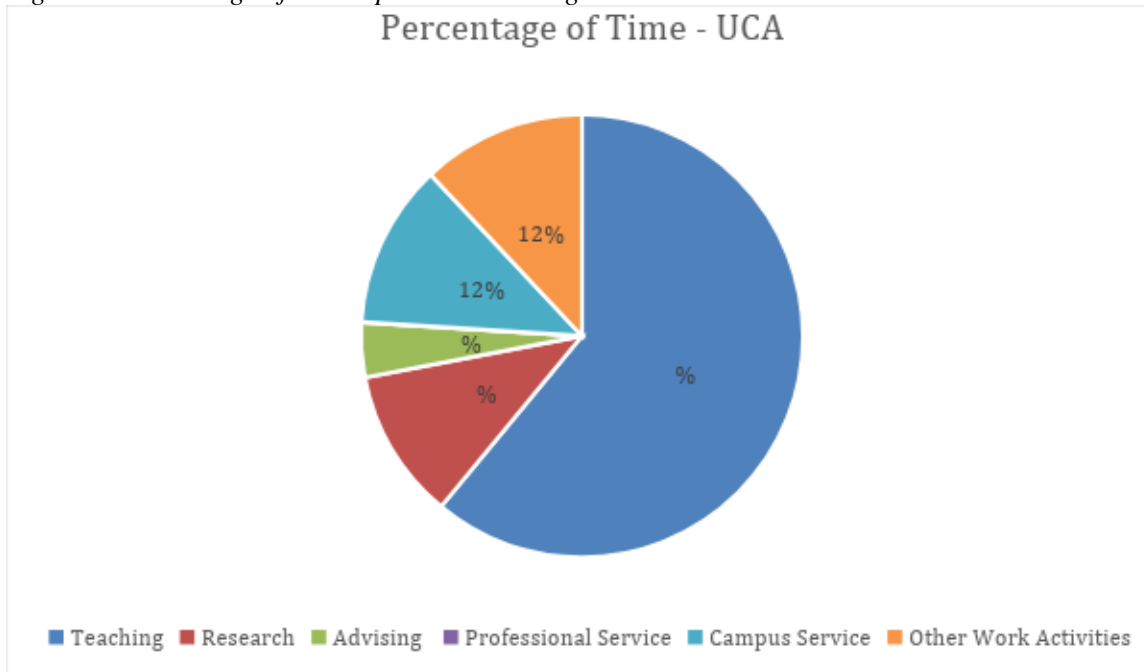
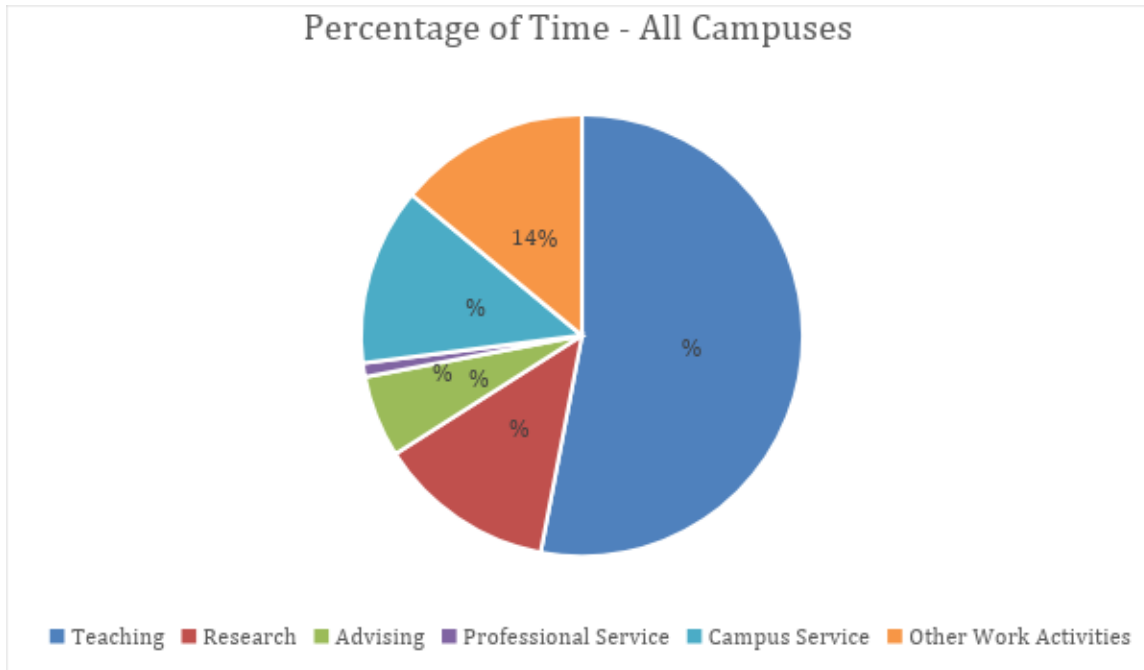


Figure 4: Percentage of Time Spent on Teaching and Other Work Activities – All Campuses

Percentage of Time - All Campuses



Although daily time diaries provide insight into only one day, they have advantages over cross-sectional surveys, which require faculty to estimate activities over long periods of time. Time diaries have been found to be a more complete, systematic, rich, contextual, and less biased measure of time use (Juster, Ono, & Stafford, 2003; Robinson & Bostrom, 1994; Robinson, Martin, Glorieux, & Minnen, 2011).

D. **Recommendations to the Provost** – In 2017, based on the conclusions from the Workload Task Force report (i.e. literature review, review of peer and aspirant workloads, workload analysis models, and Faculty Time Use Study), the task force made the following recommendations to the Provost.

1. Calculate and manage faculty work in terms of faculty workload (i.e. teaching, research, and service) rather than just teaching load.
2. Use a standardized tool and/or methodology for calculating, quantifying, and reporting total workload which would include teaching, research, and service.
3. Suggest to Faculty Senate that changes be made to the UCA Faculty Handbook to reflect (in greater detail) faculty workload, workload balance, and the relationship between workload and tenure and promotion.

The descriptions of tenure and promotion in the Faculty Handbook are rather broad and there is also an odd description of teaching as workload. Given these facts as well as recommendations from the review of literature along with UCA’s own Faculty Time Use study, we, in the Faculty Affairs II subcommittee wondered how these descriptions, expectations, and actual time use might align with tenure and promotion expectations. We wondered, given the Faculty Handbook language and the large amount faculty time spent on teaching and services, if these would be aligned with department and college TP criteria. Therefore, we decided to investigate a random sampling of department and college tenure and promotion criteria as identified and described below.

College and departments identify criteria requirements for tenure and promotion. These criteria differ among departments and colleges, but anecdotal evidence suggests many colleges predominately value excellence in teaching *and* scholarship with service mentioned as a lesser value.

College of Education

All three university criteria (i.e., teaching, research, and service) are mentioned under each area of the COE guidelines, suggesting an alignment with university vision and TP criteria. A fourth criteria has been added—Department Citizenship.

Teaching

No specific quantities are given in terms of teaching evaluations or in the number of publications. The guidelines provide specific criteria to be met: teaching artifacts, evidence of knowledge, curriculum development, advising, teaching improvements. Faculty are expected to have “student evaluations at the acceptable or satisfactory level.”

Scholarly Activity

In regards to research, faculty are expected to demonstrate “active and continual engagement in scholarly activity and production.” The guidelines outline what types of publications are valued over others without expressing any clear indication about how faculty will be evaluated. Publications are valued more than presentations. “Blind peer-reviewed journals are valued more highly than regional or invited publications.” Influence of publication should also be considered.

Service

Noted to extend beyond department, college, community.

Department Citizenship

A fourth category of has been added to the COE guidelines. In this regard, faculty must “demonstrate goodness of fit” in terms of making a continuing, positive, contribution by exhibiting the knowledge, skills, and dispositions to further the mission and goals of the department/college/university.”

College of Liberal Arts

Department of History

The Department of History tenure and promotion criteria are directly aligned with the Faculty Handbook and the university expectations for tenure and promotion. Teaching, research, and service products are provided in the document.

Teaching

Teaching is noted as having the “greatest weight in tenure and promotion recommendations.” Expectations include “dedicated and enthusiastic approach to the task of teaching students, classroom work as the best of academic traditions”, clear and rigorous learning syllabi, and demonstrated depth of material. Also noted, faculty should not expect either promotion or tenure with a poor teaching record.

Research

The Department of History “expects an active program of scholarly activity and professional development.” A list of acceptable publications is provided. Noted also: “Although there is no automatic formula that insures tenure or promotion, in general, successful applications for tenure will feature two articles or their equivalent in peer-reviewed academic journals.” For promotion, faculty are expected to exceed this threshold. Lower-reviewed items (e. g., review essays, book reviews, conference presentations, or edited books) are not considered for either promotion or tenure.

Service

Expectations for service include service to department (required), university, profession, and community.

Honors College

The Honors College upholds teaching, research and creativity activity, and service as criteria for tenure and promotion.

Teaching

Its document lists how items are weighted, giving teaching as first, followed by research and creative activities, and then service. The document specifies that all Honors faculty are expected to teach four classes per semester or the equivalent. Teaching activities are included within the load. Faculty are evaluated on philosophy, evaluations, artifacts, knowledge of skills, team-teaching experience, etc.

Research

Interdisciplinary scholarship and creative activities are considered as evidence for this criteria. The document notes that scholarship can take a variety of forms (then cites Boyer's types) and argues that UCA is a "teaching institution." An expectation of peer-review discovery types of articles is given as well as creative work is important. The College lists books, edited books, scholarly articles, literary works, and encyclopedia entries, public readings of creative works, theatrical performances and chairing panels as scholarly and creative works evidence. Blind peer-reviewed publications or presentations are highly valued, and publications more so than presentations.

Service

Service expectations involve teaching and scholarship enhancing education, in Honors, UCA, or regional/national arenas. Quantity and quality of service activities will be taken into account.

College of Health and Behavioral Sciences

Health Sciences

The Department of Health Sciences provides specific expectations related to teaching, research, and service, which do not align with the UCA vision and/or tenure and promotion outlined in the Faculty Handbook, for emphasis is placed on research, teaching, and service rather than teaching, research, and service.

Research

The candidate for promotion to Associate Professor will provide evidence of scholarship and dissemination of the scholarly work through a programmatic line of research that results in the following items or products: 1) consistent scholarship is required and demonstrated through a minimum of two peer-reviewed publications in nationally recognized journals, 2) awarded internal and/or external funding, and 3) dissemination of research through scholarly presentations at state, national, and/or internal conferences. Consideration is given to the quality of the research, (e.g., impact factor of the journal, monetary value of the grant, peer-review process, etc.).

Teaching

Demonstration of evidence in teaching excellence includes in teaching is listed second in their T&P requirements. Such evidence may include: 1) competency as determined by peer review of teaching by two colleagues, 2) student evaluations of teaching that are in line with departmental standards, (Consideration is also given regarding the rigor of the course as well as course enrollment.), 3) academic and professional advisement and management of student issues in ways that promote student success, 4) innovative course revision, design and/or assessment, and 5) securing grants for the professional development of teaching.

Service

Service to the department, college, university, and community is recognized through in six or more items that can be produced through two or more of the following categories: 1) consultation, provision of services, and/or involvement in community organizations related to the university, college or department mission; 2) assistance with student-centered activities such as service learning, community service projects, and/or student mentorship; 3) service on departmental, college and/or university committees; 4) attendance at state, national or international professional conferences; 5) assistance with planning and organizing a state, regional or national professional conference; 6) presentation at an invited workshop, training or seminar; 7) service as an elected officer for a professional organization; 8) publication of an article in a professional newsletter or other non-peer reviewed outlet; 9) substantial contribution to program review or an accreditation self-study document.

Like COE, Health Sciences also has included a fourth category to its required guidelines. In this regard, faculty must provide evidence of collegiality in teaching, scholarship, and service. This can be accomplished through 1) consistently treating others (faculty, staff and students) with fairness and respect, 2) contributing to the cohesiveness and morale of department members, and 3) participating in committee work and assigned service activities.

College of Business

The College of Business describes the general expectations of teaching, research, and practice in the introductory section of its Faculty Development Plan. Within the Plan, the College provides a range of distribution effort, or workload. This range includes teaching (55-75%); intellectual contributions (20-35%); and service (5-25%). In regards to measured productivity and “faculty qualification categories” as noted by the college’s accreditation guidelines, faculty are differentiated according to their specific, differentiated workload expectations: Practice Academics, Scholarly Practitioners, Instructional Practitioners, and others. Under each of these distinct categories, production outcome is specific. All faculty types except for Instructional Practitioners are expected to publish and serve--continuously across a stated time frame. Below is the table taken directly from the college’s Professional Faculty Development Plan (2018).

Faculty Qualifications Table
Summary of Sustained Engagement Activities

		Academic Research (Scholarly)	Applied (Practice)
Initial Academic Preparation & Professional Experience	Professional Experience Substantial in Duration & Level of Responsibility	Scholarly Practitioner (SP) 2 PRJs plus 3 AEs and/or PEAs	Instructional Practitioner (IP) Currently Employed in Area or 5 PEAs
	Doctoral Degree	Scholarly Academic (SA) 3 PRJs plus 2 AEs (or 1 AEA and 1 PEA)	Practice Academic (PA) 1 PRJ plus 6 AEs and/or PEAs

College of Fine Arts and Communication

Department of Music

The Department of Music identifies in its guidelines that meeting expectations in the areas of teaching, research/scholarly and professional development, and service are required for tenure and promotion. The department lists expected outcomes in each of these areas. No quantity for any is noted. But expectations to complete a multitude of items is provided.

Teaching

Teaching requirements for the department follow the typical UCA description of teaching performance and evidence demonstrating criteria being met.

Scholarship and Professional Growth

The Department of Music recognizes that scholarship exists in various creative forms depending on specialized areas of study, instructional assignments, and opportunities within the profession (Music TP document, 2016). Within this area, the department requires that faculty should have evidence for a variety of performance criteria, including solo performances, conducting, collaboration, and composition. Faculty should also have evidence for published research, in first and lower tier, or in magazines. Presentations, books, monographs, service as reviewer. When co-authoring, faculty must explain his or her role. Grant-getting and professional development are also expected in the department.

Service

Service in the Department of Music is weighted toward meeting the musical needs of the institution and program, including performances, performance administration, and recruiting. Service to the profession would indicate serving as judge for clinics, leading professional organizations, chairing professional meetings, organizing and supervising conferences, etc.

Summary of Sample TP Requirements

The review of the sample TP department and college criteria demonstrate several issues. The randomly selected tenure and promotion criteria indicate more of an equal emphasis on teaching and research, with service being the last listed criteria and with less specificity. This is despite the Faculty Handbook indication that faculty's time be heavily weighted on teaching. In fact, one particular department's TP guidelines lists research as first. Successful applications for all tenure and promotion require quality teaching and substantial scholarly productivity.

Discussion

Given the three recommendations made by the Workload Task Force (2017), the Faculty Senate, Faculty Affairs II subcommittee has taken up one of the recommendations: *to suggest changes be made to the UCA Faculty Handbook to reflect (in greater detail) faculty workload, workload balance, and the relationship between workload and tenure and promotion.* We consider this our primary charge.

To carry out this charge, we reviewed consistency among UCA's institutional mission, Faculty Handbook tenure and promotion guidelines, workload requirements outlined by the Faculty Handbook, departmental & college tenure, and promotion criteria for tenured and tenure-track faculty, as well as results from the Workload Task Force (2017).

Our review of the UCA vision and TP guidelines (Faculty Handbook) suggests that college and department guidelines tend to align with university vision and expectations. Four of the five random samplings reflect research, teaching, and service. The College of Health and Behavioral Science (CHBS)/Department of Health Sciences with an emphasis on research above teaching and service is a

notable outlier. Other colleges and departments in our random sampling note that teaching, research, and service are weighted in that particular order. Since Health Sciences is from CHBS, it might be worthwhile to review other departments from CHBS to see if they all place greater emphasis on research.

Numerous studies have examined factors that contribute to faculty workload and productivity (Chan, Chen, and Steiner, 2004; Marsh and Hattie, 2002; Porter and Umbach, 2001; Toutkoushain, 2007; Webber, 2011). However, trying to quantify faculty workload presents a challenge for most colleges and universities (Cohen, Hickey, & Upchurch, 2009). Measuring faculty workload and productivity become increasingly complicated as faculty continually incorporate various activities into their roles of teaching, research, clinical practice, and college, university, and community service. However, this required balance is part of an institution's success or lack thereof.

The Workload Task Force literature review highlights that teaching loads must reflect an effective balance among all tenure and promotion criteria. Dennison (2012) demonstrated that a 12 hour credit teaching load per semester (which translates into about 36 hours of course-related effort per week - e.g. 1 undergraduate class hour = 1.5 to 2.0 prep hours), does not allow faculty members to effectively pursue scholarly and creative productivity. This finding also coincides with AAUP's (1990) statement on preferred teaching loads, indicating that undergraduate faculty should not teach more than 9 per credit hours per week in order to allow for scholarly and creative productivity. Also found in the review of other institutional workload descriptions and in the literature, is the fact that undergraduate and graduate level teaching is weighted differently. For example, Boise State, and Texas A&M see the need to differentiate between undergraduate and graduate teaching workload, awarding 1.5 workload credits for every one hour of credit hour of course time. This is done in recognition that faculty spend a greater amount of their workload when engaged in graduate level teaching. The UCA Faculty Handbook makes no mention of this difference.

The UCA Faculty Handbook language regarding workload is incongruent with UCA vision, UCA TP guidelines, college/departments TP guidelines, and Workload Task Force Report. The description of workload in the handbook should reflect teaching, research, and service within workload allocations given these are the performance expectations for faculty. Because of the current differentiated workloads that is evident among colleges/departments, we propose that colleges/departments should have the flexibility within their areas to make decisions regarding workload and the allocation of time given TP expectations.

Next Steps

Given the noted complications in defining and quantifying faculty workload, we recommend changing Faculty Handbook language to reflect a more comprehensive definition of workload and provide guidelines that outline workload balance. This should encompass teaching, research and creative scholarship, as well as service. Evaluation of these factors needs to be unique to department interests and faculty promotion and rank, while aligning with department/college tenure and promotion requirements in accord with the UCA mission.

To arrive at this language, we propose presenting four existing models of workload language to faculty, chairs, and deans (see below). These presentations, in the form of town hall meetings, would review current UCA Faculty Handbook language regarding workload and the three proposed models of workload language, and invite feedback from faculty, chairs, and deans. From here we hope to submit revised faculty workload language and suggest these revisions be included in the UCA Faculty Handbook.

Proposed Sample Workload Descriptions

¹University A (Appalachian State University)

Professional Workload for Faculty

Faculty workload includes the entirety of a faculty member's responsibilities, and is defined in the ASU Faculty Handbook in this way: "The professional workload for full-time faculty members includes teaching; scholarship and/or creative activities; and professional, university, and community service relevant to faculty expertise" (ASU FH 6.1.1).

Teaching Workload

UNC POL 400.3.4 defines the "standard faculty teaching load measured by number of organized class courses a faculty member is assigned in a given academic year" as six class courses (18 credit hours) for a Masters (Comprehensive) I institution such as ASU. The standard practice across ASU colleges and academic departments is to assign faculty 18 credit hours or the equivalent of classroom instruction per academic year due to the university expectation of demonstrable productivity in scholarship/creative activity and service. This practice is consistent with UNC POL 400.3.4.

Instructional Expectations

ASU Faculty Handbook Chapter VI "Faculty Workload and the Instruction of Students" in section 6.1.2 defines instructional expectations broadly including direct classroom, lab, and studio teaching as well as class preparation, student evaluation, scheduled and unscheduled office hours, and meetings related to curriculum development, syllabus preparation, and program evaluation. Section 6.1.2 states that "for each formal instructional credit/contact/load hour, faculty members typically spend two to three hours in preparation for teaching."

Differential Instructional Responsibilities

Although the language in UNC POL 400.3 and ASU's Faculty Handbook 6.1.2.1 varies slightly in terminology, the intent of both is to develop criteria that include differential instructional responsibilities resulting from administrative duties; scholarship and/or creative activity; externally funded research, including course buy-outs; and special assignments including additional institutional and departmental administrative and service obligations.

Course Overload

A course overload is a teaching workload assignment that exceeds the expected teaching load for the department. A faculty member may receive additional pay or alternative compensation, such as a subsequent course reduction, for overload assignments.

College-Level Faculty Workload Criteria

4.1.1 ASU's Faculty Handbook 2.6 states that "the dean has general administrative oversight of all matters affecting the strength of the college/school..." The development of college-level criteria for faculty workload shall reside with the dean in consultation with department chairs or their equivalent. The purpose of the college-level workload criteria is to provide general guidance and equity within the college for departments and programs. The Provost will approve college-level workload criteria.

¹ We will remove all identifying university information from town hall meeting discussions.

Departmental Faculty Workload Guidelines

4.2.1 Based on this policy and consistent with the college-level workload criteria, departments will develop and maintain written guidelines which “outline any differential instructional responsibilities resulting from administrative duties, scholarship and/or creative activity, and other special assignments” (ASU FH 6.1.2.1) including externally funded research, funded course buy-outs, and additional institutional and departmental administrative, scholarly, and service obligations. Departments will also “outline relevant course load equivalencies for lab, clinical or studio courses, and for oversized courses” (ASU FH 6.1.2.1). “Department workload guidelines will be developed by the department’s tenure-line faculty in consultation with the unit administrator and dean and be voted on by the tenure-line members of the department” (ASU FH 6.1.2.1). Departmental guidelines that vary significantly from expected minimums will require approval by the dean.

Assignment of Individual Faculty Workload

4.3.1 In accordance with Faculty Handbook 4.3.2, the department chair is responsible for planning the workload of each faculty member on an annual basis, arranging the various faculty responsibilities equitably and effectively within the department. When assigning individual workloads, department chairs consider a variety of factors such as student, program and departmental needs as well as faculty expertise, preferences, productivity, and goals. Duties “may vary by academic discipline, college, program, school and departmental missions, and over time in an individual faculty member’s career” (ASU FH 6.1.2.1). Instructional assignments that vary significantly from expected departmental and college minimums will require approval by the dean. The dean shall approve instructional assignments that vary significantly from expected department and college minimum loads. The dean shall consult with the Provost as needed.

Joint Appointments

4.4.1 In accordance with Faculty Handbook 3.10, faculty may hold joint appointments in more than one department. For faculty holding joint appointment, the administrator of the faculty member’s “base” or primary department, in consultation with the administrator of the unit to which the faculty member is jointly appointed, will plan the workload of the faculty member.

Annual Review of Faculty

4.5.1 Faculty members will include their instructional responsibilities, scholarship and/or creative activity, service, administrative, and other special assignments in their annual reports. They will also assess progress on the goals set in the previous annual review. The department chair’s annual review of faculty will be based on the year’s assigned duties and goals. For more information, see Faculty Handbook 4.3.2.

Monitoring and Reporting on Faculty Workload

4.6.1 The University will monitor and report on faculty workload in accordance with UNC Policy Manual 400.3.4 and 400.3.4[R].

¹University B (University of Northern Iowa)

UNI recognizes, values, and prioritizes teaching as a faculty member’s primary responsibility. The university also values and rewards scholarship/creative activity and service when such activities are part of the faculty member’s assigned workload.

Section 4.1 Definition of Teaching

Teaching is the development, preparation, and delivery of course content. Teaching also includes communicating with students in a course in a timely fashion and supervising and evaluating student performance for courses. The standard form of instruction consists of a course offered by an academic department and delivered in a traditional classroom or classroom equivalent setting, such as through distance education.

Subdivision 4.11 Nonstandard Teaching Activities

Certain non-standard teaching activities are employed by departments and are part of a faculty member's teaching loads. When a department regularly uses nonstandard forms of instruction to deliver its curriculum, the Department Head or School Director shall develop, in consultation with the Dean of the College, a description of how the non-standard forms of instruction are converted to equivalent credit hours to be counted toward a faculty members' teaching workload. The credit hour conversion used to determine teaching loads, along with a description of how the conversion was determined, shall be distributed to all probationary and tenured faculty members in the affected academic departments or school no later than the first class day of each academic year. A copy of the conversion description shall be provided to the Dean of the College, to the Provost and to Faculty Leadership by October 1 of each academic year.

Subdivision 4.12 Teaching Overload

Teaching overload occurs when faculty members are assigned and agree to teach more credit hours than specified by their designated portfolio (see Sections 4.7 and 4.8).

Department heads should consult with faculty regarding overload assignments in order to meet the needs of the department and individual faculty members. Faculty who are assigned and agree to more than the equivalent assigned credit hours during the regular academic year shall receive overload compensation for the work at the part-time per-credit-hour-rate specified in the Master Agreement, subject to the limitations of UNI Policy 4.41 Special Compensation and Summer Appointments.

Subdivision 4.13 Faculty Office Hours

Faculty members who have teaching assignments are expected to schedule a minimum of one office hour per class, up to three hours per week each semester. Days, times, and location of office hours should be appropriately matched to the schedule of the faculty member's teaching assignments. Additionally, faculty members should allow students an opportunity to meet outside of those times through a special appointment request. The mode of office hours offered should be matched to the mode of instruction for each course. Scheduled office hours should be posted and also included in course syllabi. The department office should be notified of scheduled office hours by the end of the first week of each semester. If a faculty member cannot attend office hours, students and the department office should be notified and a notice should be posted and/or entered in the online learning management system, as appropriate.

Section 4.2 Definition of Librarianship

Librarianship is the creation and provision of information, resources, and services that advance critical thinking, scholarly research, and learning in an evolving information landscape. This includes, but is not limited to, the provision of reference services, research consultations, and instruction in support of information literacy; the selection, acquisition, organization, preservation, and administration of library collections and other information resources; and supporting sharing of and access to library collections and other information resources.

Section 4.3 Definition of Scholarship/Creative Activity

Scholarship and creative activity are those discipline-specific or professional expertise activities that result in a tangible artifact or outcome. Scholarship makes use of the faculty member's professional

expertise, and it must be of appropriate quality and be disseminated. The university recognizes, evaluates, and rewards three types of scholarship/creative activity (Discovery, Integration, Application), which are defined and illustrated below. The definitions include but are not limited to the examples provided. The Departmental Standards and Criteria Document may provide additional specific examples of products or outcomes in order to demonstrate these forms of scholarship. The Departmental Standards and Criteria Document must be consistent with Sections 4.4 and 4.5 of this Chapter.

Subdivision 4.31 Discovery

Discovery is the original production or testing of a theory, principle, knowledge, or artistic creation. Examples include a traditional quantitative and/or qualitative data analysis, as well as an artistic or literary artifact (such as a fiction or non-fiction writing, art exhibition, musical composition, or musical/theatrical performance). The university recognizes the scholarship of teaching and learning, such as the evaluation of curricula or pedagogy, as discovery when it produces original knowledge. All discovery scholarship is evaluated within the faculty member's field of expertise through traditional peer review and is publicly disseminated in traditional outlets, such as journals, books, recordings, performances, or refereed exhibitions. Products produced from the acquisition of grants may contribute to the scholarship of Discovery.

Subdivision 4.32 Integration

Integration is the use of knowledge found within or across disciplines to create an original understanding or insight that reveals larger intellectual patterns. Examples include the writing of a textbook, curating an artistic exhibition, editing an anthology, or integrative work that summarizes or extends what is known about a topic or process. Being awarded a competitive external grant may be considered Integration scholarship. Integration scholarship is peer reviewed and may appear in a variety of outlets. Products produced from the acquisition of grants may contribute to the scholarship of Integration.

Subdivision 4.33 Application

Application brings discipline-specific knowledge to bear to address a significant issue or problem or to influence a current or future condition. Examples include producing a technical report; performing public policy analysis; creating program, curriculum, or tools that are adopted across the state/nation; evaluating a community-based program; or being awarded a patent. Application scholarship is distinguished from service by the presence of peer review and may appear in a variety of outlets. Products produced from the acquisition of grants may contribute to the scholarship of Application.

Section 4.4 Scholarship/Creative Activity for Probationary Faculty

Probationary faculty are expected to engage in the scholarship/creative activity of Discovery, including the scholarship of teaching and learning when it produces original knowledge. Some departments may also evaluate and reward peer reviewed Integration or Application scholarship/creative activity when consistent with disciplinary expectations and applicable accreditation requirements. Typically, twenty-five percent of a probationary faculty member's workload shall be allocated for scholarly or creative work, unless a different portfolio has been assigned to the faculty member.

Section 4.5 Scholarship/Creative Activity for Tenured Faculty

Tenured faculty may engage in Discovery, Integration, or Application research within their field of expertise. Each type of scholarship shall be recognized as legitimate for the purposes of annual review, post-tenure review, and promotion to full professor when it has undergone peer review that attests to its acceptable quality and meaningful impact. Faculty members are expected to collaborate with their colleagues and department head to ensure their scholarship is consistent with requirements for scholarship for program accreditation. Typically, twenty-five percent of a tenured faculty member's workload shall be allocated for scholarly or creative work, unless a different portfolio has been assigned to the faculty member.

Section 4.6 Definition of Service

Service is recognized as an essential component of UNI’s overall workload for all faculty members. Tenured, probationary, renewable term, and term faculty are expected to engage in service to the university, the profession, and the broader community. These faculty may fully participate and exercise shared governance in the life of the university community through service work. Service to the university occurs at the department, college, or university level. Service to the profession includes work for the faculty member’s discipline or disciplinary organizations at the local, regional, national, or international level. Service to the broader community includes those activities that make use of the faculty member’s disciplinary expertise with organizations or communities outside of the university or in one’s discipline. Examples of service to the broader community include but are not limited to performing program evaluation for a nonprofit organization, using disciplinary expertise to advise a community organization on an initiative, and volunteering on the board of a community organization related to one’s disciplinary expertise. Typically, fifteen percent of a probationary or tenured faculty member’s work load shall be allocated for service. Service obligations are to be shared and fulfilled equitably by all faculty members according to their assigned portfolios. Major impactful service activities, projects or outcomes that are peer reviewed may qualify as Scholarship of Application (see Section 4.33).

Subdivision 4.61 Probationary Faculty

Service Whenever possible, the service obligations of probationary faculty shall be reduced in their first two years in order to devote more time to teaching and scholarship/creative activity. They shall increase service gradually to 15 percent of their workload by the time they apply for tenure and promotion.

Section 4.7 Faculty Workload

University faculty workload is designated according to position type, rank, availability and percentages of effort in teaching, research/scholarship/creative activity, and service (see the Workload Summary Table in Subdivision 4.71 and definitions in Sections 4.9 to 4.11). Workload does not designate a prescriptive breakdown of work hours dedicated to each category of responsibility but rather guides faculty and administrative priorities. How faculty members utilize their time varies across the week, semester, year, and career, according to discipline, departmental needs, and individual strengths.

Subdivision 4.71 Faculty Workload Summary Table

Appointment Type	Rank	Availability	Workload
Probationary	Assistant Professor Associate Professor (not tenured)	Required	Standard Portfolio (probationary) 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course or 60% librarianship 25% research/scholarship/creative activity (Discovery scholarship/creative activity; departments may allow additional criteria for

			<p>Integration and Application as appropriate for their discipline)</p> <p>15% service = department, college, university, community, and/or discipline with active participation and impact (see subdivision 4.61 regarding reduced service obligations during the first two years)</p>
Tenured	Instructor	Required	<p>Instructor Portfolio (tenured) 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course</p> <p>20% service = department, college, university, community, discipline (to be specified in letter of offer; in some instances, this 20% may be split between service and research/scholarship/creative activity)</p>
Tenured	Assistant Professor Associate Professor Full Professor	Default	<p>A. Standard Portfolio (tenured) 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course or 60% librarianship</p> <p>25% research/scholarship/creative activity (choice of Discovery, Integration, or Application)</p> <p>15% service = department, college, university, community, and/or discipline, involving leadership and impact</p>
Tenured	Associate Professor Full Professor	Apply	<p>B. Extended Teaching Portfolio (tenured) 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course 20% teaching = 1 3-credit hour course</p> <p>5% research/scholarship/creative activity (maintenance of scholarly competence) 15% service = department, college, university, community, discipline, involving leadership and impact</p>
Term (1-4 years) Renewable Term Clinical (*clinical teaching, supervision or direction)	Instructor		<p>Term Portfolio 20% teaching = 1 3-credit hour course* 20% teaching = 1 3-credit hour course* 20% teaching = 1 3-credit hour course* 20% teaching = 1 3-credit hour course*</p> <p>20% service = department, college, university, community, discipline (to be specified in letter of offer; in some instances, this 20% may be split between service and research/scholarship/creative activity)</p>
Adjunct (temporary)	Instructor		Adjunct Faculty (temporary) Portfolio Teaching

			assignments specified in letter of offer
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Section 4.8 Workload for Standard Portfolio for Probationary and Tenured Faculty

The standard workload of probationary and tenured faculty at UNI (hereafter “Standard Portfolio”) reflects the prioritization of teaching. UNI also values research/scholarship/creative activity and service. Faculty workload for probationary and tenured faculty on a Standard Portfolio is represented by five components spread across teaching, research/scholarship/creative activity, and service (see Section 4.7). Faculty on 10, 11, or 12 month contracts are assigned an equivalent of one to three additional months of workload according to their official assignments.

Subdivision 4.81 Workload Flexibility Options

Though specific percentages are allocated for research/scholarship/creative activity and service to indicate the university’s Standard Portfolio, upon approval of the department head and dean, differentiated weight may be allocated to scholarship or service workload responsibilities for the purposes of faculty development. Such an approved portfolio will be for one year at a time with the opportunity to renew for up to one additional year. Upon completion, the faculty member’s portfolio returns to the Standard Portfolio. Opportunities in applying for differentiated research/scholarship/creative activity and service obligations are available to all faculty members, however, neither scholarship nor service workload obligations shall drop below 5% in contributions per year.

Differentiated workloads shall be documented in writing by the department head or Dean in a Memorandum of Understanding to the faculty member and placed in the evaluation file. Faculty members who receive course releases are required to report such assignments annually in each Faculty Activity Report, including the activities assigned in lieu of teaching. Applications for tenure and promotion should summarily report such assignments as a part of faculty members’ overall portfolio. Faculty members are to annually document such workloads in their Faculty Activity Report. Each Fall, all differentiated workloads shall be reported by the department head to the Provost and disseminated in a report to Faculty Leadership, Deans and Department Heads.

Section 4.9 Differentiated Workload for Extended Teaching and Portfolios for Tenured Faculty Tenured Associate and Full Professors are eligible to apply for a differentiated workload with an additional class to teach (hereafter “Extended Teaching3 Portfolio”). Faculty assigned to the Teaching Portfolio are expected to contribute fully to their specified loads (see Section 4.7).

Subdivision 4.91 Tenured Instructors

Tenured Instructors will be assigned to an Instructor Portfolio, unless an alternate assignment has been arranged with the department head, in consultation with the dean, and documented in a letter of offer or Memorandum of Understanding.

Subdivision 4.92 Eligibility

Tenured Faculty are eligible to apply for an Extended Teaching Portfolio when they achieve the rank of Associate or Full Professor. Faculty must also have an established record of teaching excellence, service impact, and service leadership. The faculty member’s request must also align with departmental and university needs and priorities, as determined by the department head and dean, in order to be approved.

Subdivision 4.93 Extended Teaching and Portfolio Application Process

Eligible faculty members who wish to be assigned an Extended Teaching Portfolio may apply for an Extended Teaching Portfolio. The faculty member will provide a written request to the department head by the end of the fall semester for the following academic year. The department head, in consultation with the dean, will assess whether or not the eligibility criteria have been met, as defined in 4.92 before

deciding whether or not to grant the request. If the request is granted, a Memorandum of Understanding will be developed to outline the workload expectations while the faculty member remains on this differentiated workload portfolio. The term for an Extended Teaching Portfolio is typically 3 years and may be renewed through the application process.

Subdivision 4.94 Maintaining Competence in Scholarship/Creative Activity

Faculty with an Extended Teaching Portfolio are required to stay abreast of developments within their field and continue to be engaged in their discipline in order to maintain scholarly competence. Faculty may stay engaged in their discipline by producing scholarship/creative activity, presenting at conferences, reviewing for journals, using their disciplinary expertise in service, engaging in scholarship-oriented faculty development, or submitting grants. This list is not exhaustive. Departments shall develop a list of any additional activities to denote the maintenance of scholarly competence.

Section 4.10 Workload for Renewable Term and Term Faculty

Term and renewable term faculty members' predominant assigned workload is teaching. They also are expected to perform service and are integrated, full members of the university community.

All teaching assignments and service expectations are to be specified in the faculty member's letter of offer or annual workload assignment (see Section 4.7). In some limited cases, service may be split between service and scholarship/creative activity, as specified in the faculty member's offer letter or annual workload assignment.

Section 4.11 Workload for Adjunct Faculty (temporary)

The primary workload assignment for Adjunct Faculty (temporary) is teaching (see Section 4.7). Teaching assignments are specified in their offer letter and paid per course, as specified in the Collective Bargaining Agreement. Any service assignments, beyond those typically associated with teaching courses, are specified in their offer letter and paid per activity or assignment.

Section 4.12 Overload for Special Projects/Course Reassignments

A president, provost, dean, or department head may designate as overload some special, agreed-upon assignments or projects which sufficiently exceed a faculty member's overall workload. In such cases, a Course Reassignment (release) may be applied or earned. Alternatively, administrators shall compensate faculty by determining the work's credit-hour equivalency. Department heads shall consult with their dean before assigning special projects.

Faculty on a 9 month contract hired to work during the summer months (outside of teaching summer school) shall be compensated according to the assignment.

The responsibilities, time frame, and compensation shall be outlined in a Memorandum of Understanding or letter of offer.

¹University C (University of Dayton)

University of Dayton describes three principles (excellence in teaching, scholarly activity and research, and relating teaching and scholarly activity) that are required by all faculty. With these principles in mind they outline faculty workload using maximum, minimum, and preferable teaching loads in order for their faculty to balance their workloads between teaching, research and service. They describe in the following way:

Normally, a teaching load of twelve semester hours per semester, with no more than six

separate course preparations during the academic year, represents the maximum for any faculty member to satisfactorily perform the faculty member's teaching function. A faculty member who is teaching twelve semester hours per semester can be expected to spend at least an additional twenty-four clock hours in teaching-related activities, including keeping up with her/his discipline. He/she should not be expected to produce meaningful research. It is unlikely that a faculty member teaching twelve semester hours will be able to regularly engage in sufficient research and service activities to fulfill her/his responsibilities as a teacher/scholar, and therefore, this maximum is not recommended and should not be used as a general rule.

Normally, faculty members who engage in meaningful scholarly activity and research (e.g., that which leads to some form of peer review and dissemination) should not teach more than nine semester hours in any semester.

Normally, faculty who produce significant peer reviewed research, engage in major curricular revision, or lead administrative units should be expected to teach no more than six semester hours in any semester.

Except in extraordinary circumstances, or when a faculty member is serving as a major administrator or is on sabbatical, no faculty member should teach fewer than three semester hours in any semester.

¹University D (Kennesaw State University)

Workload Model for Teaching Faculty

The purpose of this model is to provide a common vocabulary to describe the varied work faculty members do as well as an agreed framework for discussions of that work. The model establishes some core standards, for instance that a typical semester-long, three-credit course ordinarily represents 10% of faculty effort for the academic year, and that all faculty must allocate at least 10% of their time to professional service activities essential to the life of the institution. The model also requires that each department establish, in writing, appropriate class sizes (equating to the 10% teaching effort) for the various courses taught; and, equivalencies for non-standard faculty activities (e.g., supervision of significant student research), be formally negotiated and incorporated into the faculty assessment process. Likewise, disciplines with writing-intensive courses, laboratory courses, studio and field experiences, etc., or with unusually heavy supervising and mentoring responsibilities, shall establish teaching load equivalencies through the shared governance process on the basis of this model. The model does not dictate, or even favor, any particular mix of activities. That mix is for individual faculty members and their chairs to agree upon (with their dean's approval) based on institutional needs and KSU's shared governance process. But the application of the model's core standards and the common vocabulary across campus should enable KSU to distribute faculty work more wisely and fairly, to assess it more accurately, and to reward it more appropriately.

The Workload Model and Shared Governance:

Each department and college will establish flexible guidelines as to expectations of faculty members in the following three faculty performance areas:

- Teaching;
- Scholarship and Creative Activity (S/CA); and
- Professional Service.

These guidelines, as well as the individual Faculty Performance agreements negotiated under them, will be established through KSU’s shared governance process by bodies and officers detailed in the University Handbook under “Shared Governance.” Given that department review guidelines are most discipline-specific and are approved by deans and the Provost as consistent with college and university standards, department guidelines are understood to be the primary basis for P&T decisions. As with other faculty-focused KSU policy documents, amendments to the University’s Workload Model are made by administrators and Faculty Senate working consultatively through the shared governance processes outlined in the University Handbook.

Illustrative Example of the Workload Model

Some examples of possible FPA workload combinations appear below. The examples reflect various percentages of effort in the three faculty performance areas. The examples given are merely illustrative. Individual FPAs can vary almost infinitely, as agreed by the faculty member and chair and as approved by the dean.

Some Illustrative Workload Examples*

*Actual FPA percentages for each faculty member will be negotiated with the department chair as part of annual review.

Teaching Emphasis Workload

4-4 course load Teaching.....	80
S/CA.....	10
Service.....	10
Total	100

Teaching – Scholarship/Creative Activity Balance

3-3 course load Teaching.....	60
S/CA.....	30
Service.....	10
Total	100

Teaching – Service Balance

3-3 course load Teaching.....	60
S/CA.....	10
Service.....	30
Total	100

Scholarship/Creativity Activity Emphasis

2-2 course load Teaching.....	40
S/CA.....	50
Service.....	10
Total	100

Administration Emphasis

Service.....	70
S/CA.....	10
Teaching.....	20
Total	100

Conclusion

The purpose of this report was to present an overview of previous work regarding workload guidelines and to seek guidance from the Provost regarding her direction for the University of Central Arkansas. Much effort has been given toward these guidelines, yet the successful implementation of workload policy (and its language in the Faculty Handbook) is dependent upon the perceptions and practices of faculty and administration and UCA's organizational culture. Leading Administration assists greatly in the congruence among these different perceptions and their stakeholders—they help the institution realize its collective mark. The Faculty Senate, Faculty Affairs II subcommittee hopes to work closely with the Provost to clarify how it will fulfill its mission through the workload allocation of its faculty.

References will be provided upon request.