



# Balancing Faculty Workload



# Overview

- Basics of workload policy. How we currently deal with workload (30 mins)
- Different approaches to workload – what works and why. Why policy change can be useful (30 mins)
- Detailed questions (30 mins)
  - Implementing workload change
  - Workload and teaching
  - Workload and service



# What does a workload policy do?

- Allocates resources to different departmental missions.
- Sets work expectations for faculty.
- Integrates and overlaps with other policies – RPT, strategic plans, merit, etc
- Gives snapshot of department to outside observers (colleagues, administrators)



# Types of Workload Policies

- Unimodal: All faculty have essentially the same balance of teaching/research/service. Some exceptions made but these are rare.
- Differential: At least 30% of faculty have a teaching load different from the “standard” load.
- Highly differential: Sliding scale of teaching duties. Multiple different combinations of teaching/research/service implemented.



# Table Survey

1. Which system most accurately describes the workload policy in place in your department
  - a) Uni-modal
  - b) Differential
  - c) Highly differential
2. How happy are the faculty with the workload policy?
  - a) Happy
  - b) Indifferent
  - c) Unhappy
3. How happy are you with the workload policy?
  - a) Happy
  - b) Indifferent
  - c) Unhappy
2. How happy is the Dean with the workload policy?
  - a) Happy
  - b) Indifferent
  - c) Unhappy



# Why Change Workload Policy?

- Policy is not well integrated with strategic goals
- Policy is not equitable
- Nature of department is changing
- Need more cost-effective use of resources



# Ex: Ineffective Policy

- Past:
  - Two course/sem teaching load
  - Research and service “expectations”
  - No annual review, no workload document
- Future:
  - Variable teaching load
  - Detailed workload document
  - High-impact annual review

# Ex: 4 yr College in Transition

- Present:
  - 4 course/sem teaching load (small classes)
- Future:
  - Larger classes
  - Increased research/scholarship expectations
  - Tight budgets



## Characteristics of a Good Workload Policy

- Aligned with departmental goals
  - Does the policy drive the desired behaviors?
- Clear and unambiguous
  - Do faculty feel they know what is expected of them?
  - Are expectations assessable?
- Integrated with performance review
  - Does the policy have teeth?
- Results in effective use of resources.

The Department of Mathematical Sciences endorses the University Faculty Workload Task Force Report and concurs with the Report's explanation of what faculty do as professionals. Each faculty member's workload is expected to include a significant component of research and scholarly activity along with teaching; service to the Department, the College, the University; and mathematical service to the community. Faculty members are expected to devote at least forty hours per week to their professional activities. The following statements describe what is considered to be a typical distribution of effort between these activities, with the understanding that the proportions will vary from time to time and from individual to individual, depending on circumstances.

A regular teaching load shall be two courses per quarter and shall include related activities such as preparing for classes, holding office hours, evaluating student performance, and staying abreast of current technological and pedagogical developments in the teaching of mathematics. These teaching duties will normally require at least twenty hours per week.

Faculty members are expected to engage in research and scholarly activities including studying recent developments in mathematics, discovering new and useful results, consulting with colleagues, contributing to the body of mathematical knowledge by publishing results, attending and presenting papers at professional meetings, and directing the original work of graduate students.

Finally, faculty members are expected to devote some effort to service to the Department, the College, the University, and the mathematical community. Service needs are often "seasonal" so that the workload is usually not uniformly distributed throughout the academic year. The Department expects the major portion of the Department, College, and University service workload to be borne by the tenured faculty members



# Differential Teaching Loads

- Pros:
  - Division of labor
  - Fairness
  - Incentive for high-performance
  - Incentive for innovation
- Cons:
  - Difficult decisions
  - Unintended consequences
  - Teaching seen as punishment



# Table Discussion

- Examples of effective and/or innovative workload systems in place, or
- Examples of ineffective or problematic systems, or
- Example of an “ideal” workload system that you’d like to put in place.



# Implementing Workload Change

- Overcoming faculty resistance
  - Change can be good
  - Separating change from increase
- Gaining support from Dean
  - Unique nature of mathematics
  - Efficient use of resources



# Balancing Teaching Loads

No two teaching assignments are equal. How do we balance:

- Credit or contact hours
- Class size
- Grading, graders, TA's
- Preparation
- Level



# Balancing Service Loads

- Can service be shared equally?
  - Varied tasks: committees, outreach, advising
  - Variable contributions: committee chair vs member
  - Hard to assess
- Should it be shared equally?
  - Divided equally or left to those who are best at it?
  - Balanced against other contributions?