

Faculty Workload Discussion with Faculty Senate

Mike Lewis, Ph.D.
Provost

December 12, 2023

Importance of Workload Conversations

- **Faculty contribute to institutional success in a variety of important ways**
 - Teaching, research, service, administration
- **Faculty equity has been a longstanding priority**
 - Workload policy and practice are important levers
 - Other levers include evaluation policy and practice, promotion and tenure guidelines, etc.
- **Equitable workload matters for University success**
 - Student success and retention
 - Faculty and staff success and retention
 - Research profile
 - Financial stability
 - And more

Teaching-Research Continuum



Guiding Principles for Teaching-Research Workload Assignment

- All work on this graphic is highly valued.
- Various contextual factors shape workload assignments (career stage, service, administration, etc.).
- Research-intensive faculty producing at an R1 level generally have 12 or fewer units assigned to teaching (typically translates to a 2/2 course load or less).
- Teaching-intensive faculty dedicated primarily to teaching generally have 21 units assigned to teaching (typically translates to a 4/3 load).
- Faculty who are research active (but not research-intensive at an R1 level) generally should not have a workload of 12 or fewer units assigned to teaching (typically 2/2 course load).
- Disciplinary context/expertise helps chair and dean determine appropriate workload assignment.
- Workload assignments are a balance of individual, unit, and institutional needs.

Closing Thoughts

- **When faculty who are not research-intensive are assigned the same teaching workload as research-intensive faculty, this practice creates inequities and also has financial implications.**
 - It's important to note that the work we're doing in this area is proactive. There is no quota or target for this work. Rather, I'm asking that we all do our best to ensure that workload assignments are equitable and align with institutional priorities.
- **We are an institution that values both teaching and research.**
 - We must make sure our reward structure and workload processes reflect this. (There's ASP work beginning to help with this.)
 - We also must better define, recognize, and reward other faculty contributions (as we are beginning to consider in our work on the NSF ADVANCE grant).
- **This has been an ongoing discussion with the Deans. (And recently I met with Chairs.)**
 - And I expect it to be an ongoing discussion between Chairs and Deans.
 - April Trees is the Provost's Office person contact for workload policy and practice.

Questions and Comments