Faculty Workload – Executive Summary, 1/25/16

Introduction to the Action Team Charge: “Faculty load at UCO is defined in terms of “credit hours” as specified in RUSO policy 3.1.7 http://www.ruso.edu/PolicyManual.aspx. An 18 credit hour load is considered fulltime and should be equivalent to a standard 40 hour work week. The 18 credit hours are divided between instructional load (12-13.5 credit hours) and non-instructional load (6-4.5 credit hours). The credit hour is therefore a currency that RUSO uses to track faculty load with each credit hour of assignment being equivalent to 2.333 actual workload hours. This team will look at several factors related to how credit hour loads are currently being assigned to faculty at UCO.”

Team: Project Sponsor: Provost Barthell
Action Project Team Leader: Dr. Gary Steward
Facilitators: Dr. Bob Brennan (CMS), Dr. Ed Cunliff (CEPS)
Project Team Members: Dr. KJ Tullis (CB), Dr. Donna Cobb (CEPS), Dr. Valerie Settles (CFAD), Dr. Stan Adamiak (CLA), Dr. Nancy Dentlinger (CMS), Ms. Naomi Schemm (Fac. Sen.), Ms. Cindy Boling (AA), Ms. Sue Ryan (AA)

Work Process: The team has taken the following actions in completion of its charge: 1. Reviewed existing practices/data for the institution; 2. Constructed and administered a survey of current full-time faculty; 3. Surveyed peer institutions; 4. Met with the Provost, Deans, and Chairs in a variety of settings.

Major Findings:

1. Institutional Practices/Data
   - Teaching load practices vary (See appendix E for examples)
     - Some variation due to accreditation guidelines
   - Administrative reassignment time practices are fairly consistent across campus
     - 1-6 hours
     - Assistant Chairs, Program Coordinators, Grant funded research
     - A few unique practices (See appendix F for examples)
   - Undergraduate enrollment has increased by 27% from 2000 to 2015. (UCO IR Demographics Books)
   - Full-time faculty numbers have increased while clerical numbers have declined over the past 15 years
   - Peer data from Institutional Research in 2015 shows UCO on average has 11% fewer full-time faculty for peer institutions per 17,000 students
   - Historical perspective (See appendix H)

2. Full-time Faculty Survey (See Appendix B for raw data)
   - Approximately 200 full-time faculty members completed the survey (~ 42% response rate)
   - Approximately 70% of faculty identified their workload to be heavy
   - 55% of the faculty are working > 50 hours/week
   - Increased scholarly expectations
     - lack of credit for supervising undergraduate and graduate research
     - writing grants, manuscripts, books, reports, etc.
     - research compliance (IRB, IACUC)
   - Increase in administrative tasks
- Travel, payroll, assessment, reports, copying, designing forms and recruitment brochures, etc.
- Insufficient credit for teaching labs, clinicals, practicums, studios

3. Peer Institutions
- Many of our peer institutions (Boise State, Missouri State, Sam Houston State, Texas State, etc.) use a 3:3 teaching load model. See appendix C for examples and details
- Several of our peer institutions have policies for awarding workload credit for working with individual students. See appendix C for examples and details

4. Recommendations
- Develop a 3:3 teaching load model; 3:4 as an intermediate step
- Award full credit for teaching labs, clinicals, practicums, studios
- Provide credit for supervising undergraduate and graduate research
- Hire additional tenure-track faculty
- Provide adequate administrative assistant support

5. Suggested Practices
- Each college/school/department should develop and publish its own guidelines that are within the guidelines of Academic Affairs. These guidelines should include:
  - Teaching, service and scholarship expectations.
  - Equivalency formulas
  - Reallocation policies
  - Documented rationales for modifications from the normative workloads
- If the annual professional/service/scholarly activities are inconsistent with Academic Affairs guidelines must bring into conformity. This could include negotiation for increase in teaching workload
- A common system should be developed to record and report the various equivalencies
- Define/written proposals for reassignments