Faculty Loading Model Workgroup

May 2021

Charge of Committee

The Faculty <u>Loading </u>Model Workgroup was charged with looking at the current faculty loads and making recommendations to better address faculty workload.

Recommendation #1
Faculty Loading Model –> Faculty <u>Activity</u> Model

Workgroup Subcommittees

Group 1: Guiding Principles	Group 2: What Activities will Count in Model	Group 3: Current Cost Models
Kent Rissmiller Steve Taylor **Kris Wobbe***	Mike Ahern Kate Moncrief Kent Rissmiller **Diane Strong***	John McNeil Kris Sullivan **John Sullivan*** Rachel LeBlanc
*Lead of each subcommittee		

- Subcommittees met between September 2020 and May 2021
- Ad hoc participants
  - John Orr
  - Art Heinricher
  - Rick Vaz
  - Craig Wills

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Drivers for this work/Benchmarking:

1) Need an activity model that is transparent and equitable.

2) Need to consider both activity indicators and quality of our work.

Benchmarking

Delaware Study- (productivity/credit hours)

On-line information (Drexel University)

NECHE Accreditation

University of Maryland/ Advance Grant

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Potential Benefits

- Knowledge of where and how faculty spend their time
- How that engagement benefits their personal academic goals
- How their deployment aligns with Departmental/Program needs
- How the department/program faculty deployment aligns with School/Institutional strategic goals like cost and student access

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Types of Activity

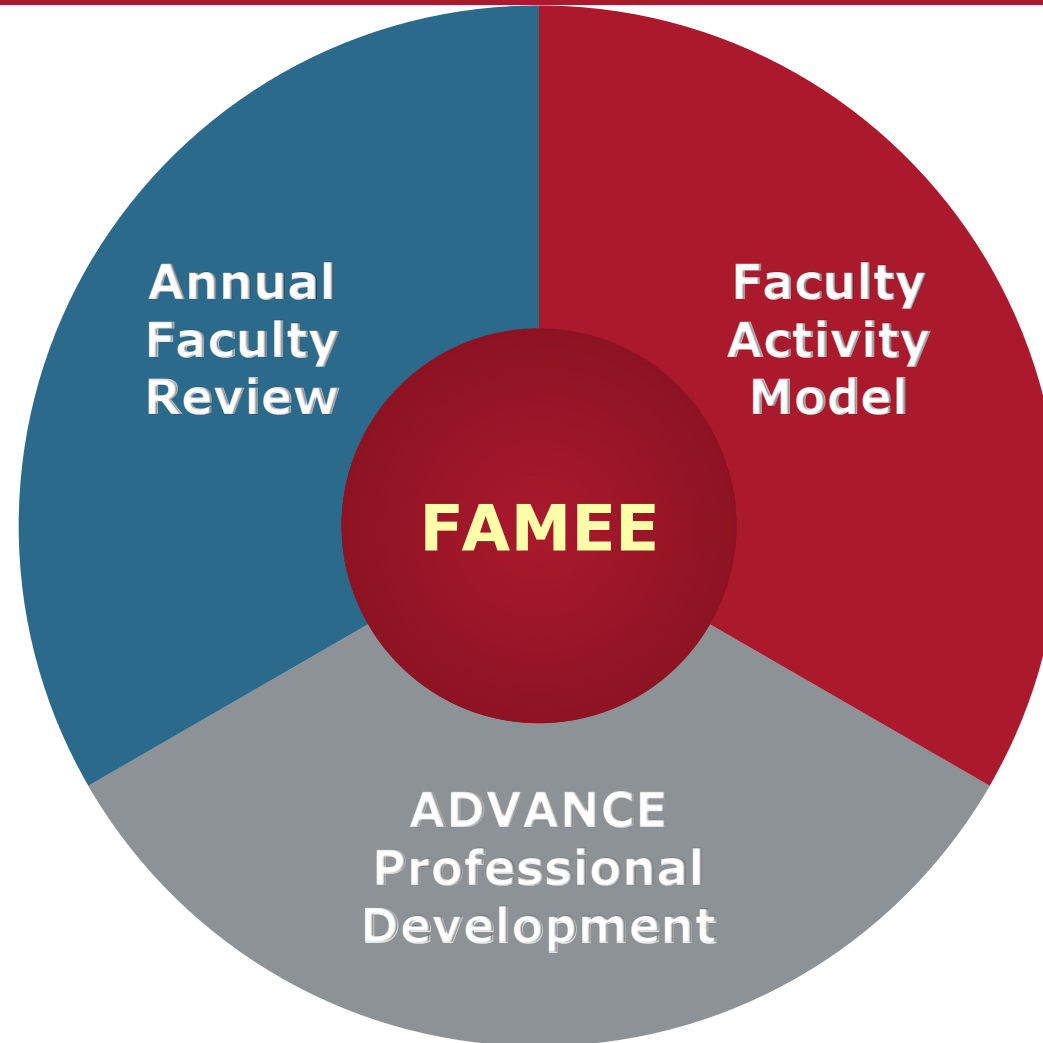| Activity Type		What Counts in the Model
Teaching	Courses	Undergraduate courses, graduate courses, labs, online graduate courses*, CPE courses*
	Projects	HUA Inquiry Seminar, MQP/IQP, PQP, GQP, Independent Studies, Project Center advising**, Project Center directing**
	Academic Advising	Student advising, thesis/dissertation advising
Scholarship		Scholarship activities broadly defined to include research grants (incl. grant writing, disseminating results in articles and presentations, etc.) as well as non-research scholarship.
Service		Service to institution (e.g., faculty governance committees) and service to field
Administration		Appointments such as Department Head, Program Director, Graduate Coordinator, etc. Appointed by Dean or Department Head, with or without additional compensation and/or course release(s)

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Exceptions and Releases from Teaching

Faculty assignments are determined by Department Heads or Program Directors and may be altered based on a variety of factors including:

1. **Instruction:** Exceptions including class size, development of new courses, instructional support, etc.

2. **Departmental Administration:** Assumption of responsibility for the functions of Head or Program Director or for special departmental projects may require reduction of service, research/scholarship, or instruction.

3. **Departmental and Sponsored Research or Scholarship:** Research is supported by externally funded grants and/or contracts; accompanying reduction of expectations for instruction and/or service should mirror the replacement, whenever possible, by externally funded salary support.

4. **Service:** Public and professional service are expected of all faculty; there may be instances when this requires an unusual commitment of effort. Reduction in service commitments can lead to increases in assigned teaching or research.

5. **New Faculty:** Assignments for new faculty must take into consideration need to develop new courses and begin a research program.

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Where Is Quality Accounted For?

Faculty Activity Model for Equity and Excellence

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Considerations:

The University of Maryland Faculty Workload and Rewards Project is an NSF ADVANCE funded, collaborative, action research project. Academic department teams study their own workload data, consider and then adopt policies and practices to ensure equity in how teaching and service is taken up, assigned, and rewarded.

- Women spend more time on teaching and service activities

- Women spend less time on research than men

- Faculty from historically minoritized racial groups spend more time on mentoring and diversity-related work than faculty who are white

- Women are asked more often to engage in less promotable or career advancing tasks

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Equitable Workload Conditions

Transparency
Widely visible information about faculty work activities available for departments members to see

Credit
Recognition and rewards for faculty members who are expending more effort in certain areas

Context
Acknowledgement that different faculty members have different strengths, interests, and demands that shape their workloads.

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