Faculty Workload Discussion with Faculty Senate

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Importance of Workload Conversations

Faculty contribute to institutional success in a variety of important ways

o Teaching, research, service, administration

Faculty equity has been a longstanding priority

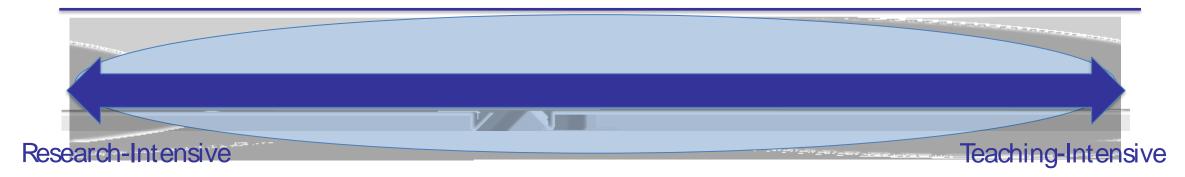
- o Workload policy and practice are important levers
- o Other levers include evaluation policy and practice, promotion and tenure guidelines, etc.

Equitable workload matters for University success

- o Student success and retention
- Faculty and staff success and retention
- o Research profile
- o Financial stability
- o 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.

Oosing Thoughts

When faculty who are <u>not</u> research-intensive are assigned the same teaching workload as research-intensive faculty, this practice creates inequities and also has financial implications.

o @ k @ u assignments are equitable and align with institutional priorities.

We are an institution that values both teaching and research.

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