

Valparaiso University

Faculty Workload Task Force

Final Report

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Mark Schwehn, Ph.D.
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Executive Summary—Valparaiso University Faculty Workload Task Force Report

Purpose and Background

This report contains the analysis, findings, and recommendations of the Faculty Workload Task Force. Objective 4.1 of Valparaiso University’s Strategic Plan calls for the University to “configure and evaluate faculty workload to ensure excellence in teaching, learning, and scholarship.” Further, Action 4.1.1 under this objective calls for the creation of a task force “made up of faculty members and deans that includes representatives from each college” to evaluate the issue of faculty workload. Pursuant to that task, the Provost convened a Faculty Workload Task Force in January, 2011. The formal charge to the Task Force included, but was not necessarily limited to:

1. Identifying standards for defining and measuring faculty workload.
2. Developing recommendations for equitable distribution of work within and among colleges.
3. Developing a plan to move from the current to the desired faculty workload.

The Provost appointed several key faculty and staff members to the Task Force and also invited the nine-member Faculty Concerns Committee, a standing committee of the Faculty Senate, to sit on the Task Force. The Task Force met weekly for the spring semester of 2011, concluding its formal meetings in mid-May.

Methodology

The Task Force conducted extensive research into the AAUP’s positions on this issue as well as examining available studies and reports on it. Further, the Task Force collected workload comparison data from our peer institutions and made an extensive examination of Valpo’s college-level faculty service reports. Finally, the Task Force reviewed the College of Engineering’s model for reporting and allocating workload with a view toward its suitability as a university-wide management tool.

Recommendations

The Task Force recommends the following to the Provost:

1. Appoint an *ad hoc* working group or separate task force representing all faculty constituencies to follow up several of the significant recommendations in this report and investigate workload issues and expectations. This working group should be specifically charged with, but not limited to:
 - Defining teaching load credit (TLC) for laboratory classes and proposing a method for consistently assigning appropriate TLC for laboratory credit hours
 - Developing a detailed faculty workload policy document, to be approved by the

academic deans, Provost, and Faculty Senate that would reconcile the nearly 30 inconsistencies that have been identified through the Task Force's study of Service Reports.

2. Calculate and manage faculty work in terms of faculty workload rather than teaching load. Revise the definition of normal faculty load from a total of 24 course credits per academic year to 24 load credits per year. Establish the teaching load as ordinarily 18 teaching load credits (TLCs) per academic year along with 6 non-teaching load credits (NTLCs) for creative work and scholarship as well as service work. Thus, in effect, the Task Force recommends a 9/9 annual teaching load for most tenured or tenure-track faculty. The nature of the 6 NTLCs are negotiable, and the load value of those not assigned a standard credit by published policies of the University or the colleges is left largely to the discretion of department chairs upon approval of their respective deans.
3. Create and adopt a standard tool for calculating and quantifying the teaching load required to deliver all degrees and programs that a department is responsible for. This tool will be used to identify those departments and colleges already at 18 TLCs. That is to say, those already achieving the recommended workload and thus do not need additional resources. Further, all departments and colleges will use this tool in support of their requests for additional staffing. This ensures that academic deans and the Provost are using a common format and calculations for requesting and prioritizing resources. It should be noted that the College of Engineering already uses such a tool.
4. Include a standard sabbatical leave calculation in this tool (with the understanding that sabbatical leaves are always subject to approval) in order to prevent chronic overload of a department or college's faculty members due to sabbatical leaves by colleagues.
5. Reduce the number of mandatory committee assignments in our faculty governance structure. The current Faculty Handbook requires filling ~150 university level faculty governance positions. This does not include college and departmental committees and draws from faculty with approximately 270 full-time positions.
6. Notify a faculty member's department chair before any governance bodies invite a faculty member to serve on university or college level committees.
7. Develop a uniform format for displaying the lecture and non-lecture components of a course in the university General Catalog.
8. Report to appropriate governance bodies what subsequent actions the Provost plans as a result of this report.

I. Introduction

Mission of the Task Force

Objective 4.1 of Valparaiso University's Strategic Plan calls for the University to "configure and evaluate faculty workload to ensure excellence in teaching, learning, and scholarship." Further, Action 4.1.1 under this objective calls for the creation of a task force "made up of faculty members and deans that includes representatives from each college" to evaluate the issue of faculty workload. Pursuant to that task, the Provost convened a Faculty Workload Task Force (hereafter "Task Force") in January, 2011. The formal charge to the Task Force included, but was not necessarily limited to:

1. Identifying standards for defining and measuring faculty workload.
2. Developing recommendations for equitable distribution of work within and among colleges.
3. Developing a plan to move from the current to the desired faculty workload.

Composition of the Task Force

The Task Force was composed of faculty and staff members from throughout the University who both have a stake in the faculty workload conversation and represent the interests of the major academic constituencies at Valpo. In addition to several key faculty and staff members identified for membership, the Provost invited the nine-member Faculty Concerns Committee, a standing committee of the Faculty Senate, to sit on the committee. The Task Force members are listed below.

- *Bruce Berner*, LL.M. (for Mark Adams), professor of law, Louis and Anna Seegers Chair in Law
- *Craig Clark*, Ph.D., assistant professor of geography and meteorology
- *Randa Duvick*, Ph.D., professor and chair of foreign languages and literatures; chair, Faculty Senate
- *Gary Morris*, Ph.D., associate professor of physics and astronomy; associate dean, college of arts and sciences
- *Kraig Olejniczak*, Ph.D., professor of electrical and computer engineering; dean, college of engineering; co-chair, Faculty Workload Task Force
- *David (Mike) Owens*, Ph.D., associate professor of English; assistant provost for faculty affairs; general education officer; co-chair, Faculty Workload Task Force
- *Mel Piehl*, Ph.D., professor of humanities and history; dean, Christ College

- *David Schroeder*, Ph.D., associate professor of information and decision sciences, college of business
- *Greg Stinson*, MA, adjunct instructor, graduate school and continuing education; executive director, institutional effectiveness
- *Aimee Tomasek*, MFA, assistant professor of art; chair, faculty concerns committee
- *Timothy Tomasik*, Ph.D., associate professor of foreign languages and literatures
- *Peter Weiss*, Ph.D., associate professor of civil engineering
- *Suzanne Zentz*, DNP, assistant professor of nursing

General Timeline

The Task Force met weekly during the spring semester of 2011, commencing its meetings on Monday, February 7, and concluding its formal meetings on Monday, May 9. The Task Force began by collecting information on assignment of faculty workload policy and practices as specified by the American Association of University Professors (hereafter “AAUP”), nationally among a variety of institutions, and within our peer institutions. The national information was primarily collected from several reports on the subject of faculty workload compiled by both the Hanover Research Council and the Education Advisory Board, electronic copies of which are available at the Task Force’s shared computer drive. Selected members of the Task Force collected and reviewed data from Valparaiso University internal service reports. Further, the Task Force heard reports from the College of Engineering and the Department of Civil Engineering on how these units assign and account for faculty workload. These research efforts formed the foundation for the rest of the Task Force’s work as it then began to think through adopting best practices, along with initiatives of its own design, into recommendations commensurate with the Task Force’s charge. In mid-June, the Task Force’s Co-Chairs presented the Provost with an informal summary of conclusions and recommendations and then worked to complete the formal report over the remaining calendar year.

Intended Audience

According to Section 2.3.1 Membership in the *Valparaiso University Faculty Handbook*, “All members of the teaching and non-teaching staff of the University described below are members of the faculty.” Section 2.3.1.1 distinguishes between Teaching Faculty, Library Faculty, and Administrators and Staff with Faculty Rank. The Task Force proceeded to focus on faculty workload issues that pertained to the largest population of the regular faculty - the teaching faculty, particularly those holding the titles of instructor, assistant professor, associate professor, and professor. Lecturers, university professors, senior research professors, and distinguished practitioners in residence in the School of Law, were removed from immediate consideration largely based on their limited numbers and impact on department and/or college annual budgets.

Based on preliminary feedback from our colleagues at the beginning of the fall 2011 semester, the Task Force recommends to the provost that a separate task force be formed wherein all other faculty constituents (e.g., Library Faculty and Other Faculty, where the latter includes Adjunct Faculty), workload issues and expectations are investigated.

Organization of the Report

This report begins with an explanation of the University's current situation regarding faculty workload and then turns to the charges to the Task Force themselves. After discussing each charge, the report presents its conclusions and recommendations.

II. Background and Statement of the Problem

Valpo's *Faculty Handbook* emphasizes that "[w]hile the University gives primary emphasis to effective instruction, it holds that high-quality teaching is inseparable from scholarly and creative efforts, and it **expects that members of its faculty will ground their teaching in scholarship, research, and creative activity, and will engage in a wide variety of services to the University**" (2.3.2.1, emphasis ours). It further defines the teaching load of a full-time faculty member in the undergraduate colleges to, "normally approximate twenty-four (24) credits per academic year but may be altered by contract or departmental assignment. For non-lecture formats of instruction such as laboratories, studios, physical education activity courses, and team teaching, appropriate equivalencies are developed jointly by the administration and the department concerned. The dean may grant load credit for research activity and instruction-related activities as circumstances warrant" (2.5.7). Weighted heavily towards teaching, the 24 credit hour load, which translates into, on average, 36 hours of course-related effort per week, allows faculty members little or no time to pursue the quality creative work, scholarship, and service that the *Faculty Handbook* characterizes as both "inseparable" from, and basic to, "high-quality teaching." Thus the Task Force uniformly agrees with the AAUP's statement on maximum teaching loads of 1990 (discussed below) and respectfully submits that a 24 credit hour load is altogether inconsistent with Valpo's mission, character, curriculum, and aspirations as a high-quality educational institution.

Strategic Plan Action 4.1.2 called for the Provost, or his designee, to "Conduct a thorough evaluation of the advisability of converting to a standard four credit-hour course model" as part of the larger examination of faculty workload. While this idea has long been discussed as a means to maintain the current standard faculty teaching load of 12 credit hours per semester while reducing the number of class preparations to no more than three, a detailed internal study conducted in the spring semester of 2010 concluded that the disadvantages of converting to a 4 credit-hour course standard outweigh the advantages, at least in Valpo's foreseeable future. Given administrative re-organizations that were in progress at the university level in 2010 and the priorities specified in the Strategic Plan (e.g., a significant increase in the size of the student body), attempts to convert to a 4 credit-hour model could well be overwhelming to execute effectively within the next few years because:

1. It requires extensive restructuring of the curriculum, particularly in the professional colleges and in some departments in the College of Arts and Sciences

2. It could cause difficulty with some certification and accreditation requirements
3. Articulation agreements and transfer policies will need revision
4. It could cause potential difficult and confusing transitions regarding graduation requirements for current students
5. Generally, there would be fewer elective offerings, and many programs view this as a loss
6. With encouragement from the university administration a few years ago, many departments, particularly in the College of Arts and Sciences, have achieved a 21 credit hours per academic year load (a 4/3 or 3/4 course load).

The same study went on to state, however, that the substantial benefits of converting to a 4 credit standard course model could also be achieved by establishing a standard 3/3 course load (approximately 18 credit hours per academic year), by clarifying *what* counts and *how* one counts teaching load-credit, and by clearly defining expectations of scholarly or creative production.

This conclusion is consistent with the AAUP guidance on faculty workload as amended in 1990. The AAUP's statement on *maximum* teaching loads (i.e., with no other scholarly or service responsibilities) reads:

"For undergraduate instruction, a teaching load of twelve hours per week, with no more than six separate course preparations during the academic year.

For instruction partly or entirely at the graduate level, a teaching load of nine hours per week.

This statement of maximum workload assumes a traditional academic year of not more than thirty weeks of classes. Moreover, it presumes no unusual additional expectations in terms of research, administration, counseling, or other institutional responsibilities. Finally, it presumes also that means can be devised within each institution for determining fair equivalents in workload for those faculty members whose activities do not fit the conventional classroom lecture..."¹

The AAUP then outlines *preferred* teaching loads as follows:

For undergraduate instruction, a teaching load of nine hours per week.

For instruction partly or entirely at the graduate level, a teaching load of six hours per week.

¹ "Statement on Faculty Workload with Interpretative Comments," AAUP, *Policy Documents & Reports*, Tenth Ed. (Washington, D.C., 2006), pp. 191-192.

The Association has observed also that in the majority of these institutions [noted for the effectiveness of their faculties in teaching and scholarship] further reductions have become quite usual for individuals assuming heavier-than-normal duties in counseling, program development, administration, research, and many other activities. In a smaller number, moreover, even lower teaching loads have been established generally, for all faculty members.

... The Association believes [...] that the nine- or six-hour loads achieved by our leading colleges and universities, in some instances many years ago, provide as reliable a guide as may be found for teaching loads in any institution intending to achieve and maintain excellence in faculty performance.”²

As part of its research, the Task Force also conducted an informal survey of teaching loads at Valpo’s selected peer institutions. Of our 26 peer institutions, 17 responded. Of those, eleven have a standard credit-hour load of 9/9, and two more give a load of 9/9 to tenure-track faculty with active research agendas. Two of the first group of eleven offer 9/6 loads to faculty with active research and another offers a 6/6. Importantly, none of the 17 respondents have 12/12 loads for faculty actively involved in research or administrative duties.

III. Analysis and Discussion

Charge 1. Identify standards for defining and measuring faculty workload

Analysis

The Task Force sees no compelling reason in the foreseeable future for moving away from the course credit hour as the usual standard for defining and measuring faculty teaching load. At the same time, the Task Force realizes that faculty workload has many complex dimensions and no single indicator is, of itself, sufficient to accurately portray a faculty member’s total workload. The standards and the process for evaluating faculty are outlined in the *Faculty Handbook*, Sections 2.3.4 and 2.3.5 and include: Teaching (2.3.4.1), Scholarship (2.3.4.2), Professional Development (2.3.4.3), Possession of the Appropriate Terminal Degree (2.3.4.4), Acceptability as a Colleague (2.3.4.5) (also known as Collegiality), and General Contribution to the Purposes of the University (2.3.4.6) also known as Service. The Task Force agrees that all but the fourth component above adequately captures or spans faculty members’ annual workload and/or activity. The Task Force believes further thought and discussion are needed to clarify where *internal* service (e.g., to one’s university, college, and department) versus *external* service (e.g., to one’s profession or community) activities are to be included. (Based on the description of faculty activity contained therein, Professional Development is not an accurate title for the subsection. It was also noted by the Task Force that the text in 2.3.4.3 had examples that could or should be placed within the Service standard (i.e., 2.3.4.6). Professional Activities, Professional Service, or Professional Development and Activities, might be a better title choice instead of Professional Development alone.) The Task Force identified many service activities wherein faculty members cannot easily document or accrue their personal contribution of time, energy, and impact.

² Ibid.

Kinds of Department Service Work³

This work is not necessarily captured in a list of formal committees; it is work that is of service within one's department or a subgroup of that department, or that calls on one's expertise in a specific discipline and thus serves or represents one's department or departmental subgroup.

General comments:

- They may be formalized expectations, or may be informal but expected.
 - Some of these might be categorized under other categories like "public service," but could be included here when undertaken on behalf of a department or unit instead of on an individual basis.
 - These are not listed in order of importance or time or effort needed.
- 1) Curriculum review and revision (departmental or group, not one's individual courses)
 - 2) Assessment reports:
 - a) Data gathering/interpretation/presentation
 - b) Review of results, writing reports
 - 3) Outreach of various kinds:
 - a) K-12 students (on and off-campus)
 - b) K-12 teachers
 - c) Advice to or work with community groups (calling on disciplinary expertise)
 - d) Advice to or work with church groups (calling on disciplinary expertise)
 - 4) Advising student clubs and gatherings (discipline-related) (formal advisor status or more informal, helping with activities, organizing and accompanying on field trips, etc.)
 - 5) Advising residence life groups (e.g., language house, fellowship house)
 - 6) Representing department at Campus Visit Day activities
 - 7) Talking with individual prospective students
 - 8) Representing department on interdisciplinary program administrative committees
 - 9) Assisting Office of Institutional Advancement for specific efforts
 - 10) Academic advising (a very significant duty in many departments)
 - 11) Administering placement exams
 - 12) Department faculty search committee, and assisting with search activities
 - 13) Representing department at Lumina Awards (A&S honors)
 - 14) Career advising for students
 - 15) Supervising students on Service-Learning initiatives
 - 16) Supervising students on Internship/Practicum courses (when not counted as part of one's teaching load)
 - 17) Assisting colleagues with technological initiatives where one has a particular expertise
 - 18) Speaking at department colloquium on scholarly or pedagogical issues
 - 19) Organizing department colloquium (arranging for speakers, etc.)

³ Prepared by a Faculty Workload Task Force member on 4/1/11.

- 20) Supervising student research (when not counted as part of one's teaching load)
- 21) Coordinating lab or other common department experiences
- 22) Participation in department or program-level planning or Strategic Planning
- 23) Selection of students for awards; planning of awards ceremonies
- 24) Assisting with advising and orientation of study-abroad students
- 25) Serving as a liaison with either the Writing Center or Academic Support Center (on behalf of a department or program)
- 26) Reviewing student performance regarding their attainment of standards (academic or other)
- 27) Writing and revising handbooks or guidelines for majors/minors within the department or program
- 28) Offering building or other tours for community/school groups (could be considered to be part of Item 3 above)
- 29) Observing colleagues' teaching (pre-tenure or post-tenure)

Kinds of On-campus "Service" Work⁴

1. College standing committees
2. College ad hoc committees
3. University standing committees, councils, commissions, or deliberative bodies
4. University ad hoc committees
5. Administrative offices held

Kinds of Off-campus Professional/Public "Service" Work⁵

1. Professional consulting
2. Professional organizations
 - a. Local, regional, or state
 1. Committee activity
 2. Advisor activity
 3. Offices held
 4. Other
 - b. National or international
 1. Committee activity
 2. Advisor activity
 3. Offices held
 4. Other
3. Presentations, non-refereed or invited
4. Continuing education activities
 - a. Courses taught
 - b. Workshops and seminars taught
 - c. Other

⁴ Prepared by a Faculty Workload Task Force member on 8/11/11.

⁵ Prepared by a Faculty Workload Task Force member on 8/11/11.

The Task Force discussed how, or if, the faculty activity performed via the “20% rule” (i.e., 8 hours, or the equivalent of one working day per calendar week during the academic year) is to be reported on the faculty activity report (FAR) since it too contributes to total faculty workload. (See Section 2.5.5 Conflict of Commitments in the *Faculty Handbook*.)

Discussion

It is noteworthy that the Task Force independently and quickly came to the same fundamental conclusions as the 2010 *ad hoc* study group that examined the possibility of converting to a 4 credit-hour standard course, namely that, given Valpo’s character, reputation, and fundamental strategic objective of providing a compelling and distinctive education, an 18 credit-hour annual teaching load is most appropriate as the standard faculty teaching load. However, the Task Force was also strongly in favor of assigning standard workloads not simply in terms of either teaching or course credit-hour loads, as the *Faculty Handbook* now calls for, but by **using a “load credit” concept that would encompass all faculty workload components – not simply teaching.**

Specifically, instead of defining faculty workload as simply a teaching load that approximates 24 credit hours per academic year, we propose defining and assigning faculty workload in terms of 24 load credits (LCs) per academic year with approximately 18 of those being “teaching load credits” (TLCs). The remaining six “non-teaching load credits” (NTLCs) consist of work primarily associated with creative work, scholarship, service (i.e., internally to the university and externally to one’s profession), and professional development. This is pictorially shown in Figure 1 below:

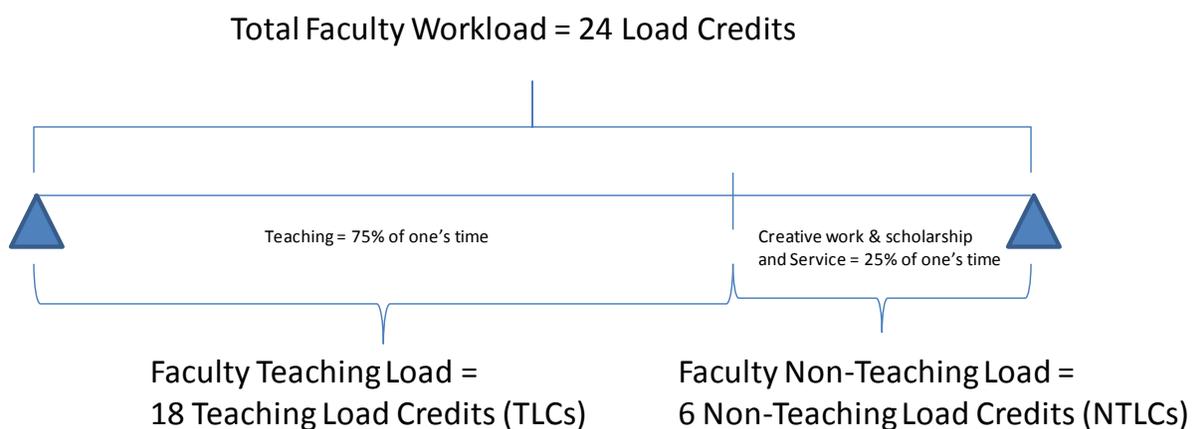


Figure 1: The Task Force recommendation for defining faculty workload at Valparaiso University

As in the past, the teaching load for each faculty member will be assigned by the department chair. The dean of their respective college will be accountable and responsible for reviewing and approving each department chair’s assignment for fairness and correctness. S/he will furthermore ensure that the TLCs associated with each course are correct and consistent with the policy to be established by the Provost and the Provost’s Council. Responsibility for

determining specific NTLCs associated with faculty members' creative work, scholarship, service, and professional development would fall primarily upon deans and department chairs and be evaluated in the same manner.

The consensus of the Task Force was that appropriate assigned load credit will be different among the colleges of the University, and, though the basic system and standards should originate at the university level, implementation should be decentralized and shifted to the colleges.

Charge 2. Identify Standards for Defining and Measuring Faculty Workload

The Task Force members believe it would not be prudent to compare and contrast faculty workload among colleges or schools at Valparaiso University. They believe it is more important for schools and colleges to benchmark their faculty teaching load within their department and/or college to their peers at our 26 peer institutions. The Task Force fully supports a lesser number of TLCs for colleagues in schools and colleges who can demonstrate that their peers are below 18 TLCs per academic year.

The primary standard for defining and measuring faculty workload is the credit hour. The credit hour is defined on page 269 of the *Valparaiso University General Catalog 2010-2011*. It states that "a credit hour represents one hour of recitation or lecture each week for one semester." Note, one credit-hour equals one hour of recitation or lecture = 50 minutes = one contact-hour = 1 TLC ≠ one clock-hour = 60 minutes. This definition is well understood and accepted by those in academe.

However, for a laboratory (including studio, clinical, practicum, etc.) the *General Catalog* states that "a credit hour represents *two or more* hours of laboratory each week for one semester." This legacy definition is ambiguous and cannot be taken literally. Why? As written, a one credit-hour studio, clinical, practicum, laboratory, etc. could be of any integer or fraction of time greater than two hours. This assumes a literal translation. How can Valparaiso University assign one credit-hour to a two hour laboratory and one credit-hour to a four hour laboratory? How would this be fair to two students, one in the former and one in the latter lab? Or, is the intent to mean that the latter lab is worth two credit-hours (i.e., 1 credit-hour for each two hour block) or one credit-hour for the first three hours and a fraction of a credit hour (i.e., 0.33 credit-hours) for the last hour? Furthermore, is the word *hour* a clock hour or a student contact-hour?

The *General Catalog* does provide further guidance: "If time outside the laboratory is required to prepare laboratory notes or reports, two hours may be equivalent to one period of class work." That is, 1 credit-hour of laboratory = 100 minutes = 2 contact-hours = 2 TLCs. This would be the case if either pre-lab or post-lab homework is assigned. And it further states, "Drawing, shop work and other courses demanding no outside preparation require a minimum of three hours for one credit-hour. That is, 1 credit-hour of laboratory = 150 minutes = 3 contact-hours = 3 TLCs. How well do faculty members understand these nuances and how consistent are they in their implementation of these definitions? The Task Force believes this definition must be

compared and contrasted to our 26 peer institutions and be rewritten to clarify intent before accurate measurement of faculty workload commences.

The Task Force observes the following:

College of Arts & Sciences

General Information

- Teaching loads for full-time faculty is normally less than 12 TLCs per semester.

Course Credit to Teaching Load Calculation

Type of Course	Course Credit	Teaching Load Credit
Lecture	3 credits	3 TLCs
Laboratory	1 credit	3 TLCs

CSWE (Dept. of Social Work)

- For a BSW program the program director (chair) must be allocated at least 25% for administrative responsibilities. For MSW programs that percentage is 50%.
- For a BSW program the field director must be allocated at least 25% for administrative responsibilities. For MSW programs that percentage is 50%.
- There are not specific hour requirements.

NASM (Dept. of Music)

“...Classroom instruction in lecture/seminar format is weighted differently from private studio lessons in calculating the teaching component of faculty loads. Normally, the upper limit for a full load for classroom instruction in a lecture/seminar format is approximately 12 clock hours per week; for private studio instruction, approximately 18 clock hours per week.

...All faculty should have sufficient time for artistic, scholarly, and professional activity in order to maintain excellence and growth in their respective areas of expertise.

...Normally, the teaching loads of those having administrative and/or consultative duties are appropriately reduced.”

NCATE Standard 6: Unit Governance and Resources, 6c. PERSONNEL (Dept. of Education)

“...Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent.” This implies that a full-time faculty

member should receive $12/18 = 0.67$ TLCs/semester for each clinical practice candidate (i.e., student teacher) under their direct supervision.

Christ College – The Honors College

General Information

- Teaching loads for full-time faculty is normally less than 9 TLCs per semester.

Course Credit to Teaching Load Calculation

Type of Course	Course Credit	Teaching Load Credit
Lecture	3 credits	3 TLCs

Other

- Co-teaching of course – credits are split among faculty

College of Business

General Information

- Teaching loads for full-time faculty is normally 9 TLCs per semester.

Course Credit to Teaching Load Calculation

Type of Course	Course Credit	Teaching Load Credit
Lecture	3 credits	3 TLCs

College of Engineering

General Information

- Teaching loads for full-time faculty is normally 12 TLCs per semester.

Course Credit to Teaching Load Calculation

Type of Course	Course Credit	Teaching Load Credit
Lecture	3 credits	3 TLCs
Laboratory	1 credit	3 TLCs

Other

- Hybrid courses having a combination of lecture and lab credits are prorated accordingly. For example, 2.5 + 1.5, Cr. 3. (2.5 TLCs + 1.5 TLCs = 4 TLCs)
- Co-teaching of course – credits are split among faculty

College of Nursing

General Information

- Teaching load goal for full-time CoN faculty is 10 to 12 credits per semester.
- Currently teaching loads vary from 5 to 15 credits per semester.
- Variations can be explained as follows:
 - Lower loads for new faculty teaching courses with large numbers of students
 - Higher loads for faculty teaching multiple lab/clinical sections

Course Credit to Teaching Load Calculation

Type of Course	Course Credit	Teaching Load Credit
Didactic	3 credits	3 TLCs
Didactic with clinical component	5 credits (3 cr. Lecture; 2 cr. Clinical)	4 TLCs for didactic portion (1 cr. of 4 cr. to coordinate course)
Traditional clinical (5 hrs/wk)	2 credits	3 TLCs
Intermittent visit clinical (NUR 460)	1.5 credits	2 TLCs
Practicum clinical (limited visit plus grading of log)	4 credits	1 TLC
DNP EBP project	4 credits x 3 terms	1 TLC/advisee/term

Other

- Online course – no difference
- Co-teaching of course – credits are split between faculty
- Independent study – not counted in teaching load
- Some NUR 390 courses also get reduced teaching load credit

School of Law⁶

Full-time equivalent students (FTE) are calculated by converting each part-time student to two-thirds of a full-time student and adding that number of full-time students. If there are students enrolled in a Semester/Year Abroad Program, they are subtracted out of this figure.

Annual Teaching Load is derived by dividing total contact hours by the number of faculty FTE and then doubling the quotient for schools on the semester basis and tripling the quotient for schools on the quarter basis.

Below is an excerpt from Table B-2 Student Faculty Ratio, Annual Teaching Load For Schools on Semester System, All ABA Approved Law Schools, 2009-2010

⁶ From memo to Deans of ABA-Approved Law Schools entitled "Student/Faculty Ratio and Annual Teaching Loads for ABA-Approved J.D. Programs, April 1, 2010. The confidential memorandum was sanitized before distribution to the FWTF.

School	FTE-JD Students			FTE Faculty			Student-Faculty Ratio	Teaching Load		
	Spring	Fall	Total	Spring	Fall	Total		Spring	Fall	Total
Valpo	549	569	1118	32.4	36.0	68.4	16.4/1	4.3	4.4	8.7
Averages	665	694	1359	47.6	48.7	96.3	14.7/1	5.0	5.1	10.1

This data represents a bit of an aberration because the School of Law had an unusually high number of new faculty that year, and they are given a reduced teaching load. Over the past ten years, the VUSL average load was consistent with the national ABA load with each professor teaching between 10 and 11 credits for the year. Because the student-faculty ratio at Valpo's School of Law is less than the national average, and its teaching load is consistent with the national average, there are no adjustments required in the School of Law.

Service Report Observations

The Task Force identified a significant number of inconsistencies in defining and accruing credit and contact hours to courses, laboratories, etc. on the Valparaiso University campus. A reconciliation of this list is a necessary prerequisite to all other recommendations presented herein. These inconsistencies are listed below:

1. In general, inconsistencies in departmental service reports ultimately result in misperceptions of faculty workload, inequity among faculty members, and an inability to accurately benchmark productivity among departments, colleges, and schools.
2. The relationship between faculty teaching load and faculty contact hours is inconsistently defined, communicated, and accrued among departments, colleges, and schools.
3. There is inconsistency among departments in how they count TLCs for independent study courses.
4. There is inconsistency among departments in release time for endowed professorships and chairs.
5. There is inconsistency among departments in the College of Arts and Sciences and the College of Engineering for chair administrative release time. (We also know there is an inconsistency in chair stipends as well.)
6. There is inconsistency among departments on how large lecture sections are handled with regard to TLCs distribution for solo or team instruction. Some departments give extra load credit while some give none.
7. There is inconsistency among departments in how faculty members receive loading for departmental seminars.

8. There is inconsistency among departments in how faculty members receive loading for student research. Some departments have courses, like BIO 495 Research in Biology, wherein it is clear how many students are performing undergraduate research. Other departments simply denote Research Release on the service report. The difference may be in whether or not student involvement exists.
9. Based on a department's total teaching FTE resources, some departments are in much better position to offer release time for creative work and scholarship than others.
10. In one department, every full-time faculty member has 3 load-credits of release time to pursue funded research. No adjunct faculty members are listed on their service report. How is this fair to those departments who have little or no release time for any of their faculty members?
11. There is inconsistency among departments in how faculty members receive loading for advising students and/or programs.
12. There is inconsistency among departments in how faculty members receive loading for coordinating laboratories in the sciences and engineering.
13. There is inconsistency among departments in how faculty members receive loading for coordinating departmental colloquiums.
14. There is inconsistency among departments in how faculty members receive loading for special problems or topics courses.
15. There is inconsistency among departments in how faculty members receive loading for student internships, practicum, fieldwork, clinical, and cooperative learning experiences.
16. Throughout the *General Catalog*, in each course description, the label B + C, D cr. exists to clearly articulate that the course is composed of B *credit hours* of lecture, C *contact hours* of lab, totaling D credit hours. (One college is either labeling their courses incorrectly or following a different convention or both!)
17. There is inconsistency among departments in how faculty members receive additional loading for intensified courses vs. those that do not.
18. There is inconsistency among departments in how faculty members receive loading for assessment of programs in the professional colleges and in departments offering professional degrees. Also, there is inconsistency in which departments need additional faculty or staff resources to comply with federal and state reporting requirements.
19. There is inconsistency among departments in how faculty members receive loading for students in honor courses. In some cases, there is no additional loading.

20. There is inconsistency among departments in how faculty members receive loading for senior or capstone projects.
21. There is inconsistency among departments in how faculty members receive loading for under-enrolled courses. Courses with fewer than 10 students are running and some faculty members are getting 3 TLCs for one or 6 TLCs for two.
22. There is inconsistency among departments in how faculty members receive loading or release for non-chair administrative duties.
23. There is inconsistency among departments/colleges in how release time is allotted for tenure-track faculty during their probationary period.
24. There is inconsistency among departments in how teaching load credit is given when coordinating a course vs. a program, laboratory, or colloquium.
25. There is inconsistency among departments in how teaching load credit is given for online sections with small enrollments vs. on-campus sections with large enrollment.
26. There is inconsistency among departments in how teaching load credit is given for graduate vs. undergraduate teaching.
27. There may be inconsistency among departments in dual listing of junior and senior undergraduate courses as graduate level courses. It is not obvious the rubric being used.

These issues can and must be harmonized if Valparaiso University is going to intelligently answer the question “Do we even know what we know?” regarding faculty resource allocation.

Charge 3. Develop Recommendations for Equitable Distribution of Work Within and Among Colleges

The Task Force supports a small working group being assembled by the Provost, at his earliest convenience, to study the inconsistencies identified above, with the desired purpose of increasing transparency and equity to all. Assuming a successful completion to the numerous inconsistencies shown above, a methodology must then be developed that:

- A. Accurately identifies those courses, and number of required course sections based on enrollment and/or other considerations, that *need to be taught* on a semester-by-semester basis *to deliver the existing degree programs* on Valpo’s campus;
- B. For the courses identified in A., accurately quantifies the necessary faculty teaching loads in a department and/or college to deliver the needed courses and sections for the existing degree programs on Valpo’s campus;

- C. Accurately identifies either shortfalls or overages, based on the new 18 TLCs per academic year expectation, in available faculty FTE at the department and/or college level such that:
- a. In the short term, an internal (i.e., within Valpo) reallocation of faculty resources might be considered by the Provost's Office.
 - b. In the short term, the Provost's Office would systematically analyze the past productivity, the present health, and future viability of every degree program in Valpo's portfolio. This analysis will allow the Provost's Office to make more informed decisions on where faculty resources should either be curtailed or infused to further strengthen the academic enterprise.
 - c. In the long term, new faculty lines could be openly and fairly assigned by priority to a department and/or college by the Provost's Office.

Assumptions

- a. All existing problems, inconsistencies, etc. identified above have been resolved. Thus, it is assumed that all deans agree on "how" to count teaching and non-teaching load credits for every course in their catalog section. This counting system, created and adopted by the deans, would equitably, accurately, and consistently archive how faculty members are spending their time.
- b. That the TLCs assigned to a faculty member are based on contact hours of lecture and non-lecture faculty-student interaction. This is what brings most value to a student's educational experience at Valparaiso University.
- c. That the number of sections for lecture and non-lecture components of a course are defined *based on student enrollments*. This may mean that all colleges evaluate the merits of doing pre-registration concurrently for the following year during the present year's registration process.

The Task Force agreed on a candidate for a common template for performing this analysis. A blank recommended template appears below.



Department: Type Department Name
 Academic Year: Type Academic Year
 Last Updated: Type Date Updated



Full Time Faculty Members	Fall Semester Teaching Load				Spring Semester Teaching Load				Non-TLCs			Total LCs for Academic Year	Additional Activities
	Course	Cr. Hrs.	Cont. Hrs.	TLCs	Course	Cr. Hrs.	Cont. Hrs.	TLCs	Activity	Mandatory	Approved		
Name													
Name	Fall Totals	0	0	0	Spring Totals	0	0	0	Yearly Non- TLC Totals	0	0	0	
Name													
Name	Fall TLC Totals	0	0	0	Spring TLC Totals	0	0	0	Yearly Non- TLC total	0	0	0	
Name													
Name	Fall TLC Totals	0	0	0	Spring TLC Totals	0	0	0	Yearly Non- TLC total	0	0	0	
Name													
Name	Fall TLC Totals	0	0	0	Spring TLC Totals	0	0	0	Yearly Non- TLC total	0	0	0	
Name													
Name	Fall TLC Totals	0	0	0	Spring TLC Totals	0	0	0	Yearly Non- TLC total	0	0	0	

Adjunct, Part-Time Faculty Member	Fall Semester				Spring Semester				Non-TLCs			Total LCs for Academic Year	Additional Activities
	Course	Cr. Hrs.	Cont. Hrs.	TLCs	Course	Cr. Hrs.	Cont. Hrs.	TLCs	Activity	Mandatory	Approved		
Name													
Name													

 Valparaiso University		Department: Civil Engineering Academic Year: 2010-2011 Date: January 2011							 Valparaiso University			
Full Time Faculty Member Summary	Fall Semester Teaching Load				Spring Semester Teaching Load				Non-TLCs		Total LCs for Academic Year	
	Cr. Hrs.	Cont. Hrs.	TLCs	Course	Cr. Hrs.	Cont. Hrs.	TLCs	Mandatory	Approved			
Totals	Fall Totals	0	0	0	Spring Totals	0	0	0	Yearly Totals	0	0	0
Adjunct, Part-Time Faculty Summary	Fall Semester Teaching Load				Spring Semester Teaching Load				Non-TLCs		Total LCs for Academic Year	
	Cr. Hrs.	Cont. Hrs.	TLCs	Course	Cr. Hrs.	Cont. Hrs.	TLCs	Mandatory	Approved			
Totals	Fall Totals	0	0	0	Spring Totals	0	0	0	Yearly Totals	0	0	0
Department Summary	Fall Semester				Spring Semester				Non-TLCs		Total LCs for Academic Year	
	Fall Totals	Cr. Hrs.	Cont. Hrs.	TLCs	Spring Totals	Cr. Hrs.	Cont. Hrs.	TLCs	Yearly Totals	0		0
		0	0	0		0	0	0		0	0	0
Faculty Load Analysis												
Number of Faculty												
Number of Full-Time Faculty											0	
Number of Adjunct Faculty											0	
Total Faculty Available											0.00	
Teaching Load Analysis												
Teaching Load/Faculty Member/Year											0	
TLCs Required for Year											0	
Number of Faculty Required (TLC)											#####	
Total Load Analysis												
LCs per Faculty Member											0	
Total LCs for Year											0	
Number of Faculty Required (LC)											#####	

There are a number of viable and compelling reasons why creating and adopting a common template for documenting faculty workload exists:

1. A common form for all colleges/departments allows the deans and Provost to more easily compare and contrast faculty workload between and among departments.
2. The candidate template clearly documents mandatory/required non-teaching load credits that are required by Valparaiso University's *Faculty Handbook* (e.g., governance, administration, etc.).
3. The candidate template clearly documents dean- and chair-approved non-teaching load credits required by the program and/or college.
4. If additional faculty resources are going to be distributed within Valparaiso University, it is imperative that the person making those decisions has accurate, consistent, and reliable information to base their decision. Anything other than this is a proverbial shot in the dark.

IV. Conclusions and Recommendations

The Task Force recommends the following to the Provost:

1. Appoint an *ad hoc* working group or separate task force representing all faculty constituencies to follow up several of the significant recommendations in this report and investigate workload issues and expectations. This working group should be specifically charged with, but not limited to:
 - Defining teaching load credit (TLC) for laboratory classes and proposing a method for consistently assigning appropriate TLC for laboratory credit hours
 - Developing a detailed faculty workload policy document, to be approved by the academic deans, Provost, and Faculty Senate that would reconcile the nearly 30 inconsistencies that have been identified through the Task Force's study of Service Reports.
2. Calculate and manage faculty work in terms of faculty workload rather than teaching load. Revise the definition of normal faculty load from a total of 24 course credits per academic year to 24 load credits per year. Establish the teaching load as ordinarily 18 teaching load credits (TLCs) per academic year along with 6 non-teaching load credits (NTLCs) for creative work and scholarship as well as service work. Thus, in effect, the Task Force recommends a 9/9 annual teaching load for most tenured or tenure-track faculty. The nature of the 6 NTLCs are negotiable, and the load value of those not assigned a standard credit by published policies of the University or the colleges is left largely to the discretion of department chairs upon approval of their respective deans.

3. Create and adopt a standard tool for calculating and quantifying the teaching load required to deliver all degrees and programs that a department is responsible for. This tool will be used to identify those departments and colleges already at 18 TLCs. That is to say, those already achieving the recommended workload and thus do not need additional resources. Further, all departments and colleges will use this tool in support of their requests for additional staffing. This ensures that academic deans and the Provost are using a common format and calculations for requesting and prioritizing resources. It should be noted that the College of Engineering already uses such a tool.
4. Include a standard sabbatical leave calculation in this tool (with the understanding that sabbatical leaves are always subject to approval) in order to prevent chronic overload of a department or college's faculty members due to sabbatical leaves by colleagues.
5. Reduce the number of mandatory committee assignments in our faculty governance structure. The current Faculty Handbook requires filling ~150 university level faculty governance positions. This does not include college and departmental committees and draws from faculty with approximately 270 full-time positions.
6. Notify a faculty member's department chair before any governance bodies invite a faculty member to serve on university or college level committees.
7. Develop a uniform format for displaying the lecture and non-lecture components of a course in the university General Catalog.
8. Report to appropriate governance bodies what subsequent actions the Provost plans as a result of this report.

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