

Sample Faculty Workload Policies

LCVI/ADVANCE Winter 2007 Workshop – Cohort B

Electrical Engineering

Faculty Workload Policy for Assoc/Full Prof. (rev. 10/24/06)

1. Based on past performance, each faculty member will be assigned a workload for the forthcoming year, based on an annual mtg. with the Dept. Chair

The Chair, using available data and in consultation with the Department Advisory Board, will determine the classification of faculty (research active or teaching active) for workload purposes. All such determinations will be made available in the Faculty Intranet

2. All research active faculty will be assigned to teach up to 3 courses/year commensurate with service assignments
3. All teaching active faculty will be assigned to teach up to 5 courses/year, commensurate with service assignments.

Note: The Workload Classification is distinct from the Annual Salary Merit Review process based on individual performance, determined by the Chair in consultation with Department Advisory Board. ALL Faculty will be eligible for the annual merit increases

Mathematics

Our teaching credit system assigns a credit of between 0.6 and 0.8 to each course, depending on class size and preparation time. Freshman calculus courses are worth 0.8, advanced undergraduate courses and graduate courses are worth 0.75, and intermediate level courses (such as linear algebra, or ODEs) are worth 0.6 each. The uniform annual load is 3.3. One advantage of the system is that you don't have to hit 3.3 exactly. We carry small credits/debits over to the following year, and this give us some flexibility in adjusting teaching assignments to to the needs of faculty and their research. For example, four calculus courses, for a total of 3.2, are just shy of a full load. Some people like to combine two sections of calculus with two sections of upper division/graduate courses, for a total load of 3.1. We also give credit for advising PhD students (0.4 per student who completes the PhD), and a few of the heavy service jobs also earn teaching credit.

History

The normal teaching load in History is 4 courses over the 3 quarters of the academic year. Two of those 4 courses should be "lecture" courses, i.e. enrollment of at least 50 or so; the other two are usually smaller courses, e.g. graduate seminars, or colloquia for History majors.

Faculty propose a teaching plan for the next year (See sample document), and we assume that their sense of citizenship will lead them to volunteer when it is their turn to take on relatively burdensome classes, e.g. one of our large, 100-level survey courses. After receiving everyone's teaching plan, the chair summons a meeting of the Curriculum

Committee (a mixture of staff and faculty). We identify what changes are needed--asking people to modify their proposed teaching plan, hiring grad students to teach courses, moving the times of courses around to meet UW requirements and student demand, and so on.

Nobody expects the chair to assign a particular course to anyone. Yet the chair needs to ensure that the curriculum meets student needs, that colleagues are contributing roughly equally to the teaching mission, that TA's are assigned relatively fairly (not just in one year, but over multiple years; i.e., "you got 6 TA's last year so this year you'll be getting fewer"), that people are taking their turns at the relatively unpleasant courses, and so on.

Additional complications such as joint appointments, leave requests, new sources of graduate student funding support, dual career scenarios, etc, often arise. So, we keep juggling and consulting and maintaining flexibility, and appealing to people's sense of citizenship and fairness.