

# **Faculty Workload Policies**

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# Agenda

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- Background
- Issues
- Next Steps

# Background

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- Growth in faculty including more joint appointments
- Increased complexity of Evans School governance and programs
  - Several new programs, including an Executive masters program
  - More potential faculty administrative and service responsibilities
- Importance of public service mission

# Issues

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- Equity in Teaching and Service
- Increase faculty teaching productivity
- Enhance opportunities for faculty to participate in Executive education instruction
- Sizable number of faculty with young children
- Promote diversity in curriculum and committee work
- Match faculty strengths with committee and advising assignments

- Stimulate demand for Evans courses and encourage greater applicant pool
- New Ph.D. program and growth of concurrent programs
- Consider individual faculty situations such as family responsibilities and point in their career in teaching and service assignments
- Provide the appropriate incentives for research productivity including publication of research and external grant funding
- Provide incentives for interdisciplinary and inter-departmental research and collaboration
- Encourage faculty outreach to local public and nonprofit organizations

# Next Steps

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- Benchmarking with other schools and units
- Thorough review of existing formal and informal workload policies and practices
- Data analysis of faculty workload
  - Historical data on student credit hours
  - Number of courses taught
  - Number of committees, advisees
- Complete analysis of our student demand in terms of teaching and advising
  - For example, how many student credit hours do we need to offer each year?

- Extensive consultation with Faculty Council and faculty in general
- Macro Reform (point system) versus Incremental Change
- Need for transparency and accountability by administrators and faculty leaders