

University Guidelines on Faculty Workload

Summary

The proposed guidelines reflect the multiple mission of the University and the varied duties of its faculty members. They further recognize that every hour of scheduled instructional activity requires several hours of instruction-related work outside the classroom, that there are differences both in terms of level of instruction and class size, and that the University wishes to encourage a variety of instructional methods.

With these principles in mind, the guidelines call for nine scheduled instructional hours per week as the average for established instructional units.

They further suggest class hour equivalencies for several categories of nonscheduled instruction, and allow for the additional effort required for graduate instruction.

Finally, the document addresses itself to the reporting mechanism which needs to be developed during the coming year.

It is the intention that: these guidelines constitute an initial version which is to be reviewed during the coming year in consultation with faculties and campus administrators.

University Guidelines on Faculty Workload

A. Introduction

These guidelines make explicit as University policy the prevailing practice in most Colleges and Schools of the University's campuses at Amherst and Boston. They assure reasonable consistency and equity in faculty workload averages in instructional units throughout the institution, while encouraging diversity and flexibility as well as recognizing the multiple mission of the University. This is an initial document, which will be reviewed during the coming year in consultation with faculties and campus administrations.

The goals of the University require that the average faculty member's workload consist of three basic elements: the basic instructional workload, professional and scholarly activities, and service both on and off campus. The present guidelines establish averages for the first of these elements which reflect the varying time demands of the other workload components.

In setting instructional guidelines, the University recognizes the central fact, common to all institutions of higher education, that every hour of scheduled instruction by a faculty member requires several hours of instruction-related work which takes place outside the classroom. This includes preparation and ongoing revision of teaching material, remaining professional up to date, as well as being available to students both through scheduled office hours and in a variety of informal ways. These educational activities are expected of all faculty members, and are implicit in these guidelines. In addition, participation in the regular administrative and governance processes of the institution, and availability for

a reasonable amount of service both on and off campus are also understood to be a part of the regular work load of every faculty member.

The present guidelines apply to averages for established departments, and other developed instructional units. Special circumstances, such as the creation of a new program or the special nature of a student body, may require deviations from these averages. Furthermore, it is the responsibility of every appropriate administrative officer to allow individual variations if they are in the best interest of the University and the individual.

These guidelines should be used in the overall allocation of resources, but the detailed disposition of such resources, including faculty time, is to be decided at the level of the operative educational unit subject to review at higher administrative levels.

B. Basic Instructional Workload

An average of fifteen hours of educational activities involving direct contact with students should comprise, on the average, the basic instructional workload for a member of the University faculty. Of this amount about nine hours should be in regularly scheduled instruction, or its equivalent as outlined in (E).

The scheduled instructional workload of each faculty member shall be adjusted to reflect specific course requirements. For example, the preparation and conduct of many graduate courses and large lecture courses require, on the average, about half again as much time as do regular undergraduate offerings. For these categories of instruction, the scheduled workload should be reduced. By the same token, preparation for scheduled instructional contact involved in the supervision of studio work, instrumental practice, and other practical exercises usually requires less time than for other undergraduate classes. Further standards for instructional activities are given in (E).

C. Professional Activities, Research, and Service

In addition to carrying out assignments which comprise the instructional workload, the mission of the University requires that the members of its faculty spend a substantial amount of time in the pursuit of scholarly, creative, and professional activities, and in providing institutional and public service. The University's criteria for appointments, reappointments, promotions and tenure are explicitly based on promise and achievement in all three of these areas. On the average it is estimated that at least one quarter of most University faculty member's total workload is devoted to these essential contributions to the institutional goals.

D. Administration, Service, Professional or Scholarly Activities

In furtherance of its goals, the University also asks certain faculty members to devote substantially more than a quarter of their total workload to administration, service, professional or scholar activities. For these individuals, the basic instructional workload must be reduced by an amount proportionate to the fraction of time spent on the special assignment.

Any such reduction of the basic instructional workload should be part of the contractual agreement between the individual and the University, and should be reviewed and appropriately adjusted every year. The agreed upon distribution of the individual's workload should also form the basis for the evaluation of his or her performance.

E. Basic Instructional Workload -- Definitions and Equivalencies

Instructional Activities

Includes all activities which involve direct instruction of enrolled students, and such indirect activities as course and teaching methodology development, periodic content review and revision, and such research, scholarship, and creative activity as is required to maintain professional proficiency. The following are the principal categories of such activities:

1. Scheduled Instruction

Classroom, laboratory, or clinical teaching which is regularly scheduled. When this is conducted on a team basis, or includes the supervision of junior staff, including teaching assistants the appropriate portion of the activity is to be assigned to individual team members or assistants.

2. Non-Scheduled Instructions

A variety of instructional activity involving direct contact with enrolled students individually or in groups, as well as a range of indirect activities as outlined above, in which the hours of contact are by arrangement. For each of these activities it is possible to estimate the average time to be devoted by the faculty member and from this to arrive at an equivalence with regularly scheduled instruction. The indicated amounts are based on experience in other institutions and will be reviewed and, where necessary, revised during the coming year after appropriate consultation.

2a) *Directed studies, honors projects etc.* Teaching on an informal and individual basis of undergraduate and graduate students, registered with the faculty member a one to one basis. On the average, the equivalent of one third to one half hour of scheduled teaching per week should be required for each registered student.

2b) *Supervision of internships, field work, external degree contracts, etc.:* This activity involves the placement of students in a full time internship, cooperative education, or field experience situation, or the development of a full time learning contract in an external degree program, together with the subsequent supervision, guidance and evaluation of these students, the conduct of appropriate seminars, and conferences with field supervisors and adjunct faculty. This should require the equivalent of one half to three quarters scheduled hours per week for every full time registered student.

2c) *Supervision of thesis or dissertation*
This activity involves the initial selection and definition of the project, the subsequent supervision and guidance of the master's or doctoral degree candidates, and the evaluation of completed work. This should require the equivalent of one half to one scheduled hour for every full time registered graduate student.

2d) *Other categories of instruction*

A number of faculty members may be involved in pre-college programs, continuing and adult education, summer sessions, and extension courses as a part of their basic instructional workload without receiving additional compensation. In each case, the appropriate administrative officer will consult with the faculty member and arrive at a reasonable equivalence with scheduled instruction.

F. Reporting Procedures

The University currently requires that every faculty member complete an Annual Faculty Report and Evaluation of Professional Activities concerning their educational and other professional work during the past academic year. Although this practice will continue during the immediate future, it is clear that the professional activities of faculty, as well as administrators and other professional support personnel, are emerging not only as critical components for budget justification and educational planning, but also for a variety of issues which relate to the rising costs of higher education and general accountability.

The definition and measurement of these diverse and complex activities is a difficult task, the complexity of which is not fully understood by the public at large. Therefore, the University must be able to describe clearly and effectively the variety of professional activities of faculty and staff, so as to avoid the imposition of rigid and oversimplified workload standards and intrusions into the University's management responsibilities. Therefore, the Board of Trustees has directed the President's Office to review the current procedures for reporting and evaluating professional activities, and where necessary, to develop new procedures which more adequately describe and account for the complex nature of these activities.