

# The University of Louisiana at Lafayette

## Document XXI

### THE UNIVERSITY OF LOUISIANA AT LAFAYETTE FACULTY WORK LOAD POLICY

The work done by university faculty is manifold, varying not only by types of tasks, but also by academic discipline and mission. It includes not only the activities associated with scheduled instruction--preparation, classroom presentation, and evaluation of student work--but also scholarship, research, grants, competition, creative endeavors, and other responsibilities to both the institution and the profession. Codifying the multifaceted endeavors in which faculty are and should be engaged is therefore a difficult but necessary undertaking.

Per University of Louisiana System Chapter III Faculty and Staff, Section 1. Rights Duties and Responsibilities of the Academic Staff, D. Faculty Workload "each institution shall have a policy defining standard workload expectations for its faculty."

This workload policy document attempts to be structured enough to serve as a management tool to assist administrators at the department and college levels in setting faculty loads and responsibilities, but also flexible enough to allow description of the myriad activities of different faculty and departments. While it does not specifically prescribe workloads, it does provide detailed guidance as to the University's expectations of its faculty. This policy and Workload Forms linked to it are essential components by which the University accounts for the work efforts of its faculty to its management boards. Equally important, these documents ensure consistency in the construal of work efforts from one department to the next and from one faculty member to the next.

#### **Workload Forms**

Per University of Louisiana System Policy Number: FSIII.X.D-1 Review of Faculty Ranks that states "that all faculty members should be evaluated at least annually by the department chair/head, with review by the dean. The evaluation should be based on the faculty member's job responsibility. The evaluation process must indicate various levels of performance ranging from "unsatisfactory" to higher levels."

Annually, at the beginning of each calendar year, continuing faculty members will complete the *Faculty Workload Form*. The form and instructions for completing the form are available on Academic Affairs website. The *faculty member completes the Faculty Workload form* in December or January in consultation with the faculty member's department head. After approving it, the department head sends it on to the college dean. This form is designed to allow faculty members to list their teaching schedules, student enrollment, research and/or creative endeavors, and service for the calendar year just ending. A faculty member may attach a cover letter or use the note section on the last page of the form to offer explanations of those accomplishments the faculty member feels are most noteworthy.

This report of activities and accomplishments is the basis for the faculty member's **annual performance evaluation** on which merit raises are based. The report will include the percent of the faculty member's work effort from the preceding year that was spent in each of the four major categories of faculty activity: teaching, research, service, and administration, if applicable. The work effort earmarked for each type of activity is not dictated explicitly by the faculty member's workload track; for example, a faculty member may have expended more effort in research and scholarship than the general profile of his/her assigned track might indicate should be expected. Evaluation of a faculty member's performance is *holistic* and is not tied inflexibly to the workload track descriptions.

The *Report of Faculty Workload* form is evaluated by the department head, which uses it as the basis for a faculty member's recommended merit raise category. The form, the faculty member's cover letter, and the

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department head's evaluation are routed to the dean of the college, who also evaluates the materials and may adjust the score up or down by 0.5. After the dean's evaluation is completed, the materials are sent to the Provost/Vice President for Academic Affairs, who may adjust scores up or down by 0.25. If the Dean or Provost determines that the average score for a particular department is unrealistically high or low, either can request that the Department Head adjust and resubmit the ratings.

The Provost and the University President will then make a final determination regarding merit raises for all continuing faculty.

## Faculty Workload Tracks

The University takes its primary responsibilities to be the advancement of knowledge through research and the extension of knowledge through teaching. These are, therefore, the primary components of the workload of all faculty members and the main descriptors of the University's expectations of faculty.

All regular, continuing faculty members will follow one of five workload tracks. A faculty member's track will be determined in consultation with his/her department head and dean.

The primary factor determining the track to which faculty are assigned is the mission of the department and/or college in which they reside. Special circumstances may allow a modification of this general principle in the case of some faculty work within the context of the goals and purposes of the department and college in which they reside. Thus, faculty who staff departments that offer undergraduate degrees should expect to direct more of their effort to scheduled instruction than those in departments offering graduate degrees. Faculty in graduate-degree-granting areas will be held to a higher expectation of *visible* research and scholarly productivity. It is quite possible that faculty in a department with multiple roles (e.g., teaching a large contingent of undergraduate majors, teaching general education "service" courses, engaging in significant externally-funded research, and/or preparing doctoral candidates) will be assigned to different workload tracks. A faculty member's track can change depending on changes in productivity in different areas and shifting departmental workload needs.

The workload tracks described below reflect the relative weight ascribed to the major components of faculty work, research, teaching, and service. These tracks conceptually assume that a person's total workload equals 100%, and that as a general principle teaching a single, three-credit course equates to 20% of one's total workload. Again as a general principle, the baseline-teaching load for faculty at a professorial rank is assumed twelve credit hours per semester (a 4/4 class load for the academic year). A twelve credit hour per semester teaching load therefore, would, constitute approximately 80% of one's total workload, with 20% attributed to research and/or service. As a further example, a faculty member with a significant research agenda might teach six credit hours per semester (approximately 40% of the total workload) and allocate 60% of his/her workload to research and/or service. Tracks are defined for 9-month employee contracts; faculty on 12-month contracts will have additional teaching or other duties during the summer.

It is important to note that descriptions of workload expectations do not equate to subsequent performance evaluation; performance evaluation is driven by the quality of one's work, not the fact that it meets the percentage expectations of the workload track to which one is assigned.

Following are the five-workload tracks, with general defining features of each:

### Workload Track Descriptions:

#### Track 1 Primarily Instruction

- 12 - 15 credit hours per semester or equivalent, typically undergraduate
- Standard 3 credit lecture course load of 4/4, 5/4, or 5/5 class load per year, or equivalent,

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the latter two loads usually taught by Instructors;

- Teaching load predominantly undergraduate courses
- Research or creative production appropriate to faculty rank and unit expectations
- Advising and/or other departmental/college/university service consistent with the University's strategic plan, community outreach using one's disciplinary knowledge, and professional contributions
- Workload distribution generally follows these percentages:
  - Teaching 70 - 90%
  - Research 0 - 20%
  - Service 10 - 20%

## **Track 2 Primarily Instruction**

- 9 credit hours per semester or equivalent
- Standard 3 credit lecture course load of 3/3 class load per year or equivalent
- Teaching load predominantly undergraduate courses, intermixed with occasional graduate level courses; faculty in this track encouraged to hold Graduate Faculty status
- Moderate research/creative/grant/contract productivity, with some engagement in thesis and/or dissertation direction when possible
- Advising and/or other departmental/college/university service consistent with the University's strategic plan, community outreach using one's disciplinary knowledge, and professional contributions
- Workload distribution generally follows these percentages:
  - Teaching 55-70%
  - Research 20-35%
  - Service 10-20%

## **Track 3 Balance of Teaching and Research**

- 6 or 9 credit hours per semester or equivalent
- Standard 3 credit lecture course load of 3/3, 3/2 or 2/2 class load per year or equivalent
- Teaching load consistently includes some courses at the graduate level, with at least one course per year at the 500+ level or a minimum enrollment of five graduate students in a 400(G) level; faculty in this track expected to hold Graduate Faculty status
- Significant visible research/creative/grant/contract productivity, with regular engagement in thesis and/or dissertation direction when possible
- Advising and/or other departmental/college/university service consistent with the University's strategic plan, community outreach using one's disciplinary knowledge, and professional contributions
- Workload distribution generally follows these percentages:
  - Teaching 35-55%
  - Research 30-55%
  - Service 10-20%

## **Track 4 Primarily Research**

- 3 to 6 credit hours per semester or equivalent typically graduate
- Standard 3 credit lecture course load of 1/1 or 1/2 class load per year or equivalent
- Teaching load virtually all graduate courses; faculty in this track required to hold Graduate Faculty status and are involved in teaching and directing doctoral students
- Evidence of heavy research/creative/grant/contract productivity, heavy engagement in thesis and/or dissertation direction and generation of externally funded research awards
- National or global reputation that enhances the institution advising and/or other departmental/college/university service consistent with the University's strategic plan, community outreach using one's disciplinary knowledge, and professional contributions

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- Workload distribution generally follows these percentages:
  - Teaching 20-35%
  - Research 50-70%
  - Service 10-20%

## **Track 5 With Administrative Responsibilities**

- 3 to 12 credit hours per semester or equivalent typically graduate depending on role, scope and mission of the unit
- Standard 3 credit lecture course load of 1/1 to 3/3 class load per year or equivalent depending on role and scope of the unit
- Teaching load intermixed load undergraduate and graduate level courses depending on role and scope of the unit; faculty in this track expected to hold Graduate Faculty status
- Moderate research/creative/grant/contract productivity, some engagement in thesis and/or dissertation direction when possible depending on role, scope, and mission of unit
- Administrative duties and responsibilities relevant to role, scope, and mission of unit
- Workload distribution generally follows these percentages depending on role, scope and mission of the unit:
  - Teaching 10-70%
  - Research 0-35%
  - Service 10-20%
  - Administration 20-70%

Assigned course loads, expressed above in terms of traditional format, lecture course credit hours, may be expressed in other terms in the case of a faculty member engaged in teaching non-traditional courses, e.g., web-based and other distance learning courses, clinicals, studios, internships, labs, directed field work, practicums, etc. An independent study or special projects course is not considered equivalent to a traditional three-credit lecture course. Cross-listed courses that meet at the same hour count as a single course. Equivalencies will ultimately be determined in consultation with the faculty member's dean and department head.

A faculty member directing a student's dissertation may carry that student as part of the workload for a maximum of four semesters; anything beyond that must be justified to the dean. A faculty member directing a Master's or Honor's thesis may carry that student as part of his/her workload for a maximum of two semesters; anything beyond that must be justified to the dean.

### ***Student Contact***

In that the University's primary institutional responsibility lies in directing student learning, every faculty member's work effort should reflect that purpose. A commitment to student contact is customarily reflected in aggregate student-credit-hour production, which should meet the standards typical in the faculty member's discipline. However, engagement with student learning may also be evidenced, for example, in mentoring students' formal research and scholarship.

### ***Academic Advising and Other Service***

A critical component of collegiality within the University lies in each faculty member's commitment to citizenship in the institution and the profession. Such citizenship entails service to others, variously manifested in academic advising and support of student organizations, in University, college, and departmental committee work, and in assuming leadership roles on campus and in professional societies. Each faculty member is expected to engage in such service.

### ***Administrative Service***

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Applicable only to faculty with administrative appointments, i.e. department head, director, graduate coordinator, program coordinator, associate/assistant dean with formal release-time which must be approved by the Dean and Provost/Vice President for Academic Affairs. Generally, these positions are awarded based on release time from teaching with each course of release being equivalent to 20% of workload calculations. For example, a typical graduate coordinator with a one-course release would have an administrative load of 20%; a typical department head with a two-course release would have an administrative load of 40%.