The Department of Human Kinetics Executive Committee recommends that Clinical Assistant Professor Joseph Weitzer be accorded faculty status within the School of Allied Health Professions.

Rationale

Mr. Weitzer is a career line Clinical Assistant Professor (probationary appointment). Pursuant to UWM Faculty Policies and Procedures (FPP) 4.02, we have accorded him faculty status within the Department since his first year of hire (1989). Now we seek to approve him for faculty status at the School level pursuant to FPP 2.02(2). His Clinical Assistant Professorship is a probationary, instructional academic staff position. He is responsible for instructing required courses within our undergraduate program, coordinating the program in areas of curriculum development, implementation and evaluation, counseling and advising our undergraduate students, and facilitating clinical placement of students. Given his professional expertise and current deployment, his involvement at the School level is viewed as appropriate.

Department of Human Kinetics Executive Committee

Erika Sander, Chair
Margaret C Duncan
Barbara A Hart
Cynthia A Hasbrook
Robert E Jones
Richard Schild
Ann C Snyder
Mark S Sothmann
Fran Coffey Stanat

Executive Committee Action: 23 April 1993 (Snyder/Jones, 8-yes, 0-no, 0-abstentions).

School of Allied Health Professions Action:
By way of a Memo to Chancellors from UWS President Lyall (4 August 1993), the various campuses were requested to respond to the various accountability venues of this past year, including the Legislative Audit Bureau’s audit on workload, the Governor’s Task Force on Accountability, and the UWS Board of Regents, among the more pertinent. In her recent Memo, President Lyall has stated/requested draft responses by 15 October 1993:

1. The "need to codify many of our practices, to link faculty productivity and Enrollment Management III, and to reduce variances among institutions with similar missions and program arrays."

2. "Where [are] faculty workloads determined (e.g., department, college, or campus level) and who is accountable ultimately for that determination (e.g., Vice Chancellor or Dean)?"

3. What "are the explicit expectations for the non-teaching elements of faculty workload (including the methods you now use, or plan to use, to gather data on the non-teaching elements of faculty)?"

4. What is "the expected 'normal' teaching load for full-time faculty?"

5. What are "the factors that justify a variance to 'normal' teaching load, those authorized to approve such variations, and the documentation you maintain on variances approved?"

These five items reduce to two categories: (1) substantive and (2) procedural.

I. SUBSTANTIVE - FACULTY WORKLOAD DEFINED. Faculty workload includes teaching, research/scholarship, and service. We have a campus-wide policy approved in October 1973 (UWM Fac Doc #796A, attached). The substantive components generally mirror the AAUP Workload Model (12 teaching contact hours/week prior to adjustments). The document lacks in operational definitions of adjustments and how adjustments are made (by whom and who is responsible for monitoring). In the 1973 Faculty Senate action, the Senate "committed itself in conjunction with the established committee structure to review, interpret and revise these guidelines as experience indicates the need."

Given the recent Lyall request, we are being asked to codify our current practices (Item #1), to link faculty productivity to Enrollment Management III (EM III), to provide the "normal teaching load" (Item #4), and to explicitly define adjustments to teaching load (Items #3 and #5).

II. PROCEDURAL - WHO DETERMINES AND MONITORS FACULTY WORKLOAD. Since our current workload document may not be adequately clear in terms of Lyall’s requests (Items #2, #3, and #5, above), we need to determine how we might best develop responses to these requests. To that end, these are some potential action items for us to pursue:

1. Re-affirm the current general faculty workload model and have an appropriate committee edit it such that it reflects current practices.

2. We need to develop specific expectations for all adjustments to teaching workloads. Should these be campus-wide or school/college specific? Should they be tied to school/college and departmental mission statements to accommodate between unit variances tied to missions? Adjustment categories may include research/scholarship, administrative roles (department chair, major governance committee chairs and memberships, program coordinators/directors), and other service involvements.

3. We need to affirm who actually does workload assignments and who monitors them once determined. Given workload deployments, how are they to be reviewed for compliance with departmental, school/college and campus missions? What are the roles of deans and faculty governance groups in assigning and monitoring faculty workloads?
Report of the Ad Hoc Faculty Workload Task Force

The University of Wisconsin--Milwaukee Faculty Senate recognizes the concern of the public, the legislature, and the Regents for greater accountability in the administration of University operations. Of all administrative devices intended to insure the accountability of individuals and groups, none has been more effective for the supervision of professional work than the accountability of the professional to his immediate colleagues. In best University practice, including the established practices of the University of Wisconsin, this takes the form of faculty self-governance in professional matters. The key unit of faculty governance is the academic department. Where channels of appeal or means for establishing uniformity across departments are needed, college and campus level committees provide the same means. Therefore, the Senate adopts the following principles in the standardization of faculty workloads as a guide to departmental faculties in their programming and other decisions that result in faculty workload obligations. The Senate commits itself in conjunction with the established committee structure to review, interpret and revise these guidelines as experience indicates the need.

1. The faculty of a public university has obligations for teaching, conducting research, and for service, both on and off the campus. While no individual member of the faculty must excel in each, academic units as a school or college or academic department must have balanced programs involving contributions for all three areas of activity.

2. Since the public has a right to expect full service for full pay, the faculty recognizes the establishment of a standard workload. This standard workload would be 40 units, which could be met for four standard undergraduate classes of 25 or fewer students meeting for three-class hours per week. More typical workloads would involve less teaching, but commensurate increases in research and service, for example, two standard undergraduate courses for 20 units, research for 10 units, and service for 10 units.

3. Equalization of heterogeneous course demands found on the campus of a full service university requires a reconciliation of the following dimensions:
a. Newness of materials covered
b. Intensity of the student demand on the professor
c. Heterogeneity of class composition
d. Number of students enrolled (if greater than 25)
e. Number of credits given for the course
f. Duration of the course (most being standardized to the semester)

4. Equivalencies for the 10 units for the standard course may be granted for research and/or for service, both on and off campus.

5. The determination of workload shall, in the first instance, be the responsibility of the faculty of the academic department. Department faculties have authority to make such changes in these guidelines as they may consider necessary to meet special conditions existing for their departments. At least annually each department shall report to the University Committee what deviations it has found necessary and shall report generally on its application of these guidelines.

6. For external reporting of the program of the department, a particular under-enrolled course may be averaged against an over-enrolled course without implying a sub-standard teaching load for any individual faculty member. The departmental average is the critical statistical unit in determining the efficacy of course equivalencies. Thus, faculty workloads are not reported outside the department on an identifiable, individual basis.

7. To facilitate innovations in the teaching program, a department may authorize additional units in particular instances so that more than one person may achieve full credit for a particular course up to a total of 20 units for a single course. Further, the department may assign up to 10 units to an individual planning a significant teaching innovation in a course to be offered at the next regular semester.

8. The following suggested list of equivalencies for classroom teaching, research, and campus service is suggested for departmental use as the basis for program assignment and evaluation, on a semester basis. Excessive demands on the faculty required to meet existing teaching programs may properly become documentation for requests for additional faculty.
SUGGESTED EQUIVALENCIES

TEACHING

Undergraduate 3 credit class of 25 students or less 10 units
Undergraduate 3 credit class exceeding 25 students 15 units
Undergraduate 3 credit class involving supervision 20 units
of TA's or other assistance
Graduate 3 credit courses or seminars numbered above 15 units
700 with 10 students or less
Graduate 3 credit courses or seminars numbered above 10 units
700 with more than 10 students
Independent reading courses
1 unit per student
Thesis supervision
credit
Field work, practicum, or internship program
2 units per student
credit

RESEARCH

Research or community service units are determined by:

The character of the letter of offer 10-15 units
Release through grant or other support 10-20 units
Programmatic release via departmental procedures 10-15 units

SERVICE

Chairman; less than 10 FTE faculty 10 units
Chairman; 10 FTE faculty or more 20 units
Chairman; department committee
5 to 10 units
as negotiated
Other administrative service, including assigned 20 units
community service
Chairman; University Committee 10 units
Member; University Committee 10 units
Chairman; Divisional Committee 5 units
Member; Divisional Committee
Chairman; Search and Screen Committee or Task Force 10 units
Chairman; UWM Faculty Committee, ad hoc Committee, 1 unit/5 hrs. of
Administrative Committee, or other College meeting
Committee
Member; UWM Faculty Committee, ad hoc Committee, 1 unit/10 hrs. of
Administrative Committee, or other College meeting