The UWM University Committee recommends:

(1) that the Faculty Senate rescind Faculty Document No.796A (Report of the Ad Hoc Faculty Workload Task Force), originally passed and revised on 18 October 1973, and

(2) that the Faculty Senate approve Faculty Document No. 1902 (UWM Faculty Workload Policy, attached).

Rationale

The UWM faculty engaged in Committee of the Whole discussion at the 30 September 1993 UWM Faculty Meeting around the topic of Faculty Workload. At that time, we reviewed prevailing Faculty Document No.796A passed in 1973. The general sense of the group was that the existing model was still appropriate. We also addressed the concerns raised by UWS President Katharine Lyall in which she has requested each institution to respond to concerns with respect to workload accountability (eg who does workload, who monitors it, what are the operational definitions for non-teaching workload deployment, to name the more pertinent).

During the fall, the University Committee re-addressed Faculty Document No.796A (attached) with a view toward enhancing the accountability components. Additionally, we examined the current "Suggested Equivalencies" (40 units = full load) and decided to put forward the AAUP model instead of the current system. That model is reflected in proposed Faculty Document No.1902, Introduction – Item #2. Since the AAUP model provides reasonably clear direction for teaching workload "adjustments", we incorporated these into the proposed policy. Finally, and substantially on p 2 of the proposed policy, we developed what we feel are workable accountability steps, which respond to President Lyall's request. Workload, in the first instance, is the responsibility of the academic department; as such, the procedural changes being proposed respect this departmental role and add appropriate review components.

Since we are suggesting some rather widespread changes to our existing document, we are recommending that we rescind Faculty Document No.796A and move adoption of Faculty Document No.1902. Important to note, is that the introductory components of both documents remain essentially intact.

The UWM University Committee

George Baker
Anthony Ciccone
Richard Dittman
Richard Fox
Nancy Frank
Erika Sander, Chair
Ethel Sloane
THE UNIVERSITY OF WISCONSIN–MILWAUKEE FACULTY DOCUMENT NO. 1902, 16 DECEMBER 1993

UWM FACULTY WORKLOAD POLICY

Introduction

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. Since the public has a right to expect full service for full pay, the faculty recognizes the establishment of a standard workload. 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 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, school/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. The standard workload at UWM conforms to the American Association of University Professors (AAUP) Statement on Faculty Workload (April 1990). The AAUP defines a full-time teaching workload of twelve (12) contact hours/week with no more than six separate course preparations during the academic year, prior to workload adjustments. In addition to actual contact hours, faculty require additional time for course preparation, review of Instructional materials, reading/evaluating student–produced course materials (eg exams, papers), and out of class contact with students to review/discuss course experiences. Taken together, course delivery responsibilities may entail one to four additional hours for each actual contact hour in the classroom.

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.
   E. Number of credits given for the course and actual contact hours.
   F. Duration of the course (most being standardized to the semester).

4. Workload adjustments to the twelve contact hours/week may be granted for teaching (heterogeneous course demands), research and/or for service, both on and off campus. All adjustments to workload will be operationally defined by the department. Factors to consider in developing operational definitions within these three broad areas of professorial function are listed in Section III of this policy.

5. The determination of workload shall, in the first instance, be the responsibility of the faculty of the academic department. Departments shall develop workload models that fulfill the department's mission to academic, research/scholarship and service/outreach programs. Department faculties have authority to amend their guidelines as they deem necessary to meet special conditions existing for their departments. At least annually, each department shall report to its school/college faculty and to the University Committee any changes that it makes to its existing guidelines.
I. IMPLEMENTATION OF AND RESPONSIBILITY FOR FACULTY WORKLOAD MODELS

1. All departmentally developed and approved faculty workload models must be reviewed and approved by an appropriate school/college level faculty governance committee (e.g., Academic Planning Committee, a special Workload Review Committee) and the unit dean. Subsequent revisions will also be reviewed at the school/college level. Written department faculty workload models will be provided to each faculty member within the department.

2. Copies of school/college approved workload models will be sent to the University Committee initially and as revised. The University Committee will provide the UWM Faculty Senate regular reports on Faculty Workload such that the Senate may review the campus policy and suggest changes, as needed.

II. ACCOUNTABILITY FOR FACULTY WORKLOAD

1. Departments are responsible for fully implementing their approved workload models. Minimally, departments shall annually review the assignment of their faculty for (1) compliance with workload expectations and (2) commitment to department mission.

2. At least once each year, deans shall review faculty assignment by department for the same reasons listed in #1, immediately preceding.

III. DETERMINING WORKLOAD ADJUSTMENTS

Pursuant to the AAUP Statement on Faculty Workload (April 1990), these are examples of factors to consider in defining workload adjustments for faculty.

1. Teaching Workload:

1.1 Difficulty of courses
1.2 Number of different preparations
1.3 New preparation or substantial revision of an older course
1.4 Size and heterogeneity of class composition
1.5 Nature of instruction (e.g., group, seminar, laboratory, individual — independent reading, graduate student supervision — thesis/dissertation, practicum/internship/fieldwork supervision)

2. Research/Scholarship Workload:

2.1 Expectation of effort (e.g., lab development, collaborative research)
2.2 Publication(s)
2.3 Scholarly presentations
2.4 Relatedness to teaching
2.5 Grant development/procurement

3. Service Workload:

3.1 Faculty governance involvements
3.2 Student academic advising
3.3 Administrative roles (e.g., department chair, program director)
3.4 Service to learned societies
3.5 Service to professional publishers (e.g., journal editor, reviewer)
3.6 Outreach/continuing education

(aauwork93)
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: