In December, 1971 the University Committee-Milwaukee drafted a document dealing with faculty work loads, which resulted in the formation of this task force and UWM Faculty Document No. 723 approved on May 11, 1972. Subsequently, the task force developed a form that incorporated the principles laid down in Document No. 723. This form was distributed to deans, directors, and departmental chairmen for their analyses of the faculty work loads in their school or department. The responses from 32 departments and schools gave a mean faculty work load of 50 units per week and a median of 48½ units per week for 467 faculty members. One open meeting to learn of individual faculty experiences and suggestions for improving the standardization of work loads was held on March 28, 1973. This report was presented to the UWM Faculty Senate meeting of May 8, 1973 as Document No. 796. It was returned to the task force with instructions to solicit individual faculty member's opinions, which was done, and return the report to the UWM Faculty Senate for this meeting.

PRINCIPLES IN THE STANDARDIZATION OF FACULTY WORK LOADS

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 a full week's work for a full week's pay, the faculty recognizes the establishment of a standard work week. This standard work week would be 40 units, which could be met by four standard undergraduate classes of 25 or fewer students meeting for three class hours per week. More typical work weeks 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 (significantly different from 25)
e. Number of credits given for the course
f. Duration of the course (most being standardized to the semester)
We recognize that actual enrollments are also partially determined by character and location of classroom facilities, time of day, day of week, and other conditions not consistent to the class itself. Therefore, departments within the University may as conditions necessitate alter the unit equivalencies to reflect the special characteristics of that department.

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 fundamental unit for the administration of the programs of the University is the academic department or equivalent.

6. Within 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 work loads are not reported on an indentifiable, individual basis.

7. To facilitate innovations in the teaching program, the dean of a school or college may, if he is satisfied that the program in the petitioning department will not suffer, authorize additional units in particular instances so that either more than one person may achieve full credit for the course or a particular course could be considered up to 20 units (half a work load). Further, the dean may authorize a department to 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 are to be used 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.
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 of TA's or other assistance 20 units
Graduate 3 credit courses or seminars numbered above 700 with 10 students or less 10 units
Graduate 3 credit courses or seminars numbered above 700 with more than 10 students 15 units
Independent reading courses 1 unit per student credit
Thesis supervision 2 units per student 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 units
Chair or Distinguished Professors 20-30 units
(Active scholars will typically be given 10 to 15 units.)

SERVICE

Chairman; less than 10 FTE faculty 10 units
Chairman; 10 FTE faculty or more 20 units
Chairman; department committee (per negotiation with dean) 5 to 10 units
Other administrative service, including assigned community service, that grants release time 10 units/quarter time release
Chairman; University Committee 20 units
Member; University Committee 10 units
Chairman; Divisional Committee 10 units
Member; Divisional Committee 5 units
Chairman; Search and Screen Committee or Task Force 10 units
Chairman; UWM Faculty Committee, ad hoc Committee
Administrative Committee, or other
College Committee

Member; UWM Faculty Committee, ad hoc Committee,
Administrative Committee, or other
College Committee

1 unit/5 hrs. of meeting

1 unit/10 hrs. of meeting

Ad Hoc Committee on Faculty Work Load

Wilder Crane
Richard Dittman, Chairman
Roy Francis
Walter Garvey
Ronald Lingren
Richard Peltz
Howard Schroedter
<table>
<thead>
<tr>
<th>Professor Number (Use random order)</th>
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<tbody>
<tr>
<td>Undergraduate class, less than 25</td>
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<td>Undergraduate class, more than 25</td>
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<tr>
<td>Undergraduate class, &amp; T.A. supervision</td>
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<tr>
<td>Graduate course or seminar</td>
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<td>Independent reading</td>
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<td>Thesis supervision</td>
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<td>Field work, etc.</td>
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<td>Research</td>
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<td>Chairman, departmental committee</td>
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<td>Other departmental service</td>
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<td>University committee</td>
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<td>Divisional committee</td>
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<td>Chairman; other committees</td>
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<td>Member; other committees</td>
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