

Differentiated Workload Policy – Handout #9

THE PROBLEM

The I-Deal Department had a problem. In reviewing their workload data, it became clear that tenured faculty were spending very different amounts of time in teaching, research, and service activities. There were some associate professors advising twice as many doctoral students, chairing twice as many committees, and teaching larger courses than full professors. Some of the associates were in the last five to seven years of their career and did not want to reduce teaching and service to do more research. They were excelling and valuable in these areas; they just wanted the department to recognize their effort. The other problem was on the research side. The faculty had a six-courses-per-year instructional workload, with the expectation that they also spend 30 percent of their time conducting research. Some faculty in the department fulfilled the expected course load but were simultaneously research inactive.

A SOLUTION

The department workload committee decided that they needed to lay out several legitimate pathways for tenured faculty to meet work expectations. They wanted to optimize faculty talents and interests and leverage them to different department areas of emphasis.

In the spring semester, each faculty member met with the chair to jointly determine their workload pathway for the following year. The pathway chosen would then be used as the standard for next year’s merit review.

Tenured faculty work effort pathway:

	Teaching	Service	Research
Pathway 1 Balanced Focus	50% (7 courses per year)	30% (chair 1 department committee, serve on 2 other committees)	20% (moderate intensity, such as sub- mitting a peer reviewed publication each year, and giving a conference presentation)
Pathway 2 Research Focus	30% (5 courses per year)	20% (serve on 2 committees)	50% (high intensity, such as submitting 2 or more peer reviewed publica- tions, conference presentations, and submitting external grant proposals)
Pathway 3 Teaching/ Service Focus	60% (8 courses per year)	40% (chair 2 department committees, serve on 2 or more other commit- tees)	0% (research-inactive)

*Assistant professors were limited to Pathway 2 – Research Focus based on the need to keep research at a higher percent to achieve tenure.