

37

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

Meeting on May 8, 1972
(Date)

RE: X I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)

**Resolution
#28 1971-1972**

SUBJECT: Faculty Work Load

Routing # 37 71-72

P. Kane reported on the Faculty Work Load Report. Section 3 of scholarship, it was moved by Senator Stratmann to delete the sentence in Section III and IV starting with the words, "The amount of time....". The motion was defeated.

Senator Pathoff moved to insert, "and year to year." after individual in Section 3 and to insert, "and year to year" after individual to individual in section 4. The motion was passed.

It was moved to delete the % range from paragraphs 3 & 4. This motion was passed.

The report was then passed, section 2 on teaching load has been referred to committee.

Signed F. J. Oliver Date Sent 30 May '72
(For the Senate)

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN
RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION

- a. Accepted. Effective Date _____
 - b. Deferred for discussion with the Faculty Senate on _____
 - c. Unacceptable for the reasons contained in the attached explanation
- II, III. a. Received and acknowledged
b. Comment:

DISTRIBUTION: Vice-Presidents: Crandall, Shuman
Others as identified:

Distribution Date: _____

Signed: Albert W. Brown
(President of the College)

Date Received by the Senate: _____

5/31/72

STATEMENT ON FACULTY WORKLOAD

PREAMBLE

Evaluation of faculty workload is extremely complex and must deal with a broad range of different activities and responsibilities. The purpose of this statement is to provide a guideline that will assure that all faculty discharge their fair share of the academic responsibilities of this institution. Each full-time faculty member's responsibilities require a commitment of time and effort equivalent to other full-time professional employment for the period or the year covered by his appointment. On the other hand, maintenance of quality instruction requires that no faculty member be burdened with responsibilities for which his expenditure of time and effort substantially exceeds that expected in other professional employment.

Section 1: BASIC PRINCIPLES

A faculty member's total obligation to the institution includes activity in the areas of (1) teaching (2) scholarship and (3) governance. His successful performance in these three areas determines his value to the University, as specified in the Policies of the Board of Trustees (Article XII), and are the basis for all faculty personnel decisions. Therefore, he assumes a commitment to allocate substantial amounts of his professional time to all three areas. He has considerable latitude in allocating his time and effort among those areas, but normally teaching academic courses will be the most significant part of his professional responsibility.

Section 3: SCHOLARSHIP

The portion of each faculty member's professional time that is devoted to creative scholarship or another activity of professional development appropriate to his discipline should be great enough to enable him to continue his professional development at the rate that is considered normal in his discipline.

The amount of time devoted to these activities may vary from individual to individual and year to year.

Section 4: GOVERNANCE

The portion of each faculty member's professional time that is devoted to governance should be great enough to enable him to bear his proportionate share of the academic administrative load of his department and of the college. Governance activities should be construed to include all professional activities, other than course instruction and scholarship, that contribute to the proper functioning of the college, of SUNY, and of professional societies in appropriate disciplines. The amount of time devoted to governance may vary from individual to individual and year to year, but will be adequate to meet the needs of his department, faculty, and college.

REPORT TO THE FACULTY SENATE
BY THE AD HOC COMMITTEE ON FACULTY WORKLOAD

*Basically
reported on
absence of
Senate
committee
to
conduct*

Over a period of five months the Faculty Senate ad hoc Committee on Faculty Workload has met a series of times and considered at length the question of faculty workload. At the outset the committee interpreted its mandate to prepare a statement on faculty workload in the broadest terms. Thus we have attempted to consider the entire professional commitment of college faculty at Brockport rather than just the teaching commitment. The product of our efforts is the following Statement on Faculty Workload.

The Statement on Workload is divided into a preamble and four sections. Section 1 deals with the basic question of the nature of a faculty member's professional commitment to the college. Sections 2, 3, and 4 attempt to specify the nature of the faculty professional commitment in each of the three areas specified in Section 1. The fundamental point that the committee seeks to make is that faculty workload cannot be measured in terms of teaching alone and that any description of faculty workload must clearly acknowledge a faculty member's non-teaching responsibilities.

The statement on teaching load (Section 2) is based on the promise that any measure of the amount of time devoted to course instruction must take into account those factors which contribute significantly to the workload of a faculty member. After lengthy and careful discussion the committee decided on the following major factors:

1. Number of classroom, laboratory and recitation contact hours per week.
2. Number of hours per week spent with students outside the classroom (grading papers, consultation, etc.).
3. Number of hours per week spent on class preparation.

The actual weekly teaching workload is obtained by adding these three items:

The numerical value for item 2 is obtained by multiplying the number of students by .04, where .04 equals the average number of hours per week spent with each student outside the classroom.

The numerical value for item 3 is obtained by multiplying the number of different class preparation by 3, where 3 equals the average number of hours spent on each preparation.

The statement on scholarship (Section 3) and the statement on governance (Section 4) are efforts to identify and describe the non-teaching components of faculty workload. These two commonly used categories include all the activities enumerated in the five categories for promotion evaluation stated in the Policies of the Board of Trustees, Article XII, Title B, paragraph 2. The committee feels that any satisfactory description of faculty workload must take into consideration this full range of activities contained in the University's official statement of expectations regarding its faculty.

William S. Andrews
Warren P. Fraleigh
Raiph P. Gennarino
Martilu Puthoff

Sr. Merion Elizabeth Schantz
Harriet E. Whitney
Ara Zulalian
Hubert P. Grunwald, Committee Vice-
Chairman

Statement on Faculty Workload

Evaluation of faculty workload is extremely complex and must deal with a broad range of different activities and responsibilities. The purpose of this statement is to provide a guideline that will assure that all faculty discharge their fair share of the academic responsibilities of this institution. Each full-time faculty member's responsibilities require a commitment of time and effort equivalent to other full-time professional employment for the period or the year covered by his appointment. On the other hand, maintenance of quality instruction requires that no faculty member be burdened with responsibilities for which his expenditure of time and effort substantially exceeds that expected in other professional employment.

Section 1

A faculty member's total obligation to the Institution includes activity in the areas of (1) teaching, (2) scholarship, and (3) governance. His successful performance in these three areas determines his value to the University, as specified in the Policies of the Board of Trustees (Article XII), and are the basis for all faculty personnel decisions. Therefore, he assumes a commitment to allocate substantial amounts of his professional time to all three areas. He has considerable latitude in allocating his time and effort among these areas, but normally teaching academic courses will be the most significant part of his professional responsibility.

Section 2

The major portion of each faculty member's professional time shall be devoted to course instruction. This commitment of time shall enable each faculty member and each department to carry, in a pedagogically effective way, a proportionate share of the total college teaching load as measured by weekly teaching contact hours, numbers of students, and number of different class preparations per week. To determine actual weekly teaching workload these

factors shall be weighed and added according to the following formula:

Number of teaching contact hours per week
+ number of students
multiplied by 0.04
+ number of different class preparations per week
multiplied by 3.

The resulting figure will be a relatively accurate statement of the number of hours per week spent in teaching activity. It is expected that each faculty member's teaching hours as measured by this formula will normally fall between 28 and 40 hours per week of the teaching semester.

Within each academic department the teaching workload may vary widely providing that the average workload for the department falls well within the normal range. The teaching assignments of individual faculty members shall be worked out by department chairmen or other especially designated members of the departments in consultation with the faculty members concerned in accordance with policies established by the department. Deviations outside the normal range should take into consideration formal instructional responsibilities not covered by course assignments, the extent or absence of nonteaching responsibilities during the teaching semester, difficulty of preparation with special consideration for the development of new or experimental instructional methods, and special responsibilities for new program development. All deviations outside the normal range shall be reviewed by the appropriate Faculty Dean. Deviations below the normal range may additionally be reviewed by the Vice-President for Instruction and Curriculum and the Vice-President for Educational Services.

Section 3

The portion of each faculty member's professional time that is devoted to creative scholarship or another activity of professional development appropriate to his discipline should be great enough to enable him to continue his professional development at the rate that is considered normal in his discipline. The amount of time devoted to these activities may vary from individual to individual, but normally will fall within a range of fifteen to twenty-five percent of his minimum professional commitment.

Section 4

The portion of each faculty member's professional time that is devoted to governance should be great enough to enable him to bear his proportionate share of the academic administrative load of his department and of the college. Governance activities should be construed to include all professional activities, other than course instruction and scholarship, that contribute to the proper functioning of the college, of SUNY, and of professional societies in appropriate disciplines. The amount of time devoted to governance may vary from individual to individual, normally within a range of ten to twenty percent of his minimum professional commitment, but will be adequate to meet the needs of his department, faculty, and college.

MINORITY APPENDIX

The undersigned minority of the Faculty Senate Ad Hoc Committee on Faculty Workload fully supports the report of the majority with the exception of Section 2, on teaching load. We offer the statement below as an amendment substitute for Section 2 of the majority report. We feel that an extremely flexible workload statement using credit hours as the unit of measurement is more desirable than the committee majority's formulation. The statement using credit hours as a measurement is no more arbitrary and no less exact than the majority formulation, but it is more commonly used and far more clearly understood than any other unit of measurement. We urge the Faculty Senate to adopt the minority's amendment.

David A. Kendall
Ira P. Schwarz

Burton R. Wolin
Peter E. Kane, Committee Chairman

Section 2

In practice, the portion of each faculty member's professional time devoted to course instruction should enable him to carry a course load ranging from six to twelve credit hours and should average nine credit hours per semester. This commitment of time should be great enough to enable each faculty member and each department to carry, in a pedagogically effective way, a proportionate share of the college's teaching load, averaged over a period of several years if necessary, measured in terms of weekly student contact hours and in terms of student credit hours. While average weekly student contact hours and student credit hours are determined by the college enrollment and the allocation of faculty positions, average and individual course loads should be decided by the departments and the college on pedagogical grounds. Departments whose weekly student contact hour and student credit hour loads consistently fall substantially below the college average shall be subject to review by the Faculty Senate.

The teaching assignments of individual faculty members shall be worked out by department chairman or other especially designated members of the departments in consultation with the faculty members concerned in accordance with policies established by the department. Deviations both up and down from the nine hour

STATE UNIVERSITY COLLEGE AT BROCKPORT
BROCKPORT, NEW YORK 14420

VICE PRESIDENT EDUCATIONAL SVS. OFFICE MEMORANDUM

TO: Dr. Albert W. Brown

Date: September 15, 1972

From: Ralph P. Geniarino

Suggest we receive and acknowledge. Would like to see the total package. After all, Section 2 on teaching load has been referred to committee. The acceptance of this part of the report could very easily limit the section 2 on teaching load.

Question: The Senate should be sure that any recommendations in this area do not conflict with S.P.A. Agreement.

See down?

RPG/dh

Signed _____