Faculty Workload
Task Force

Measuring Faculty Workload –
Sources of Information &
National Approaches

Presented to:
Board of Regents – Ad Hoc Faculty
Workload Task Force
Measuring Faculty Workload

What are we looking for?
- Reliable and valid source for faculty workload data
- Information that depicts teaching activities, as well as research and service
- Comparative data that provides benchmarks of productivity

Where is the information located that we need?

What types of results can be produced?

Answer the questions:
- Who is teaching what to whom?.....
- At what level of productivity and cost?
Measuring Faculty Workload

Where does accurate and reliable faculty workload data reside?

- Self-reported, Survey Data
- UCCSN Data Warehouse
- Student Information System (SIS)
  - Problems (overload, contact hours, cross listed classes, zero credit recitation/labs, team teaching, instructor of record, reassigned time, individualized instruction, variable credit classes)
  - No relational connection to faculty contracts
- Department Level Information
- Workload Database (combination of SIS and departmental information)
Measuring Faculty Workload

Workload Database

- SIS - course and enrollment information
- Department – detailed course & workload information
- Consistent recoding of data to meet systemwide reporting criteria
- Need to construct a framework for accurately reporting teaching information beginning at the department or program level

The UCCSN does not have a systemwide framework for measuring and describing teaching activity
Measuring Faculty Workload

Workload Measurement Continuum

Self Reported Survey

Quantitative Measurement

Question: how reliable is self reported teaching workload?

Question: how do we measure public service and research?
National Approaches

National Study of Postsecondary Faculty, NCES

- Self-reported information
- Sample of universities and colleges nationwide
- Data collected
  - Mean hours worked per week
  - Teaching, research, administrative, service
  - Aggregated and reported by institutional level, as well as by discipline
National Approaches

National Study of Instructional Cost & Productivity (Delaware Study)

- Detailed database developed to provide comparative analysis of:
  - teaching loads & productivity
  - direct cost of instruction
  - externally funded research
  - service productivity

- More than 300 colleges and universities participate
  - including entire systems in California, New York, Missouri, Louisiana, and North Carolina

- Provides the ability to assess departmental instructional costs and productivity against institution-wide and national disciplinary benchmarks
Methodology (categories of information collected)

- Teaching activities are broken out by:
  - Academic Discipline/Program
    - BIOLOGY (Biochemistry, Botany, Microbiology, Zoology)
  - Instruction Level
    - Lower, upper, & graduate
  - Faculty Classification
    - Tenure/tenure track, non-tenure, supplemental, teaching assistants
  - Course Type
    - Organized/credit vs. Individualized instruction
Methodology (types of data collected)

**Instructional Courseload** (by discipline) — Attachment A (p. 19)

- Faculty FTE - # of faculty positions (or % of a position) funded for instructional purposes

- Student Credit Hours — primary data element collected
  - (Credits) x (# of students enrolled)
  - (3 credit class) x (20 students) = 60 SCH

- Organized Class Sections
  - Number of organized/credit sections and individualized instruction sections
Delaware Study

Methodology (types of data collected)

Cost Data (by discipline) – Attachment B (p. 20)

➢ Direct Expenditures
  - Instruction: salaries, benefits, other than personnel
  - Separately budgeted research
  - Separately budgeted public service
## Delaware Study

### Productivity Measures

Student Credit Hours, Organized Class Sections, and FTE Students Taught per Term per FTE Instructional Faculty for Tenured/Tenure-Track Faculty

#### Biological Sciences

<table>
<thead>
<tr>
<th>Institution/Peers</th>
<th>Undergrad SCH</th>
<th>Graduate SCH</th>
<th>Total SCH</th>
<th>Total Sections Taught (OC)</th>
<th>Avg. Student to Fac. Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of X (fall 2002 avg.)</td>
<td>180</td>
<td>30</td>
<td>260</td>
<td>2.0</td>
<td>15.3</td>
</tr>
<tr>
<td>Research I (normative data)</td>
<td>247</td>
<td>22</td>
<td>267</td>
<td>2.5</td>
<td>18.9</td>
</tr>
</tbody>
</table>
## Delaware Study

### Productivity Measures –

Proportion of Student Credit Hours and Organized Class Sections Taught by Faculty Category within Course Level for Tenured/Tenure-Track Faculty

#### Biological Sciences

<table>
<thead>
<tr>
<th>Institution/Peers</th>
<th>Student Credit Hours</th>
<th>Organized Class Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% UG Taught by T/TT</td>
<td>% GR Taught by T/TT</td>
</tr>
<tr>
<td></td>
<td>% Lab/Dsc Taught by T/TT</td>
<td>% UG Taught by T/TT</td>
</tr>
<tr>
<td>Univ. of X (f02 avg.)</td>
<td>50</td>
<td>85</td>
</tr>
<tr>
<td>Research I (normative data)</td>
<td>71</td>
<td>94</td>
</tr>
</tbody>
</table>
Delaware Study

Cost Measures –
Instructional Costs, and Research and Public Service Expenditures

**Biological Sciences**

<table>
<thead>
<tr>
<th>Institution/Peers</th>
<th>Direct Instructional Expenditures</th>
<th>Direct Research Expenditures per FFTE</th>
<th>Direct Service Expenditures per FFTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>per SCH</td>
<td>per SFTE</td>
<td></td>
</tr>
<tr>
<td>Univ. of X (f02 avg.)</td>
<td>$304</td>
<td>$8,645</td>
<td>$149,040</td>
</tr>
<tr>
<td>Research I (normative data)</td>
<td>$270</td>
<td>$7,781</td>
<td>$132,720</td>
</tr>
</tbody>
</table>
Delaware Study

Academic Departments & Disciplines

Biological Sciences

- Biochemistry
- Botany
- Microbiology
- Zoology
Delaware Study

Out-of-Classroom Faculty Activities - attachment C (p. 21-22)

- Methodology devised to assess non-classroom activities at the academic discipline level of analysis
- Measurable qualitative variables for benchmarking purposes
- Developed by a nationwide advisory committee made up of faculty, academic administrators, and institutional researchers
- Draft instrument was pilot tested and formally administered in 2002-03 academic year
- Number of:
  - journal articles, book chapters, etc., published
  - external grants, contracts, fellowships awarded
  - leadership positions in professional associations
## Delaware Study

### Level of Detail - Sample Departmental Teaching Roster

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank and Course(s)</th>
<th># of Organized Sections</th>
<th>Tenure/Credits</th>
<th>Home Dept./Course Type</th>
<th>% Load</th>
<th>Students Enrolled</th>
<th>Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jones</td>
<td>Chairperson</td>
<td></td>
<td>Tenured</td>
<td>Sociology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 454</td>
<td>1</td>
<td>3</td>
<td>Lecture</td>
<td></td>
<td>50</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>SOC 964</td>
<td>0</td>
<td>3-12</td>
<td>Supervised study</td>
<td></td>
<td>100</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td><strong>10</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>Mary Smith</td>
<td>Professor</td>
<td></td>
<td>Tenured</td>
<td>Sociology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 201-01</td>
<td>1</td>
<td>3</td>
<td>Lecture</td>
<td></td>
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<td>246</td>
<td>738</td>
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<tr>
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<td>0</td>
<td>Recitation</td>
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<td>100</td>
<td>35</td>
<td>0</td>
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<tr>
<td>ANT 203</td>
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<td>3</td>
<td>Lecture</td>
<td></td>
<td>50</td>
<td>50</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>3</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>331</strong></td>
<td><strong>888</strong></td>
</tr>
<tr>
<td>William Davis</td>
<td>Professor</td>
<td></td>
<td>Tenured</td>
<td>Sociology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 311</td>
<td>1</td>
<td>3</td>
<td>Lecture</td>
<td></td>
<td>100</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>crosslisted SOC 311</td>
<td>0</td>
<td>3</td>
<td>Lecture</td>
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<td>100</td>
<td>38</td>
<td>114</td>
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<tr>
<td>SOC 327</td>
<td>1</td>
<td>3</td>
<td>Lecture</td>
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<td>100</td>
<td>13</td>
<td>39</td>
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<tr>
<td>SOC 366</td>
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<td>100</td>
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<td>1</td>
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<tr>
<td>SOC 866</td>
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<td>1-6</td>
<td>Supervised study</td>
<td></td>
<td>100</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>61</strong></td>
<td><strong>181</strong></td>
</tr>
</tbody>
</table>
Delaware Study

Final Note:

- Measures enjoy widespread national acceptance and use.
- Delaware Study is the only data consortium that deals with teaching productivity and expenditure data at the discipline level of analysis (community college study released)
- Participants can define their own peer groups (41 out 50 land grants)
- The data definitions, methodology and data collection tools are regularly reviewed by representatives from participating institutions.
- The Delaware Study is longitudinal, and enables you to track trend data over extended periods of time.
- No charge to participate – project funded by FIPSE grant.
Delaware Study

Recommendations:

- Explore joining the Delaware Study
- Work with campuses to review development of workload database (centered around Delaware Study criteria)
- Return to committee with feasibility and cost estimates
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