

## University Faculty Affairs Committee (UFAC) Meeting Minutes

Thursday, October 26, 2:30 p.m

Virtual Meeting through Zoom

**Attendance:** Amrita Dhar, Smita Jain Oxford, Bradley Lamphere, Miriam Liss, Kyle Schultz (secretary), Jessica Zeitz (chair)

**Upcoming Meetings:** November 30

### Continuing Business

**Faculty Morale and Burnout Survey:** The committee is compiling documents associated with the study, including preliminary reports and analyses, and responses to UFAC inquiries. UFAC will review these documents prior to the November 30 meeting, with the goal of completing and submitting a final report after the meeting.

**Review of Minutes from Meeting with the Provost:** The chair shared the following information about several issues (full minutes appended below). Highlights included:

- **Immigration Issues:** The administration updated their webpage, as well as information on the Human Resources webpage. UFAC agreed these are good first steps, but had lingering concerns about the communication process with Human Resources and university counsel, as well as whether updates to policy are being communicated to affected faculty members. The Provost asked faculty members to contact him directly with concerns. UFAC suggested early-career faculty members also use their department chairs as advocates.
- **Sabbaticals:** The Provost was reminded of UFAC's request for sabbatical data and will work to send it.
- **Salary Negotiations:** The Provost and Human Resources are working to draft policy to address inequities with respect to this issue.

**Academic Organization Workgroup:** UFAC discussed recent developments in this initiative. Two concerns arose from this discussion:

1. It is not clear how restructuring will address underperformance problems in terms of programs and majors, nor why restructuring is needed to promote "curricular and programmatic synergies."
2. The proliferation of administrative positions will be perpetuated in the proposed models, as opposed to addressing the need for more faculty members providing

high-touch meaningful educational experiences. One member stated this concern succinctly: Administration subtracts revenue.

### **New Business**

**Faculty Teaching Loads:** In response to the mandate for CAS faculty members to teach 24 credits per year, Dr. Patterson from Geography shared with UFAC her ideas (appended below) for measuring faculty teaching loads as well as an exemplar from Texas Tech University (appended below).

**Recommendation:** The UFAC recommends that the UFC create a task force to look at how different departments manage teaching loads and make recommendations for a way to calculate teaching loads that reflects our values as an institution.

**Rationale:** Departments and colleges vary widely in their teaching loads and how they calculate teaching loads. We have recently been told that all faculty (in CAS) should expect to teach 12 credit hours (except for double sections). However, a great deal of teaching that we value (e.g., independent study, writing intensive classes, lab courses, FSEMs) require a great deal of work and are either not counted (e.g., many people do independent studies as uncompensated overloads) or are counted in a way that don't respect the extra work involved (e.g., writing intensive classes involve a great deal of work but are counted the same as a non-WI class). Other institutions have models of "weighting" courses based on some of these attributes and these models should be explored. The fundamental principle is that we should reward activities that we value as an institution and our policies should reflect that.

One consideration is whether the diversity of programs and faculty teaching roles could be captured in a university-wide system. UFAC discussed whether this issue could be addressed separately from UMW's current academic restructuring initiative, but agreed that acting now would be prudent in case there is a relationship.

The meeting concluded at 3:30 pm.

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**Notes from Tim, Jessica, & Kyle**  
**October 5, 2023**

**Sabbaticals:** Asked Tim for more information on Sabbaticals following up on minutes for last year. Who is eligible, how much does one cost, what is the process, how do we make it more equitable? He will look into it.

**Counteroffers:** UMW doesn't have policies or guidelines for teaching faculty. Tim plans to remedy that, considering recent instances and the equity study. Working with Beth, who has the current draft. Used other universities' policies as a model. "We don't want to tie hands, but also don't want to encourage a spirit of seeking counteroffers as the means to get a raise at UMW (which has occasionally been the practice). We need to recognize that we will struggle to retain talented faculty in the current market. New Policy (1) The process begins with the faculty member going to the department chair with written, verifiable offer. (2) If the chair wishes to make a counteroffer, they will go to the Dean. (3) They will make a business-based case (e.g., difficulty filling that position, unique talents of individual) to the Provost/University. Forms will be created for this process. (4) HR and Budget will also be involved. The recent Equity Study informs this process, ensuring that we are mindful that short-term decisions can have long-term effects on the faculty salary landscape. Speaking of the Equity Study...

**Equity Study:** The firm believes they have fulfilled their obligation, despite the impasse with faculty experts, and have no plans to further disseminate results (presentation slides). The final report is presently sitting with HR and university counsel, who will determine what is appropriate to share. While not entirely satisfying, this effort has made progress, identifying cases of inequity and addressing them. The bigger issue now becomes market questions. Given our current financial situation, we do not presently have the resources to investigate it. HR will now be prepared to examine concerns if approached by a faculty member.

**Immigration Process:** Those involved in the hiring process need to be aware of our policies. Solutions: (1) Include policies in search procedures. (2) Provost now shares policies with search chairs. In addition, enhancements are being made to the immigration information document on the Provost's page with details for individuals who wish to check on their visa status with USCIS. Relations with the legal firm who handle these processes have improved. Changing firms would be disruptive to those currently in the queue. The Provost encourages those with concerns to contact his office directly to advocate for their needs with our legal representatives. The Provost is aware of interest in a mentorship program and is supportive.

**Academic Organization Workgroup:** The concern was raised about minutes from the Department Chairs meeting. Minutes were taken during the most recent meeting and are being prepared for distribution. SCHEV program productivity website has identified those which are "red" as being insufficient. The Op-Six continues to ask about programs that we will "sunset". We have said that we are working through a process to create an organization that will help to revitalize programs with low enrollments.

## Thoughts from Geography chair, Melina Patterson:

Earlier this semester Geography chairs had an email chain about workload and there were some interesting examples of how to calculate workload with multipliers. I'm sure there are many other models, but I offer these as examples and a few more of my own at the end. Each provides a way to quantify work factors that impact what we teach and how we teach. (By the way, this model was from Texas Tech University, so a public university in a conservative state with a legislated minimum teaching load. The specifics might not align with our needs, but the model offers some ideas.)

- Writing Intensive classes had a multiplier based on number of students. So WI classes with 18 or fewer students might count as  $3 \times 1.2$  and with more might count as  $3 \times 1.3$ . Regardless, WI (or, in our case, SI or DI) classes should be given extra value that recognizes their work and their importance to our general education program.
- Lab classes had a multiplier of .67 for contact hours beyond the number of credits earned by students. A 4-credit class with a 2-hour lab would be = to 4.67 in the faculty members teaching load.
- Independent studies with undergraduates were worth .2 of the credit hours for each student, capped at 3 credits. (So one 3-credit independent study would be worth .6 credits of teaching. 5 independent studies would equal 3 credits. More than 5 independent studies would still be equal to 5 credits). Doing research with students is one of the things we try to promote to prospective students, so we should recognize faculty for doing it.
- Large classes "with extra grading" had multipliers going from 1.1 to 2 depending on the size (their range of large classes was 60-250, so the numbers are not fully appropriate). Instead of saying that a class with 70 students is worth twice as much as any class with 7-59 students, class size could be treated as something that has more than two values.
- I have taught community engagement classes, and they are an enormous amount of work. My time was spent calling schools, negotiating schedules with elementary school teachers, keeping track of consent forms, etc. Community Engagement classes should be recognized by some multiplier because of its demands AND the value it adds to our institution.
- FSEMs have so much added work, plus a heavy advising load, and are an essential part of our curriculum, so they should count for more than 3 credits of teaching.
- We could give one-time credit for developing a new class or adding a class to an important program (Honors, for example) or, as noted above, we could acknowledge that many of the ATC-type classes are challenging to teach and give them a multiplier of some kind.



## TEXAS TECH UNIVERSITY™

### Operating Policy and Procedure

#### **OP 32.18: Academic Workload Calculation**

**DATE:** January 5, 2023

**PURPOSE:** The purpose of this Operating Policy/Procedure (OP) is to establish rules for calculating the statutory workload of faculty in order to comply with [Sections 51.402 and 51.403 of the Texas Education Code](#). This OP is a mechanism for ensuring that each faculty member meets the statutory teaching load minimum.

**REVIEW:** This OP will be reviewed in April of odd-numbered years by the Office of the Provost and Senior Vice President with substantive revisions presented to the Provost and Senior Vice President (PSVP) by May 31 and to the Board of Regents for approval.

#### **POLICY/PROCEDURE**

1. The workload of faculty members encompasses a variety of teaching, research, technology transfer, and service activities. Teaching load, the number of credit hours taught or equivalent duties assigned to a faculty member, is but one aspect of faculty workload. In carrying out their responsibility to distribute workload, unit heads (chairpersons or comparable academic administrators) and deans must assign teaching loads such that:
  - a. Overall workloads are distributed as equitably as possible and in a fashion that is consistent with the unit's mission;
  - b. The university meets its instructional obligations for both undergraduate and graduate programs;
  - c. Each faculty member meets statutory minimum teaching load requirements; and
  - d. Faculty participation in research, technology transfer, and service is accommodated.
2. In compliance with [Sections 51.402 and 51.403 of the Texas Education Code](#), the minimum teaching load for faculty members paid 100 percent from funds appropriated for instructional purposes is equivalent to 18 semester credit hours of instruction in organized undergraduate and/or graduate classes each nine-month academic year. For purposes of this document, 18 semester credit hours of organized undergraduate and/or graduate instruction equals 18 hours of teaching load credit.
3. For faculty members with less than full-time appointments from funds appropriated for instructional purposes, the minimum teaching load is proportionally less. When more than one instructor teaches a single course, the teaching load credit will be apportioned according to the effort expended. Normally, extended learning courses, freshman seminar courses, and other courses compensated outside regular faculty salary are not counted as part of a faculty member's

minimum teaching load. Credit for teaching in summer sessions that is uncompensated by funds appropriated for instructional purposes will be applied to the following academic year.

4. A reduced teaching load may be granted if classes do not materialize because of insufficient enrollment and when additional classes or equivalent academic work cannot be assigned to the faculty member. This exception will not be made for any particular faculty member in successive years.
5. The responsibility for assigning teaching duties rests with unit heads and deans. The Office of the PSVP monitors these assignments for compliance and equity and provides appropriate reports in accordance with state requirements and the *Regents' Rules*.
6. In calculating teaching load, the equivalencies in the following section will be applied. Normally, a faculty member paid by funds appropriated for instructional purposes will comply with the statutory teaching load requirement by serving as the instructor of record for four or more organized courses in an academic year. In no case, however, will a faculty member paid full-time from funds appropriated for instructional purposes teach fewer than two organized courses in an academic year without the approval of the PSVP.

## 7. Equivalencies

**\*In accordance with Section 04.06, *Regents' Rules*, October 9, 2015**

- a. One semester credit hour of organized graduate instruction is equal to **1.5** semester credit hours of organized undergraduate instruction.
- b. Teaching load credit for a large class that requires extensive grading and evaluation of student work is equal to the number of semester credit hours of the course weighted as follows: **1.1** for 60–69 students, **1.2** for 70–79 students, **1.3** for 80–89 students, **1.4** for 90–99 students, **1.5** for 100–124 students, **1.6** for 125–149 students, **1.7** for 150–174 students, **1.8** for 175–199 students, and **1.9** for 200–249 students. Unit heads will review classes with more than 250 students enrolled for possible additional teaching load credit.
- c. Teaching load credit for courses designated as writing intensive is equal to the number of semester credit hours of the course weighted as follows: **1.1** for 15–19 students and **1.2** for 20 or more students.
- d. One class contact hour of laboratory or discussion section teaching (e.g., science and engineering laboratories and performance classes subject to minimum student enrollment requirements) in courses scheduled to meet more hours per week than the semester credit hour designation of the course is equivalent to **.67** teaching load credits. If a course is a combined lecture/laboratory class that includes a laboratory for which no separate registration is required, the load credit will be assigned in the same manner as specified in this policy for lecture classes and laboratories.

One class contact hour of professional studio (*professional* as defined by State of Texas professional licensure requirements), subject to the minimum student enrollment requirements, in courses scheduled to meet more hours per week than the semester hour designation of the course is equivalent to **.75** teaching load credits.

- e. One class contact hour of teaching in one-on-one, private-instruction performance or activity courses, which are not subject to minimum enrollment requirements (e.g., studio courses), is equivalent to **.5** teaching load credits.
- f. Faculty members developing courses primarily for electronic delivery, as part of the normal teaching load, will be granted teaching load credit equal to the course semester credit hours for one semester before the course is to be delivered. The first semester the course is taught by electronic means, faculty members will receive teaching load credit that is **1.5** times the semester credit hours of the course. Faculty will receive normal workload credits for the second and subsequent offerings of these courses.
- g. One semester credit hour of organized instruction in a Texas Higher Education Coordinating Board designated field-based course is equal to **1.5** teaching load credits.
- h. Teaching load credit for doctoral dissertation direction will be granted to graduate student committee chairpersons on the basis of **.33** of the semester credit hour enrollment in their dissertation courses or, at the discretion of the unit head, on the basis of **1** credit per doctoral student. Teaching load credit for master's thesis direction will be granted to graduate student committee chairpersons on the basis of **.2** of the semester hour enrollment in their thesis courses or, at the discretion of the unit head, on the basis of **.6** credits per master's student. Normally, no more than six teaching load credits per semester can be counted toward the statutory teaching load through chairing dissertation or master's committees. This credit may be increased to nine hours with the approval of the line dean and the Dean of the Graduate School.
- i. Teaching load credit to members of thesis and dissertation committees will be granted (in addition to any directed study credits for which the student is appropriately enrolled) on the basis of **.5** credits per student to be awarded once per student after the student files the *Statement of Intent to Graduate*.
- j. Teaching load credit for individual instruction classes (e.g., individual research projects, student teaching supervision, clinical or intern supervision) will be granted on the basis of **.3** of the course semester credit hour designation for individual graduate instruction and **.2** of the course semester credit hour designation for individual undergraduate instruction per student enrolled. In no case will individual instruction in a single course generate more teaching load credits than if the course were taught as a regularly scheduled, organized class.
- k. Teaching load credit will be granted to a faculty member for coordinating several sections of a single course and/or supervising teaching assistants or graduate part-time instructors who are in charge of a course on the basis of **.2** teaching load credits per section coordinated and/or supervised up to a maximum of **three** teaching load credits.
- l. When a faculty member is responsible for developing a new course (lecture, laboratory, studio, etc.), one additional teaching load credit will be assigned in the first semester the course is taught. Additional teaching load credits, up to a total of **two**, may be granted upon approval of the unit head.
- m. When a faculty member is teaching a course (lecture, studio, etc.) that he or she has not taught in the last five years, **.5** additional teaching load credits will be assigned in the semester that the faculty member resumes teaching the course.

- n. A new tenure-track faculty member, in the first two years of teaching, will be given **three** teaching load credits per semester for faculty development.
- o. Teaching load credit may be granted for a faculty member who is a department chairperson, area coordinator, or head of a comparable unit, up to a maximum of **six** hours of teaching load credit.
- p. Up to **three** teaching load credits per semester may be granted, with prior approval of the line dean, to faculty members for significant administrative responsibilities, for significant academic advisement, and for duties associated with appointment as an associate chairperson or other non-teaching academic service to the department.
- q. Up to **three** teaching load credits per semester may be granted, with prior approval of the line dean, to a faculty member who is engaged in significant peer-reviewed research or service such as development of a major research proposal (e.g., an interdisciplinary proposal or one involving several co-principal investigators) or an equivalent effort in unfunded research, leadership in a major professional organization, editorship of a professional journal, service as President of the Faculty Senate, chairing university committees, service as director of a university-sponsored center or institute, development of a significant interdisciplinary program, or a major teaching-related professional development activity.
- r. With the approval of the President, limited teaching load credit may be granted to carry out major responsibilities, not covered above, that are performed in the best interest of the institution's instructional programs as determined by the President. Teaching load credit granted by the President of the university for such purposes is limited to one percent of the total semester credit hours taught at the university during the previous year.