

UNIVERSITY LEADERSHIP COUNCIL



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Faculty Workload Reduction

Custom Research Brief – March 6, 2008

Sections Included:

- I. Overview
- II. University Profiles
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Faculty Workload Reduction

Faculty Workload Reduction: Key Conclusions

Research Challenge: As requested by the member institution, we researched the process of reducing faculty workload at multiple colleges and universities. Specifically, we sought to understand how to effectively reduce workload across an institution when budget constraints do not permit additional faculty to be hired.

Conclusion #1: Workload reduction is at the forefront of faculty affairs and has been so for some time.

Many schools have either already decreased their required teaching loads or they are in the process of doing so. The single greatest driver of this change is the threat of not being able to adequately compete with peer institutions for top faculty.

Conclusion #2: While workload reduction is a popular initiative among colleges and universities, not all are beginning and ending the process with the same course load. The member institution asked us to identify schools that reduced workload from 4:4 to 3:3, however, our research found that most colleges and universities have original workloads that are less than a 4:4. Despite the discrepancy, we quickly learned from speaking with faculty deans was that the process behind reduction is similar regardless of starting and ending points. Thus, a school reducing from a 4:4 to a 3:3 will go through the same processes as a school reducing from 3:3 to 3:2, for example.

Conclusion #3: Universities have multiple strategies to reduce workload that do not require hiring additional faculty. Specifically, we identified seven methods for reducing course load; these are all methods that do not require adding new faculty lines and therefore are of no cost to the institution though they are not without impact.

Conclusion #4: All of that said, the quickest way to reduce workload across a university is to hire more faculty. Over the course of our research we did speak to deans that had reduced their workload by implementing these techniques as well by hiring new faculty. While we do not feel that it is necessary to add faculty in order to decrease workload, it is certainly the “easiest” way to uniformly change teaching schedules across all departments on a campus.

Faculty Workload Reduction

Methods Identified for Reducing Workload

- 1. Eliminating unnecessary classes** – By eliminating unnecessary courses, departments limit the total amount of classes that faculty need to cover, which in turn decreases the number of classes each faculty teaches. Typically, departments cut classes that traditionally have low enrollment.
- 2. Offering certain classes less frequently** – Similar to eliminating unnecessary courses, offering elective classes every other year as opposed to every year or even every semester reduces the number of classes that faculty must cover each semester.
- 3. Collapsing duplicate sections and/or increasing class size** – It is often beneficial to merge multiple sections of the same class into one. Again, this reduces the number of courses offered by the department as well as reducing class preparation time for the course instructor.
- 4. Designing new courses** – In some cases, courses can be eradicated and collapsed by creating new offerings that encompass the topics and themes taught in two or more original classes. This allows departments to reduce course offerings while maintaining the robustness of their curriculum.


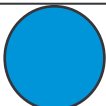
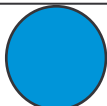
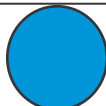
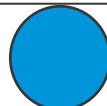
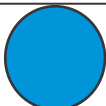
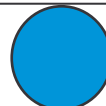
Faculty Workload Reduction

Methods Identified for Reducing Workload (Cont'd)

- 5. Reducing instructional time** – Some colleges and universities reduce faculty workload by decreasing instructional time. For example, schools with a month-long term following winter break can eliminate this offering and instead have a more traditional two semester schedule. Typically, this reduces yearly faculty workload by one class.
- 6. Using interdisciplinary offerings to fulfill requirements** - When assessing course offerings, departments often consider which, if any, elective courses in other areas of the college could be used to meet concentration requirements. If this is possible, it allows departments to eliminate similar course offerings.
- 7. Restructuring release opportunities** - At many colleges and universities, faculty are afforded the opportunity to opt-out of teaching one course per semester (or year) for engaging in service work. Offering faculty the opportunity to exchange a course for engaging in service work effectively reduces faculty workload without taking the proper compensatory measures (e.g. the same number of classes are being offered but there are fewer available faculty able to teach them). To address this issue, many schools compromise by reducing yearly workload by one course but no longer offering release time for engaging in service opportunities.
- 8. Hiring additional faculty** – Contacts report that in some cases hiring additional faculty is necessary to achieve a comprehensive, university-wide workload reduction.

Faculty Workload Reduction

Impact of Workload Reduction Methods versus Cost to the University

		Impact of Method					
Cost		Low		Medium		High	
	High					 Hiring additional faculty	
	Medium						
	Low	 Reducing instructional time	 Restructuring release opportunities	 Designing courses/Using interdisciplinary classes to fulfill requirements	 Combining duplicate sections into one class	 Offering some classes less frequently	 Eliminating unnecessary courses

The above chart organizes the eight methods identified for reducing workload. All but “hiring additional faculty” are of no direct cost to the university but there are varying levels of impact associated with each. For example, the impact of “restructuring release opportunities” is dependent on how many faculty members take advantage of the policy.

Faculty Workload Reduction

The findings detailed in this report were drawn from interviews with the following sources:

Institution	Classification/ Location	Undergraduate Enrollment	Original Workload	New workload
College A	Private/Suburb, Large	1,153	3:2	2:2
College B	Private/City, Small	1,744	5 2/3 (per year)	5 (per year)
University C	Private/Rural, Fringe	3,550	3:3	3:2
College D	Private/Rural, Fringe	1,865	3:3 +1 (Jan. term)	3:2
College E	Private/Town, Distant	2,531	3:3	3:2
College F	Private/Town, Remote	1,589	3:3	3:2
College G	Private/Suburb, Midsize	1,817	3:3	3:2
College H	Private/Town, Distant	1,023	4:4	3:3
College I	Private/City, Large	1,918	3:3	3:2
University J	Public/Town, Remote	12,661	3:3	3:2
College K	Private/Suburb, Large	1,545	3:2	2:2
University L	Private/Suburb, Large	7,261	4:4	3:3
University M	Private/ Suburb, Large	2,150	4:4	3:3
University N	Private/Suburb, Large	2,084	4:4	3:3+1
College O	Public/Suburb, Large	8,430	4:4	3:3
College P	Private/ Suburb, Large	1,589	3:3	3:2

Faculty Workload Reduction

College H

Original Workload: 4:4

New Workload: 3:3

Workload Reduction Overview:

- Eliminating unnecessary classes
- Offering some electives less frequently
- Combining duplicate sections and/or raising class size

Process of Workload Reduction:

- College H asked each department to assess course offerings and eliminate classes that were only offered for “historical reasons” such as those that were favorites of particular faculty members but typically had low enrollment. Similarly, departments were asked to schedule elective courses that were in low student demand to be taught every second or third year as opposed to every year or even every semester. Reducing course offerings by eliminating some classes and offering others less frequently subsequently allows departments to lower teaching loads without the cost of hiring additional faculty.
- Where possible, departments collapsed two or more sections of the same class. Combining sections reduces faculty workload as well as decreases the time spent on class preparation. Implementing this reduction strategy does not necessitate the hiring of additional faculty members.

Faculty Workload Reduction

College H (Cont'd)

Lessons Learned:

Reduction versus Reorganization - While the goal of a workload reduction is to decrease the number of courses that faculty teach, ultimately not all faculty will feel that the amount of time they spend working will change with the new system. This is often because research expectations are heightened when course loads decrease which requires faculty to spend more time on their work outside of the classroom.

Use existing resources more efficiently by assessing department course offerings - One way to lower workload without hiring new faculty is to limit course offerings. This limits the number of classes needing to be taught and therefore decreases how many classes each faculty member must teach. For example, as previously discussed, College H eliminated classes that were only offered for “historical reasons.”

Include faculty in decisions about workload reduction to give them control of and ownership over the process - When restructuring workloads, involving faculty allows each department to reorganize their course offerings and teaching schedules in a way that will be maximally efficient for their needs and will best serve their students. In addition, when administrators mandate university-wide course load reductions teachers do not always buy-in to the process, which can lead to low faculty morale and an ineffective workload scheme.

Faculty Workload Reduction

College H (Cont'd)

Lessons Learned (Cont'd):

Give department chairs the discretion to offer a curriculum that fits their faculty and students best, rather than make workload reduction mandatory across all departments: -

One of the purposes of workload reduction is to streamline departmental course offerings and free up time for faculty to focus on class preparation, research, and service activities. Thus, if after assessing course offerings, a department does not feel that they are able to reorganize classes and teaching schedules in a way that will be mutually beneficial for faculty and students, then they should not be asked to do so. At College H, for example, 20% of departments opted not to reduce their workload. However, frequently departments will continue to assess their structure and overtime to align their workload with the school.

Creating equity in teaching loads across faculty ranks helps create a successful workload reduction -

When reorganizing faculty course loads within a department, it is crucial to have rough equity between faculty members of different ranks so that junior faculty are not assigned the brunt of the more labor-intensive classes (e.g. introductory courses). When equity is not established, faculty buy-in to the reorganization process will diminish and the changes will not be sustainable.

Before departments reduce workloads they must consider the impact it will have on the rest of the university - When departments pare down their course offerings and/or decide to offer courses less frequently, it is suggested that chairs take their department's interdisciplinary contributions into consideration. Specifically, students can often take elective courses outside of their department to fulfill major requirements. If departments eliminate these courses it could create overcrowding in remaining electives making it more difficult for students to complete their degree.

Faculty Workload Reduction

University L

Original Workload: 4:4

New Workload: 3:3

Workload Reduction Overview:

- Eliminating unnecessary classes

Process of Workload Reduction:

The most significant factor in reducing workload at University L was, as the vice president for academic affairs (VPAA) explains, “a careful scrutiny of class offerings and class [enrollments].” Departments were asked to:

- Scrutinize their course offerings and assess their enrollments over time.
- Rationalize the need for each offering.
- Determine if all classes were necessary.

In order to “incentivize” departments to eliminate unnecessary course offerings, the VPAA made it clear that he would no longer “bail out” departments should their salary expenditures surpass their budget. Department chairs were therefore forced to adhere to a fixed institutional budget which was equal to the sum of the following components:

- Their permanent faculty line values
- The money on temporarily vacant faculty lines
- A fixed allocation for full-time and part-time faculty
- Any release money available through extramural grants

Faculty Workload Reduction

College B

Original Workload: 5 and 2/3 courses per year (3:2 workload and two out of three short term units to accommodate the college's academic schedule of two semesters and one month-long "short-term")

New Workload: 5 courses per year (spread across two semesters and the "short-term")

Workload Reduction Overview:

- Eliminating unnecessary classes
- Combining duplicate sections and/or increasing class-size
- Designing new courses
- Using interdisciplinary course offerings to fulfill requirements

Process of Workload Reduction:

College B reduced their course load to provide faculty more time to, "teach well, conduct and publish research, participate in faculty governance, and spend much more time working with students individually, especially through their senior thesis program." The college did not have the funds to hire additional faculty members, and thus asked departments to reorganize their course offerings and reconsider their curricula in order to reduce their workload. Each department chair was asked to submit a comprehensive plan to the dean of faculty outlining how they would accomplish the reduced workload.

Course offerings were reorganized by:

- Eliminating classes with low enrollments.
- Combining classes by designing new offerings that would encompass the themes and topics of several courses.
- Including interdisciplinary courses as electives for meeting major and/or minor requirements allowing for departments to reduce the number of their own electives.

Faculty Workload Reduction

College B (Cont'd)

In the process of assessing their course offerings, departments were asked to show that they could make this transition over a three year period while still continuing to:

- Provide comprehensive majors that prepare students for a professional career and/or continued education.
- Contribute to general education and the first-year seminar program.
- Allow sufficient enrollment per class to meet demand.

Key Details of the Workload Reduction Included:

- All faculty members had to support the workload reduction plan or the proposal would not be considered by the dean of faculty.
- Each plan had to indicate what contributions their department made to interdisciplinary learning and how these contributions would be sustained or modified under the new plan.
- Departments had to continue to offer approximately the same number of spots for general education students.
- Reduction plans had to outline how departments would allocate courses so that there would be equity between faculty in teaching load.

For a full list of key details, see “Call for Instructional Workload Reorganization.” Available at:
<http://www.bates.edu/Bates-process-workload-changes.xml>

Faculty Workload Reduction

College A

Original Workload: 3:2

New Workload: 2:2

Workload Reduction Overview:

- Combining duplicate sections and/or increasing class-size
- Hiring additional faculty

Facing hiring competition from peer institutions, and too frequently losing as a result of a more demanding workload, College A reduced their teaching load requirements in order to compete for and retain top faculty members.

Process of Workload Reduction:

Initially, the dean of the college sought to reduce workload by hiring a significant number of new faculty. To move forward with this agenda, the dean of the college calculated the estimated expenditure associated with the proposed course reduction and presented his findings to the board of trustees. While the board supported a workload reduction, they felt that the price associated was too high and asked that restructuring be done without hiring new faculty.

Reduction through combining classes - Given the board's feedback, the plan was to reduce workload collapsing sections of the same class into one and therefore slightly increasing class size. Specifically, the average class size was approximately 16 and the dean of the college believed that by increasing this number to 19 they could eliminate courses which would reduce the number of classes faculty were required to teach.

Reduction through hiring additional faculty - To a certain extent this plan was successful, but College A could not reduce workload across solely by combining classes and slightly increasing class size. The most significant barrier to this strategy was that not all classes can be combined without large enrollment increases thereby raising class size above what College A preferred. This issue was most predominant in the languages where students need to take specific prerequisite classes before advancing.

Faculty Workload Reduction

College A

Process of Workload Reduction (Cont'd):

Reduction through hiring additional faculty (Cont'd) - To address this issue, College A determined that some new faculty would need to be hired. In most cases, adjuncts were hired to teach “left-over” classes not covered by tenured or tenure-track faculty. Hiring was done slowly and only where absolutely necessary which defused the cost and allowed departments to continue assessing their course offering schedules to see where classes might be combined. While hiring is always costly, had the college adhered to the original workload reduction plan that recommended adding a surge of new teachers, they would have grossly over-hired and significant resources would have been unnecessarily spent.

Results:

- The dean of the college reports that he is finding it easier to attract and retain top faculty.
- Faculty evaluations from students and administrators have improved since workload reduction. The dean hypothesizes that this is because faculty have more time for class preparation as well as more time to assist students when they are falling behind.

Lessons Learned:

- **While not preferable, hiring additional faculty can be necessary when reducing workload across a university** - If choosing to do so, contacts recommend hiring adjuncts and visiting professors, as opposed to tenure-track faculty, first to ensure that the teaching positions must be filled with an outside hire.
- **If increased research expectations are going to coincide with a reduced workload, make faculty aware of this before reorganizing course loads** - Catching faculty “off-guard” will decrease buy-in to the re-organization efforts and can often lead to decreased faculty morale.

Faculty Workload Reduction

University C

Original Workload: 3:3

New Workload: 3:2

Workload Reduction Overview:

- Eliminating unnecessary courses
- Combining duplicate sections and/or increasing class-size
- Restructuring release opportunities

Process of Workload Reduction:

To best assess how to reduce faculty workload from a 3:3 to a 3:2 requirement, departments at University C were asked to evaluate how the reduction would affect their ability to continue providing a comprehensive range of course offerings. The outcome of the department assessment was that workload reduction could be achieved by taking the following steps:

- Eliminating unnecessary courses.
- Increasing enrollment in specific classes to accommodate the combining of sections.
- Reducing administrative release time.
- Limiting course release opportunities.

Timeline for Faculty Workload Reduction Integration: The new course load was phased in over a three year period. The specific steps taken during each year are as follows -

Year 1: New tenure-track *hires* were automatically given a five course workload.

Year 2: Tenure-track *assistant professors* were given the reduced five course workload.

Year 3: All *tenure-track faculty* are given the reduced five course workload.

Faculty Workload Reduction

University C (Cont'd)

The associate dean of faculty gave all faculty a set of guidelines to follow when analyzing their department's course offerings:

- A reduction in course load should not increase average class size by more than absolutely necessary for implementation.
- Under the adopted five-course load plan, classes should be offered in a balanced way across the teaching days of the week.
- Faculty should teach no fewer than three courses per year.
- Classes that enroll fewer than eight students cannot be taught without the dean's permission.
- Sabbatical and untenured leaves should be taken during two-course semesters.
- The course load reduction plan should not decrease faculty presence on campus.
- Temporary faculty will teach a six-course load.
- Course offerings within departments should be balanced between the two semesters unless the curriculum dictates otherwise.
- The number of sections offered by department should be roughly equivalent for both semesters.

Faculty Workload Reduction

College E

Original Workload: 3:3

New Workload: 3:2

Workload Reduction Overview:

- Eliminating unnecessary courses
- Offer some classes less frequently
- Collapsing duplicate sections and/or increasing class size
- Hire additional faculty

Gettysburg College reduced their workload in order to:

- Compete for faculty hires with peer and aspirant institutions who were reducing their workloads.
- Give faculty, particularly new-hires, more time to be able to perform research and to include students in their research in an informal, but hands-on, learning experience.

Faculty Workload Reduction

College E (Cont'd)

Results:

Gettysburg has found that advertising a 3:2 workload has significantly increased the quality of their new hires and been an effective tool in retaining faculty.

Lessons Learned:

Hiring additional faculty might be necessary - The vice provost of College E does not believe it is possible to reduce required workload without hiring additional faculty. While other options allow for some classes to be covered without additional hires, he believes that for a true workload reduction to be implemented more faculty are needed. At College E, this is a realistic option because faculty salaries are paid from a pool of money that is approved by the president and is then allocated at the liberty of the provost. After salaries are paid, any remaining funds can be used to hire additional faculty. For example, when faculty leave mid-year, their remaining salary stays in the pool allowing for additional positions to be funded where necessary. As a result of this system, College E was able to hire two extra faculty this past year.

Faculty workload reduction takes time - College E expects to have all faculty on a 3:2 workload in five to seven years. As they work towards full implementation, existing faculty might flip-flop between a 3:3 and a 3:2 load to compensate for a lack of faculty, however, all faculty hired after the workload reduction process began are assigned a 3:2 load.

Workload reduction can foster valuable interdisciplinary collaboration and learning - Departments often discover how they can use courses in other departments to fulfill their own major's requirements. While this was not a method used when reducing workload at College E, it was an important by-product of the process.

Faculty Workload Reduction

College E (Cont'd)	
Obstacles: Barriers to reducing workload at College E	Solutions: Process of workload reduction:
Departments are not always receptive to eliminating classes.	Assess major offerings within each department – The vice provost asked all departments to analyze the classes associated with each major and assess where eliminations could be made and which classes might be able to be offered less frequently (e.g. once every two years as opposed to yearly or every semester). The later allows for departments to retain “unique” or “favorite” classes while reducing the number of overall courses that need to be taught. Additionally, these classes typically have lower enrollment and thus offering them less frequently tends to increase participation making for a more dynamic learning experience for the students.
Increasing class size: <ul style="list-style-type: none"> • Deters students from applying to the college • Is often not feasible due to infrastructure limitations – classrooms can only hold so many students. 	Increase enrollment caps slightly – Where possible, increase class-size by several students per class allowing for the ratio of students-to-professor to remain low. In general, it is easier to increase class-size humanities departments than the sciences where lab space strictly defines enrollment parameters.
Hiring additional faculty is costly.	Hire faculty slowly and only where absolutely necessary – College E found that they could not decrease workload without adding some faculty lines. By the end of the reduction period (lasting from five to seven years), it is estimated that 15 to 20 new faculty lines will be hired.

Faculty Workload Reduction

College K

Original Workload: 3:3

New Workload: 3:2

Workload Reduction Overview:

- Restructuring release opportunities

Process of Workload Reduction:

College K reduced their workload by discontinuing the policy of allowing faculty to trade teaching responsibilities for engaging in service opportunities. Because the majority of faculty took advantage of this offering, and were thus effectively teaching a 3:2 course load, the new policy does not actually change the amount that most faculty work (teaching and service). For this reason, the vice president of academic affairs does not consider the change a workload reduction, but instead a “recalibration of currency.”

Workload recalibration affected deans as well. Prior to the new system, deans had a 2:2 workload and were also allowed release for engaging in service activities. Like faculty, however, after the change they are no longer given release time, but instead receive a stipend as additional compensation for their teaching and service duties. Despite the extra money, however, it is common consensus that they would prefer a 2:1 workload.

Results:

While there are frequent complaints from deans and faculty about these new operating procedures, reducing workload to a 3:2 workload has allowed College K to recruit a high caliber of faculty.

Faculty Workload Reduction

College D

Original Workload: 3:3 + 1 (January term)

New Workload: 3:2

Workload Reduction Overview:

- Eliminate unnecessary courses
- Collapse duplicate sections and/or increase class-size

Process of Workload Reduction:

In order to accommodate workload reduction, departments at College D streamlined their curricula eliminating some classes and offering others less frequently.

Simultaneous to the reduction in workload, student course load was reduced from five courses per semester to four (20% reduction which corresponds with the 23% faculty workload reduction). To ensure that students could continue to earn the required amount of credits to graduate within four years, and that the amount of work was comparable to the old course load, the credit value of classes rose from three to four credits. This increase was accomplished by raising work expectations by adding additional writing assignments, discussion sections, and incorporating additional reading.

Note: College D reduced their faculty workload in the 1980s

Faculty Workload Reduction

College G

Original Workload: 3:3

New Workload: 3:2

Workload Reduction Overview:

- Collapse duplicate sections and/or increase class-size
- Restructuring release opportunities

Process of Workload Reduction:

College G reduced its faculty workload by collapsing duplicate sections into one class which reduced the number of classes taught in the department and also reduced faculty preparation time.

Faculty Workload Reduction

University J

Original Workload: 3:3

New Workload: 3:2

Workload Reduction Overview:

- Collapse duplicate sections and/or increase class-size
- Restructuring release opportunities

Process of Workload Reduction:

The dean of faculty at College G was employed at University J when they experienced a faculty workload reduction. While discussing College G's reduction the dean elaborated on University J's process:

No additional faculty were hired during the workload reduction process. Instead University J asked departments to analyze how many classes were broken into two or more sections and combine classes to decrease faculty prep-time.

In addition, the administration "bargained" with the faculty by reducing course load but no longer allowing for release time to accommodate service activities. This kept faculty in the classroom decreasing the need to hire additional professors to cover classes.

Faculty Workload Reduction

College F	
Original Workload: 3:3 New Workload: 3:2	Workload Reduction Overview: <ul style="list-style-type: none">• Eliminate unnecessary classes• Hire additional faculty
Process of Workload Reduction: <p>The administration asked departments to constrain elective classes while retaining the general education courses that are required to fulfill a major or minor. Overtime, however, College F was able to hire additional faculty (and once again increase elective course offerings) due to a growing institutional endowment resulting from positive investment performance (as opposed to from private fundraising gifts).</p> <p>Note: College F reduced their faculty workload in the early 1990s.</p>	

Faculty Workload Reduction

College I	
Original Workload: 3:3 New Workload: 3:2	Workload Reduction Overview: <ul style="list-style-type: none">Reducing instructional time
Process of Workload Reduction: <p>When College I reduced its faculty workload, they simultaneously did away with their January term which was one of the three courses that was taught. Thus, by reducing class-time, they were able to reduce the number of courses faculty were asked to teach.</p>	

Faculty Workload Reduction

University M	
Original Workload: 4:4 New Workload: 3:3	Workload Reduction Overview: <ul style="list-style-type: none">Reducing instructional time
Process of Workload Reduction: <p>In order to reduce workload, University M increased the number of credits each course was worth from three to four (four credits is now considered one “unit” and students need a certain number of units to complete their degree). Increasing the value of each class allowed students to take fewer classes per semester (four instead of five) which in turn reduced the number of classes that faculty are required to teach.</p> <p>Because each credit is worth one contact hour per week, student learning has not diminished under the new workload because all classes now require four instead of three contact hours per week. This additional hour is typically used for additional instructional time, outside classroom learning (e.g. field work), or additional time in the lab.</p> <p>Although University M reduced their workload approximately 20 years ago, however contacts believe the processes they used to do so are still relevant today.</p>	

Faculty Workload Reduction

University N	
Original Workload: 4:4 New Workload: 3:3	Workload Reduction Overview: <ul style="list-style-type: none">• Restructuring release opportunities• Hiring additional faculty
Process of Workload Reduction: <p>Faculty are given the opportunity to apply to “reassign” three teaching credits per semester to engage in scholarship activities such as research, preparing for a presentation at a conference, or focusing on publishing. This way, workload is reduced, but productivity is not lost.</p> <p>In order to accommodate the faculty who are out of the classroom (faculty typically take advantage of this offering), University N hired many additional adjunct faculty with the plan that over five years they would slowly replace the adjuncts with full-time faculty and restore the original adjunct to tenure/tenure-track faculty. However, due to state budget cuts, the rate of replacement has not been as rapid as hoped and the five-year timeline has been extended indefinitely.</p>	

Faculty Workload Reduction

College O

Original Workload: 4:4
New Workload: 3:3 +1

Workload Reduction Overview:

- Reducing/restructuring instructional time
- Eliminating unnecessary classes
- Offering some classes less frequently

Process of Workload Reduction:

College O reduced their workload from a 4:4 to a 3:3 +1 workload where the “+1” is a course taught during one of the two summer academic sessions. This creates less demand on the faculty members while still maximizing their teaching productivity.

College O adjusted to the 3:3 workload during the regular academic year by reducing the number of upper-level course offerings and by offering other classes less frequently (every other year as opposed to annually).

Faculty Workload Reduction

College P

Original Workload: 3:3
New Workload: 3:2

Workload Reduction Overview:

- Restructuring release opportunities
- Collapsing duplicate sections and/or increasing class size
- Hiring additional faculty

Process of Workload Reduction:

College P has been reducing their faculty workload for several years using a variety of methods. The first year that the college began reduction, they asked interested faculty to submit proposals outlining how they would use the additional time afforded by the reduction to become more engaged with their students (e.g., working with students on research, helping them publish, etc). All proposals had to be approved by the faculty member's department before being considered by the university. While only a dozen teachers submitted proposals the first year, the initiative got all faculty on campus thinking about and comfortable with the idea of workload reduction.

The college then took a more straight-forward approach and asked departments to consider which classes could be eliminated by collapsing courses and slightly increasing enrollment in others (class-size generally only rose in lower-level, introductory courses). During this process the associate deans of the college - one of whom comes from the humanities division and the other from the sciences – worked with the departments to assess their offerings.

Lastly, College P reduced workload by hiring additional faculty where financially feasible. While the college's goal was to only hire full-time faculty, some departments hired faculty with three year appointments while others hired part-time adjuncts. This decision was largely based on need and budgeting considerations. Over the last four years, there has been a reduction in adjuncts as departments continue to assess and adjust their course offerings but overall, the number of faculty on campus has increased.

Prior to the coordinated reduction effort, College P had always assigned new faculty members a reduced 3:2 workload. This policy continues today and, as frequently as possible, the university tries to maintain this workload in the faculty member's second year.

Faculty Workload Reduction

College P (Cont'd)

Lessons Learned:

- **Include faculty in the reduction process** - Allowing departments to assess their course offerings to identify classes that may be eliminated encourages faculty to buy-in to the workload reduction process and increases their willingness to participate.
- **Some departments are more difficult to apply a workload reduction schema to** - Due to lab time, space constraints, and varying lab credits it can be difficult to apply one workload reduction process across all science departments.

Faculty Workload Reduction

Professional Services Note

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