

Texas Tech University Faculty Senate

1999-2000:03

October 13, 1999 Minutes #200

Faculty Work Load Resolution

Ad hoc committee studying the Workload Policy, chaired by Senator Walt Schaller, presented his committee's resolution on the Workload Policy. The Senate Ad Hoc Committee on Faculty Teaching Load generally approves of the recommendations contained in the report of the Faculty Workload Policy Committee. The Workload Policy Committee has proposed a series of revisions in the way in which faculty teaching load credit is calculated. The report recommends that teaching load calculations be revised so that additional teaching load credit is given for such activities as teaching large sections, coordinating teaching assistants, teaching writing intensive courses, teaching new courses, and developing courses for electronic delivery. One immediate effect of adopting the proposed OP is that the report submitted annually to the Coordinating Board would more accurately reflect the amount of teaching carried out by the Tech faculty. The new calculations may also make it possible to reduce faculty teaching load while still meeting the minimum teaching load of 9 semester credit hours per semester (or 18 per year).

There are concerns that the revised equivalencies in the proposed OP may result in increased teaching load for existing faculty in some departments. These concerns are addressed in recommendation #2.

After a lengthy discussion with several Senators asking question and voicing their concerns an amendment to recommendation #2 was agreed upon, by the Senate, to be added to the resolution. After several points of clarification and points of information a motion was made to add the amendment to the Workload Policy under it's recommendation #2. Motion passed with a majority vote.

Senator Held made a motion, seconded by Newcomb, to vote on each of the Workload Policies recommendations one at a time. Motion failed.

More questions and concerns were voiced on 8R of the Workload Policy recommendation. After some discussion, Senator Boylan proposed that the Workload Policy be tabled in order to study the comments from the Dean of Arts and Sciences. A vote was taken and the motion failed.

Senator Newcomb moved that the Senate proceed with the vote on the Workload Policy and the motion was passed. The Workload Policy was then put before the Senate for a vote, with the amendment that was added, and the resolution passed as follows:

Consistent with its general approval of the intent of the recommendations contained in this report, the Senate Ad Hoc Faculty Teaching Load Committee makes the following recommendations:

(1) The Faculty Senate urges the administration to implement the proposed recommendations and to take the steps necessary to make it possible for departments and colleges to reduce actual teaching loads whenever that is consistent with meeting the minimum teaching load requirements and to do so in a way that is equitable among the various colleges and departments.

(2) Full time faculty without graduate faculty standing shall not be required to teach more than four courses (or their equivalent) per semester (or eight per academic year).

The proposed OP does not distinguish between Graduate Faculty and non-Graduate Faculty. Since, under the existing OP, standard teaching load differs for those two groups, the new OP must ensure that members of the Graduate Faculty (and those with comparable research responsibilities) do not find their teaching loads increased in order to make it possible for other faculty members to enjoy a reduction in their teaching loads.

Consistent with current practice, faculty members shall remain free to volunteer to teach additional courses.

(3) Full semester hour credit should be given, with the approval of the unit head or dean, to faculty in team-taught courses, especially when those courses are interdisciplinary.

Faculty who team-teach courses often attend all of the class meetings, even when they are not lecturing. Class preparation is often more time-consuming because of the need to work with the other faculty, especially in interdisciplinary courses. If full semester hour credit is not awarded to each faculty member in team-taught courses, then those faculty will probably have to teach such courses as an overload. Awarding full credit for team-taught courses would also encourage faculty to engage in interdisciplinary teaching; under current policy, there is no incentive to teach such courses.

(4) The following paragraph should be added to Section #8: "Equivalencies":

PROFESSIONAL DESIGN STUDIO/DISCUSSION TEACHING: One class contact hour of professional studio (professional as defined by State of Texas professional licenser requirements), subject to 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.

This paragraph would cover courses in architecture, landscape architecture, and interior design, where faculty meet up to nine hours per week with students for a six-hour course.

The following recommendations are less substantive than the preceding ones but the recommended changes would eliminate certain ambiguities in the proposed OP.

(5) Section 8(h) should be rewritten so as to make explicit that chairpersons for dissertations and master's theses may be given 1 credit per student regardless of the student's number of semester credit hours (e.g., if a student is enrolled for only 1 hour but is doing 3 hours worth of work).

Some graduate students may need to limit the number of hours for which they are enrolled (to remain under, say, the 99 hour limit) by enrolling for only 1 hour of dissertation credit.

(6) In Section 8(o), 'may' should be changed to 'shall' to reflect current practice.

(7) In Section 8(d), include engineering labs among the examples of the kinds of labs that this section covers.

(8) In Section 8(n), the force of 'will' is unclear. This paragraph should be explicit as to whether new tenure-track faculty are entitled to the stated course load reduction or whether it is at the discretion of the area coordinator or unit head.

(9) Sections 8(n)-8(r) pertain to actual teaching loads in contrast to equivalencies and should be grouped under a new Section 9: "Teaching Load Reductions."

Whereas 8(a)-8(m) state equivalencies which may or may not affect actual teaching load in any given semester or year, 8(m)-8(r) affect the actual teaching load more directly.

(10) Section 8(c) should be changed so that it does not imply that courses with more than 25 students cannot be writing intensive.

(11) The second paragraph in Section 8(d) is unclear (especially the final sentence) and should be clarified. Does it imply that a one-hour lab will be given one semester credit hour or .67 (as per the first paragraph)?

(12) In several places it is unstated whether the teaching load reduction is for one semester or one year. Although we assume that it is for a semester, this should be stated explicitly (as it is in other paragraphs).