**Special Committee on Faculty Workload (2.08)**

**November 8, 2024**

Participants: Jessica Velasco, Joseph Velasco, Anirban Bhattacharjee, Meara McMains, Minerva Gonzales, Julianna Dean, Thomas Matula, Ronda Hayes, and Jennifer Miller-Ray

Notes on 2.08 (the numbers and letters correspond to the numbers on the version of 2.08 with the Deans/Provost suggestions)

· Section A:

* **5-5 workload for lecturers**
	+ We do not support this.
	+ There is a fear that we will lose current lecturers if they have an additional course added each term.
	+ Many of the courses that lecturers teach require additional time and attention (e.g., nursing, developmental education classes).
	+ The dual credit full-time, non-tenure track positions that are being proposed at a 5/5 load are different because the faculty member is being provided with the course shell and will be teaching multiple sections of the same class to dual credit students only (but we need to make sure their course caps are in line with course caps for other classes). These faculty members are not expected to do service or conduct research.
* The current policy makes it appear that all faculty, both non-tenure and tenure track, are expected to complete teaching, service, and research. This needs to be clarified.
* We need to make sure that the policy on evaluations (2.11) appropriately reflects the expectations of different faculty roles.
* Many campuses count graduate classes as 1.5 workload credit. This is something that should be considered (different weighting for graduate courses).
* Workload expectations for teaching should be appropriately aligned with research expectations. If an increased research output/ peer-reviewed research-level output is expected, the teaching expectations must be adjusted.
* **Course caps**
	+ We agree that having defined course caps supports workload consistency across the campus.
	+ A range of 10 is too broad.
	+ We support the lower end of the cap ranges (25 traditional undergrad, 15 writing intensive, and 15 graduate)
	+ The smaller class sizes will support more meaningful interactions with students, faster grading, and the ability to integrate a wide range of teaching techniques. Small classes= great marketing point as well.
1. 2. Individual Instruction
* Questions for Deans/Provost:
	+ What is the goal with the suggested changes in this area? Is there an assumption that faculty create independent studies when they are unnecessary?
	+ Why are thesis classes treated differently? There are all types of independent studies. They all involve meeting and working with students and should be treated similarly in terms of any compensation or workload credit.
	+ Who will be tracking the information on 2e?
1. 5. Special types of courses

Replace what is currently written there with this language from UHCL’s policy:

For laboratory, nursing clinical, physical activity, and studio art courses in which contact hours with direct faculty involvement are greater than credit hours, additional workload credit shall be rewarded by multiplying the number of weekly contact hours exceeding credit hours by 0.5 and adding that to the credit hour value of the course.



For example, a one (1) credit hour science laboratory course that meets for three (3) contact hours each week will count as 2/3 of a teaching unit. For classes where the additional contact time may serve as advising/mentoring time for students, as in many studio classes, the additional contact time may also be compensated by a ½- unit reduction in required office hours for each excess contact hour.

1. Scholarly and Artistic Endeavors
* Again, the expectations in this area should be appropriately aligned with expectations in other areas. A 4:4 load plus service expectations does not allow for much time to research, so expectations must be adjusted to reflect that.
* In addition, any expectations for scholarly activities and artistic/creative endeavors should be similar in rigor. For example, if peer-reviewed publications are expected as measurable outcomes for scholarly activities, then externally juried art should be the level expected for that type of work.

**Special Committee Meeting**

**11/18/24, 3 p.m.**

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E.

* We need to make clear what is and is not required for tenure vs. non-tenure track faculty
* (#1) Add “faculty governance” and “committee/council” service
* (#3) Recommend that office hours language be consistent with previous recommendations from October Faculty Assembly meeting

G.

* (#2) Replace first line with “Independent studies should only be arranged when needed.”
* (#3) Replace entire #3 with “Independent studies should follow the same syllabus requirements as other courses and must be posted to HB2504 by the posted semester deadlines.”
* Remove #4 and #5

\* We support all of the other recommendations made on the Deans/Provost version of 2.08.