Senate response to Report of the Provost's ad hoc Workload Committee
Approved by the Senate 2-1-16

In its consideration of instructional workload in its myriad variations and with its range of responsibilities and demands across the university the Report of the Provost's ad hoc Workload Committee draws much needed attention to the manner in which instructional workload is "counted" for USM and the Board of Regents. The Report and additional feedback from faculty across the colleges reflect issues that cluster into two overlapping categories: Advising and Reassigned Time.

The parameters of the report, which were predetermined by the charge of the Provost in forming the ad hoc Workload committee, reveal a systemic issue which underlies the problem of "counting" instructional workload in general: the concept of "instructional workload," and the broader concept of "workload" for faculty must be redefined in light of the changing demands and responsibilities of higher education.

The transformation of higher education and the consequent transformation of the nature of faculty workload are reflected in the current mission statements of USM and Towson University. The current University System of Maryland homepage boasts a striking headline that advertises that USM and its 12 institutions are: "providing affordable access to education, performing groundbreaking research, offering services to individuals and communities, and supporting economic and workforce development." This is, of course, a very concise summary of the new USM 2020 Strategic Plan, a set of goals reflected in Towson University's own 2020 Strategic Plan, both of which emphasize interdisciplinary education, workforce development, applied research (at both the undergraduate and graduate level), and civic engagement and community outreach.

The term "instructional workload" has been historically used to designate the sphere of work that is particular to faculty, which has been traditionally defined as work done in the classroom or work directly related to teaching in the classroom. However, this term, with its sense of direct attachment to the classroom, has become outmoded. Given the expanded expectations of faculty work reflected in the current missions of USM and TU (which are themselves reflective of the changed nature of the expected responsibilities or products of higher education in general), the definition and perception of faculty workload, specifically "instructional workload," must be likewise expanded.

These changes are reflected in the conclusions drawn in the Provost's ad hoc Workload committee report and in this response to that report, in terms of the increasing kinds and volumes of work for which faculty are responsible. The current mission statements and strategic plans of both USM and TU reflect the fact that significant faculty work must now happen outside of the classroom. Faculty now have responsibilities, created by the expanded mission and responsibilities of USM and TU, reflective of institutions of higher education in general, that exceed the bounds of what was previously defined as the faculty "instructional workload." Thus "instructional workload"--a mode of measuring faculty efficiency that was

devised in 1910[1]--has become outmoded as a method of measuring faculty output. Moreover, the concept of "faculty workload" must be redefined to capture the expanded roster of work that now falls under the category of faculty responsibility due to the evolution of higher education. These expanded workload responsibilities include but are not limited to: interdisciplinary collaboration; civic engagement; community outreach; instruction-related regular travel; development of research programs that involve undergraduate and/or graduate students; intensified advising aimed at student matriculation and speed to graduation; artistic programming and other experiential programs that involve and engage students; administrative work required to support these expanded responsibilities, including essential support for the ever growing numbers of contingent faculty (for whom service requirements are often quite minimal); and increased demands for research output, particularly the increased demand for grants and contracts.

Given these factors, our primary recommendation is that faculty workload—and the assessment of faculty workload productivity—be redefined to reflect these increased demands and responsibilities that have resulted from the changing face of higher education. Such a redefinition is necessary in order for us to deliver to our students the expanded quality educational experience (or "product," to use the language of business so often evoked in this context today) that they expect, demand, and deserve. The manner in which USM and TU capture the various elements of faculty workload must be redesigned in accordance with this broader definition of workload, in order to enable maximum efficiency and effectiveness in productivity. Such a redesign should quantitatively include reassigned course units for advising, sabbatical, administrative duties including directing graduate programs, and other modes of related work in the Course Unit Production assessment. Consideration should also be given to fair compensation for overload teaching and to other work not "counted" as course unit production but performed above regular teaching load.

If the recommendations provided in the Provost's ad hoc Workload Committee Report were to be prioritized in terms of general feasibility—that is, in terms of efficiency and effectiveness—we recommend the following actions be taken.

Advising: The burden of advising on faculty has increased with Towson's growing student population but also with increased advising needs precipitated by the "Plan of Study" mandated by SB 740 and generally increased pressure on faculty to assure students are progressing toward graduation as efficiently as possible. The obvious solution to this conundrum would be to employ professional advisors to advise all students during their Freshman and Sophomore years at Towson. In addition to advising students on basic core requirements and academiic program options that align with students' academic and professional goals professional advisors could set expectations for students' own

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[1] Morris L. Cooke report, commissioned by the Carnegie Foundation for the Advancement of Teaching, 1910; cited in *Locus of Authority: The Evolution of Faculty Roles in the Governance of Higher Education* (William G. Bowen and Eugene M. Tobin, Princeton U P, 2015): 55.

responsibilities in earning a baccalaureate degree. The cost-benefit of professional advisors would be more timely matriculation and a higher graduation rate.

If the university opts not to hire professional advisors, the minimum limit for receiving a reassigned course unit for advising should be lowered from 50 to 40 students. This number should be viewed as a maximum workload limit--advising of any number of students above 40 (or multiples of 40) should be compensated with a reassigned course unit. In addition, greater attention should be paid to the burdens placed upon graduate advising and graduate program directorship. Given the essential nature of both undergraduate and graduate advising, which primarily involves mentoring, guidance, and teaching, course units reassigned for all of these modes of advising should be counted not as "exceptions" but as regular course units, alongside those earned "in the classroom."

The particular demands of graduate programs and graduate advising must be carefully considered in this context. Directors of graduate programs perform a number of duties that are essential to graduate teaching yet "outside" of the classroom, including managing thesis and dissertation committees, supervising internships and practica, overseeing studio work and master classes, and maintaining accreditation standards. Faculty working with graduate students devote significant amounts of time outside of the classroom in consultation with graduate students on theses, dissertations, mentoring to publication, and creation in the studio or on stage. These responsibilities share some aspects of undergraduate faculty work, but remain distinctively demanding. Information on graduate program and graduate faculty work is included in Appendix A of this document. We recommend that reassigned time and compensation for graduate program work be considered carefully in consultation with the Dean of Graduate Studies and graduate directors. Graduate advising should at the very least be "counted" in the same manner as undergraduate advising, with advising of each multiple of 50 (or better yet 40) students counting as a regular course reassignment (see Appendix A for more details on this issue).

Reassigned Time: Likewise other modes of faculty work required for the university to offer its educational products to all of its students must be quantified in terms of reassigned time that is counted not as an "exception" (as so much of faculty work is treated now; see "Report on the Instructional Workload of the USM Faculty, AY 2014-2015, Submitted to Board of Regents' Committee on Education Policy and Student Life, November 17, 2015, by the Office of the Chief Operating Officer/Vice Chancellor of Administration and Finance, pp. 4-5), but recognized as part of the regular and essential work of the university. This includes all modes of work listed above which have become part of the regular and expected "output" of today's higher education institutions, and which are advertised as educational "products" of USM and TU: interdisciplinary collaboration; civic engagement; community outreach; development of research programs that involve undergraduate and/or graduate students; intensified advising aimed at student matriculation and speed to graduation; artistic programming and other experiential programs that involve and engage students; administrative work required to support these expanded responsibilities, included that needed to support the ever growing numbers of contingent faculty (for whom service requirements are often quite minimal); and all

research leading to grants, contracts, and publications that will enhance teaching in the classroom, workforce development, and/or community outreach. These modes of work are listed in detail in the Provost's ad hoc Workload Committee Report. (An alternative would be to quantify such work in terms of "contact hours," and to then use "contact hours" rather than "credit hours" to assess faculty productivity as presented in the Provost's ad hoc Workload committee report.)

In general, the sentiment of many of the faculty who responded to the Report reflected the fact that such work must be counted as non-exceptional reassigned time, and reflected in each faculty member's total course unit load, thus enabling some faculty to teach a 3-3 while also producing equivalent labor in the form of reassigned time for other essential duties. One manner of allowing for such flexibility while at the same time ensuring that courses are available year-round for students would be to enable faculty to teach one of their regular load courses during summer semester. Such an arrangement would more easily allow the translation of non-classroom essential instructional-related work into non-exceptional reassigned course units.

The measures suggested above and in the Provost's ad hoc Workload Committee Report are necessary and essential, we conclude, in order for faculty at TU and in USM in general to deliver most efficiently and effectively the educational product TU and USM claim to offer. That is, these measures are essential in order for faculty at TU to fulfill the democratic mission of USM institutions: to offer a top-quality educational product at an affordable price to students who may not be able to afford a private university but who nevertheless deserve the access to opportunities that a comparable education can offer.

As the first tenet of the USM mission states: "The mission of the University System of Maryland is to improve the quality of life for the people of Maryland by . . . providing a comprehensive range of high-quality, accessible, and affordable educational opportunities that recognize and address the need for life-long learning and global and environmental awareness" (*Powering Maryland Forward: USM's 2020 Plan for More Degrees, A Stronger Innovation Economy, A Higher Quality of Life*, pg. 5). In order for USM and TU to fulfill this mission, the wide range of faculty work necessary to fulfill the expanded expectations of higher education in general and USM and TU specifically must be counted alongside work actually performed in the classroom: only by counting such work as essential and regular course unit production (whether reassigned or not) can we fulfill this original mission, of offering the best possible education and opportunities to the diverse range of students who need and deserve them.

Recommendations for Graduate Program Directors, Advisors, and Faculty:

In 2012-13 when the Provost decided to adhere very strictly to 2005 workload guidelines, several larger enrollment programs (over 100 students) were burdened with loss of program director releases and removal of any advising releases for other faculty (non-GPDs). It was clear that 2005 guidelines simply didn't anticipate there being such large programs. Before 2012, department chairs reasonably recognized that programs with 200+ students needed more GPD release and advising time. But that discretion was taken away. As a result of these added burdens, some graduate programs have had to cut back in a variety of areas from school system collaborations to student recruitment to faculty mentoring to high quality advising.

Graduate Program Director Work Load Summary[2]
1. The majority of graduate program directors (GPD) have a median of 38.5 students (total head count) in their programs.
   a. 62% (26) have between 1 and 50 students in their program
   b. 14% (6) have between 51 and 100 students in their program
   c. 10% (4) have between 101 and 150 students in their program
   d. 10% (4) have between 151 and 200 students in their program
   e. 5% (2) have between 201 and 250 students in their program

	Mean	Median	Minimum	Maximum
Total Student Head Count (Based on IR)	69	39	1	233
Full time Student Active (Based on GPD report)	24	9	0	152
Part time student active (Based on GPD report)	39	22	0	224

2. The majority of graduate program directors (GPD) receive one course release
   a. 64%% (27) get 1 course release
   b. 19% (8) get 2 course releases
   c. 2.4% (1) gets 3 course releases
   d. 5% (2) get 4 course releases

3. All GPD receive a summer stipend or other stipend
4. 45% of graduate programs have students grouped in cohorts

Cohort Location	Percent	Median	Minimum	Maximum
On- campus	23%	2-4	1	4
TLN	21%	7	1	15
Virtual	2%	5	5	5

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[2] Data based on 42 out of a possible 60 respondents

5. Units to degree completion per program range from 12 to 99
    a. 7% (3) required 12 to 16 units to complete degree
    b. 66% (28) required 30 to 40 units to complete degree
    c. 17% (7) required 48 to 63 units to complete degree
    d. 10% (4) required 84 to 99 units to complete degree

6. 48% of program included a thesis/dissertation option./ requirement
    a. 40% (17) program required 6- 9 units to complete thesis
    b. 5% (2) program required 12 units to complete thesis
    c. 2% (1) program required 24 units to complete thesis

7. 90% of programs are required to complete an external accreditation or professional report
    a. 26% (11) required 1 report
    b. 21% (9) required 2 reports
    c. 26% (11)required 3 reports
    d. 17% (7) required 4 reports

8. 48 % (21) of the program require students to complete field placements. 34% (14) of programs require students to complete full time field placements and 30% (13) of programs require students to complete part time field placements

Number of required field placements per student	Number of Programs requiring full time field placement	Number of programs requiring part time field placement
1	7	7
2	4	4
4		1
5	2	
6	1	
7		1

9. Of those programs that require field placements, 7% (3) have full or part time administrative support.

10. 5% (2) of the program directors have full time administrative support and 20% (8) of the program directors have part time administrative support.

11. For the majority of programs, the program director serves as the primary student advisor. These include students who are full and par time in the program.
    a. 54% (23) advise between 1 and 50 students

b. 33% (14) advise between 51 and 100 students
c. 2% (1) advise between 101 and 150 students
d. 7% (3) advise between 151 and 200 students
e. 2% (1) advise between 301 and 350 students

	Mean	Median	Minimum	Maximum
Part time student advisees	40	16	0	224
Full time student advises	21	10	0	100
All student advisees	63	44	3	345

12. A number of program directors advise more students than is consistent with the 1 course release per 50 student ration.

Number of Program Directors

Course Release	Number of Student Advising				
	1-50	51- 100	101- 150	151- 200	301- 350
0	2	1	0	0	0
1	19	7	0	1	0
2	1	5	1	1	0
3	0	0	0	1	1
4	1	1	0	0	0
Total	23	14	1	3	1

13. Faculty, other than the program director, advise full time students in 6 programs and advise part time students in 6 programs. In three situations, faculty advise over 50 students.

14. 48% (20) of the programs have a full time equivalent graduate assistant and 21 (9) have a half time equivalent graduate assistant. 24% (10) do not have graduate assistantship support.

15. The majority of graduate program directors (GPD) devote 2 days a week to complete program director related responsibilities

Days per week	Percentage	Frequency
0.5	17	7
1	19	8
1.5	7	3
2	38	16
2.5	5	2
3	2.4	1
3.5	2.4	1
4	2.4	1
4.5	2.4	1

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16. Assuming that 1 courser release is equivalent to ½ day of work over the course of two semesters, most program (33/42) allocate more time to complete their directorship responsibilities than that which is associated with the course releases they receive.

Number of Program Directors

Number of Course Releases	Days Per Week Worked by Program Director									
	.50	1	1.5	2	2.5	3	3.5	4	4.5	5
0	1			2						
1	6	6	2	10	1				1	1
2		2	1	3		1				
3							1	1		
4				1	1	1				
Total	7	8	3	16	2	2	1	1	1	1

17. A median number of program directors devote 1 to 4 hours per week to complete each for the following tasks:
    a. Student admissions (17)
    b. Preprogram advising (17)
    c. Student advising (17)
    d. Staff and Graduate assistant supervision (10)

18. A median number of program directors devote 1 to 4 days a year to complete each for the following tasks:
    a. Marketing and recruitment (14)
    b. Degree progress management (20)
    c. Field placement contracts (7)
    d. Field placement management (7)
    e. Policies and procedures (17)
    f. Curriculum development and management (16)
    g. External accreditation (9)
    h. Faculty recruitment and hiring (8)
    i. Full- time faculty mentoring (12)
    j. Part- time faculty supervision (11)
    k. Resource management (8)
    l. Special programs (9)
    m. Program director meetings (14)
    n. Program grants (3)
    o. Student awards and recognitions (14)

p. Advisory board functions (9)

19. A median number of program directors devote 1 to 2 weeks per year to complete each for the following tasks:
    a. TLN and other contracts (4)

20. Based on feedback from an additional 13 program directors beyond the 42 who responded to original survey
    a. 33 program directors have a of 1 course unit per $\leq$ 50 total student headcount
    b. 15 program directors have a lower course release ratio than 1 course unit per $\leq$ 50 total student headcount
    c. 3 program directors have a higher course release ratio per $\leq$ 50 total student headcount
    d. There is no data for 4 program directors.

Total Student Head Count to Course Release[3]

Course Release	1-50 Students	51-100 Students	101-150 Students	151-200 Students	201-250 Students	251-300 Students	301-350 Students	Total
0	2	1						3
1	27	7	1	2	1		1	39
2	1	5	2					8
2.5				1				1
3	1		1		1			3
4	1							1
Total								55

Recommended Policies for Graduate Program Director and Advising

The existing USM workload guidelines for graduate programs date back to 2005 and do not adequately account for changes to the Graduate Program Director (GPD) responsibilities and the significant increase in size of many graduate programs during the past eight years.

A recent survey of Graduate Program Directors (see survey) identifies the responsibilities and tasks carried out by GPDs as well as the time spent fulfilling their duties. The following conclusions have emerged from this survey:

1. Though the current workload guidelines stop at 100 students for consideration of releases, there are now several programs with much larger enrollments. The faculty leadership of the largest, most sought after programs is being shortchanged.

2. The variety and number of accrediting reports have significantly increased since the 2005 workload guidelines were adopted. 90% of programs are required to complete an

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[3] Based on 55 Respondents and Fall 2012 Institutional Research Data

external accreditation or professional report with 74% of GPDs completing two or more reports per year.

3. Unlike undergraduate programs, current workload guidelines do not separate **advising** from other graduate faculty responsibilities. Yet, graduate faculty provide educational and career advising that is comparable to and often more time-consuming than undergraduate advising.

Recommendations to Provost and Deans

While the Towson University Provost and Deans can learn much from the workload survey that will inform their ability to support GPDs, there are logical and reasonable changes that can be made immediately (for the fall of 2013) that will secure GPDs the time necessary to successfully complete their position's tasks and continue to expand their programs. These changes include incremental releases for larger programs and allow for support of graduate student advising from faculty who are not GPDs.

Graduate Program Director

Number of Students Actively Enrolled	GPD Course Re-assignment Units Awarded
10-35 students	1 course unit/ academic year*
36-70 students	2 course units/ academic year*
71-100 students	3 course units/ academic year*
101-150 students	4 course units/academic year
151-200+ students	5 course units/academic year

Beyond 200 students, additional release or re-assignment is determined by chairs and deans.
*Reflects current (2005) workload policy

Additional Graduate Faculty Advisors for Programs with More than 50 Students (consistent with undergraduate workload policy)

Number of Formal Advisees	Course Units Awarded
51-100 advisees	1 course unit/ academic year
101-200 students advisees	2 course units/ academic year

- Graduate level advising should be fully counted and/or compensated according to the current TU *Comprehensive Faculty Workload Guidelines* [for Grad Program Directors] (see pg. 9).

The current TU Workload Guidelines blends the role of Program Director plus Grad Student advising together as follows:

Program Size 35 or fewer active students/ 25 + advisees = 1 course unit
Program Size 36-100 active students / 50 + advisees = 2 course units
Program Size 100+ active students / 50 + advisees = 3 course units

Grad program advising is currently treated differently than undergrad advising and perhaps our recommendation requires clarification as such [I have marked in red as an example above]. There is no stated load adjustment should a Grad Program Director actually have 75 or 100 advisees. Does this situation exist?   Also, there is no other direct formula for translating number of graduate advisees into course units separate from the size of the grad program. Last, if faculty who are not Program Directors are doing Grad Student Advising, we need to know that.   Perhaps a formula that treats size of the Grad Program and # of Grad Advisees separately is warranted and would make more sense? As it stands, there are two dimensions that are blended and conceptually difficult to separate.

The present Graduate Workload document seems to limit all advising workload credits to ONE person (i.e. the program director), whereas the undergraduate workload section suggests that multiple folks in the program can split the overall duty of Advising among several people. That is, for a program with 300 undergraduates, multiple folks can have advisees assigned; Not so for graduate programs over 100 students. In fairness, I do believe that the graduate advising workload table was devised well before there were any programs on campus with more than 100 students.

I can understand the logic of restricting the NUMBER of workload credits that an INDIVIDUAL can accrue (no individual can accrue more than 3 in a year). However, the work of advising must be done. For large enrollment graduate programs, the task of advising becomes especially onerous. The efficacy of a single individual to offer quality advising to more than 50 students may itself be in question, let alone expecting only one person to advise more than 150 students.

Another issue is how students are "counted" for advising purposes. Is the advising workload credit restricted to advising only enrolled students? Non-enrolled students may well still require advising. These requests need to be taken with the same sincerity as those from presently enrolled students. I

If the work of graduate student advising can be assigned to additional faculty members in the program, and each of those folks can earn credits for their efforts at the rate of 1 unit / 50 advisees, that would put graduate programs at parity (with respect to earning advising workload credits) with undergraduate programs.

1. The workload guidelines allow 1 course release for 10 -35 students with min of 25 advisees. A few programs do not meet this threshold.
2.   As seen in the list below, a number of programs, particularly in COE have over 100 students.
3.   Current guideline allow for 3 course units of reassigned time for programs with over 100 students and a minimum of 50 advisees.
     a.   There are not any guidelines for advising 100+ or 150+ students
     b.   1 course unit for 50 or more advisees is allotted at the UG level. There is not a maximum for the number of advisees; thus a faculty advising 100+ UG students would continue to get 1 course reassigned time
4.   There is a 2 course unit limit per UG program per year for reassigned time for program director.
5.   I thought, but could not find a site that stated that the maximum # of reassigned time per faculty = 3 course units in a year.
6.   Core recommendations from the Graduate Program directors Workload Committee to the Provost who was Marcia Welsh at that time -March 2012 (see attached) were to :
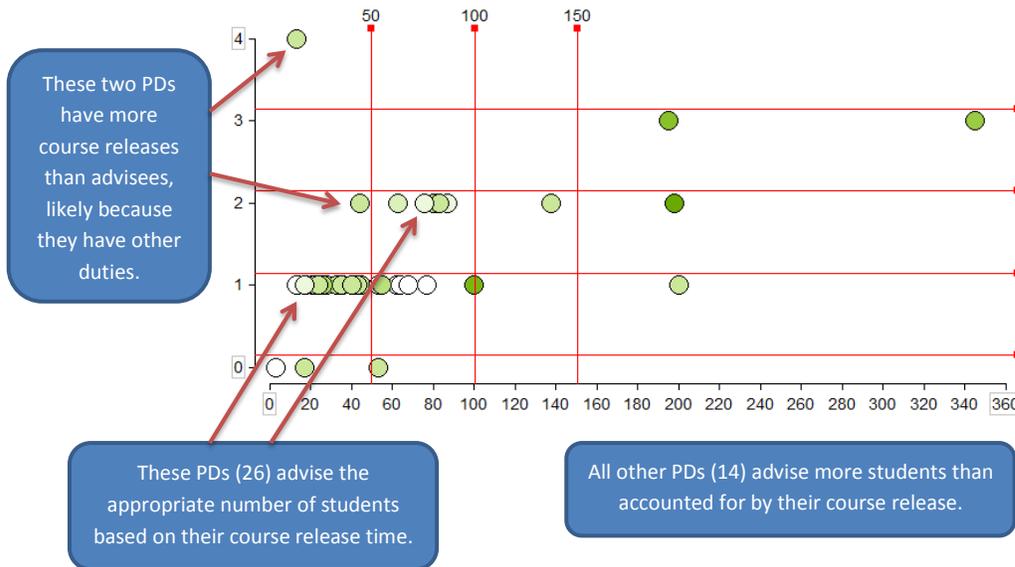
     a.   Allocate an additional course unit release for programs with over 200 students starting Fall 2012

     b.   Allot one additional course release for each faculty member advising over 50 students, above 150 students

7. Some challenges

     a.   Graduate headcount and advising number guidelines do not distinguish between PT and FT headcount. Thus, a question posed is whether PT headcount should be pro-rated

     b.   The number of course units per T-TT and full time faculty at Towson University has continued to decline with Towson U being one of the two universities in the USM system that has consistently not met the USM target. Thus, granting any more reassigned time without Towson U being able to count it as meeting the 7.5 workload is very problematic

8. Programs with over 100 students =

- Early childhood
- Human resource development – ed leadership
- Instructional technology
- Organizational change (CAS) (most students only take some courses
- Reading
- Special Education
- Teaching
- Occupational therapy
- Psychology (divided into 4 concentrations with a program director for each)
- HURD - (some semesters)
- Computer Science
- Applied Information Technology

Graduate Program Director Work Load Summary[1]

1. A number of program directors advise more students than is consistent with the 1 course release per 50 student ratio.

Number of Program Directors

Course Release	Number of Student Advising				
	1-50	51- 100	101- 150	151- 200	301- 350
0	2	1	0	0	0
1	19	7	0	1	0
2	1	5	1	1	0
3	0	0	0	1	1
4	1	1	0	0	0
Total	23	14	1	3	1

These two PDs have more course releases than advisees, likely because they have other duties.

These PDs (26) advise the appropriate number of students based on their course release time.

All other PDs (14) advise more students than accounted for by their course release.