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Results of Questionnaire on Faculty Work Load

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A questionnaire on faculty work load was sent to the presidents of 57 colleges selected at random except for 3 factors. universities and colleges of the City University of NY were not included; the emphasis was on private institutions. colleges selected were primarily in the south, east and midwest. Of the 39 or 68.4% replies, 35 were from private institutions having a mean enrollment of 2405 and a mean of 229 full-time faculty members. Questions were asked regarding: the number of credit hours faculty usually teach; exceptions and their rationales to "ordinary load"; whether a special formula for equating science labs and studio art classes in determining load was used and, if so, what it was, whether committee assignments, class size, number of different preparations, student advising and counseling, and office hours were considered in determining load; whether readers or assistants were provided for the faculty; whether there was any differentiation in load based on years of service, rank, or new preparation; the average number of days in a week that faculty have commitments; whether full-time faculty were allowed to teach in other institutions during the regular session, whether faculty were allowed to exceed the usual teaching load and, if so, receive additional pay; whether attendance at faculty meetings and student assemblies was required. Answers were presented without analysis by the researcher. A list of the responding institutions is included. (JS)

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RESULTS OF QUESTIONNAIRE ON FACULTY WORK LOAD

November, 1968

conducted by

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Finch College has been conducting a study of the work load of its faculty. In connection with this study, a questionnaire was mailed on August 19, 1968, to the Presidents of 57 colleges which offered a minimum of a four-year program. The Presidents were asked to complete the questionnaire or to forward it to the appropriate officer in their college for completion.

The 57 colleges were selected at random with the exception of three factors. Universities and colleges of the City University of New York were excluded since Finch College is already fairly well acquainted with their practices. Only a few public colleges and universities were included since Finch was interested in determining practices in private institutions. The colleges selected were primarily in the south, east, and midwest since a similar study had already been conducted in the west coast and northwestern colleges.

No follow-up letter was sent. By November 15, 1968, replies had been received from 39 or 68.4% of the colleges which had received the questionnaire. Of these 39 colleges, all but four were private institutions. A few characteristics of these colleges in terms of size are:

1. Their undergraduate enrollments ranged from 631 to 11,964 students, with a mean enrollment of 2405.
2. Their full-time faculty members ranged from 60 to 2,352, with a mean of 229.
3. Their part-time faculty members ranged from zero to 3,151, with a mean of 126.

The Universities and Colleges responding are listed on the following pages in alphabetical order.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
 OFFICE OF EDUCATION

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The following Universities and Colleges, listed alphabetically and indicating their location, responded to the questionnaire and are included in the tabulations of this study:

Adelphi University	Garden City, New York
Alfred University	Alfred, New York
Barnard College	New York, New York
Bryn Mawr College	Bryn Mawr, Pennsylvania
College of New Rochelle	New Rochelle, New York
College of Mount Saint Vincent	Riverdale, New York
College of Saint Rose	Albany, New York
Cornell University	Ithaca, New York
D'Youville College	Buffalo, New York
Elmira College	Elmira, New York
Fairfield University	Fairfield, Connecticut
Franklin and Marshall College	Lancaster, Pennsylvania
Harpur College (State University New York at Binghamton)	Binghamton, New York
Hartwick College	Oneonta, New York
Hofstra University	Hempstead, New York
Houghton College	Houghton, New York
Ithaca College	Ithaca, New York
Kenyon College	Gambier, Ohio
Keuka College	Keuka Park, New York
Manhattan College	Riverdale, New York
Mary Baldwin College	Staunton, Virginia
New York University (Washington Square)	New York, New York
Oberlin College	Oberlin, Ohio
Old Dominion College	Norfolk, Virginia
Pace College	New York, New York
C.W. Post College (Long Island University)	Brookville, L.I., New York
Radford College	Radford, Virginia
Randolph-Macon Woman's College	Lynchburg, Virginia
Rockford College	Rockford, Illinois
Rollins College	Winter Park, Florida
St. Lawrence University	Canton, New York
Sweet Briar College	Sweet Briar, Virginia
Trinity College	Hartford, Connecticut
University of Connecticut	Storrs, Connecticut
University of Rochester	Rochester, New York
Vassar College	Poughkeepsie, New York
Washburn University	Topeka, Kansas
Wells College	Aurora, New York
Wesleyan University	Middletown, Connecticut

1. The first question asked the respondent to indicate the credit hours which their faculty members ordinarily teach. The responses indicate that in:

26 colleges, faculty members ordinarily teach 12 credit hours.

12 colleges, faculty members ordinarily teach 9 credit hours or less weekly.

Of these 12, one college indicated that its faculty members ordinarily teach 6 credit hours per semester; another indicated that its faculty members teach 6 credit hours one semester and 9 in the other semester; one college indicated that their junior faculty members or members engaged in research projects may teach up to 12 credits; all others indicated that their faculty members teach 9 credit hours per semester.

1 college indicated that its faculty members teach 10 credit hours per semester.

2. The second question asked if there were any exceptions to the "ordinary load."

3 colleges responded that they made no exceptions to the ordinary load. In 2 of these colleges, the ordinary load was 12 credit hours per semester. In the other college, 9 credit hours was the ordinary load.

36 colleges indicated that there were exceptions to the ordinary load and indicated the exceptions. Some of the colleges listed several exceptions to the rule.

Analysis of the exceptions to the "ordinary load."

There were a variety of reasons given for making exceptions: some reasons indicated that most exceptions involved reducing the load, while other reasons, for increasing the load. There seemed to be three clearly distinguishable areas where the ordinary load is reduced: namely, for departmental chairmen; for those involved in research projects; and for those involved with laboratory courses.

There were 13 institutions which reduced the load for departmental chairmen:

4 of the 13 institutions indicated that their departmental chairmen teach 6 rather than 9 credits per semester.

1 indicated that their departmental chairmen teach 6 rather than 12 credits.

4 indicated that their departmental chairmen teach 9 rather than 12 credits.

2 indicated that their departmental chairmen teach less than 12 credits.

1 indicated that their chairmen teach 21 credits throughout the year rather than 24.

Some of the respondents indicated that the exception in terms of departmental chairmen applied only to large departments.

Following are the other reasons given for making exceptions to the ordinary load:

Teachers of elementary foreign language courses may teach 14 credits in an occasional semester.

Courses with labs are weighted by work and credit hours.

Varies with regard to credit hour allocations for administration (department chairmanships, research, thesis supervision, laboratory teaching, program developments, etc.).

In emergency situations, some faculty members must occasionally be called upon to teach an extra course. (ordinary load in this college was 9 credits). In departments like Semitics where the number of students in each class is very small and where the faculty is also small, extra courses with enrollments of 3 or 4 students per course are often taught.

In some cases faculty members may teach up to 12 hours rather than the usual 9. Usually they will be junior faculty members or faculty members not involved in research projects.

Whenever possible, new faculty members, especially beginning teachers, are given a lighter load. (Ordinary load in this college was 12 credits.) In some instances, adjustments are made to help faculty members who are working on theses, special projects of research nature, etc.

Varies with other responsibilities, especially administrative duties or heavy graduate load. (Ordinary load was 9 credits.)

9 rather than 12 credits when faculty member is engaged in sponsored research. Science teachers have fewer credit hours.

Those involved in research or doing extra duties (art gallery) are allowed 9 rather than 12 credits.

Voluntary supervision of "private reading" tutorial courses for which students receive credit; participation in "interdepartmental-project work" and in meetings of Honors Program teach less than 9 credit hours.

Teach less than 12 with laboratory assignments and exigencies of the situation.

Based on 61 full-time teaching faculty on campus, there is a wide range in semester hours taught from 14 to 2. Approximately 45% of the full-time teaching faculty taught 11 to 14 hours, and 55% taught 10 to 2 semester hours. 60% taught 9 to 12 hours. 10% carried extra credits, teaching either 13 or 14 hours; 30% were below the normal load. These were usually chairmen, committee members, counselors.

Usual is 12--science is 13½.

We have no university-wide standard load. Loads are varied depending on composition of teaching assignment and extent of non-teaching assignments.

There is a variation from department to department and it generally depends on the amount of contact hours a faculty member is scheduled or other assignments that may take a great deal of a faculty member's time.

Usually 7½ but multifarious. The most frequent is the supererogatory tutorials.

Additional college work calls for less than 12 credits, health, recuperation, etc.

Usual is 12 credits but unusual research load may lighten load.

Estimated average for full-time is 10. College policy is 3 courses and 3 preparations. Heavier loads due in part to unprecedented heavy demands on certain courses or departments.

For individual reasons such as study load may on occasion be reduced from 9 credits.

Usual load is 12. When the load includes classes where a single preparation will suffice for more than one class, may have heavier load.

Most of our courses in the new curriculum effective in 1968 meet 180 minutes carry four credits. Faculty are to teach three courses carrying 12 credits, but actually meeting three sixty-minute periods or two ninety-minute periods. Paid for overload. (Ordinary load in this college was 12 credits.)

If a full professor teaches a graduate course, then 9 hours rather than 12 is considered a full teaching load for him.

The normal teaching load is 12 credits. Undergraduate courses, 4 credits; graduate courses, 6 credits; and independent work as follows: 1-2 students equals 1 credit, 3-4 students equals 2, 5-6 students equals 3 and 7-8 students equals 4.

3. The fourth question asked if there was a special formula for equating science labs and studio art classes in determining teacher load.

18 reported that they did not have a special formula for determining load.

20 reported that they did have a special formula for determining load.

One respondent sent a very detailed formula which indicated how all loads are determined.

The people who indicated that they did have a special formula, explained the formula in the following statements:

Lab and lecture hours are treated as identical.

2 lab hours equal 1 lecture hour.

14 to 17 clock hours is considered an average schedule.

In some instances we do not give full credit for clock hours in science labs and studio classes. We use the formula of $1\frac{1}{2}$ to 1 or 4 to 3 clock hours for each credit hour.

2 hours of laboratory science courses count as one class hour. 3 hours of studio art work counts as one hour. However, it has never been known that the Art teachers taught completely on this formula.

Classroom contacts counted toward loads in labs.

None for art; no workable formula for Science.

3 lab hours are equated to 2 lecture hours.

We assume that a lab of 3 periods is the equivalent of 1 period of lecture.

We are attempting to set up one at present time.

Departments when requesting authorization of new positions or requesting appointments to fill vacated positions normally specify, from their own practice, the portion of total work-load accounted for by labs or studio sessions. (Requests are processed by the Dean through the faculty council, an eight-man committee elected annually.)

2 contact hours equals 1 credit hour.

Lab time counts $\frac{1}{2}$ lecture for credit and teacher load.

We used to use, with exceptions where justified, 2 hours of lab to one hour of teaching. We are moving in the direction of counting contact hours instead of credit hours, but we vary procedures depending on fields, etc.

3 lab hours equals 2 lecture hours. Not always followed.

Usually labs are counted as equal to additional courses.

One lecture course and one lab equal to 3 courses.

$1\frac{1}{2}$ to one.

Biology, Physics, Chemistry, and Engineering--equal 1 hour lab, counts $\frac{2}{3}$ base load. Psychology-- 1 hour lab counts $\frac{1}{2}$ hour base load. Art studio-- 1 hour studio counts 1 hour base load. (All three of these based on 12 credits as ordinary load.)

3. Special formula for equating science labs and studio art (continued) page 6

Calculated by contact hours with 12 such hours as norm. Others teach 9. Lab clock hours "on duty" equate $\frac{1}{2}$ in semester hours. Lab clock hours "on call" equate $\frac{1}{3}$ in semester hours. Individual music lessons--clock hours equate to $\frac{2}{3}$ in semester hours. Usual 12 credit program. 2 hours receive 1 hour credit. Non-scientists teach 12 credit hours plus or minus $1\frac{1}{2}$. Professors with laboratory work teach 15 contact hours plus or minus $2\frac{1}{2}$.

4. The sixth question asked if committee assignments, class size, number of different preparations, student advising and counseling, and office hours were taken into consideration in determining teacher load. The responses are presented here in terms of each of the factors:

a. Committee Assignments:

8 respondents indicated that committee assignments were taken into consideration. 31 respondents indicated that committee assignments were not taken into consideration.

Comments on how committee assignments were taken into consideration were:

Each professor has one major committee or other assignment. Minor committee assignments are not considered part of the load. Is taken into consideration if committee assignment involves a considerable amount of time. Only when special committees are assigned for temporary but indispensable work in college planning. Middle States Committee assignment. Only a few which involve good deal of work. Most committees meet very seldom and we try through administrative staff to deal with the chores. No paper work for faculty except in connection with their own students and courses.

b. Consideration of Class Size:

19 respondents indicated that class size did in part determine faculty load. 19 respondents indicated that class size did not in part determine faculty load. 1 respondent indicated that only rarely did class size become a determinant.

Comments on how class size was taken into consideration were:

Grading assistants and tutors may be given. May be given option of one or 2 large classes or 3 average size classes. Those in charge of large lecture section get reduced load. If over 100 in class, reduced load by agreement of Dean and Department Head. Size noted but no adjustment. Graduate assistant granted. Teachers of Greek and Latin have small classes so teach more. 1-3 credits may be assigned for large classes as part of load. Depends on subject. Faculty associates assist.

c. Number of different preparations:

17 respondents indicated that number of different preparations did in part determine faculty load.

22 respondents indicated that number of different preparations did not in part determine faculty load.

Comments on how number of different preparations were taken into consideration were:

Ordinarily do not assign 4 preparations.

No more than three preparations.

Range from 1 to 4 preparations with average of 3.

No more than one section of a given course.

No more than 2 preparations.

Reduce number of preparations if offering multiple sections or a new course.

No more than three preparations.

d. Student Advising and Counseling:

9 responded that student advising and counseling was taken into consideration.
30 responded that student advising and counseling was not taken into consideration.

Comments on using faculty for advising and counseling:

Special advisers used for frosh and sophs--faculty advise juniors and seniors.
Chairmen advise and counsel and have reduced load to do so.

Faculty adviser for all juniors and seniors and selected faculty get 10-12 frosh to advise.

Reduced if advising for a certain major.

e. Office Hours:

3 responded that office hours were considered in determining load.

36 responded that office hours were not considered in determining load.

Comments on counting office hours in faculty load:

Faculty get credit for office hours to use for student counseling.

Credit is given as faculty give five hours for office hours weekly.

5. The seventh question asked whether readers or assistants were provided for the faculty members:

33 responded that readers or assistants were provided.

5 responded that readers or assistants were not provided.

1 did not respond to this specific question.

The respondents were not asked to comment on their answers to this question, but several did with the following comments:

Limited extent.

For the most part undergraduate student aids are used.

No--some cases though exceptions are made.

Only some.

In some departments it is necessary, but the general policy is not to have them. No, except for lab assistant in biology, chemistry, and physics.

Student help only.

Graduate assistants are used in natural sciences. Rarely readers elsewhere.

In some cases (e.g., English).

When total number of students warrants it.

Some.

Most departments have graduate assistants.

6. The eighth question asked if there was any differentiation in work load for faculty depending upon years of service, rank, or new preparations.

8 responded that some of these factors were taken into consideration.

30 responded that these factors were not taken into consideration.

1 did not respond.

The respondents were asked to explain how they took these factors into consideration. Their responses were as follows:

Not really, except for new preparations.

Not in any formal way. But the department chairmen take into account new course preparations in apportioning the load. Occasionally, some teacher who has given long service and is in the last year before retirement, will be given an easier load.

We are considering the possibility of giving new faculty members a lighter load as well as a certain amount of guidance and direction during their first year of college teaching.

Rarely.

In freshman English course the demands on the faculty member are so great that he teaches only 2 courses instead of the usual three.

New preparations.

Only when total number of students warrants it.

Often load of senior professor is disproportionately heavy if the person is a popular teacher.

Characteristics of courses taught, generally upper level.

Considered in weight of total load; would not give one member several new courses.

Only in exceptional circumstances; never by fixed formula.

Differentiation for new preparations.

Occasionally, but no consistent practice exists.

Special cases--full-time faculty with some illness, etc. These may be considered, but along with many other factors.

New preparations.

No college policy. Heads of Departments work out assignments. They may have reduced loads themselves, if possible.

New faculty usually have lightened load if they have not yet completed Ph.D.

We try to avoid unduly heavy committee and advising assignments for faculty with an unusual amount of new preparations regardless of his service and rank.

Contracts read "12 hours." However, where possible, adjustments are made, particularly if a faculty member has a heavy paper load or has several new preparations. This varies from department to department, for in some instances, are difficult to work out. Years of service are taken into account when exceptions are made.

7. The ninth question asked the average number of days in a week that faculty members have commitments. The answers were as follows:

6 responded that their faculty members have commitments on 6 days.
14 responded that their faculty members have commitments on 5 days.
10 responded that their faculty members have commitments on 4 days.
5 responded that their faculty members have commitments on 3 days.
1 responded, four plus.
1 responded, three or four.
1 responded, two or three.
1 responded from two to five days.

Several respondents made comments as follows:

No hard and fast rule but everyone is assured of one free day, at least.
Varies greatly, often one day, but usually three days.
By Policy the college maintains that all faculty may be called upon to teach 5 days a week.

8. The tenth question asked whether full-time faculty members were allowed to teach in other institutions while the regular college year is in session.

23 responded that their faculty members were allowed to do so.
15 responded that their faculty members were not allowed to do so.
1 did not respond.

Of the 15 who responded that their faculty members were not allowed to teach in another institution, they commented as follows:

Sometimes.
Only under very extraordinary circumstances.
No, with few exceptions.
No, except in unusual conditions.
Only in our own evening sessions.

The respondents were asked to list any restrictions that might be placed on faculty members in relation to teaching at another institution. The following restrictions were cited:

Only that he meet his obligations to us as well.
To help fellow institutions when so requested, teach graduate level courses.
Ordinarily, 6 hours minimum; must not interfere with work here.
This is permitted only in exceptional circumstances as a favor to other institutions of higher learning in the immediate vicinity.
No, except in emergency situations.
Permission must be sought from the Administration, since a full-time contract precludes outside employment as a general rule.
Few do, we generally expect them to be full time with us.
Occasionally only. Each case is individually evaluated.

Outside teaching assignments may not be excessive. The faculty member must report all outside teaching assignments to the Head of the Department, and abide by any limitations set by the Head of the Department. Teaching at another institution should not affect a faculty member's primary commitment to "X" college in the preparation and conduct of classes, grading or papers and examinations, committee work, guidance, moderatorships, or normal availability for student guidance.

No accommodations in regard to scheduling will be made to enable a faculty member to teach at another institution. A faculty member will not accept teaching assignments in secondary or elementary education.

The total teaching load, here and at other institution, may not exceed 15 (college load was 12 or less) and we emphasize that the faculty member may not ask to be excused from obligations here.

In rare circumstances, by special arrangements with Faculty Council--usually only when a sister institution shows a pressing need.

This is done on an individual arrangement.

Depends on circumstances.

Dean of Faculty's approval.

One course per term and no more.

Limited to 3-6 hours--one preparation already taught here.

None.

With the permission of the Department Chairman, the President and the Board of Directors one course is sometimes taught at another college.

Yes, occasionally.

Negotiated on an individual basis through Office of the Dean.

Yes.

If a person does not have a maximum above 15 credits.

Possible with special permission of the Dean.

9. In question number 12, the respondents were asked if faculty members were allowed to exceed the usual teaching load within the institution and receive additional pay for this extra teaching assignment:

4 responded that they were allowed to follow this practice.

18 responded that they were not allowed to follow this practice.

1 responded, never.

16 responded by giving specific statements which are outlined as follows:

Yes, but as infrequently as possible.

Cannot earn more than 35% of one salary.

Yes, occasionally.

No extra pay. Some faculty elect to teach 15 credit hours to offer favorite courses.

Only if teaching evening or summer session courses.

Only in emergency situations.

Only rarely--maybe one a year for one faculty member.

Yes, but the University is "phasing out" this practice.

Yes, only for evening sessions.

No. If in rare cases faculty member exceeds the number of hours allowed, he is remunerated.

No, not as a matter of policy or practice, except in the emergency caused by death or serious illness in the department.

Once in a while but we try to avoid it.

No, unless it is an absolute necessity.

Only when we are temporarily without a regular instructor and need to cover extra classes until an employee can be found.

10. The thirteenth question asked whether faculty members were required to attend faculty meetings and student assemblies

27 respondents stated that their faculty members were required to attend faculty meetings.

17 respondents stated that their faculty members were not required to attend faculty meetings.

36 respondents indicated that their faculty members were not required to attend student assemblies.

2 respondents indicated that their faculty member were required to attend student assemblies.

1 respondent indicated that the faculty members were requested to attend one assembly during the year, the Opening Convocation.

In presenting these facts from the questionnaire, we have not tried to analyze them but simply to give them to you for your own interpretation. We appreciated the number of respondents and the depth of the answers of most of them. An additional completed questionnaire was received after the tabulation had been completed and thus was not included.