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ABSTRACT

This paper describes the analysis and policy development involved in formulating a University of Wisconsin-Madison teaching load policy. The paper presents a preliminary teaching load policy developed in 1991 and describes its review and integration into ongoing strategic planning and budget allocation processes. Current teaching load patterns are analyzed to provide a method of testing the policy through the identification of current norms. Results are examined in terms of load distribution between fall and spring semesters, by professorial rank, by gender and ethnic heritage, by department, and by discipline area. Results indicated that the mean annual teaching load for the full-time instructional faculty was 3.6 primary-range group instruction sections, that the three professorial ranks had similar teaching load distributions, that men and women had similar teaching load distributions, that white and minority faculty members had similar teaching loads, and that teaching load varied between departments and discipline areas. Analysis suggests possible sources of variation in certain types of section loads, and the paper explains how teaching load measures are being incorporated into the budget allocation process. (JB)

DEVELOPMENT OF A TEACHING LOAD POLICY

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Jean Endo
Chair and Editor
Forum Publications
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DEVELOPMENT OF A TEACHING LOAD POLICY

The University of Wisconsin-Madison has never had a formal fully-articulated teaching load policy. A variety of informal policies have existed within schools/colleges and departments. In response to increasing internal and external pressure, the university administration decided that the feasibility of developing such a policy should be examined, before it was imposed from the outside. This paper deals with both the analysis and policy development involved in the initial stages of this formulation.

Background

This public university, as many others, has been under some pressure from the legislature and other external constituencies to document and justify teaching load. For example, this spring there was a bill in the legislature, which had it passed, would have required a twelve hour teaching load. Such occurrences have made the Provost want to preempt outside constituencies from imposing rigid and unproductive teaching load policies. In addition, as these public debates have centered attention on teaching loads, the internal debate on the equity of teaching loads among various schools/colleges and departments within the institution, has also escalated.

A uniform teaching load policy could provide a response to these pressures. It would seek to:

- Assure that the best utilization of instructional staff is currently made or if not, to improve utilization.
- Assure that internal equity in workload exists, or provide a framework in which to improve it.

In the sections below, UW-Madison preliminary policy, developed in 1991, is first laid out. Then its review and integration into on-going strategic planning and budget allocation processes is described. Finally, an analysis of current teaching load patters is presented. This provides a method of testing the policy through the identification of current norms.

Preliminary Teaching Load Policy

The faculty at the University of Wisconsin-Madison teach, conduct research and perform public service. Teaching at both the undergraduate and graduate level involves group instruction and individual instruction. The teaching load policy focuses on a limited portion of these activities -- only on teaching in a group instruction setting (thus, thesis direction and similar individual instruction are excluded). Therefore, it was recognized from the outset that teaching load defined in this way must be viewed as a **limited** portion of total faculty workload. The policies developed attempted to recognize this crucial fact.

Last summer, discussions between key faculty and administrative leaders, together with some data analysis, resulted in a draft teaching load policy. This formulation struck a balance between the need for some workload standard and the need for flexibility to recognize the fact that group instruction teaching load is only a portion of the faculty's total contribution to the university.

The draft policy also recognized that the single most important factor influencing faculty teaching load is the **national norm for each of the disciplines at comparable institutions.** The University of Wisconsin-Madison competes with other major research institutions in hiring and retaining an outstanding faculty and must conform to the expectations for instructional workload in similar disciplines at other comparable research universities . Thus, faculty in the humanities traditionally have higher teaching expectations than do faculty in the sciences. The draft policy sought to incorporate methods for recognizing these differences.

A key starting assumption is that faculty at the University of Wisconsin-Madison are expected to teach **at least two courses per semester**. For this purpose, courses are defined as primary sections of group instruction (Primary sections are usually lectures or seminars, not discussions or labs) . This expectation may be adjusted to recognize the following factors:

1. The receipt of major amounts of outside research funding.
2. Substantial time devoted to individual instruction (thesis direction).
3. Assignment of heavy administrative duties.
4. The number of student credit hours a section generates.
5. Other flexibility factors, including,

- Whether a faculty member is newly appointed.
- Whether a course is team-taught.
- Whether a faculty member is teaching several sections of the same course or whether each course taught requires a separate preparation.

Having laid out a basic policy, an effort was made to test it through the analysis of existing teaching load patterns. This analysis is expected to expedite policy formulation by:

1. **Identification of current norms**: The distribution of teaching load among faculty will vary depending on which measure of teaching load is used. A measure which reveals a clear and distinct norm is more likely to gain faculty acceptance as a base teaching load measure.
2. **Identification of significant factors affecting teaching load**: There is a significant distribution of individuals around the modal teaching load level. This analysis seeks to identify factors which can explain this variation. It is especially important to examine why many individuals currently have teaching loads which ***exceed*** the modal level. Similarly, it is important to identify factors which are widely recognized as calling for a reduced load. In both cases, successful identification is likely to assure the policy is accepted as equitable.
3. **Find trends over time**: Teaching load trends will help decision makers evaluate whether a policy is needed to counteract a trend toward decreasing loads.

Policy Formulation and Review Process Currently Underway at UW-Madison

UW-Madison is currently developing a four-year strategic plan for all schools/colleges and departments within the institution. This plan began last year following on a major strategic planning effort at the university-wide level, which was set out in a report on Future Directions for the University of Wisconsin-Madison. As part of this planning exercise, deans are designing internal reallocation plans. It is generally felt that teaching load policy can be addressed most appropriately within this context. The deans have been asked to review existing teaching load policies within their units, and to examine teaching load differentials among departments. These differentials, to the extent they can be documented as real (and not due to a variety of problems in defining the data), should be addressed in the school/college long-range strategic plan.

As a specific part of this planning process, the Provost has requested that the deans propose teaching load standards and policies for their units. This approach has evolved from a growing recognition that considerable variation exists throughout the campus. While the average teaching load for the UW-Madison faculty is currently almost two courses per semester, there is a great deal of variation around this standard. For example, only about one-third of all full-time faculty members who are paid entirely on instructional funds have this actual load. The other two-thirds may teach either considerably more or less (see Table 4 on page 13). The data analysis made it apparent that different disciplinary standards certainly exist and that current practice takes account of a variety of factors, such as those outlined above, in establishing loads. These observations, coupled with the decentralized management tradition of the institution, suggested that this approach to establishing teaching load standards may be most useful, at least initially. Depending on its success, a more centralized approach might be adopted in the future.

As often seems to happen with internal planning efforts, the implementation of this strategic planning effort has been interrupted by external political forces. In response to cuts in the University of Wisconsin System's budget request to the State, the System Administration developed its own system-wide reallocation plan (called the Quality Reinvestment Plan). This plan does not deal with internal equity, but instead sets up a series of specific needs which must be addressed through reallocation; included are improvement of faculty and staff salaries, increased library resources, additional supplies and expense funding, and funding for assessment. Priorities outside these areas cannot be addressed within the system-wide plan and, therefore, internal priorities have been suspended to deal with these external ones. However, the original strategic planning effort is expected to resume (at least in some form) during 1992-93.

The implementation of a teaching policy, or similar "value laden" policies, are best accomplished in an environment where addressing equity may have some positive results. In other words, they are best accomplished when faculty can anticipate some positive outcome, as well as negative ones, as a result of planning efforts. The current climate, resulting from the system-wide plan, is not one which encourages the possibility of favorable outcomes. Thus the current climate has led policy makers to delay the implementation of a teaching load policy.

In the future, at least one development may help encourage the positive environment needed for implementation of a teaching load policy. The University of Wisconsin-Madison is currently implementing an enrollment management plan. Undergraduate enrollment has declined by over 5 percent (more than 2000 FTE) since 1986 when the plan was initiated, and is expected to decline an additional 6.8 percent (2500 FTE) by 1994. This enrollment decline offers the possibility of adjusting teaching loads (especially in terms of class size) in areas which have been seriously overextended due to enrollment growth in the late 1970s and early 1980s. Capitalizing on a potential reduction in class size may create possibilities for adjusting teaching loads in the future. If some faculty are required to teach more sections, these sections might be of smaller size.

Developing Definitions for Teaching Load Analysis

In order to analyze teaching load, several definitional choices needed to be made. These included identification of instructional faculty and selection of a teaching load measure. Methods of treating special situations, such as multiple-instructor sections and joint appointments in more than one academic department also had to be resolved. This section explains the definitions that were adopted.

Use of Budget Activity Codes to Define Teaching Faculty:

In the University of Wisconsin-Madison budget, faculty positions are funded under several different activities, including instruction, research and public service. To the extent an individual member of the faculty holds a position budgeted in an activity other than instruction, we assume there is no expectation that the individual carry any teaching load. Table 1 shows how UW-Madison's faculty FTE were funded in the October 1991 payroll, by budget activity and by source of funds. Of the total 2,221 FTE, the number funded under instruction was 1,572 or about 71 percent.

Table 1
UW-MADISON FACULTY
1991 OCTOBER PAYROLL

Budget Activity	FTE by Source of Funding: State & Federal Appropriations	Program Revenue	Gifts & Contracts	Total FTE
Student Services	0	1	0	1
Institutional Support	2	0	0	2
Instruction	1528	19	25	1572
Hospitals	0	5	0	5
Research	313	4	173	490
Public Service	114	4	1	119
Academic Support	32	0	0	32
Total	1990	32	199	2221

Individual faculty members often hold appointments funded from more than one activity. For example, a faculty member may hold an appointment funded 50 percent on instruction and 50 percent on organized research. Of the 1,707 individuals whose positions were funded at least in part from instruction, 590 held positions divided between instruction and other activities such as research or public service. All of the remaining 1,117 individuals, or approximately 65 percent of the total, held positions funded solely from instruction.

An individual whose time is divided between instruction and other activities is not assumed to carry a full teaching load. For example, individuals whose positions are funded only two-thirds on instruction could be expected to carry about two-thirds of the normal teaching load, as defined for the department and discipline in question.

However, the analysis of faculty with fractional instructional appointments may not be this straightforward. As defined by national standards, instructional activity also includes departmental research and public service. Some individuals, such as principal investigators for research projects supported with external funding, are often able to buy out a portion of their instructional load by using research grants to pay portions of their salaries. However, they *may still retain some portion of funding from the instructional budget even if their formal teaching load has been reduced to zero*, because they continue to supervise thesis work and are involved

in departmental and institutional committee work, student advising, and other activities. For example, faculty in the College of Engineering can reduce their teaching load to half the normal level if they fund one-third of their position from an externally-funded research grant. In this case, a faculty member with two-thirds of an instructional FTE is expected to teach one-half the normal teach- ing load, instead of the two-thirds teaching load which would be expected on a per-FTE basis.

To avoid complications introduced by appointments funded on more than one budget activity, this analysis was restricted to those faculty members whose appointments are funded entirely on instruction. As a result, the analysis proceeded on the assumption that all of the individuals in the analysis population potentially had full-time teaching obligations.

Inclusion of Full-time Faculty Only. Less than four percent of faculty positions funded entirely from the instructional budget are part-time positions. To simplify this analysis, part-time positions were excluded.

Exclusion of the Medical School. The Medical School's curricular structures differ from those used by the rest of the university. Examples include: extensive team-teaching, clinical settings, and a different academic calendar. To simplify the analysis, the Medical School faculty was excluded.

Definition of teaching load. As outlined above (pg. 2), the general policy development strategy has been to define a standard teaching load expressed in units on a most basic dimension, and then attempt to take the other dimensions of instruction into account as an adjustment, either as an addition or a reduction, to that standard load.

The basic measure of teaching load is the number of courses taught. Faculty refer to "2 + 2" as a rule of thumb, meaning that one is ordinarily expected to teach two courses in the fall semester, and two courses during the spring semester.

The reference to "courses" in the "2+2" formulation of a typical teaching load actually refers to what UW-Madison defines as *primary-range group instruction sections*. These are sections in which the instructor is the student's primary instructor for the course and issues the student his or her grades. Secondary-range sections, such as discussion sections which support a lecture section, are not included here. This rule of thumb also excludes *individual instruction sections*, which include supervision of thesis research and practice teaching. These typically involve individual work with 1 or 2 students who meet with an instructor periodically to discuss independent readings or research projects.

There are three reasons for focusing on primary-range group instruction sections as the principal measure of teaching load:

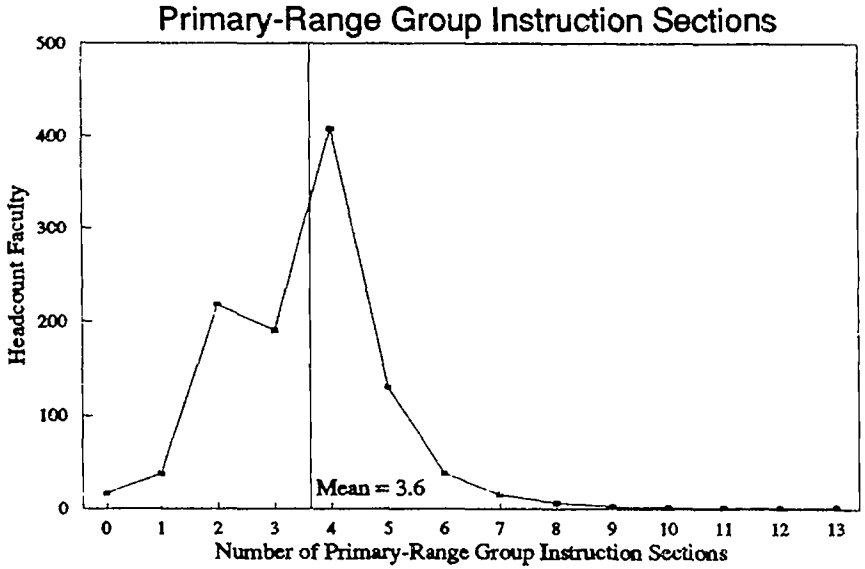
1. As a measure used by individuals *who actually teach*, it probably captures important aspects of teaching load;
2. Analysis shows that compared with other measures of load, such as course credits and student credit hours, there appears to be a more accepted norm, and less variation from the average;
3. It is a measure frequently evaluated by those external to the university.

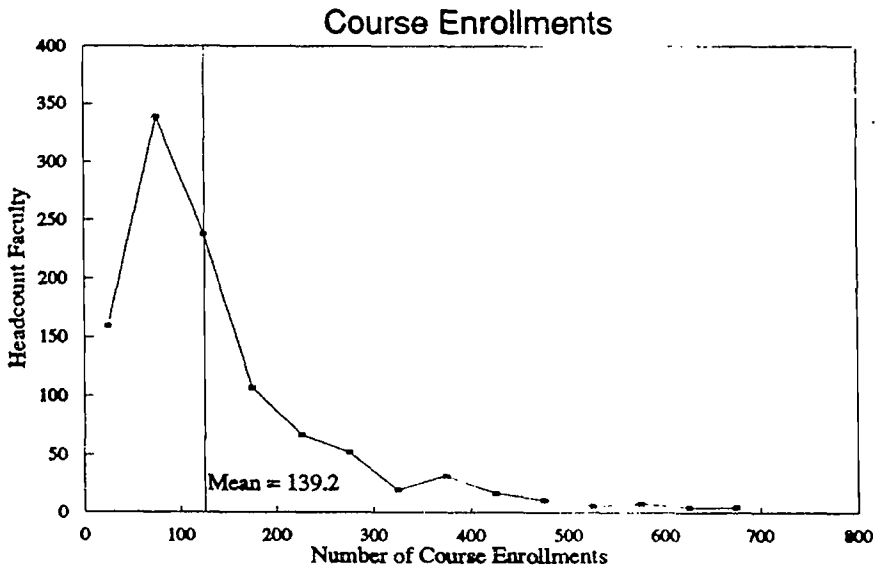
Compared to alternate measures of load, such as course credits or student credit hours, primary-range sections yield a relatively compact teaching load distribution with a distinct modal level. Figure A provides a comparison of some alternate teaching load distributions.

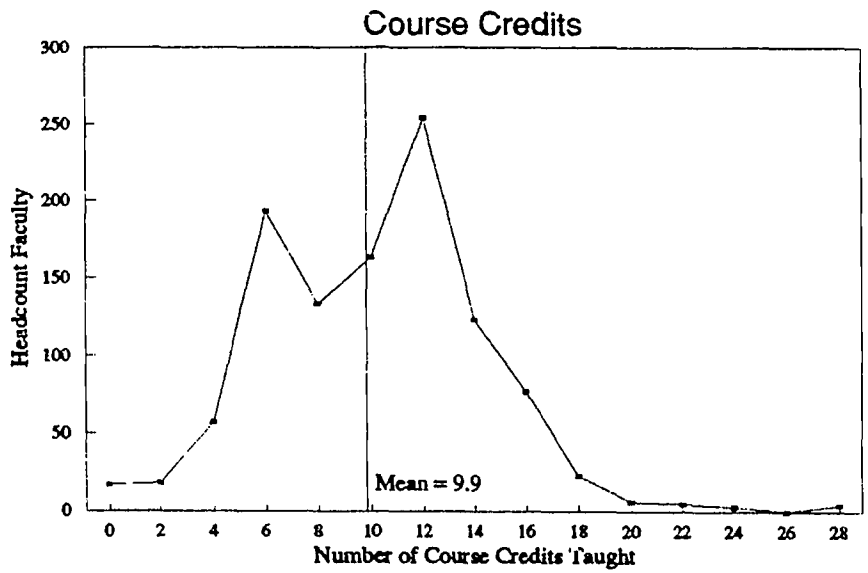
- **Course Credits** yield a teaching load distribution which tends to be bi-modal. Approximately 47 percent of the faculty are below the mean load. One complication in the tabulation of course credits is that 18 percent of the faculty-taught sections occurred in variable-credit courses.
- **Student Credit Hours** yield a teaching load distribution in which about 70 percent of the faculty are below the mean load. As Figure A demonstrates, this distribution is more weighted toward high teaching loads.
- **Course Enrollments** yield a distribution similar to that of student credit hours. Approximately 68 percent of the faculty fall below the mean course enrollment load.

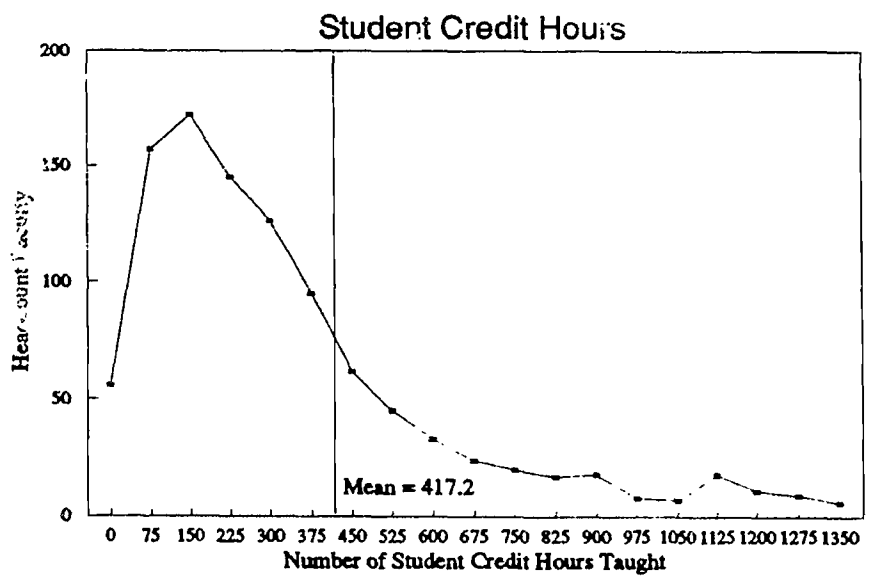
This brief comparison suggests that the use of a standard other than primary sections would have distinct disadvantages. In contrast, the use of primary-range group instruction sections as a measure fits well with the traditional rule of thumb used by faculty, finds most individual faculty

FIGURE A
FULL-TIME INSTRUCTIONAL FACULTY TEACHING LOAD FREQUENCY DISTRIBUTIONS
BY ALTERNATE MEASURES OF TEACHING LOAD
UW-MADISON
1991-92 ACADEMIC YEAR









members presently close to the normal load, and defines a load which can be planned for specific instructors relatively easily.

Multiple Instructors. In the event a primary-range section has more than one instructor, the section has been divided equally between the instructors. In the case of a laboratory section taught, for example, by a faculty member and a teaching assistant, each of the two instructors are credited with teaching 0.5 sections. Table 2 shows the number of faculty-taught sections with multiple instructors.

Table 2
Number of Sections in Which at Least One of the Instructors was a Member of the Full-Time Instructional Faculty, By Number of Section Instructors, and By Type of Instruction
1991-92 Academic Year
Excluding the Medical School

Number of Section Instructors	Type of Instruction						
	Lecture	Laboratory	Discussion	Seminar	Conference	Field	Total
1	2874	521	188	405	3247	128	7363
2	126	83	5	42	0	26	282
3	23	3	3	11	0	26	66
4	5	5	0	7	0	1	18
5	2	2	0	6	0	0	10
6	1	0	0	2	0	0	3
7	1	0	0	2	0	0	3
8	2	0	0	0	0	0	2
9	1	0	0	0	0	0	1
10	0	0	0	0	0	4	4
Total	3035	614	196	475	3247	185	7752

Due to the treatment of multiple instructor sections in this analysis, section counts include fractional sections. However, to make the data easier to comprehend when individual teaching loads are portrayed in the following tables, the loads have been *rounded* to the nearest whole number of primary sections.

Assignment of Teaching Loads to Departments. In this analysis, all of an instructor's teaching load is attributed to the department in which the instructor's position is *budgeted*, regardless of whether the instructor taught courses in other departments. In some cases, faculty hold *joint appointments* and are budgeted in more than one department. Of the total population of 1,076 full-time instructional faculty, 70 held appointments in two academic departments, and five held appointments in three departments. For this analysis, each individual's teaching load was assigned to departments in the same proportion as his/her position FTE was divided between the departments in the budget.

Table 3
Number of UW-Madison Full-time Instructional Faculty
By Number of Course Sections Taught
By Type of Course Section
Excluding the Medical School

1991-92 Academic Year

	GROUP INSTRUCTION SECTIONS									*INDIVIDUAL INSTRUCTION SECTIONS*			
Number of Sections Taught	Primary-Range Group Instruction Sections				Secondary-Range Group Instruction Sections				Any Type of Group Instruction			Any Type of Indiv. Instruction	*ANY TYPE OF SECTION*
	Lecture	Lab	Seminar	Any Type	Discussion	Lab	Seminar	Any Type		Conference	Field		
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
None	67	954	723	17	965	989	1073	885	16	153	999	147	2
1	116	45	259	38	67	43	3	103	26	111	39	108	3
2	296	29	81	218	25	21		44	200	258	18	248	27
3	220	9	10	191	8	7		15	169	171	10	168	50
4	276	6	3	408	6	8		14	360	160	3	157	144
5	82	5		131	1	2		4	166	88	5	94	123
6	16	8		39	3	5		7	60	65	2	71	169
7	1	8		16	1	1		2	31	22		27	143
8		4		7				2	21	14		16	115
9		4		3					12	12		12	97
10		1		2					5	5		6	72
11	1			2					3	4		4	54
12	1	1		2					2	6		7	21
13		2		2					4	5		7	15
14									1	1		1	6
15												1	11
16												1	12
17													7
18										1			1
20												1	2
21													1
24													1
Total	1076	1076	1076	1076	1076	1076	1076	1076	1076	1076	1076	1076	1076

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Results: Distribution of Teaching Load

Mean, Mode, and Frequency Distribution During the 1991-92 academic year, mean annual teaching load for the full-time instructional faculty at UW-Madison was 3.6 primary-range group instruction sections. Table 3 shows the distribution of faculty members by number of sections taught within all types of instruction. The modal primary-range section load was 4. Approximately 38 percent of the full-time instructional faculty were at this modal level, while 43 percent fell below the mode, and the remaining 19 percent fell above. Table 3 also provides distributions of teaching load in secondary-range and individual instruction sections. Further in this analysis, the presence of these additional teaching loads will be examined as a factor related to the size of an instructor's primary-range section load.

Between Fall and Spring Semesters. Based on the data shown in Table 4, thirty-six percent of the faculty taught two primary-range sections in the Fall and two in the Spring, the pattern which occurred with the greatest frequency. The next most common pattern was one section in the fall and one section in the spring, although only 14 percent of the faculty had this exact load.

Table 4
Headcount Full-Time Instructional Faculty By
Number of Primary-Range Group Instruction Sections Taught
By Fall and Spring Semesters
1991-92 Academic Year

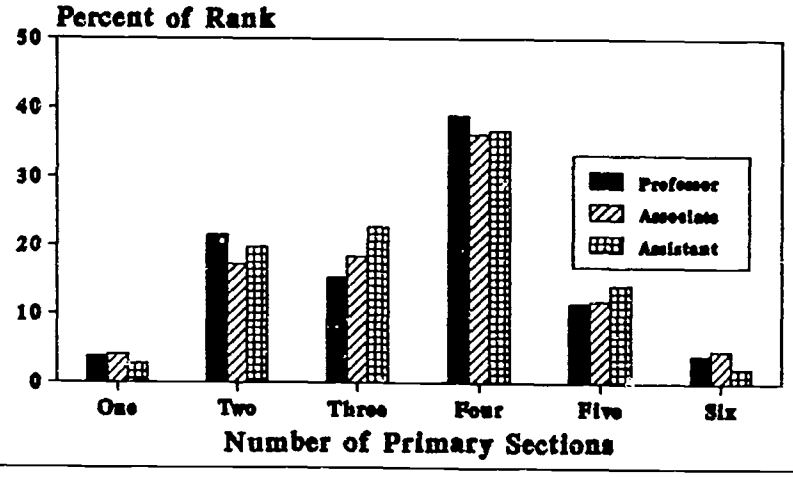
SECTIONS IN FALL SEMESTER	*SECTIONS IN SPRING SEMESTER*								
	0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**TOTAL**
0	19	16	10						45
1	18	148	84	15	5				270
2	63	86	385	64	3	1	1		603
3	12	13	60	38	5	2			130
4	1		1	8	3	2			15
5		1	2	1	1	2			7
6						2	2	2	6
TOTAL	113	264	542	126	17	9	3	2	1076

By Professorial Rank. As shown in the Figure B below, the three professorial ranks have similar teaching load distributions. The percentage of the faculty that taught four primary

sections is approximately equal in each of the three professorial ranks. The distribution of faculty above and below this modal level also does not differ significantly by rank.

Figure B

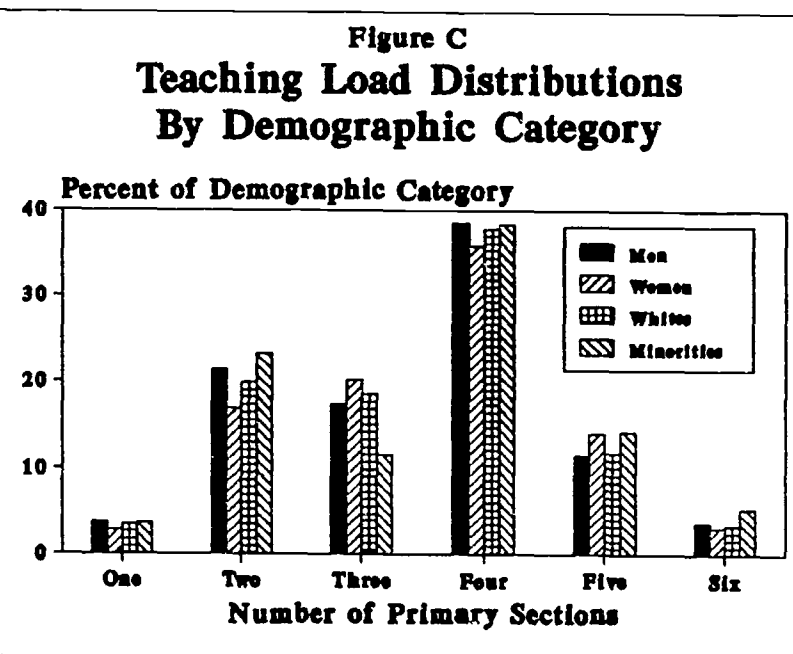
Teaching Load Distributions By Professorial Rank



By Gender and Ethnic Heritage. As shown in Figure C below, men and women have similar teaching load distributions. The percentage of the faculty that taught 4 primary sections was 38.5 for men and 35.9 for women. The figure also provides a comparison of teaching loads for white and minority faculty members. The percentage of the faculty that taught 4 primary sections was 37.9 for whites and 38.4 for minorities.

Figure C

Teaching Load Distributions By Demographic Category



By Department. Teaching load does vary between departments. Table 5 below provides a frequency distribution of *departments*, rather than individuals, by average teaching load per FTE.

Table 5
Number of UW-Madison Departments With At Least Five Full-Time Instructional Faculty, By Average Number of Primary-Range Group Instruction Sections Taught Per FTE 1991-92 Academic Year, Medical School Excluded

Average Number of Sections Taught per FTE	Number of Departments
1	0
2	6
3	26
4	30
5	8
6	0
7	1
Total	71

By Discipline Area. Teaching load also varies between broad discipline areas. As shown below in Table 6, the average teaching load per FTE in Humanities departments was nearly twice the average load in the Agricultural & Life Sciences departments.

Table 6
Average Teaching Load per FTE
By Discipline Area

Discipline Area	Primary Sections	FTE	Sections Per FTE
Social & Behavioral Sciences	1290	365	3.5
Humanities	1301	301	4.3
Engineering & Physical Sciences	962	313	3.1
Agriculture & Life Sciences	78	35	2.2
Health Sciences	33	8	4.1
Clinical Health	62	24	2.6
Law	93	30	3.1
Other	2	1	2.0
Total	3819	1076	3.5

Analysis: Possible Sources of Variation in Primary Section Loads

The preliminary teaching load policy, described above on page 2, outlines several factors which permit adjustment of the normal "2+2" teaching load. Although the number of primary sections may be a key dimension of a teaching load, it is not a complete and exact measure of the total time and effort required of the faculty member. Adjustments to the number of primary sections could take these additional sources of workload into account:

1. Instruction a faculty member provides *outside* of primary sections. A great majority of the faculty also teach individual instruction sections (see Table 3 on page 12). Some faculty members teach secondary-range sections. Student advising also occurs outside of primary sections.
2. The context of the faculty member's *total* workload, including research, public service, and institutional governance activities, in addition to instruction. These components of total workload vary between individuals and for the same individual over time.
3. The characteristics of the faculty member's primary sections. The number of required contact hours with students, the level of preparation required for each class meeting, and the number of papers and tests to be graded can differ significantly between primary sections. The time and effort a faculty member devotes to a section is shaped by the number of students enrolled in the section, the number of credits a student earns in the course, the difficulty of the subject matter, the proficiency of the students, and other attributes of a specific section.
4. The faculty member's section mix. A particular combination of sections may be less difficult to teach than other possible combinations. For example, two sections in the same course may require less preparation than two sections in two different courses.

It seems reasonable to hypothesize that the faculty teaching loads *already reflect* adjustments between these contending factors--adjustments which have evolved over time and are reflected in the current teaching practices of the faculty. In other words, the number of primary sections individual faculty members teach may vary according to additional workload factors such as section characteristics, teaching load outside primary sections, and section mix.

To test this hypothesis, the faculty were divided into three groups based on whether the number of primary sections they teach is *above*, or *below*, or at the *modal* level (four sections). These three groups of faculty were then compared on other workload factors expected to be related to their teaching effort.

As shown in Table 7, faculty members who teach *less than four* primary sections tend to teach somewhat larger sections containing a higher percentage of graduate and professional students; are less likely to teach more than one section in the same course; and tend to teach greater numbers of students in individual instruction.

Table 7 also shows that faculty members who teach *more than four* primary sections are more likely to teach smaller sections containing a greater percentage of undergraduate students. They are also more likely to teach more than one section in the same course.

Table 7
Average Teaching Load Characteristics By Number of Primary Sections Taught

		Characteristics of the Faculty Member's Primary Sections			The Faculty Member's Primary Section Mix:	The Faculty Member's Teaching Load Outside of Primary Sections:
Number of Primary Sections Taught	Number of Faculty	Average Number of Primary Sections	Average Number of Students	Average Percentage of Students at Undergraduate Level	Average Number of Sections in Each Course Taught	Average Number of Individual Instruction Enrollments
Less than Four	447	2.3	47.4	50.8	0.99	11.3
Four	408	4.0	45.3	58.1	1.16	7.8
More than Four	204	5.7	30.7	59.3	1.33	7.9

These preliminary results suggest that the current teaching load practices of the faculty do reflect adjustments and trade-offs between contending teaching load factors. A teaching load policy which accommodates these patterns may benefit from many years of collective experience.

In addition to the factors examined in Table 7, other factors which will be analyzed in the future include:

- Number of contact hours per section
- Teaching load norms, by academic discipline, at comparable universities. The presence of market factors may be indicated if differences between disciplines are similar at most universities.

- Other components of faculty workload, including research, public service, student advising, and institutional administration and governance activities.

One Step in Implementation: Incorporation of Teaching Load Measures into the Budget Allocation Process

As the discussion above indicates, teaching load policy is still under development. However, even at this early stage, the budget allocation process is incorporating a teaching load factor. As policies are more fully articulated, this allocation element can be expanded.

In the current budget, the State earmarked a quarter of one percent of the total faculty salary base to be used to reward "good teaching " (and provided funding for this increase). Because twenty percent of the total faculty is eligible for this increase, it could be significant for certain individuals.

The funding for this increase was allocated differentially to UW-Madison's fifteen schools and colleges. Allocation was based partially on both current teaching load comparisons and trends in teaching loads over the past five years. While the dollar amounts schools/colleges received on the basis of teaching load factors are small in comparison to other allocations, the intent to include teaching load considerations in budget allocations has been established.

Conclusions

At a major teaching-research university with multiple missions, it is likely that a number of teaching load standards exist in different areas of the institution. Our analysis of teaching load by discipline and department support this conclusion.

Recognition of this fact has suggested that the initial analysis and implementation of a teaching load policy is probably best initiated in a decentralized way -- at the school/college and perhaps even the departmental level.

Using the number of courses taught as a workload standard is supported by this analysis of current institutional practice. In fact, a "2+2" course load was the expectation and is the current norm, although there is a great deal of variation around the norm.

Analysis of teaching load data can be very helpful in setting a teaching load policy. In our own experience, the interplay between the actual data and the concepts of key administrators and faculty regarding "ideal" policies has been crucial and is continuing.

Implementation of a policy of this kind is best done in an environment in which faculty can expect some positive outcomes from addressing equity questions. External political developments, which interfere with internal planning processes, can make this result particularly hard to achieve and may require the delay of policy implementation.

End Note

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