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ABSTRACT

In the January 1988 issue of "Library Administration & Management," an article titled "The Dilemma of Library Faculty Workload: One Solution" described the efforts of the library faculty at Western Illinois University to achieve a more equitable situation compared to other faculty on the campus. A totally new approach to the traditional structured workweek was devised, consisting of two-thirds of the workweek specifically scheduled, with the remaining one-third to be "activity or action" result oriented for which one could accomplish goals and tasks at one's own discretion. Certain aspects of these guidelines were considered cumbersome and difficult to understand. A desire to clarify such confusion led the library in seeking a different model that would still be consistent with other faculty. It was understood that library faculty could not achieve the direct one-to-one parity in terms of scheduled hours compared to lecture classroom faculty. Western Illinois University issues Credit Unit Equivalencies for all faculty. The normal range is 9-12 contact classroom hours (CUES) for each semester. Traditionally and contractually, faculty with assignments that are not the typical classroom instruction format are issued alternative guidelines, in the form of a 2:3 ratio: for every two CUES taught per week by regular classroom faculty, these others will be scheduled for 3 class hours. As with all other faculty, there would be 4 office hours per week, and research and service responsibilities would be the responsibility of the faculty member to be conducted outside the 9-12 CUES of primary duty. The application of evaluation criteria is outlined, including two evaluation forms. Western Illinois University's Credit Unit Equivalencies are listed. (MAS)

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LIBRARY FACULTY WORKLOAD:

A CASE STUDY IN IMPLEMENTING A TEACHING FACULTY MODEL

In the January 1988 issue of *Library Administration & Management*, an article titled "The Dilemma of Library Faculty Workload: One Solution" described the efforts of the library faculty at Western Illinois University to achieve a more equitable situation compared to other faculty on the campus.¹ After several years of negotiations involving the University Professionals of Illinois (AFT) and the central administration, a compromise plan was accepted and implemented in fall 1984. As outlined in this article, a totally new approach to the traditional structured workweek was devised. Less emphasis was placed on *being in the library* and more attention was paid to actual work performance outcomes as outlined in one's primary duty assignment and meeting established criteria in research and service.

The new guidelines were in effect for the next two contract periods, from 1984 to 1990. At that time they were carefully reviewed by both the library faculty and the Dean of Libraries for possible changes in the upcoming contract. Certain aspects of these guidelines were viewed as cumbersome and difficult to understand by all parties. Under the then existing regulations, approximately two-thirds of the assignment was to be specifically scheduled while the library faculty's remaining one-third assignment was to be "activity or action" result oriented for which one could accomplish their goals and tasks at their own discretion. In effect, the library faculty were scheduled 18 to 24 hours a week (usually the 24 hours) with the remaining tasks entirely unscheduled, just as teaching faculty conduct necessary professional responsibilities outside their usual 9 to 12 class hours per week. While for the most part this plan worked relatively effectively, at times there was confusion as to what constituted scheduled vs. unscheduled activities and assignments. A desire to clarify such confusion led the library in seeking a different model that would still be consistent with other faculty. Clearly, it was understood by all parties that the library faculty would not achieve a direct one-to-one parity in terms of scheduled hours compared to lecture classroom faculty. However, another appropriate faculty model was identified.

Western Illinois University issues CREDIT UNIT EQUIVALENCIES for all faculty. The normal range is 9 to 12 contact classroom hours (CUES) for each semester. Traditionally and contractually other faculty with assignments that are not of the typical classroom instruction format are issued alternative guidelines. For example, in physical education activity classes (teaching golf, swimming, soccer, etc.), as well as in art and music studio lessons where small groups or individual students are taught, the range of assigned class hours is at a 2:3 ratio. That is, for every two scheduled contact hours taught per week by regular classroom faculty these performance areas will be scheduled for three class hours. As a result, such faculty have a range of from 13.5 to 18 scheduled contact hours per week. This model is further strengthened by the National Association of Schools of Music which states in its handbook that "Lecture-type courses are commonly weighted with studio private lessons on a 2:3 ratio, that is, two hours of classroom instruction is equated with three hours of private instruction."²

After a number of meetings and discussion within the library faculty as well as with the Dean of Librarians, it was decided that this 2:3 ratio would be adopted by the Library. That is, the standard teaching load of 9-12 CUES (9-12 contact hours of classroom instruction or 13.5 - 18 hours for performance areas) would be implemented in the Library and that the performance areas such as physical education and studio art and music classes would be the specific model chosen. In practice all library faculty have been assigned the maximum in the CUE range. And as with all other faculty, there would be four (4) office hours per week. Research and service responsibilities would be the responsibility of the library faculty member and would be conducted outside the 9-12 CUES of primary duties.

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Certainly, many might view this as a radical departure for it equates the library faculty members work effort to be considered equal to other selected faculty, who although might not have the usual lecture class, do provide professional and instructional services to students. This model has become increasingly more relevant for library faculty at Western Illinois University as the number of technical positions has significantly dwindled over the years while the number of librarians placed in public service areas that require significant levels of service, instruction and personal interaction have grown tremendously. This reality is confirmed by the fact that in 1977 WIU had 24 professional positions of which 6 were in cataloging and 4.5 were in reference. By 1994 we had only 18 professional positions of which 1 was in cataloging and 7 were in reference. Indeed, by 1994 only 2 of the library faculty were in traditional technical services areas and the remaining faculty were in public service positions. This new model also recognizes that the time, effort, and skill of the library faculty member is no less than that of other faculty. Being *different* does not automatically have to equate to being *less*. Otherwise, to paraphrase the Brown vs. Board of Education school desegregation decision, "to be separate but equal is to be inherently unequal."

Whether this workload model is appropriate for other institutions is a matter that would have to be analyzed on an individual basis. One of the more common arguments against faculty status for librarians, and hence the above model, is that they do not have earned doctorates as a minimal requirement. However, at Western Illinois University there are twelve departments, that at least for selected programs, do not require a doctorate. Typically, in such areas a Masters + 30 hrs or a M.F.A. is considered the terminal degree. For the library faculty at WIU, the M.L.S. + subject M.A. is considered the terminal degree although three library faculty do have doctorates. Thus, if on a particular campus all faculty must have the earned doctorate and the librarians are the only group that do not, then demanding full faculty status and the perogatives that accompanying it may be difficult to defend. It is also important to realize that if librarians are to be faculty they must participate and be evaluated in areas of research and service comparable to other faculty on campus. Pleading to be treated *differently* will not strengthen any demands for equal status.

Additional questions or comments can be answered by writing to Dr. Frank Wm. Goudy at Western Illinois University, Macomb, Ill. 61455 or by calling (309) 298-2749.

ATTACHED DOCUMENTS:

- I. Internal Memorandum - WIU Libraries. (1 page)
- II. Application of Evaluation Criteria - University Library - Western Illinois University. (7 pages - two evaluation forms)
- III. Credit Unit Equivalencies - Western Illinois University. (4 pages)

REFERENCES

1. Frank Wm. Goudy and Allie Wise Goudy, "The Dilemma of Library Faculty Workload: One Solution," *Library Administration & Management* (2) January 1983): 36-39.
2. *National Association of Schools of Music, 1989-1990 Handbook* (Reston, Virginia, 1990), 47.

APPLICATION OF EVALUATION CRITERIA¹

University Library Western Illinois University

Every probationary faculty member and every candidate for tenure and/or promotion or professional advancement increase shall demonstrate effectiveness in three areas: teaching/performance of primary duties, research/creative activity, and university/community service.

Department Personnel Committee

All voting members of the Library Committee of the Whole are members of the Department Personnel Committee if they hold academic rank above that of the applicant, or are tenured in the case of retention or tenure application. The committee for evaluation of PAI requests will consist of those with the rank of Professor.

Evaluation

I. Teaching/Performance of Primary Duties

Performance of primary duties is the most important component of the three areas of evaluation. Each faculty member's performance shall be evaluated on the basis of the primary duties as set forth in his/her Annual Work Plan(s).

Documentation of performance of primary duties is required. Documentation must include:

- Description of primary duties as set forth in the Annual Work Plan(s).
- A self-evaluation based as closely as possible upon the description of primary duties as set forth in the Annual Work Plan(s).
- Evaluation forms.² These forms will be completed by the respective committee members and placed in the applicant's file, with a copy of each to be given to the applicant. Lists of those eligible to evaluate the respective levels of application will be available at the Library Administration Office.

Documentation may include:

- Materials prepared and utilized in the course of primary duties.
- Written comments from faculty, students and other library users.
- Recognition, e.g. an award, for outstanding performance of primary duties.
- A statement of goals and procedures for achieving these goals.

¹ Approved by the Library Committee of the Whole, November 1992.

² i.e. "Recommendation for Retention, Promotion or Tenure — University Library"

II. Research/Creative Activity

Activities the department deems acceptable for demonstration of effectiveness in the area of research/creative activity are given below. Activities or contributions other than those specifically listed may be included when appropriate. The groupings (A,B,C) reflect the relative importance of the activity. However, the groups are to be considered flexible to reflect the idea that item(s) in Group C, if outstanding, may make an equally substantial contribution to the items in Group A and B. The request for upgrading of an item(s) from Groups B and/or C must be accompanied by a written justification.

Each faculty member is responsible for presenting complete documentation of accomplishments and contributions in the research and creative activities. It is expected that a faculty member will display some variety of experiences in research/creative activities.

Group A

- Book or bibliography published by a non-vanity press
- Grant from federal, state or private source
- National fellowship/internship
- Paper or presentation at a multi-state or national conference, institute, or workshop
- Elected office holder of state, multi-state or national professional organization
- Award by a state, multi-state or national professional organization
- Translation of a scholarly/creative book, published by a non-vanity press
- Editor or co-editor responsible for the intellectual content of a book or journal
- Visiting professor, lecturer or scholar in the area of the individual's expertise
- Article in a refereed journal
- Chapter or article in a book published by a non-vanity press

Group B

- Indexer or abstractor for professional publication
- Paper or presentation at state conference, institute, or workshop
- Award by an area or regional professional organization
- Translation of scholarly journal article
- Member or editorial board/advisory committee for book or journal
- Contribution to other publications, i.e., newspaper, encyclopedia, yearbook, etc.
- Publication of an ERIC document (to be counted only if not previously published)
- Committee chairperson for a state, multi-state or national professional organization or committee member for a national professional organization

Group C

- Grant from the Faculty Development Office, University Research Council, WIU Foundation or a similar office
- Office holder or chairperson for a West Central Illinois professional organization
- Paper or presentation at a West-Central Illinois professional organization
- Book or film review
- Translation of book reviews and summaries
- Committee member for an in-state or multi-state professional organization
- Successfully completed coursework related to professional development that is beyond the terminal degree requirement
- Substantial in-house publication (not as a part of one's assigned primary duties)
- Major computer application (not as a part of one's assigned primary duties)
- Substantial internal research related to library operations (not as a part of one's assigned primary duties)

Items listed within Groups A, B, and C relating to professional activity are not intended to reflect priority. They must involve research/creative activity beyond mere position, title, award, or attendance. Applicant will document the nature of the creative effort. Lack of such documentation indicates that involvement in this (these) area(s) is professional service rather than research/creative activity.

III. University, Community and Professional Service

It is expected that faculty will seek opportunities for university and community service, and will be willing to serve when needed by means of committee and similar assignments.

The following activities are representative of those which may be submitted in the service component:

- Professional organization service activities
- Department or university committees
- Professionally-related community service
- Presentation (pertaining to the discipline or the field of education in general) made to community groups.
- Work with student organizations

In evaluating service activities, the department shall attempt to judge the relative merit of each activity as well as make an estimation of the significance of the individual's record of service.

REQUIREMENTS

In supplying the documentation for a request of retention, tenure, promotion, or professional advancement increase, the faculty member must use the Application of Evaluation Criteria and evaluation forms provided by the Department Personnel Committee, as well as the application forms provided by Office of the Provost through the Library Office.

Work in progress may not be counted as a research/creative activity in one evaluation period and the final product in another evaluation period.

Retention

Oral and written English proficiency will be required.

See UPV/BGU Faculty Agreement 1991-1995, Article 9.

Each faculty member being evaluated for retention shall submit a written statement which includes goals, procedures for the achievement of these goals, and the potential significance of the proposed activity. Works in progress may be included. The completion of this statement is required by the department.

For each probationary faculty member there shall be a comprehensive assessment of his/her performance each year.

Tenure

For Tenure requests, see *UPV/BGU Faculty Agreement 1991-1995*, Article 11.

Promotion

For Promotion requests, see *UPV/BGU Faculty Agreement 1991-1995*, Article 10.

Professional Advancement Increase

For Professional Advancement Increase requests, see *UPV/BGU Faculty Agreement 1991-1995*, Article 8.

The Department Personnel Committee will evaluate all items to assess the quality of achievement. In evaluating, the Department Personnel Committee will consider such matters as substance, contribution to a field or profession, and/or opinions of other professionals.

Quantitative Criteria for Tenure, Promotion and Professional Advancement Increase

To merit a recommendation a faculty member must demonstrate the accomplishment of the following:

	Research/Creative Activities			University/ Community/ Professional Service Activities
	Group A	Group B or higher	Group C or higher	
Tenure	2	3	4	4
Promotion to Assistant Professor		1	2	1
Promotion to Associate Professor <i>(since last promotion if applicable)</i>	2	3	4	4
Promotion to Professor <i>(since last promotion if applicable)</i>	3	3	5	5
Professional Advancement Increase <i>(since last promotion or PAI if applicable)</i>	3	3	5	4
	2	3	4	5

Qualitative Considerations

Some specific questions which may be considered in the areas of research/creative activities and service activities are listed below:

- What does it contribute to the field of academic librarianship?
- What does it contribute to an academic field of learning?
- What does it contribute to the effective use of the library by its clientele?
- What does it contribute to the prestige of the University?
- Does it show evidence that research/creative activity is a continuing part of the individual's professional life?
- Does it show evidence of ability to pursue research/creative activity at a level of competence appropriate to Tenured faculty member, Instructor, Assistant Professor, Associate Professor, or Professor?

Evaluation on the Basis of Exception

It is the responsibility of the Faculty Member to justify exceptionalism in whichever area(s) applies.

Accomplishments demonstrating exceptionalism must be significantly beyond and above the standard levels established for promotion and tenure.

Qualitative Considerations

Some specific questions which may be considered in the areas of research/creative activities and service activities are listed below:

- What does it contribute to the field of academic librarianship?
- What does it contribute to an academic field of learning?
- What does it contribute to the effective use of the library by its clientele?
- What does it contribute to the prestige of the University?
- Does it show evidence that research/creative activity is a continuing part of the individual's professional life?
- Does it show evidence of ability to pursue research/creative activity at a level of competence appropriate to Tenured faculty member, Instructor, Assistant Professor, Associate Professor, or Professor?

Evaluation of Temporary Faculty

Oral and written English proficiency will be required.

Documentation of performance of primary duties is required. Documentation must include:

- Description of primary duties as set forth in the Annual Work Plan(s).
- A self-evaluation based as closely as possible upon the description of primary duties as set forth in the Annual Work Plan(s).
- A minimum of three (3) peer evaluations (see "Evaluation of Primary Duties for Temporary Faculty — University Libraries") shall be submitted for approval by the Dean of the Library.
- Satisfactory or Highly Effective evaluation is required for placement on the reemployment rosters but does not guarantee continued employment at the University.

RECOMMENDATION FOR RETENTION, PROMOTION OR TENURE — UNIVERSITY LIBRARY

Name of person being evaluated



Recommend



Do not recommend

Purpose of evaluation



Abstain

Please justify, explain and/or clarify your evaluation of the applicant. Include information concerning the nature of your contact with this person. Attach additional sheet if needed. (The evaluator may request additional information from the applicant.)

Primary Duties:

Research/Creative Activities:

University/Community Service Activities:

Signature of Evaluator

Position or Title

Date

EVALUATION OF PRIMARY DUTIES FOR TEMPORARY FACULTY — UNIVERSITY LIBRARY

Name of person being evaluated

	Highly effective	Satisfactory	Minimum requirements not met	No basis for evaluation
A. Contributes to the effective service of the University Libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Is skilled in managing his/her area(s) of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Provides adequate supervisory and/or training of library staff and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Is skillful in analyzing and solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Shows evidence of professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Works with colleagues to achieve jointly developed goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Communicates clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Overall evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Please provide any comments you deem relevant which will explain and/or clarify your evaluation of this person. Attach additional sheet if needed (The evaluator may request additional information from the person being evaluated.)*

Signature of Evaluator

Position or Title

Date

CREDIT UNIT EQUIVALENCIES
Western Illinois University
Tenured, Tenure Track, and Temporary Teaching Professionals

These credit unit guidelines have been prepared by the Provost and Academic Vice President to meet the conditions of Article 6 of the BOG-UPI Agreement 1988-1991. Assignments of duties under these guidelines are intended to reflect the physical realities as well as time and effort required of the faculty.

I. Large Lecture Classes

- | | |
|---------------------------|---------------------------|
| A. Enrollments of 70-100 | 1.25 x sem hrs for course |
| B. Enrollments of 101-140 | 1.50 x sem hrs for course |
| C. Enrollments of 141-180 | 1.75 x sem hrs for course |
| D. Enrollments over 180 | 2.00 x sem hrs for course |

II. Laboratory Courses.....

lecture contact hours
plus the basic multiplier
and/or laboratory
preparation.

- | | |
|--------------------------|---------------------------------------------------|
| A. Basic multiplier..... | 0.5 x contact hours per
week in the laboratory |
|--------------------------|---------------------------------------------------|
- The basic multiplier is applied for the instructional time spent in the laboratory. For those laboratory classes not requiring the constant attention of the instructor, the basic multiplier is not to be utilized or is utilized at a reduced figure based upon the amount of time actually spent instructing in the laboratory.

- | | |
|----------------------------------------------|-------------------------|
| B. Laboratory preparation (where applicable) | |
| i. 2 - 3 contact hours per week | 0.1 - 0.67 credit units |
| ii. 4 contact hours per week | 0.1 - 1.33 credit units |
- Laboratory preparation will be limited to the time required to set up equipment and assemble needed supplies and materials for the laboratory to be in order for the students to begin their exercise at the beginning of the laboratory period.

III. Activity Courses

- | | |
|-------------------------------------------|-------------------|
| A. Physical Education
per contact hour | 0.67 credit units |
|-------------------------------------------|-------------------|

B. Studio lessons

1. Art studio,
per contact hour 0.67 credit units
2. Music
 - a. Technique classes,
per contact hour 0.67 credit units
 - b. Applied study,
per contact hour 0.67 credit units
 - c. Ensembles,
per contact hour 0.67 credit units

IV. Team Teaching

Courses which require extensive planning and coordination or are interdisciplinary either within or without the department or are divided into separate discussion sections or substantially alter their content from semester to semester (no more than 3 faculty per course). These credit units are not to be in addition to the credit units for the course.

1 to 3 credit units
per faculty member

V. Graduate Courses

1.3 x sem hrs for course

VI. 300G/400G Courses

Same as graduate courses provided at least 5 students are enrolled for graduate credit.

VII. Student Teacher Supervision

Department of Educational Administration and Supervision only

0.67 credit units
per student

VIII. Independent or Individual Study

Exclusive of the independent study program courses offered through Continuing Education

0.05 to 0.1 x student
credit hours

IX. Graduate Research Supervision

This includes theses, research projects, major papers and all other independent-type study at the graduate level. Credit received for the same student limited to the number of hours applicable to the degree requirements. The total credit units are only once per student but the faculty member is expected to meet the needs of the student.

0.3 - 0.4 x SCH

X. Internships and Practica

Should be treated as a regular course if a substantial portion of the course involves lecture and common meetings. Otherwise, credit is dependent upon number of visits, distance from campus, amount of supervision, etc.

Undergraduate or Graduate

0.1 - 0.4 per student

XI. Tutored Study

The credit units for tutored study are not to exceed the credit units for the course taught as a regularly scheduled lecture or seminar class.

A. Undergraduate

.13 x SCH

B. Graduate

.20 x SCH

XII. Pre-student Teaching Clinical Experience

Field work courses designed specifically to meet pre-student teaching clinical requirements

sem hrs for the course
OR

For those classes which meet one hour per week per semester hour credit and in addition have a field work complement to which faculty supervision is assigned.

sem hrs for the course
+ 0.1 per student
supervised

XIII. Different Preparations

Over four (4) three-semester hour (or more) lecture courses requiring substantial preparations each year. Does not include laboratories, activity courses, studio lessons, internships, independent study, theses, practica and other arranged courses.

0.75 credit units
for each different
preparation over 4
per academic year

XIV. Off-Campus Classroom Courses

.04 for each official round trip from 50 to 149 miles to a maximum of .60 cues for the course

.05 for each official round trip in excess of 150 miles to a maximum of .75 CUES for the course (Quad Cities, Springfield, and Peoria).

XV. Student Advising - Undergraduate

The following credit unit equivalencies are granted when undergraduate student advising is the responsibility of one or a very few members of the department.

Program Majors

15 - 25	1.0 credit unit per sem.
26 - 49	1.5 credit unit per sem.
50 - 69	2.0 credit unit per sem.
70 - 89	2.5 credit unit per sem.
90 - 109	3.0 credit unit per sem.

For each 20 advisees or major fraction over 109, 0.50 credit units per semester will be added.

When a department has only one advisor for the entire department, the minimum will not apply. If the number of majors are less than the minimum, the one advisor will receive 1.0 credit unit per semester.

XVI University Library

- A. Assignment per scheduled hour 0.67 credit units
- B. See INTERNAL MEMORANDUM-WIU Libraries for additional information.

INTERNAL MEMORANDUM

WIU LIBRARIES

The teaching faculty model will be used in measuring workload in which 1.0 scheduled contact hours per week is equated to 1 CUE earned for each of the 9-12 CUES assigned per semester. For the Library Faculty, the number of CUES earned (10-12) shall be divided by .67 in order to convert CUES to scheduled hours per week, regardless of the length of the contract.

CUES for Selected Areas of Assignment:

Bibliographic Instruction: 1 CUE (an average of 1.5 scheduled hours per week) shall be equal to a range of 12-14 classes per semester. This represents 36-42 classes per year based upon a 12 month contract being equated to three semesters and pro rated for lesser contract lengths.

Online Searching: 1 CUE (an average of 1.5 scheduled hours per week) shall be equal to a range of 18-22 searches per semester. This represents 54 to 66 searches per year based upon a 12 month contract being equated to three semesters and pro rated for lesser contract lengths.

Reference-Public Desk: An employee may reserve the right to not have more than 80% of their CUE assignment in a Reference-Public Desk activity.

Employee: _____

Contract Length: _____

Assignment	CUES Assigned: Range (10-12) Per Semester	CUES Converted to Scheduled Hours per Week
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