

## Summary of Workload Report

**General:** The majority of the faculty responding to this survey stated that their workload had changed in the form of an increase. There is a general feeling that traditional research is now more highly valued by the institution than in years past. For example, the phrase, “teaching is taking away from research” was common, but “research is taking away from teaching” was not. A common conclusion among respondents was that, given the current teaching and service load, it is impossible to do the expected research. Being successful at the perceived levels of expectations in all three areas is where much of the faculty's conflict lies. They are frustrated because service or research or teaching is being left out or maintained at a less-than-satisfactory level by their own standards of excellence in order to meet the increasing workload demands. As a general rule, faculty do seem to believe that an increased research load is a good thing, but they believe they need more resources in order to do that work.

### 1. How has your workload changed in the last few years?

Most faculty feel their workload has increased and all feel it is heavy. While there is little objection to any specific activity, there is a general impression that the sheer quantity of work we are expected to do is not recognized. It is a cumulative effect. In the detailed report, specific activities that appear to be overlooked are listed. Some of these activities are new, but some are just requiring an increased amount of time.

### 2. What kinds of things are you required to do, if any, that you think take away from, or prevent, you from meeting obligations in teaching, research and service?

There is a general agreement that obligations in all areas of teaching, research and service cannot be fully met. Faculty members believe they must neglect at least one of the three areas because of excessive demands in the other areas. There is also a problem with insufficient support in the form of time, personnel and funding.

### 3. What suggestions do you have, if any, that might increase the efficiency and productivity of the faculty?

The identity of the school needs to be more clearly defined in its balance of teaching, service and research. Some suggestions in this area are contradictory because the appropriate action depends on this identity. For example, if research is to be a greater focus, then larger classes with graders and assistants is appropriate so that faculty have more time to spend on research. If teaching is our primary focus, then smaller classes with more development time so that faculty can enhance the classroom learning experience would be better benefit this focus. One suggestion was that ASU adopt a role model that would let faculty choose two of the three areas to focus on.

**4. What resources do you need, if any, to accomplish your assigned tasks in teaching, research, and service?**

Resources are primarily lacking in the area of research and/or professional development. Every type of resource in this area is requested.

**5. Are the Faculty Role Model expectations for faculty performance a good fit with expectations of your particular college or department?**

With some specific and strong exceptions, faculty are generally happy with the Role Model. The “Professional Development” category has the most issues in both its interpretation (particularly above the department level) and its implementation (ability to accomplish things in this area). In some colleges or departments, the role model cannot fit because of accreditation requirements or discipline-specific workloads.

**Responses to the Questions**

**1. How has your workload changed in the last few years?**

- Only 2 respondents of all surveyed said that their workload had decreased. The majority of respondents in 14 out of 18 departments indicated that their workload had increased.
- All say that the workload is heavy.
- Sources of the increased workload:
  - Increased Student: Faculty ratio.
  - More students per section and more sections.
  - More teaching of overload schedules, more independent study and research classes
- In-class activities that are not recognized by the administration
  - Lab courses, ISCI courses
  - More lab preparation
  - Fewer resources and more students require more time to adjust to meet the educational needs of the students.
  - Graduate courses require a greater time commitment to individual students i.e. more direct student supervision
  - Increase in the mixing for the day and night course load.
- Lack of recognition for out-of-class educational activities
  - Dealing with curricular changes
  - New course development
  - Revamping existing courses
  - Making courses more inquiry based
  - Working with graduate students' theses, honors theses, research projects, accompaniment of student recitals, clinical time and service learning
  - Maintaining the quality and viability of graduate and undergraduate programs

- i.e. marketing, retention and recruiting efforts
  - Maintenance of lab equipment
    - Instrumentation and computer labs
  - Scheduling of lab time for education students
  - More use of technology requires more learning time and no adjustment for the time drain to acquire the knowledge and maintain this level of technology
- Lack of recognition for other student or curricular support services
  - Club sponsorship
  - Training lab assistants
  - Greater advising commitments
  - Supervising support staff and lab assistants
  - Maintain departmental web site
- Increased requirement of research for promotion and tenure and to maintain accreditations.
  - More time requesting funding and more time writing reports
  - More work with student researchers
- Students require more assistance because they are less independent learners than in the past.
  - Requires the assigning of more homework to get them to work through the material and results in more grading
  - More behavioral problems
- Less assistance received from student assistants and support staff.
  - Harder to work with campus support groups like student activities and physical plant.
- Increased service load
  - More committees
  - Mentoring new part time faculty due to constant new hires
  - Growing pains due to new departments and reorganization of existing departments or moving to new facilities.
- Unrealistic expectations by the administration.
  - Noncompensated administrative work.

**2. What kinds of things are you required to do, if any, that you think take away from, or prevent, you from meeting obligations in teaching, research and service?**

- Current workload is taking away from at least one area of teaching, service or research (general agreement)
- Teaching load is too heavy for the amount of the research and service expected.
- Insufficient number of faculty
  - High student:teacher ratio limits teaching and assessment methods
  - Teaching too many service courses impacts the upper division major courses.
  - Current search procedure paralyzes recruitment

Teaching additional courses out of area of expertise due to faculty shortage

Responding to students that need closed classes, financial aid problems, computer mistakes

- Retention-related initiatives
  - Excessive advising and registration every semester
  - Assisting students not prepared for college
- Things that should be done by support staff
  - Chemical inventories every semester; lab prep
  - Dealing with equipment failures in the classroom.
  - Less support from media services and IT services
  - Scheduling to avoid room conflicts (normally with non-classroom activities)
  - Conflict in what is expected by the faculty and what the support staff see as their job.
- Service
  - Increased number of committee meetings and other meetings.
  - Chairing committees and taking a leadership role with no course release system.
  - Faculty supporting the support staff, i.e, ConnectFest, career spotlight, campus visitation, summer orientation, Pig-out, mentorship, master advisor programs, meet the majors, at risk reports, etc.
- Technology overload
  - voicemail, e-mail, etc.
- Excessive paperwork.
  - Student activities requirements, travel funding, taking attendance for withdrawal forms, redundancy of reporting, etc.
- Too much time searching for money for
  - Travel
  - Adequate computer resources
  - Sabbaticals
  - Regular maintenance needs

3. **What suggestions do you have, if any, that might increase the efficiency and productivity of the faculty?**

- Committee Work
  - Less per faculty member
  - More equitably distributed
- Sabbaticals
- More flexibility about how courses are taught
  - i.e. team teaching, more innovative scheduling (i.e Saturday classes, 3 hours classes 1 day a week), blocks of times freed up, 2-day schedules and 3-day-a-week schedules, free up Fridays for meetings blocks of time set aside to pursue scholarship or work on teaching or to do, look at trying to start all classes on a similar time schedule.

- Reduction of teaching load for any faculty position that is research-focused
- Departmental advisors to reduce the faculty advising load.
- Research needs
  - Time
  - Equipment
  - Lab space
  - Student incentives
- More faculty
  - Permanent over temporary or part time - comparable to similar schools
- Support staff
  - More support staff
  - For skills lab: media/skills coordinator
  - Advisor for undecided
- Better communication between faculty, administration and staff,
  - More team work attitude between faculty, administration and support staff
  - Create a shared vision
  - Adequate job descriptions for support functions
- Have Grant's coordinator actually write the grants rather than make suggestions of grants that can be applied for
- Technology improvements
  - Monitor e-mails with the idea of cutting down on numbers
  - Improve banner and crystal reports for better access to data
  - Implement functional climate control in the buildings
  - Eliminate the mindless IT training
- Paperwork
  - Shifts due days for annual reports to March
    - too much to do: annual report, student references, scholarship applications, study abroad, funding requests, portfolios, mid term exams, etc;
  - Shift unit departmental goals on a biannual basis
- Define Mission
  - Big school or small school?
  - Research, teaching or balance?
- Physical Facilities:
  - Faculty lounge
  - Build parking decks and better sidewalks
- Improve teaching faculty teaching development opportunities
- Skip campus appreciation days put money into more meaningful purposes

**4. What resources do you need, if any, to accomplish your assigned tasks in teaching, research, and service?**

- Research needs
  - Time
  - Space
  - Equipment
  - Trade teaching time for research time
  - Communication of what professional development is at ASU would help.
  - Student research funding (part of research needs)
  - More realistic approach to how much money is needed to get the baseline data in order to apply for external funding.
  - Continued faculty development support and occasional research seminar
  - More access to data for research
- Travel funding
- Training
  - Technology training, especially to use in the classroom.
  - Time for continuing education
  - Classes in web-based instruction
- Operational
  - More equipment and supplies
  - Better teaching technology in class and labs
  - Better replacement cycle for equipment and functioning work stations in the classrooms.
  - Physical plant to fix things on time and correctly
  - A "Science Lab" comparable to the Math Lab or Writing Center.
  - Equipment for teaching--state-of-the-art equip for skills lab, storage space, appropriately sized classrooms
  - Technology needed--better access to specialty programs
  - Placement exams
  - More Faculty parking
  - Larger operational budget
- Sabbaticals
- Adequate staff support
  - More assistance in teaching labs (or credit for the hours of lab you teach)
  - Teaching assistants/graduate students to grade papers
  - Full time lab assistants
  - Advising or more faculty and permanent positions for advising
  - Quicker evaluation of transcripts
- Teaching
  - More faculty
  - Sufficient resources to allow us to teach 6 classes per academic year if we insist on research requirements that allow us to perform at the level of colleges we aspire to emulate
  - A place to send disruptive students
  - Support for lesson design

More time to read and think  
Way to earn reassigned time – 3-4or 4-3 teaching loads for something  
other than committee work

Smaller class sizes

- Potential Boosts to Faculty Morale:
  - A real faculty dining club
  - Constant pay increases
  - Visible support of administration – Moral support

**5. Are the Faculty Role Model expectations for faculty performance a good fit with expectations of your particular college or department?**

- Majority felt it was either a good fit or a good fit with some exceptions or modifications needed.
- Modifications needed:
  - The expectation for research is not clear in the Faculty Role Model.
  - Good fit at the department level not sure above that.
  - Depends on the interpretation up the line sometimes good sometimes not.
  - Departments can makes it work, but upper levels seem to put more emphasis on research than on quality of teaching or service
  
  - Might be better if we re-evaluated if exceptional service could weigh as much as exceptional research.
  - If there were either sabbaticals or paid leaves of absence to do the research.
  - If other areas of professional development carry the same weight as “traditional research”?
  - Maybe the role model needs to be different for different departments
  - Works well for tenure, but not as well for promotion
  - Difficult to assign percentages. Keeping teaching quality high is difficult with so many expectations on our time
  - True research is hard to do while teaching four courses or three courses with labs
  - Less emphasis on publication and research and more on efforts to stay current in the field
  - Activities that contribute to good teaching do not appear to be valued
- For those who said "No", some of the reasons given include:
  - My college overemphasizes peer-reviewed research journals compared to the Faculty Role Model
  - Some of the activities are not viable with our teaching schedules
  - Role model percentages are not applied consistently across the departments and colleges.
  - Role model is very vague and allows people to “play the game”.

In the College of Business and other departments the percentages do not work with their accreditation

Role model does not interface with Unit Plans

When expectations are exceeded there are no benefits or compensation

New chairs change expectations

Impossible to make goals realistic.

The faculty that do most of the work have weightings that make them unrealistic

Doesn't reflect all I do as a teacher and professional in my field

Numerical values do not have the same meaning in each department:  
e.g., After I was awarded outstanding faculty member I had to remind chair I deserved more than a "3"

Definition/interpretation of research at a school that is oriented toward pedagogy should be placed in a practical context or oriented to this institution's primary function - teaching.

Not good for faculty that do administrative work

Student evaluations should not be used to evaluate or measure faculty performance— faculty peer evaluations should be used instead

Absurd to turn in an annual report in February that covers through May or June

One can skimp on committee work and get promoted just fine but if one skimps on either of the other areas then no promotion. Maybe let someone excel in 2 of the 3 areas and be more equitable about all areas.