Some Approaches to Faculty Assignments

Lawrence Abele, October 2015

Why Assignments are Important

- If the department is operating smoothly and meeting all goals, assignments will ensure that this continues.
- If the Chair and faculty believe change is necessary assignments are a critical element in effecting the change desired.

Assignments to Individuals

Assignments may be made based on historical or "past practice" activities.

AND/OR

Assignments may be made based on a comparison of peers; it is possible to use the Delaware data set to establish teaching standards and other data sets to establish research standards.

Assignments at the Departmental Level

In this model, the faculty and chair agree on the goals that they wish to accomplish in the academic year.

Assignments may vary significantly among faculty as each individual's strengths are maximized.

As with individual assignments, they can be based on historical practices or peer benchmarks.

Assignments to Effect Change

- Where is your department now?
- Where would you like it to be?
- Where do you obtain the information necessary to make assignments to effect change?

Typical Areas Assigned

- **Teaching**, including standard class lectures, seminars, supervision of interns, independent studies, honors thesis, graduate thesis, doctoral dissertation, and others.
- **Research** that may include funded programs, creative works and other scholarly activities with an explicit expectation that the results will be performed or published.
- **Service** generally refers to faculty governance, service to national organizations or to the state or community that is within the areas of expertise and non-compensated.

Establish an Accurate Profile of your Department

- What is your current teaching –Quality and Quantity?
- What is your current research profile-Quality and Quantity?
- Are there service elements that you would like to enhance or promote, i.e., service on NSF, NIH or other panels, positions in national organizations?

Benchmarks for Departmental Goals

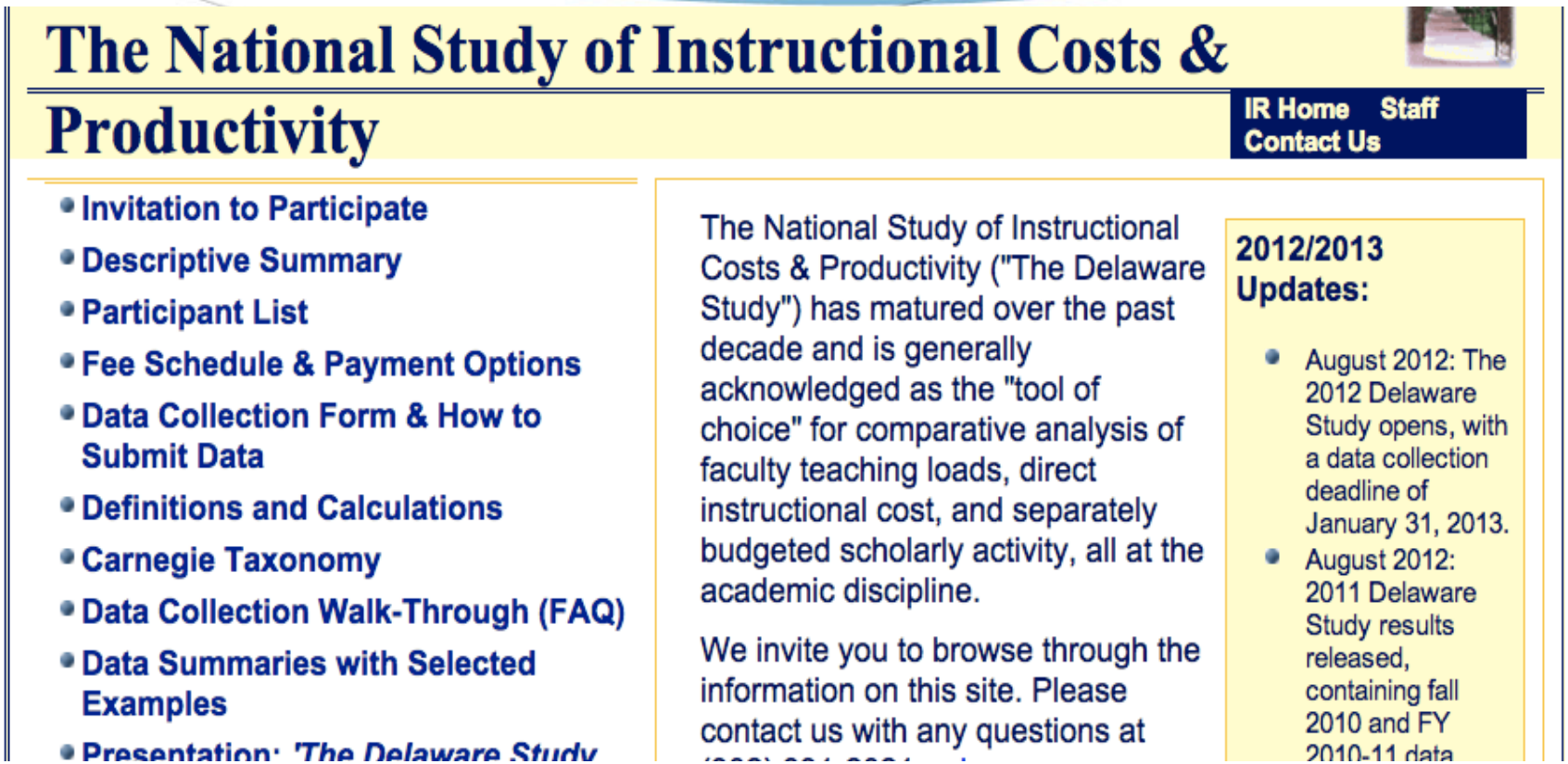
Criteria

- Objective
- Comparative
- Peer Institutions

Sources

- Delaware Study of Faculty Workload: http://www.udel.edu/IR/cost/
- NSF sites, especially Institutional Profiles
- National Research Council: http://www.nap.edu/rdp/#download
- Web of Knowledge

This Site allows a Wide Variety of Comparisons



The National Study of Instructional Costs & Productivity

IR Home Staff Contact Us

- Invitation to Participate
- Descriptive Summary
- Participant List
- Fee Schedule & Payment Options
- Data Collection Form & How to Submit Data
- Definitions and Calculations
- Carnegie Taxonomy
- Data Collection Walk-Through (FAQ)
- Data Summaries with Selected Examples
- Presentation: *'The Delaware Study*

The National Study of Instructional Costs & Productivity ("The Delaware Study") has matured over the past decade and is generally acknowledged as the "tool of choice" for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, all at the academic discipline.

We invite you to browse through the information on this site. Please contact us with any questions at

2012/2013 Updates:

- August 2012: The 2012 Delaware Study opens, with a data collection deadline of January 31, 2013.
- August 2012: 2011 Delaware Study results released, containing fall 2010 and FY 2010-11 data

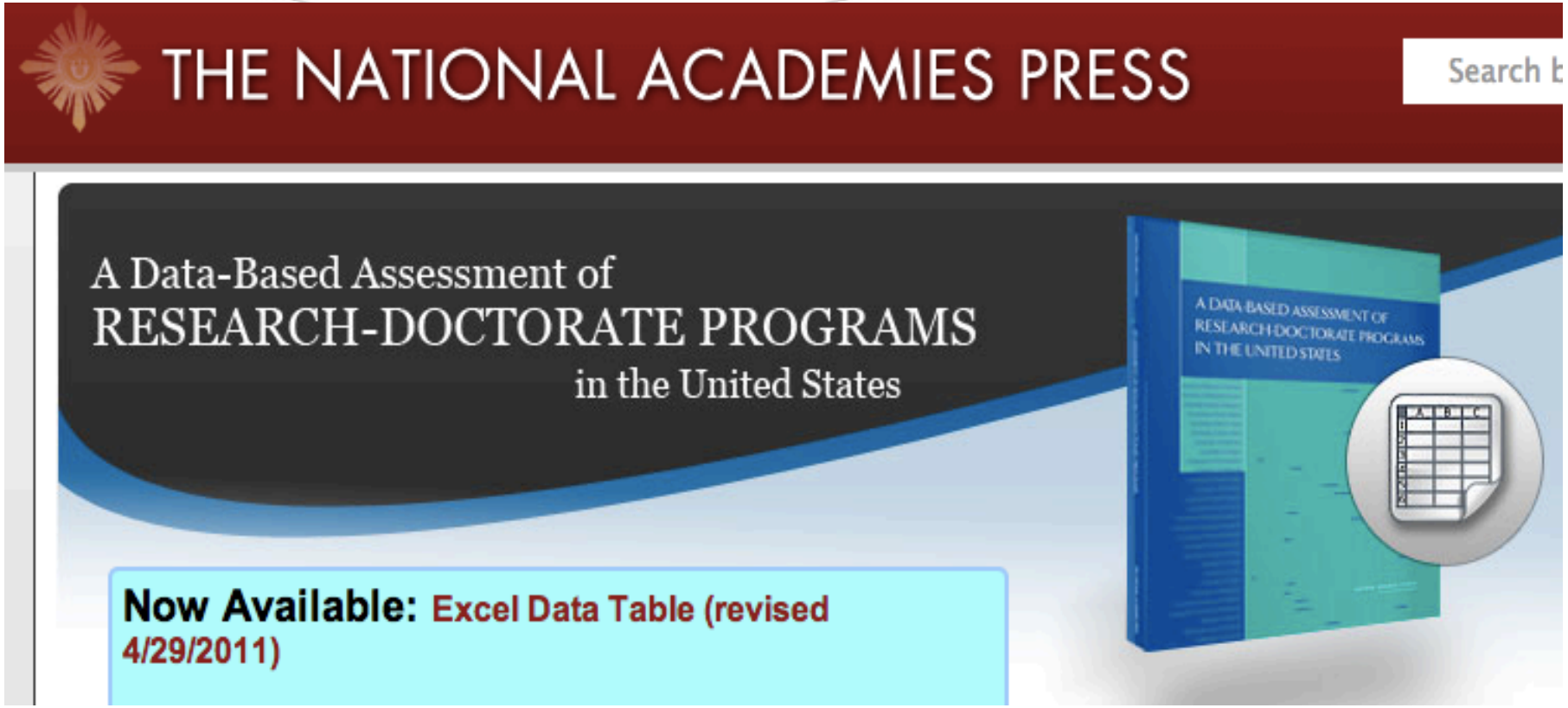
The Delaware Study Includes:

- Comparisons of Teaching quantity, cost and productivity.
- By type of institution.
- By degree granting status.
- By the criteria that you establish for comparisons.

Benchmark Examples
(per term)

	UG	SCH	Class Size	G	SCH	Class Size
Chemistry						
Research	1.0	276	92	0.5	34	22
Doctoral	1.7	263	51	0.6	22	12
Comprehensive	2.7	261	32	0.4	7	6
Economics						
Research	1.3	213	56	0.7	36	17
Doctoral	2.0	226	37	0.6	16	9
Comprehensive	3.2	252	26	0.4	16	13
Humanities						
Research	1.9	212	37	0.5	16	11
Doctoral	1.8	158	29	0.4	17	14
Comprehensive	4.3	278	22	0.3	8	9

An Easy to Use Tool



The National Research Council's Study of Doctoral Programs

- Studies were done in 1982, 1993 (1995) and 2010.
- Data have been updated to April 29, 2011.
- Number of Institutions: 222.
- Number of Fields: 66 plus 10 "emerging fields."
- All data available at no cost in an Excel spreadsheet with video directions for analyses.

Research Benchmarks

	% Publishing	Publications/ Year/Fac	% Active Grants	PhD Students/Fac
Chemistry				
Quartile I	88	3.10	73	5.29
Quartile 2	85	2.38	57	3.34
Quartile 3	81	1.61	45	2.77
Quartile 4	77	1.26	33	2.13
Economics				
Quartile I	73	0.61	23	3.03
Quartile 2	72	0.56	12	2.52
Quartile 3	70	0.59	5	1.84
Quartile 4	58	0.33	3	2.43
Humanities		(Awards)		
Quartile I	N/A	1.05	2	1.01
Quartile 2	N/A	0.76	0	1.37
Quartile 3	N/A	0.19	0	1.71
Quartile 4	N/A	0.14	0	1.98

Faculty Assignments

Teaching Economics: (example, doctoral institution)

- On average, the department should offer per faculty member per term:
  - 2.0 undergraduate courses and 0.6 graduate courses
  - with average enrollments of 37 undergraduate and 9 graduate

Teaching Assignments

NAME	UG Lecture Courses/Class Size	G Lecture Courses/Class Size	MS Students	PhD Students
GLENN ANDERSON				
THOMAS BENNETT				
BARRY CLARK				
JOHN CARTER				
VIVIAN DELGADO				
GREGORY EDWARDS				
MICHAEL EUBANKS				
BRIAN GOODSON				
WILLIAM GOODY				
MALCOM HILL				
RICHARD JACKSON				
EDWARD JONES				
EUGENE JOHNSON				
ROBERT LAWSON				
RALPH NICHOLSON				
n=15				
EXPECTED TOTAL	60/37	18/9	54 to 60	27 to 30

Additional Teaching Assignments

NAME	UG Honor Courses	Other Assignments	Other Issues
GLENN ANDERSON			
THOMAS BENNETT			
BARRY CLARK			
JOHN CARTER			
VIVIAN DELGADO			
GREGORY EDWARDS			
MICHAEL EUBANKS			
BRIAN GOODSON			
WILLIAM GOODY			
MALCOM HILL			
RICHARD JACKSON			
EDWARD JONES			
EUGENE JOHNSON			
ROBERT LAWSON			
RALPH NICHOLSON			
EXPECTED TOTAL	5		

Research Benchmarks
(Economics- Second Quartile)

- For faculty in this category, ~70% publish regularly, averaging ~ 0.5 papers per year in refereed journals.
- Only 12% have active grants which means that about 36% of the faculty should be submitting proposals each year.
- On average, each faculty member advises ~2.5 doctoral students.

Research Benchmarks

NAME	Active Federal Grants	Grant Submissions	Refereed Publications
GLENN ANDERSON			
THOMAS BENNETT			
BARRY CLARK			
JOHN CARTER			
VIVIAN DELGADO			
GREGORY EDWARDS			
MICHAEL EUBANKS			
BRIAN GOODSON			
WILLIAM GOODY			
MALCOM HILL			
RICHARD JACKSON			
EDWARD JONES			
EUGENE JOHNSON			
ROBERT LAWSON			
RALPH NICHOLSON			
EXPECTED TOTAL	2 to 4	6 to 12	8 to 9

Advantages of this Approach

- The data are comparative and national.
- Most of the data are assembled by independent agencies.
- Most of the data are not self-reported.
- The evaluation and assignment involves all members of the unit.

Weaknesses

- It is often difficult to find comparative data for all disciplines.
- Humanities data are often insufficient or lacking.
- Data are skewed toward sciences and journal articles.