

The *Provost's Recommendation on Faculty Workload and Productivity* was approved by the Columbia College Chicago Board of Trustees at their December 15, 2005 meeting. An executive summary of the proposal appears below. The proposal will be implemented over the course of two full academic years beginning in fall 2006. Also note that the Board approved the proposal on the condition that the College's administration provide periodic updates containing quantified benchmarks on which to base the success of the workload adjustment as it is implemented. Please feel free to contact the Provost's Office with any questions or concerns.

Recommendation on Faculty Workload and Productivity

Executive Summary

Introduction

The Provost recommends an adjustment to the Columbia College Chicago faculty workload, adjusting the teaching responsibility for tenured and tenure-track faculty from 4 courses (12 credits) per term to 3 courses (9 credits) per term over a two year period and placing greater emphasis on other critical areas of endeavor and helping the College reach its goals in several areas identified in its strategic plan: Columbia 2010

This recommendation is based on the stated objective of the College's academic administration to increase faculty productivity by enabling tenured and tenure-track faculty members to have significantly greater time to spend on such critical responsibilities as student academic advising, and other teaching related activities such as curriculum review and development; on creative and scholarly activity; and on college and community service.

Objectives/Benefits to the College

By stating that the teaching load adjustment will enable faculty members to become more productive, the academic administration is articulating its strong belief that the adjustment will lead to measurable improvements in these areas:

- Enrollment, retention and graduation rates
- Broader distribution of enrollments across the curriculum
- Development of academic programs and initiatives serving new markets
- Long-overdue review of academic concentrations and majors, resulting in a more efficient curriculum
- Development of new pedagogies and delivery formats
- Numbers and quality of faculty publications, exhibitions, public presentations
- Public visibility of Columbia College Chicago faculty and, therefore, greater visibility for the College
- Recruitment and retention of new faculty members, which is increasingly difficult given the current expectations

Cost

The direct cost of the adjustment is estimated at \$900,000 for the first year, and \$2,000,000 for the second year when the adjustment will be complete, with costs

increasing only slightly each year thereafter owing to inflation or normal growth. The cost in these estimates is calculated as the cost of hiring part-time faculty members to teach sections that would have been taught by full-time faculty members. These costs are included in the FY07 budget and in the College's five-year budget projections.

National Research Studies

Most recent research on faculty productivity indicates that to evaluate faculty productivity with reasonable accuracy, it must be examined as a whole and in relation to the stated objectives of the institution. In the case of Columbia College Chicago, these objectives are articulated in the Columbia 2010, the Tenure Statement and, more generally, in the College's Mission Statement.

Benchmarks/Best Practices

The American Association of University Professors (AAUP) recommends that faculty members who teach primarily at the undergraduate level—which describes most Columbia faculty—carry teaching expectations of no more than 3 courses (9 credits) per term. National accreditation organizations such as the National Association of Schools of Art and Design states that “Faculty loads shall be such that faculty membersshall have adequate time to provide effective instruction, advise and evaluate students, continue professional growth and participate in service activities expected by the institution. The teaching loads of those having administrative and consultative duties shall be appropriately reduced.” Other such organizations (e.g. The National Association of Schools of Dance) include similar statements in their accreditation handbooks.

Research conducted by the Office of the Provost shows that the teaching responsibility at Columbia College Chicago is high when compared to that at local and regional colleges and universities, including Roosevelt, Loyola, Bradley, Creighton and the University of Illinois-Chicago, the University of Wisconsin-Milwaukee and Marquette University, all of which have stated expectations of 3 course (9 credits) per term or fewer; at UI-C, for example, the expectation is 2 courses (6 credits) per term. Like Columbia College Chicago, these institutions expect their faculty members to be effective teachers, active in scholarly or creative endeavor; and engaged citizens of their professional and civic communities.

Summary

The recommended teaching load adjustment will serve the College well by enabling its faculty to lead more balanced—and therefore more productive—professional lives. The monetary investment the adjustment entails is small when compared to the benefits the College will derive from it. Just as the College has committed to increasing its support for students in a number other ways, support for its full-time faculty through the adjustment will serve both students and faculty by improving the quality of teaching and learning.