

UFF WORKLOAD FORUM NOV 3, 2010

Graduate Thesis/Dissertation strategies:

- ? Contributes to higher rating in terms of T/S/R stool
- Look at promotion and evaluation documents in light of these changes in workload so recognition can be appropriate
- Push evaluators to credit in written evaluation
- Look at other SUS old chancellors' memorandum has a calculation, over time they have been set aside
- Needs to be part of actual teaching load
- Perhaps accumulate credit towards a course release
- May need to distinguish between chair and other committee members
- Recognize mentors need more time for scholarship too!
- Co-authorship with mentees may help
- Group efforts to serve scholarship and service

Undergraduate capstone and mentored research projects strategies

- Stipend for effort to show *recognition and respect*
- Release from future terms work could be problematic – need to be more comprehensive in application for long-term success of institution
- Careful with maintaining important role of service in shared governance of institution
- Some get 0.5 contact hours per student
- Be creative in having projects overlap
- Calculate portion of load by number of students mentored
- Realize these may take more work than a typical class
- Travel to sites needs to be compensated
- Perhaps need to reduce service load
- ANY release to account for thesis work- may count toward service?

Directed independent study strategies

- See thesis/undergraduate research comments
- Address equitability among units at FGCU to see sense of fairness and respect
- STIPENDS-
- look across SUS for ideas-
- How is the U income allocated? (realize tuition does not cover cost)
- No one should work for free
- Mutual consent may be different than those needing for graduation requirement
- Compensation by evaluation and work toward promotion

Clinical/Internships/Field Supervisions strategies

- Need to have *'equivalents'* for 'equitability'- (not just equal 'sharing' in PDP among unit faculty)- need a common definition for 'equitable' among admin and faculty at least within colleges
- Look at the documents for evaluation
- (Accreditation number juggling always far more than credit allocated)
- Need better allocation for travel to sites for time and wear and tear
- Create a formula taking into account differences among disciplines
- Make yet another committee to address
- Find models to accommodate our special situations

Program planning and evaluation (assessment and accreditation effort) strategies:

- Take into consideration different efforts taken
- Please be consistent and offer some kind of recognition
- Goes beyond regular load at certain times- PDP at times should exceed expectations- should record in PDP
- Try to calculate time being consumed in all these activities
- Need better data for conversation to occur

- Perhaps get *actual hours* being spent by folks- ironic- more time needed for this – Is Admin. willing?

Course-Based Service Learning strategies:

- (How (or do) we transition to course-based?)
- Embedded into course
- Reframe *volunteerism* by hours separate from actual service learning – acknowledge the continuum.
- Have more continuing Ed sessions to help achieve- (how to get faculty buy-in?)
- Recognize true SL in teaching load assignment
- Institutional leadership –careful- faculty role needs to remain focus
- incentivize with promotional criteria- embed in documents
- Find a *mechanism to implement* course based- this must be admin-led
- Nov 23 GLISTEN MODEL at FGCU (Holmes Hall Lounge fourth floor)- please RSVP to M. Forrest**

Cross-listing (graduate and undergraduate and other) strategies:

- (Acknowledge difference between cross-listing that does not require extra work compared to those that are actually two separate courses)
- Consider accreditation issues when addressing
- Separate undergraduate from graduate and get credit for both in assignment
- Greater support for allowing smaller classes to move forward to grow and develop these desired graduate programs
- Balance accessibility with credibility of course offerings
- Develop basic principles that are adopted and maintained effectively- academically sound
- Be sure(as the instructor) that you are qualified

New course development strategies:

- Clarify value in criteria documents- this is a oft-recurring theme
- Develop common vocabulary that distinguishes new course development versus preparation for regular course (with recognition for major revisions)

Final suggestions:

- Increase transparency
- Share PDP's openly
- Departmental PDP conversations?
- Share best and worst practices
- More mentoring of new faculty and adjuncts as to rights and responsibilities