

**1. Faculty Workload - Write possible AcAB action or motion that you would like discussed:**

Whereas it is exceedingly clear from faculty comments on workload that the duties and type of student interactions have greatly expanded for faculty over the past decade (and more), AcAB should move that the Dean's Council undertake a study that characterizes the changing nature of faculty duties, with the goals that the Dean's Council being able to better understand and account for this in workload assignments and that College administrations better articulate faculty duties and needs to the Board of Trustees. The results of this study are to be reported back to AcAB at its April 15, 2014 meeting.

Look at workload disparities across divisions.

Consider reducing faculty teaching load to 8 credits with 4 credits of research/service in most cases. (Give credit for recognized research projects and for service on boards and committees.) If a faculty member opts out of research and service, then faculty member has a 12 credit teaching load.

The work on zero credit courses accommodates a great deal of concern here as well, specifically as it relates to student/faculty research.

We should consider a policy in how student/faculty research relates to faculty load as well as to student load.

Talk about the 4 credit policy (i.e. how is meeting 3 hours a week counted as 4 credit hours?)

Lower enrollment numbers (this seems to be a big problem because faculty need to take on more classes, thus taking more time out of their busy schedule)

One person states that no one will listen to what they have to say; it seems like faculty are in a terrible position right now and are starting to wear thin from their workload.

Define in detail how faculty workload can be more accurately identified and maintained.

Expectations are not clear as to what the true expectation of faculty is. In what ways should time be divided? What percentage is teaching/scholarship/"extra"?

Perhaps discussion of College expectations of what their definition of faculty workload looks like, consists of, and how one can maintain such high levels while living balanced life.

Two issues are very clear: faculty perceive their overall workload to be increasing and faculty perceive oversights and/or inequities in how workload is counted. Given the very different things faculty do, it is unlikely that a perfectly fair system could be devised; but improvements toward greater equity could be made. One helpful step would be to do an inventory of all the different things that do count or should count when determining faculty workload.

AcAB should find a way to use ZCC to acknowledge the load of the overworked faculty, we should also find a way to make the load more manageable and uniform across campus.

Standardization and clarification of release time - what is eligible and what isn't? What is the financial implication to the college of release time that takes away from the reason a faculty member was hired?