

## AAUP Faculty Workload and Average Time of Academic Work Week

The AAUP has published a report on faculty workload (**Statement on Faculty Workload with Interpretive Comments** <https://www.aaup.org/reports-publications/aaup-policies-reports/policy-statements/statement-faculty-workload>) with maximum and recommend teaching loads, as well as adjustments for research and other duties (service). They start by stating, *"No single formula for an equitable faculty workload can be devised for all of American higher education."* Evaluating equitable faculty workload, with respect to time spend for teaching, research/scholarship/creative activity and service within and across departments, is important for the dissemination and creation of knowledge, maintaining all function within a university and to maintain faculty morale (reducing burnout and providing a positive atmosphere for student retention).

### Teaching Load

AAUP states, "The teacher normally spends far less time in the classroom than in preparation, conferences, grading of papers and examinations, and supervision of remedial or advanced student work." This translates into direct contact hours in the classroom and office hours relative to class work plus all the indirect time in preparing materials and evaluating student progress. As a provost, I found it important to educate members of a board of trustees that the indirect teaching load is the bulk of the teaching load and can vary due to many factors. AAUP identified these factors: course difficulty, # of preps, new and revised course content, course scope (essay vs multiple choice, lab vs lecture vs seminar, off-campus experiential learning, etc.) and number of students in a class. A starting point for quantifying indirect time can begin with the Carnegie Unit. The Carnegie Unit set a standard expectation that a student was working two hours out of class for every hour in class. This relationship extends to faculty ([https://en.wikipedia.org/wiki/Carnegie\\_rule](https://en.wikipedia.org/wiki/Carnegie_rule)). However, adjusting the two for one ratio is recommend when various factors, such as those mentioned above, are present for individual faculty members.

AAUP does have two recommendations for teaching loads.

|                                             | Maximum Teaching Load                                                                                                                                                | Preferred Teaching Load                                                                 |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Undergraduate Teaching Hours Recommendation | 12-hour direct teaching per week, with no more than six separate course preparations during the academic year.                                                       | 9-hour direct teaching per week                                                         |
| Undergraduate Course Load                   | <ul style="list-style-type: none"><li>Fall-Spring of 4-4 three credit classes</li><li>Two of the eight classes being different sections of the same course</li></ul> | <ul style="list-style-type: none"><li>Fall-Spring of 3-3 three credit classes</li></ul> |
| Graduate Teaching Hours                     | 9-hour direct teaching per week                                                                                                                                      | 6-hour direct teaching per week                                                         |
| Graduate Course Load                        | <ul style="list-style-type: none"><li>Fall-Spring of 3-3 three credit classes</li></ul>                                                                              | <ul style="list-style-type: none"><li>Fall-Spring of 2-2 three credit classes</li></ul> |

## Research and Service

AAUP has less of a definition when it comes to defining workload for research and service. They note that for research "...the expectation, such research, *whether or not it leads to publication*, will require additional time." While they define service as "*Responsibilities Other Than Teaching and Research. including ...serve in student counseling, on committees, with professional societies, and in certain administrative capacities.*" They provide no recommendations on how much time for research and service. These areas are critical to university function, faculty equity, and tenure and/or promotion.

## Academic Work Week

We define academic work week as the average number of hours per week across an academic contract (not just the weeks in a term). The expectation may vary from institution to institution as well as across contracts of 9-, 10- and 12-months duration. Some of this could be determined by examining full time faculty librarians who have 12-month contracts with an expectation of 35-40 hours per week. If this is the base, then faculty on 9- or 10-month contracts could have their work week pro-rated to ensure equity across the institution. The SACS Integrated Faculty Workload Tool allows the institution to set a standard across contracts or to pro-rate work week expectations.

The SACS Integrated Faculty Workload Tool (<https://sacs.tools>) incorporates actual direct and indirect teaching with expected percent distribution of load across teaching, research and service. The tool computes the academic work week in hours and calculates the number of 8-hour days across the contract for teaching (direct and indirect), research, and service. We have used the tool to evaluate the AAUP recommended undergraduate teaching loads and adjusted the percent distribution to obtain about a 40-hour week for a 9-month contract (assuming 10 paid holidays, Carnegie Units for indirect teaching, and 2 hours per week for teaching related office hours). The tools output is in the table below.

| Undergraduate                 | Maximum Teaching Load                       | Preferred Teaching Load                     |
|-------------------------------|---------------------------------------------|---------------------------------------------|
| Course Load                   | Fall-Spring of 4-4 three credit classes     | Fall-Spring of 3-3 three credit classes     |
| Percent Workload Distribution | 80% Teaching<br>10% Research<br>10% Service | 70% Teaching<br>20% Research<br>10% Service |
| Teaching                      | 116 8-hr days                               | 99 8-hr days                                |
| Research                      | 15 8-hr days                                | 28 8-hr days                                |
| Service                       | 15 8-hr days                                | 14 8-hr days                                |
| Average Academic Work Week    | 39 hrs/wk                                   | 38 hrs/wk                                   |

The tool adjusts teaching time for experiential learning (such as internships, clinicals and pharmacy -AAPE), other duties (such as department chair) as a percent effort or course release, and grant buyout of teaching. SACS offers a one-week free trial ([contact@sacs.tools](mailto:contact@sacs.tools)).