

**The Teacher/Scholar Model:  
A Lens for Faculty Work Assessment**

As a guiding principle of faculty work, the teacher/scholar model has been a unique and central concept of faculty identity at TCU for over half a century, and it remains a vital ideal that encourages a synergy of faculty productivity in all areas. In assessing faculty workloads, the teacher/scholar model provides a useful means of integrating all areas of faculty responsibility, which include teaching, research, service, professional development, and student mentoring, while encouraging all faculty—no matter, their role, position, or title—to remain cognizant of advances in their disciplines and to enhance their teaching with their insights and passion.

On April 4, 2019, the Faculty Senate passed the following resolution to define the teacher/scholar concept at TCU:

*Encompassing all faculty, the teacher-scholar model serves as a foundation for academic life at TCU. It recognizes the distinction between both faculty roles and also the dynamic dialogue that must occur between them. Teaching and scholarly activity (such as research and creative activity) are mutually compatible and reciprocal, and exceptional performance in one inspires equal merit in the other. Students benefit when faculty engage in scholarly activity and share their zeal and insights in the classroom. Likewise, such classroom discussions spark new insights that guide future scholarly activity, sometimes in collaboration across faculty and students. The teacher-scholar model thus integrates faculty productivity and student learning, enhancing both and facilitating awareness of, and service to, the world.*

As the “foundation for academic life at TCU,” the teacher/scholar model provides a helpful framework for proposing a faculty workload model. The purpose of a faculty workload and model is to promote equity, transparency, clarity, and accountability across campus while providing a useful tool in faculty evaluation.

Thus, as teacher/scholars, the members of the TCU Faculty Senate's Faculty Relations Committee affirm

That—according to the *TCU Faculty/Staff Handbook*—a typical teaching load is “defined as equivalent to 12 semester credit hours during each semester of the academic year”;

That—as the *Faculty/Staff Handbook* further states—while all “faculty members must maintain professional competency,” individual faculty workloads are “highly variable”;

That, to recognize such variability, workloads must be individualized according to a faculty member's particular strengths, interests, and circumstances;

That annually individual faculty members must have the opportunity to discuss their roles and responsibilities for the following year and, once a mutual understanding is reached, to sign an agreement specifying their roles and responsibilities;

**That such agreements offer careful consideration not only of an individual's research and service but also of the individual's professional development and student mentoring, and as well—since TCU takes pride in integrating curricular and co-curricular activities—that such agreements make every effort to acknowledge the hidden labors of working with students outside the classroom and of handling multiple committee assignments;**

**That a faculty member's time for a typical 3-credit-hour course should be set at 10% but, since there is a wide variation of the time required in various courses, that colleges have the option of assigning a higher percentage to specific courses according to the variables of class size, curriculum level, content, contact hours and such added values as service learning, experiential learning, writing-intensive and performance-based credits, new-course preparations, and special core requirements that demand extra effort;**

**That a faculty member's percentage for a typical service should be set at 20%, but—since service is an essential component of university citizenship—that colleges have a range of flexibility in assigning service percentages to service;**

**That, similar to teaching and service, the colleges have a range of flexibility in assigning research and creativity activity percentages for tenured and tenure-track faculty, depending on their individual roles and responsibilities;**

**That the percentages assigned to work are not intended to be reflections of actual work time, whether weekly, monthly, or annually; rather, they are approximate weights to be used in evaluating faculty productivity; for example, an assignment of 50% to an individual's teaching means that the 50% of the individual's annual evaluation will be based on her/his pedagogy;**

**That teacher/scholar workload policies should strengthen TCU's commitment to diversity, equity, and inclusion by acknowledging the work undertaken by female and minority faculty as mentors;**

**The Annual Teacher/Scholar Workload Range:**

<b>Classes taught.</b>	<b>base service %</b>	<b>per class %</b>	<b>teaching %</b>	<b>research %</b>
<b>8</b>	<b>20%</b>	<b>10%</b>	<b>80%</b>	<b>0%</b>
<b>7</b>	<b>20%</b>	<b>10%</b>	<b>70%</b>	<b>10%</b>
<b>6</b>	<b>20%</b>	<b>10%</b>	<b>60%</b>	<b>20%</b>
<b>5</b>	<b>20%</b>	<b>10%</b>	<b>50%</b>	<b>30%</b>
<b>4</b>	<b>20%</b>	<b>10%</b>	<b>40%</b>	<b>40%</b>
<b>3</b>	<b>20%</b>	<b>10%</b>	<b>30%</b>	<b>50%</b>
<b>2</b>	<b>20%</b>	<b>10%</b>	<b>20%</b>	<b>60%</b>