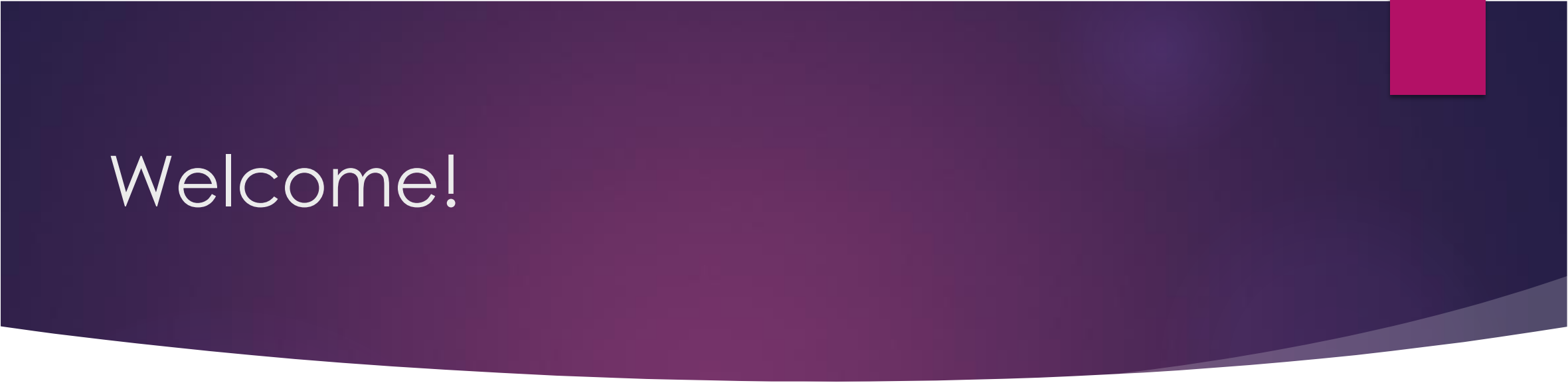


College Leadership Team

2025-2026



Welcome!

Agenda

11:00	Preliminaries
11:05	Navigating Conflict
11:45	Working Lunch
12:05	Faculty Workload Policy

About Us



Director, Student Success Center

- Bachelors in Psychology
- Masters in Counseling and Educational Psychology
- Counselor, Charter Winds Psychiatric Hospital (3 yrs)
- 20 years at Tech



Academic Advisor, Student Success Center

- Bachelors in Human Ecology
- Masters in Clinical Mental Health Counseling
- Counselor, Youth Villages (4 yrs)
- 10 years at Tech

A refresher in

Conflict Resolution



DEBORAH ALLEN & JENNIFER DYER CLARK

The 5 C's of Conflict Resolution



- ▶ Clarity
- ▶ Communication
- ▶ Collaboration
- ▶ Compromise
- ▶ Control

Clarity

- ▶ Define the conflict
- ▶ Identify concerns
- ▶ Understand the perspectives of those involved
- ▶ What are the desired outcomes of each party



Communication

- ▶ Ensure clear and open communication channels
- ▶ Discuss with all parties involved individually
- ▶ Use active listening
- ▶ Encourage others to express their thoughts and feelings clearly
- ▶ Foster a respectful dialog



Collaboration

- ▶ Work together – when possible
- ▶ Brainstorm options
- ▶ Consider alternatives
- ▶ Strive for win- win outcomes whenever feasible
- ▶ Use your team – consult with leadership or colleagues



Compromise

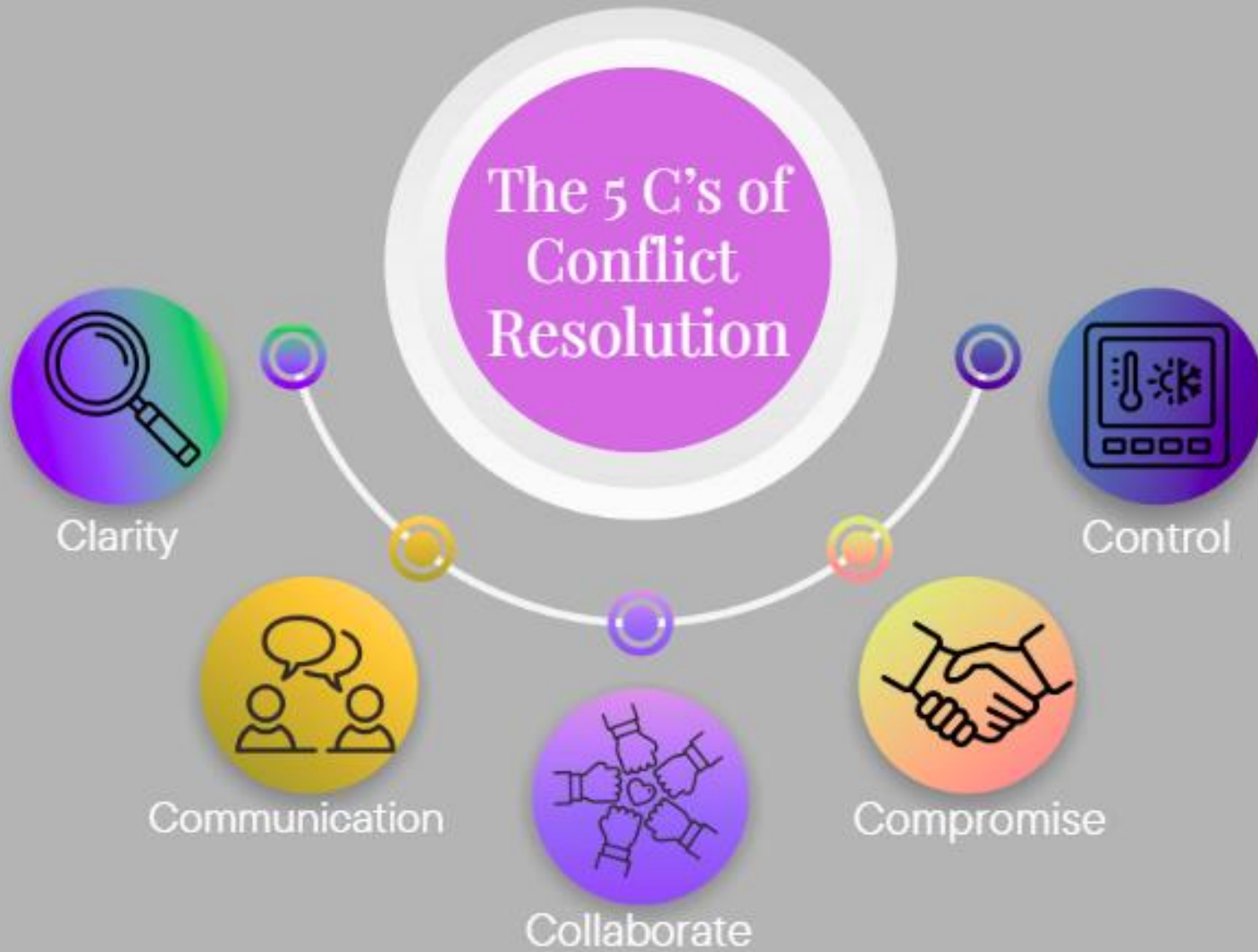
- ▶ Recognize the impasse
- ▶ Find a middle ground
- ▶ Each party must relinquish some of their preferences or priorities



Control

- ▶ Self-control, that is to say:
 - ▶ Control your own emotions
 - ▶ Maintain composure
 - ▶ Be a thermostat !!
 - ▶ Stay solution focused





<https://www.complianceprime.com/blog/2024/07/17/understanding-the-5-cs-of-conflict-management/>

Roles of Leadership

► Roles of an Academic Leader

- Bridge-Builder: Link faculty, students, staff, and administration.
- Steward: Manage resources, curriculum, culture at TTU.
- Advocate: Represent your unit's needs while aligning with college/university goals.
- Example-Mentor: Support faculty development in teaching, research, service.
- Problem Solver: Strengthen people and resolve issues.

How does a leader, acting in these capacities, solve problems?

Scenarios

- ▶ Group into 5-6, each group 1 chair, 1 staff
- ▶ Earliest birthday = Facilitator: keeps group on task, on schedule
- ▶ Next birthday = Reporter: keeps notes, shares

- ▶ 1) Facilitator reads scenario aloud
- ▶ 2) Group discusses the scenario – consider the **questions, different approaches** and **possible outcomes**
- ▶ 3) Report:
 - * Summarize the scenario *in 2 sentences*
 - * What are **short-term actions** (immediate) and **long-term strategies** (to prevent similar issues) the chair/director/coordinator could take? What are upsides and downsides?
 - * *Explain your thinking!*

#1 Student Complaint

Sophia Student, a junior in Communication Studies, approaches Chair Steadyhand visibly upset. She explains that during a class discussion, Professor Greybeard said, "Some of you. first-generation students just don't have the background to keep up in this class." Sophia says she felt humiliated, and later several classmates privately confirmed to her that they also thought the comments were inappropriate

Professor Greybeard has been on the faculty for 25 years, is widely published, and has never had a formal complaint before. Sophia tells Chair Steadyhand, "I know Professor Greybeard is respected, but I don't feel comfortable going back to that class." She also copied the dean's office on her email.

Chair Steadyhand must now decide how to address Sophia's concerns while also ensuring that Professor Greybeard's rights and due process are respected.

#2 Course Ownership Conflict

Enrollment in Health Data Narratives, a new interdisciplinary course, has doubled in two years. Both the Data Visualization & Storytelling Program and the Public Health Program now claim ownership.

Director Turfkeeper (Data Visualization) insists, "This course is central to teaching our students how to communicate data effectively. Without it, our program loses credibility." Chair Traditions (Public Health) responds, "Our faculty designed this course to train public health majors in real-world communication. It belongs with us."

Both units want to schedule the course, assign instructors, and count its credit hours toward their program totals. The dean has told them to "work it out internally" before the next schedule is finalized, but neither side is willing to back down.

#3 Faculty Performance Concern

Chair Compass, of the Digital Media & Design Department, has received repeated complaints about Professor SlideDeck, a tenured faculty member known for her flashy presentations but increasingly disorganized teaching.

Students report that lectures wander off-topic, assignments are unclear, and feedback is minimal. One student wrote in an evaluation, "I feel like I'm teaching myself. I love the subject, but I'm learning more from YouTube than from this class." Colleagues quietly echo these concerns, noting that poor teaching in her gateway courses is hurting retention and discouraging majors.

When Chair Compass raised the issue, Professor SlideDeck brushed it off: "Students today just want everything spoon-fed. They need to toughen up."

#4 Advising Pressures

The university's new initiative, *Utopia 2025*, calls for units to provide enhanced advising and improve student success metrics.

In the Psychology Department, Chair Diplomat hears faculty grumble: "We're already drowning in teaching and research—now we're supposed to be advisors too?" Coordinator Guidelight adds, "Some faculty advise dozens of students while others barely have any. It's not fair, and students are noticing the inconsistency."

Meanwhile, the provost has made it clear that departments will be held accountable for retention and graduation rates. Faculty feel overburdened, but professional advising resources are scarce.

#5 Curriculum Bottleneck

In Applied Cultural Studies, the required Research Methods course is only offered once a year. Every semester, dozens of students are shut out.

Chair TrafficController has received emails from parents complaining: “My daughter can't graduate on time because your department doesn't offer enough sections.” Seniors are circulating a petition demanding immediate change. Faculty, however, argue that they are already teaching overloaded schedules. Professor MaxedOut says, “We can't add another section without sacrificing something else.”

Adjunct instructors are hard to find, and the college budget leaves little flexibility.

#6 Faculty Strife and Morale

In Anthropology, two senior professors — Professor Stalwart and Professor Visionary — have been at odds for years over the direction of the graduate program.

Professor Stalwart argues, “We should stick to traditional fieldwork methods. That’s what built our reputation.” Professor Visionary counters, “We must embrace new digital ethnography methods, or we’ll lose relevance.” Their disputes spill into faculty meetings, where raised voices and pointed comments make junior colleagues uncomfortable. Graduate students have begun to ask if they should find mentors in other departments.

Chair Peacemaker worries that the conflict is poisoning the department’s climate.

Working Lunch

- ▶ Buffet
- ▶ Resume at about 12:05
- ▶ *Enjoy!*

Faculty Workload

- ▶ TTU policy: colleges need a faculty workload policy
- ▶ Today, you will help inform its creation
- ▶ Policy 208
- ▶ CAS data
- ▶ Discuss, help shape workload expectations

Faculty Workload

- ▶ TTU Policy 208: *Faculty Workload* (updated 2021)
 - ▶ “Workload” includes: instruction, research/creative activity, service, advising, administrative duties, “other”
 - ▶ 15 credit hour *equivalent* per semester
 - ▶ 3 credit hour course = 3 contact hrs + 4.5 hrs out-of-class = 7.5 hrs per week
 - ▶ Five courses X 7.5 hrs = 37.5 hrs per week
 - ▶ Faculty “exempt” employees
 - ▶ 3 cr hrs = 20% of time 6 hrs = 40% 9 hrs = 60% 12 hrs = 80% 15 hrs = 100%

Faculty Workload

- ▶ TTU Policy 208: *Faculty Workload*
 - ▶ FT load = *equivalent* of 15 credit hours per semester
 - ▶ Non-TT faculty teach five 3-hr equivalent
 - ▶ TT faculty teach four 3-hr equivalent (3-hr equivalent reassignment for scholarship and service)
 - ▶ Further reassignment:
 - Large sections
 - “Engaging more heavily” in research
 - Graduate level
 - Time-intensive service
- ▶ **Keep in mind...**
 - ▶ TT faculty appointments must engage in Research, Service
 - ▶ Non-TT faculty may engage in Research, Service
 - ▶ Percentages of effort (time) determined in advance in AGP



	TEACHING	RESEARCH	SERVICE
TT $\approx$ Avg AGP Ranges	60-75	15-40	5-20
Non-TT $\approx$ Avg AGP Ranges	80-90	10-15	5-15



<i>Average AGP ranges by department (fall 2025)</i>								
TEACHING	Low	High	RESEARCH	Low	High	SERVICE	Low	High
Biology	35	80		10	60		5	25
Chemistry	40	60		15	60		2	25
Earth Sciences	60	75		15	25		5	10
Foreign Languages	64	68		2	20		4	20
History	80	80		20	20		20	20
Math	45	80		10	40			
Physics	60	65		25	35		5	15
Sociology/Political Science	70	90		30	75		5	20
Avg all Departments	57	75		16	42		7	19
Tenured/TT ≈Avg Ranges		60-75	15-40			5-20		



<i>Average AGP ranges by department (fall 2025)</i>								
TEACHING	Low	High	RESEARCH	Low	High	SERVICE	Low	High
Biology	90	95					5	10
Chemistry	40	85		5	25		5	25
History	100	100						
Math	75	90					5	10
Physics	85	90		10	10		5	10
Sociology/Political Science	80	100		10	15			15
Avg all Departments	78	93		8	17		5	14
Non-TT ≈Avg Ranges		80-90	10-15			5-15		



	TEACHING	RESEARCH	SERVICE
TT $\approx$ Avg AGP Ranges	60-75	15-40	5-20
Non-TT $\approx$ Avg AGP Ranges	80-90	10-15	5-15

► Question: How can Research effort or Service effort be equated to Teaching time?

Faculty Workload

Example only

Service Points

5 pts. Department chair
Faculty Senate president

4 pts. Program director
Program coordinator

3 pts. Committee chair
Course coordinator
Department assessment coordinator

2 pts. Committee member
Mentor of a junior faculty member
One-time event organizer
Student club advisor

1 pt. One-time event participant
Contest judge / adjudicator

Some on a sliding scale depending on time commitment, i.e., Advising 1-3 points, editing a journal 1-5 points, etc.

Faculty Workload

Example only

	Meets Standard	Exceeds Reassigned time	Exceptional Additional reassignment
Publications or Equivalents* (*conference presentation, grant, patent, white paper, fellowship, performance, etc.)	2 peer-reviewed publications OR equivalent every 5 years	3 peer-reviewed publications OR equivalent every 5 years	4+ peer-reviewed publications OR equivalent every 5 years

Faculty Workload

► Principles Guiding Workload Assignments

- Equity, Transparency – Distributed fairly, clear expectations, communicated in advance through AGP.
- Flexibility by Rank; Role – TT or non-TT; research-intensive, teaching-intensive, balanced.
- Disciplinary Differences – Reflect national norms, accreditation.
- Accountability – Productivity of reassigned time.

Faculty Workload

Teaching	% Teaching Load	% Load Available	% Research Load	% Service Load	% Other
5-5	100%	0%			
4-4	80	20			
3-3	60	40			
2-2	40	60			
1-1	40	80			
0	0	100			

- 1) What are equivalents of “3 cr hrs,” i.e., grad, large sections, other teaching-related activities?
- 2) How much Research productivity meets the criterion of “engaging more heavily”?
- 3) What Research % and Service % are appropriate? (minimums and ranges)
- 4) How to can Advising, Administrative, and Other be quantified? (by scope, time commitment)

Faculty Workload

▶ Need input for a CAS Policy...

▶ Quantifies FT instructional load equivalents in:

- ▶ Instruction
- ▶ Research/creative activity
- ▶ Service
- ▶ Advising
- ▶ Administrative
- ▶ Other

▶ Based upon...

- ▶ National disciplinary workload expectations
- ▶ Adherence to Policy 208
- ▶ Equity across college/campus

▶ Keeping in mind...

- ▶ TT faculty appointments engage in Research, Service
- ▶ Non-TT faculty may engage in Research, Service

Faculty Workload

► Process for Workload Policy

- ✓ Review of Policy 208
- ✓ Discussion with CAS Executive Leadership (dean's team)
- ✓ Discussion and input from College Council (chairs)
- ✓ Discussion and input from College Leadership Team
- Input from Departments / Individual Faculty
- College Council reviews draft after input from College Council, CLT, Departments
- Dean and Provost approval

► Timeline: Policy in effect for 2026

Thank you!

CLT Sessions 2025-2026

- | | | |
|---------------------------|--|---|
| ▶ August 5th | DEI, DFW, college structure, 3 areas, growth | ✓ |
| ▶ October 2 nd | Navigating conflict, faculty workload | ✓ |
| ▶ November 20th | <i>Next session</i> | |
| ▶ January 26th | | |
| ▶ March 5th | | |

Survey...
What's engaging ?
Helpful topics ?