DLM Proposal

Examples of Profiles

A key part of the Differential Load Model (DLM) is the flexibility for faculty to create their own profile within the constraints described in Table 1 on page 2 of the document. For clarification, several examples are provided to illustrate the flexibility of the DLM.

First, a faculty member who was hired in 1988 who has a consistent record of excellent teaching at a 4-4-2 load and has done little scholarship has the ability to create a plan that is consistent with this experience. Due to the fact that this faculty member has flexibility in 50% of their activities, he/she may choose to create a 10-80-10 (service, teaching, scholarship) profile. On the other hand, this professor might have been elected the Chair of a state, regional, or national organization within her field and, therefore, want to put forth much of her effort toward promotion of Baylor University through this activity. Thus, she and her Chair might create a 60-30-10 (service, teaching, scholarship) profile.

On the other of the hiring spectrum, a faculty member hired in 2002 might want to focus on scholarly activities the first year, and create a 10-30-60 (service, teaching, scholarship) profile. It is also possible for this same faculty member to develop curriculum for a graduate program, teach a new course in a program that has been desperately needed, or begin a research project. This profile might look something like a 20-40-40 (service, teaching, scholarship).

With regard to teaching, faculty members at any of the four levels have the ability to reduce their teaching expectations if they bring external funding to the university. Therefore, any faculty member could have a profile such as 10-10-80 (service, teaching, scholarship), and would be evaluated accordingly.

By providing flexibility in all four groups, there is no distinction between profiles based on when a faculty member was hired. In other words, a faculty member hired in 1985 could have the same profile as a faculty member hired in 2002.