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Adjusting Teaching Load

In May, 2016, President Nichols established a new standardized baseline for assigning teaching responsibilities to tenure stream faculty, effective Academic Year 2016-17. Standard job descriptions will now reflect the following distribution of duties: Teaching (62.5%; 15 credits or 3-2 load), Research/Creative Activity and Service (37.5%; distribution between duties). This distribution can be adjusted at the discretion of the Department Head and Dean. All adjustments must be approved by the Vice President of Academic Affairs.

The purpose of this document is to outline criteria that should be used at the discretion of department heads and deans to make adjustments to the standard teaching load. Criteria for adjusting teaching load fall into four categories:

- (1) Excellence in research and creative activity, including scholarship associated with the transfer of University technology to the private sector;
- (2) Graduate student research supervision;
- (3) Teaching related adjustments associated with large classes and non-classroom teaching; and
- (4) Professional service, including administration, coordination and advising of graduate and undergraduate programs, cooperative extension, statewide engagement, and clinical/professional practice.

Adjustment(s) during probationary period

In recognition of the need to attract and support the scholarship of new tenure track faculty, teaching load may be adjusted during the probationary period. The standard is one 3-credit course release per academic year, not to exceed the first 3 years of the probationary period. This adjustment is awarded at the discretion of the dean.

Annual review

Review of job descriptions should occur annually. The criteria included in this document should be used for adjusting job descriptions so that they are in compliance with the university's faculty workload policy established pursuant to University regulations. A rolling window (1 year maximum) may be granted for faculty who have submitted grant proposals, including business innovative proposals, but not awarded yet.

Consulting v. Course Substitution

Pursuant to University of Wyoming (UW) Regulation 4-2, outside consulting by fulltime academic personnel may benefit UW in numerous ways provided there are no significant conflicts with the institution's fundamental missions of teaching, research and service. Credit hour substitution may be available for approved outside consulting work performed by tenured and tenure track academic personnel that benefits UW and for which no monetary compensation is received for services rendered. An adjustment to the standard teaching load (15 credits or 3/2 course load) may not exceed three credit hours. Reimbursement for reasonable expenses associated with consulting work is permissible.

Flexible Scheduling

Depending on department custom, instructional needs and willingness of faculty member, some teaching duties may be completed in the summer (or J-term) as a part of their standard 15 credit hour load (e.g., 2/2/1). In this case, a summer would be considered on-load and supplemental salary would not be provided. It is also possible for faculty who agree to teach 18 credits in one academic year (i.e., 3/3 load) to receive an adjustment to the following academic year (i.e., 2/2 load). This allows for a 2-year workload average of 15 credits of teaching.

Independent Study

Credit hour substitution will **not** be available for Independent Study. Departments with active undergraduate and graduate research groups may want to consider restructuring the experience so that it can be taught as a formal class. Exceptions may be granted at the discretion of the Department Head with approval by the Dean.

Minimum teaching load

All tenure stream faculty must maintain at least a 1/1 (6 credits) teaching load. Thus, adjustments to the standard teaching load (15 credits or 3/2 course load) may not exceed 9 credit hours. Flexible scheduling could allow for the 1/1 load to be distributed across semesters and summer session/J-term.

Reappointment, Tenure, Promotion and Post-Tenure Review Expectations

It is essential that performance standards and expectations for reappointment, tenure, promotion (RTP) and post-tenure are consistent with allocation of duties in a faculty member's job description. All academic units must commence a review of current performance standards and expectation documents to ensure that criteria for evaluation are adjusted accordingly.

Teaching Outside the Academic Unit

Teaching courses that are mission central but outside of the academic unit (e.g., First Year Seminar, Honors Program, LeARN, Interdisciplinary programs, & Outreach) are strongly encouraged, especially for faculty who have teaching capacity within their 15 credit hour load. These courses should be taught on-load whenever possible.

Criteria for Adjustment in Teaching Load

1. Excellence in Research, Creative Activity and/or Technology Transfer (ER/CA/TT)

| Code | Description |
|----------------------|--|
| ER or CA or TT | <p>Adjustments to the standard teaching load of 15 credits may be made for <u>excellence in research or creative activity</u> when outputs exceed expectations associated with the standard research/creative activity workload. Adjustments in the standard teaching load must be reviewed annually and are dependent on positive outputs consistent with discipline-specific expectations and approved by Dean and Vice President of Academic Affairs.</p> <p>All faculty must teach a minimum of 6 credit hours per AY. Additional research/creative activity may be substituted for up to 9 credit hours of teaching per AY providing the standard research/creative activity load for the AY includes at least 25% effort.</p> <p>For adjustments associated with funded research, grants must be active in the year of the course release. Adjusted workloads may be extended for a short period of time (no longer than one academic year) in cases where grants have expired and new proposals are being written and submitted. The magnitude of adjustment will depend on the amount of externally-funded support and the UW <i>Released Time</i> policy. For more information on policy, see: http://www.uwyo.edu/acadaffairs/admin/released_time.html</p> <p>Adjustments may also be made for faculty who are actively involved in the transfer of University technology to the private sector. This includes disclosed intellectual property whether it is software and protected by federal-supported copyright, or technology disclosed to the U.S. Patent and Trademark Office.</p> <p>Course substitutions should not result in the dropping of a significant or required course in the curriculum. Credit hour substitution will be made at the discretion of the Department Head and Dean and approved by the Vice President of Academic Affairs.</p> <p>Note: If agency does not provide/allow funding to cover investigator salary, department/college will be responsible for insuring that the schedule for delivering significant or required courses in the curriculum is not impacted.</p> |
| ER3 or ECA3 | <p><i>Criteria for 3 credit adjustment per AY</i></p> <ul style="list-style-type: none"> • Demonstrated excellence <u>beyond</u> that which is expected for allotted workload in standard job description for research/creative activity |
| ER(3-9) | <p><i>Criteria for adjustment per AY (variable credit)</i></p> <ul style="list-style-type: none"> • External awards that require a <u>considerable</u> amount of time and effort <u>beyond</u> that which is allotted in the standard job description for research/creative activity (e.g., NSF Career Award Winners) |
| TT (3-9) | <p><i>Criteria for adjustment (variable credit)</i></p> <ul style="list-style-type: none"> • Credit will be given to faculty using time to work on funded federal Small Business Technology Transfer Research (STTR) grants and Small Business Innovation Research (SBIR) grants, and who are at proven critical stages in company development requiring a course release. |

2. Graduate Student Research Supervision (SR)

| Code | Description |
|---------|--|
| SR | Adjustment to teaching load may be made for direct supervision of students conducting research projects. This adjustment is available for only those faculty who chair graduate theses and dissertations. Credit hour substitution is at the discretion of the Department Head and Dean, and approved by the Vice President of Academic Affairs. |
| SR(1-3) | <p><i>Criteria for adjustment (Variable credit)</i></p> <p>1 credit per graduate thesis/dissertation chair, up to 3 credits per AY (providing simultaneous students). Duration of adjustment will hinge on outputs like graduation rates and time to graduation.</p> |

3. Teaching Related Adjustments for Large Classroom Teaching (LCT) and Non-Classroom Teaching (NCT)

| Code | Description |
|----------|---|
| LCT1 | <p>Adjustment to teaching load may be made for <u>Large Classes/Sections</u></p> <ul style="list-style-type: none"> • 1 additional credit hour for sections with 100 or more students <u>IF THE INSTRUCTOR HAS NO GA SUPPORT</u> |
| NCT(1-9) | <p>Adjustment to teaching load may be made for <u>Non-Classroom Teaching</u>, including direct supervision of students in clinical (e.g., health sciences, law, etc.), professional and field settings (e.g., student teaching) and studio teaching (e.g., visual and performing arts).</p> <p>Variable credit (up to 9 credits per AY) may be given at the discretion of the Department Head and approved by the Dean and Vice President of Academic Affairs. Factors to be considered will include number of students supervised/taught and length and scope of learning experience. The number attached to the code should reflect course credit that will be substituted.</p> |

4. Professional Service (PS)

| Code | Description |
|----------------|---|
| PS | Adjustment to teaching load may be made for professional service, including administration (Associate Dean, Director, Department Head, Undergraduate/Graduate Coordinator), extension or outreach, and clinical/professional practice. Credit hour substitution at the discretion of the Department Head and Dean, and approved by the Vice President of Academic Affairs. |
| PS-A (3-9) | <p><u>Administration: Criteria for adjustment (variable credit)</u></p> <p>Adjustments may vary depending on the size/complexity of the College, Department, School, Program, Institute, or Unit; the number and level of degree programs offered; student credit hours and number of majors; grant production, and/or whether the faculty member has the major responsibility for the administration and supervision of a facility or unit.</p> <p>Variable credit (up to 9 credits per AY) may be given at the discretion of the Department Head and approved by the Dean and Vice President of Academic Affairs. In rare cases, 3 additional credits may be reduced depending on scope of duties (likely Associate Dean level; 1-0 load). The number attached to the code should reflect course credit that will be substituted.</p> |
| PS- UGC3 | <p><u>Undergraduate Coordinator (or Advisor): Criteria for 3 credit adjustment</u></p> <p>Responsibilities assigned to UG Coordinator/Advisor may vary across academic units. Teaching load adjustments will be determined at the discretion of the department head and approved by the Dean. (Note: The term ‘advisor’ is intended here to mean ‘program’ advisor. The advising that is done by faculty in one-on-one settings with their student advisees should be reflected in allocation of duties in the standard job description.)</p> <p>100 undergraduate students in major required for 1 course substitution Note: Coordinator not required for programs less than 50 students.</p> |
| PS-GC3 | <p><u>Graduate Coordinator: Criteria for 3 credit adjustment</u></p> <p>Responsibilities assigned to Graduate Coordinator may vary across academic units. Teaching load adjustments will be determined at the discretion of the department head and approved by the Dean.</p> <p>25 Graduate students in the program for 1 course substitution Note: Credit substitution not applicable for programs less than 25 graduate students.</p> |
| PS- CP(1-3) | <p><u>Clinical/Professional Practice: Criteria for 3 credit adjustment</u></p> <p>Adjustments may vary depending on the depth and scope of clinical or professional practice</p> <p>Variable credit (up to 3 credits per AY) may be given at the discretion of the Department Head and approved by the Dean and Vice President of Academic Affairs.</p> |

| Code | Description |
|-----------------|--|
| PS-EXT (3-9) | <p data-bbox="284 224 1357 289"><u>Cooperative Extension/Ag Experiment Station/Veterinary Laboratory Service: Criteria for Adjustment (variable credit).</u></p> <p data-bbox="284 323 1333 388">9 credits if over 50% or over service; 6 credits for 25 – 49% service; 3 credits for 10-25% service.</p> <p data-bbox="284 422 1425 487">Note: Service and impact must be documented and approved by the Dean, Director of the service branch, and Department Head.</p> |
| PS-SE (1-3) | <p data-bbox="284 527 997 558"><u>Statewide Engagement Criteria adjustment (Variable credit)</u></p> <p data-bbox="284 592 1330 623">Adjustments may vary depending on the depth and scope of public engagement activities</p> <p data-bbox="284 657 1398 722">Variable credit (up to 3 credits per AY) may be given at the discretion of the Department Head and approved by the Dean and Vice President of Academic Affairs.</p> |

Appendix A

Graduate Coordinator – Generic Job Description

General: (Must be a tenured faculty with a record of graduate student mentorship. The faculty will be recommended to AA by Dept. Head and Dean. Continued service depends on performance. One graduate coordinator must serve 25 or more Graduate Students. Departments may be united under the service of one Graduate Coordinator).

The Graduate Coordinator is the primary liaison among Dean, Dept. Head, degree program, AA Grad Education and the graduate student to:

- serve as primary point of contact for maintenance of program integrity
- coordinate effective application of graduate policy and procedures
- facilitate recruitment and admission of diverse and talented graduate students
- address concerns of students and faculty committee members in committee function
- direct conflicted issues through proper process for speedy resolution of student/faculty disagreements
- monitor students' progress through their program
- prepare annual program reports and report on graduate assessments
- encourage excellence and professional development in students and their mentors
- communicate GA opportunities and availability of support for graduate students
- facilitate graduate curricular changes and program reviews

Specific duties:

Tracking graduate students through the graduate process from admission to awarding of degree.

- Recruitment, acceptance and admission coordination
- Track program enrollment, degrees, diversity, academic excellence
- Graduate GA Orientation attendance in fall
- Timely filing of forms by students in the program (Committee, POS, etc.)

Reporting:

Student performance metrics such as: 'time to degree completion', degrees awarded, teaching, and performance evaluations of graduate students and other pertinent metrics

- Assessment summary and reporting
- Faculty mentor training and successes
- Graduate program productivity and curricular changes

Other Communication:

- Disperses graduate student initiatives, trainings, recruitment funding availability
- Provides guidance to faculty on graduate process
- New faculty awareness of graduate student resources and processes
- First contact to initiate resolution of graduate student issues as they arise
- Representation on the Graduate Council, as needed

Appendix B

Undergraduate Coordinator – Generic Job Description

- Coordination of undergraduate departmental curriculum and course changes, working with the faculty, the department head or chair, college curriculum committee, the college Dean's office, and appropriate university committees and Academic Affairs.
- Coordination of assessment activities, reporting, and analysis for the undergraduate curriculum; tracking and documenting program outcomes such as program GPA, graduation rates and post degree employment.
- Undergraduate recruiting and marketing efforts for the unit or department, in coordination with their college
- Academic advising and professional mentoring of undergraduate majors
- Coordination of undergraduate course scheduling and long-term projections of undergraduate course, curriculum, and program needs, in coordination with the department head or chair and the college
- Assist with articulation efforts with community colleges and transition of community college transfers