Edwards College Recruitment-Retention Credit Weighting Program
August 21, 2017

1. Background

Academic units have been charged to respond to recruitment and retention challenges at Coastal Carolina University. This institution is faced with increased competition for qualified students, and has set an aggressive retention target in order to maintain not just our academic standards, but our financial viability. The Edwards College has a unique role to play in institutional recruitment and retention efforts. Deeply invested in the delivery of the core curriculum, every department in the Edwards College has instructional contact with first-year students; as such, our faculty are situated to engage students who as a group constitute the university’s most significant retention challenge.

As we learn more about the critical role first-year courses play in retention decisions, we are also challenged by factors that have reduced the participation of professorial faculty in the instruction of first-year students. The lack of professorial faculty in classes primarily populated by first-year students not only perpetuates a two-tiered faculty, where introductory course delivery is primarily delegated to contingent faculty, it also separates faculty who have the most influence over curriculum and academic policy from the experience of teaching students who are sometimes still struggling to adjust to academic culture.

Unlike contingent faculty, who usually lack service, scholarly, and administrative responsibilities, professorial faculty must balance the attention required to teach first-year students who arrive at this university with significant skill deficits with the need to excel in all facets of academic life. In the zero-sum game of faculty workload, it has in recent years seemed to benefit the institution to assign professorial faculty to upper-level and graduate classes; this scheduling pattern has developed because incentives to teach first-year students are not commensurate with the importance of the freshman experience to the continued health of this university. It is also the case that many first-year students enter the university with skills deficits that make teaching introductory classes a time-intensive activity.

2. Justification

Having reviewed assessment data, trends in enrollment and retention, and consulting successful practices at our peer aspirant institutions, the Edwards College is piloting a revised professorial scheduling model, placing new emphasis on retention-vulnerable populations, creating a large-scale support system for lower-division academic programs, and applying human resources to recruitment. This load policy will allow professorial faculty to carry teaching loads that are comparable to the loads of some of our peer aspirant institutions, with the explicit goal of creating space in professorial faculty schedules for the high-impact practices that improve retention rates and contribute to recruitment success.

3. Current Load Context

Professorial faculty in the Edwards College carry a range of loads subject to adjustments based on administrative responsibilities, scholarly productivity, and disciplinary factors.
Some professors teach eight classes per year (24 credit hours). Such faculty are generally in the
humanities disciplines and are not active scholars.

Most professors teach seven courses per year (21 credit hours). These faculty are generally in the
humanities disciplines and are considered “research active.”

Professors in the visual arts generally teach six courses per year (18 credit hours). Such loads are
calculated in terms of contact hours as opposed to credit hours, given the studio setting of the
instruction.

Some professorial faculty teach more than seven courses per year, and such loads consist of tutorial-
style classes, as in Music, or practicum classes, as in Theatre. In such cases, the chair uses a formula to
translate applied lessons and production classes into the equivalent of a seven-course load of lecture
classes.

4. Policy

Professorial faculty who participate in this pilot will be able to teach a schedule that will effectively set
teaching loads to at 3-3 per year or the equivalent. This adjustment is independent of administrative
course reassignments. This policy does not constitute an across-the-board load reduction, but a
weighting system designed to encourage practices known to have positive effects on recruitment and
retention.

Courses identified as retention-critical will be “counted” in-load as having one more hour than the
number of credits assigned to the course in the Catalog. For example, a HIST 101 class, (3 hours credit)
would count for four hours in a professor’s load.

Sections weighted at an extra hour must be enrolled at 66% of established capacity. Sections below 2/3
enrollment capacity will be credited at their posted credit hours.

Professorial faculty credit hour productivity will be calculated on a two-year cycle. A seven-course
annual load would instead be set as a 42 weighted credit load over a two-year period.

Professorial faculty may choose to include summer teaching in-load, or they may choose to fulfill load
expectations during the traditional academic year and teach in the summer according to the current
compensation model.

Faculty are expected to meet their load obligations every two years; if weighted credits beyond the 42
(or equivalent) are accumulated, they will be applied to the credit banking system.

5. Recruitment/Retention Activities

Participating faculty will offer tutorial hours aligned with retention-critical courses. All professors whose
schedules are calculated using weighted credits are expected to participate in tutorial sessions at least
twice per semester, prior to the application of the credit weighting element of the program. This
expectation is five hours of on-campus tutoring per semester. Participation in tutorial activities must
begin one semester prior to credit weighting, so faculty who would like their FA 18 load calculated using
credit weighting will tutor in SP 18.
Faculty scheduled with weighted credit loads also commit to making contact with prospective students as directed by the chair and coordinated through Enrollment Management. Telephone calls and/or emails can be made during faculty office hours and a minimum expectation will be three contacts for each weighted credit in a given semester schedule.

6. Key Conditions

A. The disciplinary ratios above remain unchanged. The ratio of lecture classes, studio courses, and applied lessons will remain per our current practice.

B. Lab contact hours are still calculated as credit hours, but labs are not eligible for weighted credits.

C. Chairs retain the responsibility to assemble a schedule that best serves student needs. The chair must approve faculty for participating in this pilot, and will continue to assign schedules for the good of the department. This pilot does not grant faculty any new rights regarding teaching schedule composition.

D. With the permission of the dean, chairs may assign a schedule via this policy that will reduce the effective load of a professor to below 3-3. This is permissible as long as the weighted credits still meet load expectations.

E. The program has no effect on compensation for summer instruction, save for scenarios where a professor is using summer to fulfill a nine-month load expectation.

F. The policy applies to professorial faculty only, but lecturers are affected per below.

G. Faculty participation is voluntary.
7. Curriculum

The following courses qualify for this policy; each counts for one additional hour in professorial load calculations:

<table>
<thead>
<tr>
<th>ANTH 101</th>
<th>GEOG 120</th>
<th>HIST 201</th>
<th>PHIL 105</th>
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<tbody>
<tr>
<td>ANTH 102</td>
<td>GEOG 121</td>
<td>HIST 202</td>
<td>PHIL 110</td>
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<td>ANTH 120</td>
<td>GEOG 201</td>
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<td>POLI 101</td>
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<td>ARTH 105</td>
<td>GERM 115</td>
<td>HIST 250</td>
<td>POLI 101</td>
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<tr>
<td>ARTH 106</td>
<td>HIST 101</td>
<td>HIST 255</td>
<td>POLI 200</td>
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<td>ARTH 107</td>
<td>HIST 102</td>
<td>ITAL 115</td>
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<td>COMM 160</td>
<td>HIST 105</td>
<td>MUS 110</td>
<td>INTEL 200</td>
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<td>COMM 491</td>
<td>HIST 106</td>
<td>MUS 253</td>
<td>RELG 103</td>
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<tr>
<td>COMM 492</td>
<td>HIST 111</td>
<td>MUS 254</td>
<td>RELG 104</td>
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<tr>
<td>ENGL 101</td>
<td>HIST 112</td>
<td>MUS 257</td>
<td>RUS 110</td>
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<tr>
<td>ENGL 102</td>
<td>HIST 125</td>
<td>MUS 258</td>
<td>RUS 120</td>
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<tr>
<td>ENGL 411</td>
<td>HIST 126</td>
<td>PHIL 101</td>
<td>SPAN 115</td>
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<tr>
<td>FREN 115</td>
<td>HIST 200</td>
<td>PHIL 102</td>
<td>UNIV 110A</td>
</tr>
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</table>

All graduate courses (enrollment minimum 8)
All team-taught courses (credits weighted, but “split” among instructors)

8. Rationale

This course list was compiled based on data that indicates high failure/withdrawal rates, concentration of first-year students, and centrality to departmental assessment efforts. This list of “retention-critical” courses may be modified upon the advice of chairs and at the discretion of the dean to better reflect the relationship between particular classes and student success. The inclusion of graduate courses and team-taught courses is intended to address the recruitment element of this program, in that the availability of such courses will be necessary for new curricular initiatives at both the undergraduate and graduate levels.

9. Load Adjustment Examples

**EXAMPLE A**

Professor A in the Department of History is a research-active professor on a 4/3 (seven course) load. In AY 2013-2014 her schedule looked like this:

<table>
<thead>
<tr>
<th>FA 2013</th>
<th>SP 2014</th>
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<tbody>
<tr>
<td>HIST 101 (3)</td>
<td>HIST 102 (3)</td>
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<tr>
<td>HIST 250 (3)</td>
<td>HIST 250 (3)</td>
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<tr>
<td>HIST 353 (3)</td>
<td>HIST 353 (3)</td>
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<tr>
<td>HIST 355 (3)</td>
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</tbody>
</table>

Under the proposed policy, Professor A might fulfill her teaching obligations thus (weighed credits bolded):
EXAMPLE B

Professor A’s plans change and instead she takes on team-teaching and a graduate class:

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<tbody>
<tr>
<td>HIST 101 (3, 4)</td>
<td>HIST 102 (3, 4)</td>
<td>HIST 101 (3, 4)</td>
<td>HIST 102 (3, 4)</td>
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<tr>
<td>HIST 101 (3, 4)</td>
<td>HIST 352 (3)</td>
<td>HIST 354 (3)</td>
<td>HIST 102 (3, 4)</td>
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<tr>
<td>HIST 353 (3)</td>
<td>HIST 353 (3)</td>
<td>HIST 355 (3)</td>
<td>HIST 493 (3)</td>
</tr>
</tbody>
</table>

Weighed Credits AY 14-15: 21  Weighed Credits AY 14-15: 21  Total 42

EXAMPLE C

Professor B is an active practitioner in graphic design with a normal load of three studio classes per semester, thus six per year. In AY 2013-2014 his schedule looked like this:

<table>
<thead>
<tr>
<th>FA 2013</th>
<th>SP 2014</th>
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<tbody>
<tr>
<td>ARTD 202 (3)</td>
<td>ARTD 202 (3)</td>
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<td>ARTD 202 (3)</td>
<td>ARTD 202 (3)</td>
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<tr>
<td>ARTD 302 (3)</td>
<td>ARTD 302 (3)</td>
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</table>

These are all studio courses with higher contact rates.

Under the proposed policy, Professor B might fulfill his teaching obligations thus (weighed credits bolded):

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<tbody>
<tr>
<td>ARTD 202 (3)</td>
<td>ARTD 202 (3)</td>
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<td>ARTD 202 (3)</td>
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<tr>
<td>ARTD 202 (3)</td>
<td>ARTD 302 (3)</td>
<td>ARTD 202 (3)</td>
<td>ARTD 302 (3)</td>
</tr>
<tr>
<td>ARTS 102 (3,4)</td>
<td>ARTS 102 (3,4)</td>
<td>ARTS 102 (3,4)</td>
<td></td>
</tr>
</tbody>
</table>

Weighed Credits AY 14-15: 20  Weighed Credits AY 14-15: 16  Total 36 (studio)

10. Recruitment- Retention Activities

Participants in this program will commit up to six hours per semester to recruitment and retention activities. The scheduling and nature of these activities will vary, and will be arranged by the Edwards College Advising Coordinator in consultation with the Department Chairs.
Retention activities, including tutoring, individual student meetings, special instruction sessions, often take place in the evenings. In FA 2017, tutoring sessions are scheduled for:

September 11, 12, 13; October 9, 10, 11; November 13, 14, 15

Faculty teaching retention-critical courses may use tutoring sessions as incentives, or issue tutoring coupons based on individual academic progress, or in other ways consistent with responsible pedagogy. Faculty participating in this pilot will be expected to offer at least five hours of tutoring during the prescribed times in order to maintain eligibility for load weighting.

Recruitment activities include contacting prospective students via email or telephone, meeting with potential students and parents on campus, and participating in summer orientations. Departments that have ongoing recruitment activities may integrate such activities into this requirement.

Faculty unwilling to commit six hours per semester to recruitment-retention activities as arranged by the advising Coordinator and Department Chair are not eligible for credit weighting.

Encompassed in the time commitment will be assistance in collecting data regarding program participants. Data collected in this way will be used to determine the timing, location, and frequency of future tutoring sessions.

11. Lecturers

Lecturers who wish to participate in the recruitment-retention activities may apply through their Department Chairs. While lecturers are not eligible for the credit weighting program, they may serve as tutors in the Academic Coaching sessions and help recruit new students for additional compensation.