

TEACHING LOAD CALCULATION
TENURED AND TENURE-TRACK FACULTY
August 2022

TEACHING LOAD CALCULATION (TLC)

Teaching load is determined by how many courses are taught in an academic year. Load cannot be determined by either credits or contact hours alone. In some instances, individual programs use contact hours to set baselines for teaching load. These baselines come at the recommendation of accrediting bodies.

Under this model faculty and chairs will calculate teaching load based on the parameters below. Following such parameters may result in an eventual reduction in load, i.e., a semester with one fewer course assignment. Overload pay will be reserved for extenuating circumstances. Approval of overload pay will be determined by the department chair in consultation with the Dean's Office.

The goal is for every class (whatever counts as a class according to each discipline) that "makes" to count as 1 Load (or more, as appropriate) so that all faculty members meet their yearly standard teaching load. Department chairs should build faculty schedules accordingly. But ultimately faculty are accountable for maintaining their standard load, tracking their load count, and communicating with their chair/supervisor about their load. Faculty members and chairs should record teaching load credits and earned course releases using the Teaching Load Tracker spreadsheet that is available for download on the COHFA Faculty Resources webpage. Faculty members should submit a completed spreadsheet to the department chair along with their annual report. Any discrepancy between the chair's accounting of faculty load and the records kept by faculty members themselves should be resolved at this point (in consultation with the Dean's Office, if necessary).

An audit will be completed by the Dean's Office at the end of every three-year cycle.

This policy began as a pilot in Fall 2021. The document was reviewed and updated throughout AY21-22. In April 2022, the college held a non-binding consultatory vote on whether or not to continue the policy. The result was an overwhelming yes, following which the Dean decided to remove the pilot status and fully implement this policy effective August 2022. The first three-year cycle begins retroactively in Fall 2021.

Parameters¹

Standard load for Tenure-Track/Tenured Faculty = 4/3 or 7 total for the academic year

Three-Year Cycle (Three Academic Years)

Maximum of a **3 Load** reduction over the three-year cycle; reduction in load will occur during the cycle, but some adjustment may be necessary in the semester following the end of a cycle. Approval of the Dean and department chair is necessary. Department chair determines staggering of load reductions

GENERAL UNDERGRADUATE ACADEMIC STANDARDS

Baseline²

1 Load | Standard Lecture Course (3 credits) (see enrollments below): 150 minutes per week

1.333 Load | 4-credits standard

1.666 Load | 5-credits standard

1.333 Load | 3-credits standard with min enrollment of course **cap** x 1.333 students

¹ Some areas may have different standards for both Teaching Load and enrollment. This is based on specialization and in some cases accreditation. For example, beginning Fall 2022, most departments in the Edwards College will be on a 3-3 teaching load, and the remaining departments that are not will be moved to a 3-3 load as soon as it is possible without disrupting the delivery of necessary curriculum.

² As has always been the practice, chairs will continue to set the course caps in consultation with the dean. Also, the same overload calculation outlined in this section applies to both undergraduate and graduate courses alike.

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- 1.666 Load** | 3-credits standard with min enrollment of course **cap** x 1.666 students
- 2 Load** | Standard Lecture Course (3 credits) with min enrollment of course **cap** x 2 students: 150 minutes per week
- .66 Load** | Standard Lecture Course (3-6 credits) (5 to minimum students; any level)
- .33 Load** | Standard Lecture Course (3-6 credits) (1 - 4 students; any level)
- 1 Load** | Lab (1 credit) (min 12 students): 150 minutes per week
- 1 Load** | Applied Instruction (0-3 credits) (min 8 students)
- .33 Load** | Independent Study³ (pre-approved by department chair; 1-3 credits) (**.33 Load** per independent study up to **1 Load** maximum per Three-Year Cycle; independent studies are not eligible for overload)

Enrollment Targets for Standard Lecture Courses⁴

Course Level	Enrollment
100 - 400	minimum = 10 students (minimum is not a course cap)

Under certain circumstances and with permission from the chair in consultation with the Dean's Office, a course with an enrollment beneath the 10-student minimum may "make" and count as 1 Load—provided the permission was granted during the semester when the under-enrolled course ran. Other courses may "make" with an enrollment beneath the target minimum and count as less than 1 Load, as described above under the heading "Baseline."

Fine and Performing Arts: Further Elaborations Needed (See: NASAD, NASM, NAST)

- 1 Load** | 4.5 Applied Lessons
- 1 Load** | Ensemble (0-1 credits) (EX: Trio – Marching Band) (min 2.5 contact hours/week)
- 1 Load** | Direct Mainstage Production
- 1 Load** | Design Mainstage Production
- 1 Load** | Direct Music of Mainstage Production

"Special Projects" in the Arts will have variable loads. This calculation will be determined in consultation with the department chair and Dean.

Team Teaching

Strong preference for interdepartmental collaborations and for cross-listing courses. There may be limitations on how many team-taught courses can be taught by an individual instructor over the course of three years; discuss with your supervisor/chair.

Traditional Team Teaching (TTT): *defined as the teaching of a class section or cross-listed class sections that are scheduled for the same time and location in which two instructors collaborate on all major aspects of the course, including, but not limited to the following: creation of the syllabus, preparation of content, delivery of content (whether face to face, hybrid, or online), grading, and assessment.*

Linked Courses Team Teaching (LCTT): *linked courses consist of two or three separate courses, no more than 30 students each, linked by theme; each course meets independently, but at the same scheduled day/time, with an additional scheduled, weekly, one-hour session for the cohort in which all instructors jointly discuss the theme.*

³ An independent study of any type, i.e., undergraduate, graduate, or Honors, is reserved for rigorous study, and counts toward the maximum Load reduction. Course substitution or another type of accommodation is preferred.

⁴ Enrollments are based on the census date, i.e., the last day to drop a course without a "W" and add a course without special permission. Some flexibility is warranted to account for a faculty member's entire schedule, e.g., one low-enrolled section of a Core course combined with another high-enrolled section of the same Core course.

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Team Teaching Load Consideration

.66 Load | Traditional Team-Taught Course

1 Load | Linked Courses Team-Taught Course

Internships

Internship experiences should provide a challenging opportunity for the student to develop work-related skills. An academic department's internship supervisor or department chair must approve a student's participation in an internship that is eligible for credit. For students who pay for internships through organizations, such as the Washington Internship Institute, supervision will not be compensated.

Internship Load Consideration

1 Load | Internship Course (3-15 credits) (min 6 students; additional assessment activities): unless part of coordinator/negotiated duties

.16 Load | Individual Internship (3-15 credits) (pre-approved by chair; additional assessment activities plus final product required) (**.16 Load** per individual internship up to **1 Load** maximum per Three-Year Cycle)

Honors

An Honors by Special Arrangement (HbSA) course will often involve covering topics in greater depth, with more advanced analysis, more creativity, or more synthesis, often with the use of primary research and sources.

Honors Load Consideration

1 Load | Honors-Only Section of a Course (3 credits) (min 12 students / max 25 students)

.33 Load | HbSA-Approved Independent Study as instructor of record for an Honors Thesis (3 credits), (**.33 Load** per thesis up to **1 Load** maximum per Three-Year Cycle)

GENERAL GRADUATE ACADEMIC STANDARDS⁵

1 Load | Standard Lecture Graduate Course (3 credits) (min 3 students)

1.33 Load | Capstone/Thesis Course (3-6 credits) (3-7 students)

1.333 Load | 3-credits standard graduate course with min enrollment of course **cap** x 1.333 students

1.666 Load | 3-credits standard graduate course with min enrollment of course **cap** x 1.666 students

2 Load | 3-credits standard graduate course with min enrollment of course **cap** x 2 students

.33 Load | 2-4 Graduate Seats in a Standard Lecture Undergraduate Course

.33 Load | Direct Graduate Independent Capstone (**.33 Load** per independent capstone up to **1 Load** maximum per Three-Year Cycle)

.33 Load | Direct Graduate Independent Thesis (**.33 Load** per independent thesis up to **1 Load** maximum per Three-Year Cycle)

.33 Load | Graduate Independent Study (pre-approved by coord. & chair; 3 credits) (**.33 Load** per independent study up to **1 Load** maximum per Three-Year Cycle; independent studies are not eligible for overload)

.16 Load | Acting as instructor of record for a course section taught by a Graduate Teaching Assistant who is teaching independently but is *not* listed in WebAdvisor as the instructor of record. (**.16 Load** per GTA-led section)

⁵ Other types of graduate courses, i.e., internships, team-taught courses, etc., will generally follow undergraduate standards listed above. Considerations for further elaborations for the performing and visual arts and/or other specific programs to follow.

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SCHOLARLY REASSIGNMENTS

If the Provost and President grant a faculty member who is still on a 4/3 teaching load a one-semester scholarly reassignment, the faculty member may choose to have the reassignment count toward their 4-course semester rather than their 3-course semester. However, scholarly reassignments do not, in and of themselves, count as 4 Load. For example, a faculty member who teaches a de-facto 2/2 load due to courses releases or a chairship may not use a one- semester scholarly reassignment to relieve themselves of all four classes. Instead, one-semester scholarly reassignments should relieve the faculty member of one semester's worth of teaching, and if the faculty member teaches an odd number of courses per year (e.g. 4/3 or 3/2), the reassignment can happen during the higher of the two semesters. All scholarly reassignments are scheduled in consultation with the department chair.

COURSE RELEASES FOR SPECIAL APPOINTMENTS

Faculty members who receive a Dean-approved course release for a special appointment (such as a coordinatorship) should enter each course release into the Teaching Load Tracker spreadsheet, using the code COURSE RLS in the "Section #" column and a one- or two-word explanation (e.g. "Coordinator") in the "Activity" column.

COLLEGE DEFINITIONS

Applied Instruction Involves direct application of skills, theories, and models

Contact Hour Time associated with face-to-face or virtual-synchronous contact between faculty and student

Credits The credit hour value of a course: Credits are determined through a variety of metrics that includes but is not limited to "contact hours."

FTE Full-time Equivalent

Independent Study Course of study where a student works independently with oversight by a single faculty member who is the instructor of record for the credit-bearing course.

Instructor of Record Faculty member who delivers the majority of course content and grading

Teaching Load Expected duties of a faculty member associated with direct instruction or teaching

Team Teaching Form of teaching (instruction) that uses more than one instructor of record