Workload Ideas

Faculty as Teacher-Scholar

URSCA

Student as Learner-Developing Scholar
WHY URSCA & Workload Reform

• Linked to increased retention & graduation
• Strategic Plan = 100% participation in HIPs
• Refresh & strengthen UWEC “brand” of education
  • Lose competitive edge since other campuses do this too
  • Help our students achieve higher level learning outcomes
• Keep URSCA faculty engaged & retained (not burned out)
  • Performed outside of “workload” but requires intensive “teaching”
  • Need to recognize URSCA as mainstream faculty work not “extra”
    • Currently set up as competing against traditional pedagogical work

• Note: URSCA = goes beyond 1:1 involvement in research
  • CUR ➔ Goal is to get more research skills into the “classroom”
• Phase 1: Restructuring Workload
  • Not “Release” it’s RE-ASSIGNMENT/RE-DISTRIBUTING
  • Promotes role as integrated teacher-scholar
  • Emphasis is on flexibility \(\rightarrow\) morale, keep energy for teaching

• Phase 2: Curricular Changes
  • Focus on supporting integrated teacher-scholar: Student Benefit
  • UWEC Retention concerns – especially in 2nd year
  • Alignment with LE goals & University designation – Center Research Excellence

• Phase 3: DEP – Tenure & Promotion Document Changes
  • Reflect process of research mentoring as teaching (supports workload)
  • Clear outcomes and expectations
    • Successful models: Flexible, Equitable, Transparent
    • Critical \(\rightarrow\) avoid creating a tiered system of faculty

Background: CUR Focus
Workload Strategies - Overview

• **Senior Project Systems**
  - All students conduct credit-bearing, year-long project during senior year, supervised by faculty, X-number student projects = 1 full course unit

• **Incentive Systems**
  - Faculty apply competitively for internal funding – including reassignment time to mentor UG student research projects (UWEC has aspects of this)

• **Banking Systems**
  - Students enroll in credit-bearing HIP experience, instructors accrue credit for such courses, establish how many “credits” = 1 full course equivalent

• **Fixed & Flexible Weighting Systems**
  - Overall workload responsibilities are negotiated at regular intervals, some aspects are fixed (e.g., 50% teaching), negotiate some %

• **Departmental Systems**
  - Students enroll in credit-bearing HIPs, cumulative student credit hours are banked and coordinated across faculty who mentor HIPs so that each faculty mentoring gets a full-course “release/credit” every X number semesters
Comprehensive Transformation

• Start → define learning environment/outcomes desired
  • Curricular Rapid Action Taskforce
• Shift from “teaching load” system to a holistic “workload” system
• Required Shift in Structure, Reconceptualization of Learning

• Transformed entire College Curriculum (w/in 18 mo)
  • Focus on learning outcomes not “seat time”
  • Expectations of courses changed = more rigorous, more flexibility, more credit for HIP learning experiences....students asked to do more outside classtime
Most learning by students happens outside classroom & with peers when deeply engaged with material.

Most faculty work occurs outside of the classroom time.
Shifted from Credit Hour System → Course Unit Based System

Each course transformed to focus on Learning Outcomes

- Each course unit became equivalent of 4-cr course
- Courses revised to be deeper learning (*what students do outside class with “extra” credit given to course*)

Institutional Ideal for Course Distribution:

- 1/3 in Liberal Education Units
- 1/3 in Major
- 1/3 in minor, second major, unrestricted electives
TCNJ – Student Work

• Dept Curriculum need to strategically:
  • Be right sized & include HIPs as credit-bearing within major
  • Include a diversity of learning experiences & context
  • Often took advantage of *Diversified Enrollment Economy*
    • **Science Dept Example**
      • 1-2 introductory courses (lecture/lab – larger lecture/smaller lab)
      • 4 core courses (lecture/lab & lecture/discussion – larger to medium size)
      • 2 Upper-Level (method, field, research based – medium to smaller)
      • 2 seminar courses (smaller)
      • 2 Independent research courses (1:1 type)
## TCNJ – Curricular Comparison

<table>
<thead>
<tr>
<th>Old Credit-Based System</th>
<th>NEW Course-Based System</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 classes/semester</td>
<td>4 classes/semester</td>
</tr>
<tr>
<td>10 classes/year</td>
<td>8 classes/year</td>
</tr>
<tr>
<td>Typical class = 3 credits</td>
<td>Typical class = 4 credits (1 Course Unit)</td>
</tr>
<tr>
<td>120-128 credit hours to graduate</td>
<td>32-34 course units to graduate</td>
</tr>
</tbody>
</table>

Basically, require fewer but more rigorous courses for degree
TCNJ – Faculty Work Transformed

• Shifted from basic 4:4 to a 3:3 load
• Shifted from teaching load system to comprehensive faculty work load system
• In-Work-Load Credit for:
  • Engaging students outside of classroom in HIPs
    • Examples included:
      • Independent F-S research (n 1-6; 0.5fwh/student; cap 3; 2yr banking or carry-over of credit)
      • Group Research (n = 6-12)
      • Studio (hands on instruction in fine/performing arts)
      • Independent Study (n = 1-6; 0.5fwh/student; annual cap 3fwh)
      • Internship (n = 1-15; 0.2fwh/student)
      • Practicum (n = 1-30; 0.1fwh/student)
  • Mentoring and Advising
  • Scholarship (of their own)
  • Course Design and Curriculum Development
## TCNJ – Faculty Work Transformed

### Old Teaching Load System

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1 = 3 FWH</td>
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</tr>
<tr>
<td>Course 2 = 3 FWH</td>
<td>Course 2 = 3 FWH</td>
</tr>
<tr>
<td>Course 3 = 3 FWH</td>
<td>Course 3 = 3 FWH</td>
</tr>
<tr>
<td>Course 4 = 3 FWH</td>
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</tr>
</tbody>
</table>

**Teaching Load = 24 FWH**

- Scholarship (+++ FWH)
- Advising/Mentoring (+++ FWH)
- Service (+++ FWH)

### New Teaching Load System

<table>
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<tr>
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<tr>
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<tr>
<td>Course 4 = 3 FWH</td>
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</tr>
</tbody>
</table>

**Course Load = 18 FWH**

**Automatic:**
- Scholarship (or alternate Assignment) = 3 FWH
- Course Design/Advising/Mentoring = 3 FWH

**Total Contractual Load = 24 FWH**

**Typical Service (+++ FWH)**

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Note: TCNJ is campus comparable to UWEC (f/s ratio 13:1; us 27:1; enroll 6500 students)

UWEC: Need to factor in SCH “currency”
Models Under Consideration at UWEC

• Chemistry

• Biology
  • Increased lecture size
  • Reduced number labs required
  • Opened opportunities for some faculty to engage students in mentored research as part of course labs; others freed to engage students in unique f/s projects
Psychology– Flex SCH model

- Given today’s “currency” – flexible model based on SCH targets
- Negotiate your SCH teaching model annually with Chair based on Needs
- Being asked to provide ~ 441 per FTE (per semester)
  - Considerations to Recognize not all classes are created equal
    - High Intensity Skills Courses (require small class size $n = 20/25$): consider curricular change 3cr → 4cr
    - Graduate courses (within dept. understanding 1Gcr = 1.5 cr or maybe 1Gcr=2)

<table>
<thead>
<tr>
<th>Class/credits</th>
<th># Students</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Psych / 3</td>
<td>125</td>
<td>375</td>
</tr>
<tr>
<td>Abnormal / 3</td>
<td>35</td>
<td>105</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>480</strong></td>
<td></td>
</tr>
<tr>
<td>Flex: UGRM / 2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>488</strong></td>
<td></td>
</tr>
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<tr>
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<tbody>
<tr>
<td>Res Meth / 4</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Res Meth / 4</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Social Psych / 3</td>
<td>65</td>
<td>195</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>395</strong></td>
<td></td>
</tr>
<tr>
<td>Flex: UGRM / 3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>413</strong></td>
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<tbody>
<tr>
<td>Stats / 3</td>
<td>60</td>
<td>180</td>
</tr>
<tr>
<td>Health Psyc/ 3</td>
<td>70</td>
<td>210</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>390</strong></td>
<td></td>
</tr>
<tr>
<td>Flex: 375- BehClinNeuro / 3</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
<td></td>
</tr>
</tbody>
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Possible inclusion of “banking” credits for summer mentoring of student projects or for “extra” SCH generated
Discussion needed for accommodating high-intensity service obligations
CREDIT CHANGES

• Some mathematics courses (especially our GE/LE courses) are already 4 credits
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Some faculty have a 3:3 load because of this credit allocation
Mathematics Model

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- Some faculty have a 3:3 load because of this credit allocation
- Differs from TCNJ because of class time required
Mathematics Model

ADVISING CONSOLIDATION

• For our Mathematics Education and Actuarial Science specialties:
Mathematics Model

ADVISING CONSOLIDATION

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• Lead Advisor Positions
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- For our Mathematics Education and Actuarial Science specialties:
  - Lead Advisor Positions
    - Supervises advising for 107 and 158 students, respectively
    - Earns one course reassignment per year
    - Provides a consistent, quality advising experience
    - Relieves workload pressures for other faculty in the specialty
Mathematics Model

Incorporating Research into the Curriculum
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• Comprehensive Major: Research Emphasis
Mathematics Model

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• Comprehensive Major: Research Emphasis
  • Includes Research Methods course and two semesters of student/faculty research required
    • up to four semesters for credits toward the major
Mathematics Model

Incorporating Research into the Curriculum

• Comprehensive Major: Research Emphasis
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• Faculty Banking Credits
  • Roughly 9 students on year-long projects = SCH for 1 course release
    • Details still in progress