Teaching responsibilities for full-time faculty members are guided by a balance of three measures: course preparations, contact hours, and enrolled students. Full-time faculty members teach an average of 4.5 course preparations, 18 contact hours, and 90 enrolled students per academic year, as averaged over 4 years. All of these numbers represent a total of Fall, Winter, and Spring semesters. Because of differences in pedagogy across disciplines, faculty teaching responsibilities can vary from these averages, provided that these variations maintain a balance between measures that are higher and lower than average (e.g., a colleague may have a smaller-than-average number of courses if they have a higher-than-average number of students or contact hours). The most common teaching schedule is to teach two courses during each Fall and Spring semester, and a Winter Term course every other year. Chairs have flexibility in distributing teaching loads as long as the department average falls within those ranges for any given academic year, and as long as the distribution of teaching loads is such that the Department or Program is meeting its commitment to college-wide curricular needs, including Winter Term, the Writing Program, and the FYSE program. A summary of the specific guidelines follows:

1. All faculty workloads, averaged over a four-year period and including all semesters (Fall, Winter Term, and Spring), should fall within the following ranges:

   - 3.5-5.5 course preparations per academic year
   - 65-115 enrolled students per academic year
   - 14-22 contact hours per academic year

2. Faculty who are below the average in one of these measures by any significant amount should, at a minimum, be at or above the averages in both of the other two, and, to a corresponding extent, above the average in at least one. Chairs/Directors should consult with the Dean of the Faculty if they are unsure about whether a given faculty member’s teaching load is consistent with the guidelines.

3. Full-time faculty must teach at least one course in every Fall and Spring semester.

4. Faculty whose teaching loads are above or below these guidelines are expected to work with the Chair of their department or program and/or the Dean of the Faculty to chart a future teaching trajectory that is consistent with these guidelines.

5. A full course release reduces the above averages and ranges by 1 course preparation, 4 contact hours, and 20 students. A half course release reduces each measure by half of these amounts.

6. A single course preparation is defined as a body of material taught in a specific term and listed with a distinct number. A course may include any combination of lectures, discussion sections, workshops, screenings, or any other format that is best suited for teaching a particular subject.

7. The same course taught in two distinct sections in any single term will count as a single course preparation, but with a correspondingly larger number of contact hours and enrolled students than a single section would.

8. Lab sections that require each student to meet for a minimum of 150 minutes per week and are taught solely by the faculty instructor count as 0.5 of a course preparation in total. That is, a course that is taught with laboratory sections will count as 1.5 courses.
regardless of the number of laboratory sections. The contact hours associated with each lab section do, however, count independently. (A course taught with three 50-minute lectures per week and two 3-hour lab sections per week would thus count for 1.5 courses and 9 contact hours.) In a course where each student attends fewer than 150 minutes of lab per week, a faculty member may combine laboratory sections associated with multiple course preparations to reach the 150-minute threshold for a 0.5 course preparation. (For example, if a faculty teaches two courses, each of which requires students to attend a 75-minute lab each week, that faculty member would reach the 150-minute threshold and be able to claim a 0.5 course preparation.)

9. An enrolled student is defined as one student in a distinctly numbered course. (Students enrolled in different types of sections of a course—e.g., a lecture and a discussion section—count only once.)

10. A contact hour is a 50-minute period in which a faculty member formally meets with students in a required, scheduled, interactive, credit-bearing academic pursuit. Discretionary teaching commitments (film screenings, voluntary help sessions, self-scheduled review sessions) do not count as contact hours.

11. A standard Winter Term course, meeting for 8-10 hours per week, counts as 4 contact hours for the year. This is to make weekly contact hours in Winter Term comparable to those in the regular term so fall, winter, and spring hours can be added together to get a total for the year. The expectation that faculty teach an average of 18 contact hours per year was computed based on this conversion for Winter Term courses. When a Winter Term course meets for more than 10 hours/week, the course counts for half the number of actual weekly contact hours.

12. Because the teaching guidelines are given by the total over all three semesters, Winter Term courses are comparable to Fall and Spring semester courses for the purposes of teaching workload, and thus faculty may teach a Fall or Spring semester course in lieu of a Winter Term course, or vice versa, provided that doing so does not compromise the department or program’s ability to meet its responsibility to participate in Winter Term.

13. Team-taught courses in which both faculty members participate fully throughout the semester will be credited to both faculty members as they would if taught by a single instructor. However, faculty members may be limited to two such team-taught courses every five years, unless the team-taught course is part of a contractual obligation. Exceptions to this policy can be granted in advance by the Dean of the Faculty. If responsibilities in a team-taught course are divided between the two instructors, each faculty member will receive credit for 0.5 preparations, half the total students, and half the total contact hours. There is no limit on the number of courses that a faculty member can team-teach using this division of duty.

14. Department chairs should attempt to distribute thesis supervision duties equitably. Where it is impossible to avoid overburdening a particular faculty member, his or her teaching load may be adjusted in consultation with the Dean of the Faculty.

15. A one-semester senior tutorial of approximately 9 students will typically count as one course preparation, three contact hours, and the actual number of enrolled students.

16. The equivalent of up to four 0700-level student credits of independent senior work per academic year is considered to be a normal part of a faculty member’s workload. Student credits of 0700-level advising beyond the expected four may be banked for future course release. Upon accumulating ten student credits of 0700 level advising beyond the
expected four [students] per semester/per year, faculty may request a full course release in consultation with the department chair or program director and the dean of curriculum.

17. A faculty member who significantly surpasses these general expectations may apply for one full course release over a five-year period.

Enrollment Limits

As different disciplines follow diverse pedagogical strategies, the maximum enrollment of courses is left to the discretion of each department. However, chairs and directors should consult with the dean of curriculum to ensure that these enrollment numbers are in line with college-wide expectations for language classes, lab sections or studio classes. Further, once the first round of registration is complete, if individual courses have less than 5 enrolled students chairs and directors should consult with the dean of curriculum to discuss canceling the course or developing strategies to build enrollments. Normally courses with more than 45 enrolled students will be offered only when major requirements, lecture format, and physical resources dictate that as the most effective pedagogy. Any changes to the enrollment limits must be approved by the Dean of Curriculum and the Curriculum Committee must be notified.

Faculty members teaching in more than one department or program will have to consult with both chairs/directors. On the Department/Program Staffing Report (described below), the Department Chair will provide a proposed maximum enrollment for each course, which will also be used when completing course documentation (e.g., “Banner forms” or departmental spreadsheet of courses as circulated from the Dean of Curriculum’s office), or otherwise reporting enrollment limits to the Curriculum Information Specialist.

In a typical year, course documents circulated to departments will be pre-populated with the enrollment maximum and the anticipated enrollment based on the last time the course was offered. Faculty members will be asked to review these numbers and revise them as appropriate. Enrollment changes should be confirmed with the Department Chair or Program Director.

The maximum enrollment figures will be used by Course Scheduling to assign appropriate classrooms. The maximum enrollment listed on the course documents, or otherwise provided by the Curriculum Information Specialist, for each course should reflect an accurate expectation of maximum class size, as room scheduling proceeds more smoothly when the scheduling office has realistic estimates of course size.

Staffing Reports

The Chair/Director provides oversight of curricular planning to ensure consistent coverage of needed courses, equitable distribution of teaching assignments, and optimal use of staffing resources. Curricular planning culminates in the creation of a Department/Program Staffing Report, summarizing the individual Faculty Teaching Plans that are submitted to the Chair/Director. Recognizing that different departments/programs have different curricular planning structures, the following guidelines are designed to provide an overview of how a Chair/Director might approach the creation of those reports.
Fall semester (usually beginning in November):

The Chair develops a list of courses needed for the following academic year, divided into F/W/S.

In developing this list, chairs should be mindful of the following: the overall number of courses offered in relevant categories (e.g., 0100-, 0200-, and 0300-level); requirements and electives for the major, minor, or tracks; FYS and College Writing commitments; regular commitments to interdisciplinary programs and the winter term curriculum; anticipated movement of students into upper-level sections.

Program Directors should contact program affiliates and invite colleagues either to teach a particular course(s) or to propose a course they wish to teach. Program Directors then contact the Chair of any departmental colleague who may be able to teach a program course, copying the Dean of the Faculty, requesting that the department accommodate the colleague’s request to teach the program course. This latter step is not necessary in situations in which a colleague has a contractual obligation to a particular program. The Dean of Faculty will work with Program Directors to try to facilitate availability of departmental colleagues to teach requested courses.

Solicit input and feedback on proposed list of courses from colleagues, requesting that colleagues inform the Chair/Director of:

- Changes to leave schedule/plans*,
- New courses for which a faculty member intends to seek approval,
- Any commitments to or interest in teaching courses in another department or program.

Meet with faculty colleagues to review individual faculty teaching plans.

Individual Faculty Teaching Plans are submitted via BannerWeb to the Chair/Director by the date specified by the Chair/Director.

Winter term:

Chairs/Program Directors will review and approve individual Faculty Teaching Plans via BannerWeb, review Departmental Teaching Summaries, and submit via Banner Web to the EAC no later than the announced due date (typically mid-January).

Forms will be reviewed by the EAC and/or the Academic Administration. Department Chairs/Program Directors may be contacted for further discussion of allocation of teaching resources. This review typically will be completed by mid-February.

* Faculty must inform their Chair/Program Director of changes to leave schedule/plans as well as the Dean for Faculty Development and Research/ DFDR.