

Teaching Credit Swaps – Handout #6

THE PROBLEM

The Equalizer Department had a problem. As the department chair reviewed their instructional productivity data and met with faculty for one-on-ones, they found that some faculty carried more of the instructional workload than others, which was hurting other aspects of their work, such as research. In many cases, these were high performers across the three faculty roles of research, teaching, and service. These faculty were way above the instructional workload requirement of 5.5 course units required by their state system for their institution. In most cases this was because they were carrying the normal course load of 4 courses (units), engaging in course units in dissertation advising, *and* engaged in supervising internships, independent study credits, and seminar papers that brought them closer to 7 or 8 units. Yet the department had just lost a large federal training grant and it was important that some of these high performers spend more time grant writing. The department chair and advisory group wanted to see if there was a way to have faculty (a) continue teaching the courses students needed to graduate and advance in their academic programs; (b) still meet instructional workload requirements as a department; and (c) allow some faculty to teach fewer traditional courses per year.

A SOLUTION

The department wrote a new instructional workload policy. They began by restating instructional workload expectations of 5.5 course units per faculty member. They then wrote out all of the other teaching/ mentoring credits that counted toward that 5.5 in addition to traditional 3-credit courses.

3-credit courses	1 course = 1 unit 4 courses = 4 units
Pre-dissertation credits	3 students registered = 1 course unit
Dissertation writing credits	2 students = 1 unit
A BA or MA internship credit	4 students = 1 unit
MA seminar paper credits	2 students = .5 units

They then showed two pathways in which faculty might meet instructional workload. The first pathway was considered standard. The other three had to have approval from the department chair in advance of course scheduling and were understood to be approved only if they did not require hiring an adjunct to teach a course for the faculty member, and the program was still delivering required and elective courses for students to advance for graduation.

	Standard Pathway A	Pathway B - Option 1	Pathway B - Option 2	Pathway B - Option 3
Teaching	4 courses per year (4 units)	3 courses per year (3 units)	3 courses per year (3 units)	3 courses per year (3 units)
Advising & Mentoring	1.5 unit in dissertation/ MA credits	2 students writing dissertations (1 unit), 4 BA/MA internship students (1 unit), 2 students for MA seminar papers (.5 units)	3 pre-dissertation students (1 unit), 2 students writing dissertations (1 unit), 2 BA/MA internship students (.5 units)	1 student writing dissertation (.5 units), 4 BA/MA internship students (1 unit), 4 students for MA seminar papers (1 unit)
Total Units	5.5 units	5.5 units	5.5 units	5.5 units

**Pathway B must be approved by the department chair.*

Assumption: First, all faculty members are expected to accumulate 5.5 units each semester, unless one of the following exceptions applies: (a) the faculty member is externally funded to engage in research at a higher time-base requirement than expected by the department; (b) the faculty member has taken on a time-intensive service responsibility such as serving as a division chair or program directors; or (c) the faculty member is granted sabbatical leave or an approved leave without pay. Second, courses have to be offered to meet students' needs. All faculty are expected to contribute to covering the required courses for the department.