

## Draft Proposal for Faculty load/overload calculations

*Background and justification:* In the past, when a course had low enrollment, the course was either cancelled or the instructor was paid less. The cancellation of low enrolled courses is not feasible as it would be an impediment to curriculum pathways, and would have a negative impact on retention and degree completion. Paying instructors less, or giving less “faculty load credit” was an unfair practice as the majority of work to deliver a course is involved in the preparation which is the same whether teaching 1 or 100 students. While there will be slightly less grading required in a low enrolled course, for most courses that would have minimum impact on the total time and effort required to deliver a course. Penalizing faculty for low enrolled courses has created inequities between disciplines, sometimes requiring a faculty member to teach 6 courses just to make their minimum required teaching load. Additionally, the money saved by the University (roughly \$25,000 a semester) is negligible compared to overall cost of instruction and creates more problems and negative impact on faculty morale than it is worth. By following the process outlined below, we will be able to minimize the number of courses that are low enrolled, thus eliminating the need to cancel courses or adjust pay/credits for instructors.

- A 2-year Master schedule must be created, utilized, and publicized for all Colleges/Schools. Knowing ahead of time what courses will be offered in what semesters will allow for better planning and advising, preventing students from missing courses necessary for graduation.
- Pathways forms should be updated to denote classes that are not taught on an annual basis (ex: taught once every 2 years) so advisors are aware students will need to take the courses when they are offered. This will minimize the need to offer courses outside of the 2-year schedule.
- Pathway forms should be completed following a student’s first semester, and updated every semester thereafter. This ensures students and advisors are aware of courses that still need to be completed (as opposed to the 90-hour system where students were scrambling in their final year to complete all courses).
- Deans/Chairs/Directors should carefully review course enrollments prior to the beginning of the semester to determine if there are any low enrolled sections that can be combined into another section. Whenever possible the fewest sections of a given course should be put on the schedule and additional sections only added to the schedule as dictated by full enrollment in available sections. Consideration should be given to eliminating modalities/times that typically experience low-enrollment.
- Waitlists should be utilized during registration so it will be clear when there is enough need to justify opening additional sections of a course.
- Full-time faculty should be afforded first refusal of any course in their discipline prior to offering courses to adjuncts.
- Full-time faculty should be free to refuse any course overloads.

**Faculty Load Calculations:**

Full-time faculty are required to teach 12 credit hours per semester. Full-time faculty members teaching more than 12 credit hours in an academic term shall have the overload courses paid at the adjunct faculty pay rate, as per policy 3.5A in the Faculty Handbook.

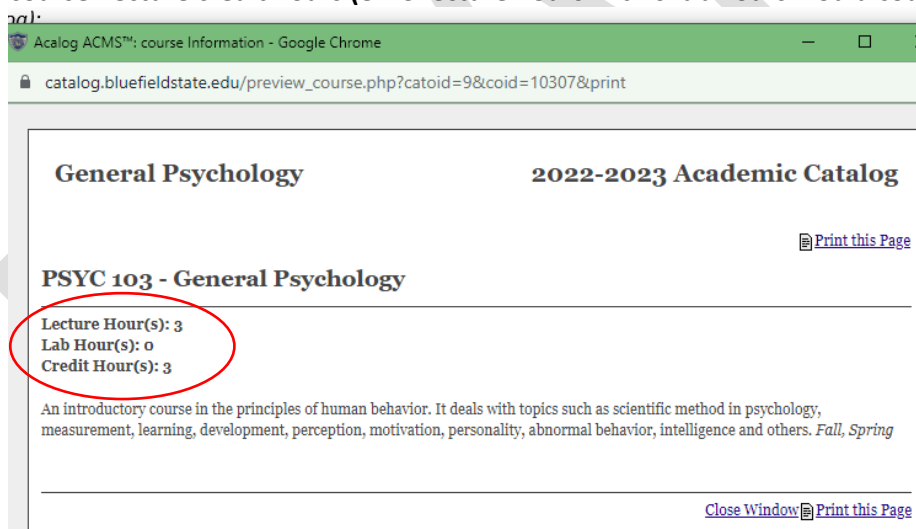
Courses taught synchronously with a virtual section and a face-to-face section may be combined for calculation of faculty load.

Courses with synchronous and asynchronous sections shall be considered separate sections for calculation of faculty load. Synchronous and asynchronous courses require different preparations and follow different pedagogical best practices, therefore requiring a significant amount of extra work and preparation by the faculty member.

If a course has low enrollment in synchronous and asynchronous sections, serious consideration should be given to the necessity of both modalities in the same semester.

**Classes are assigned the following "load" adjustment factors (based on "contact" hours listed in college catalog):**

**Lecture course: lecture credit hours (ex: 3 lecture hours with 0 lab hours would count as 3 load hours)**



**Lab: lab credit hours (ex: a 1 credit lab course listed as 2 lab hours would count as 2 load hours)**

**General Biology I Laboratory**      **2022-2023 Academic Catalog**

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**BIOL 103L - General Biology I Laboratory**

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Lecture Hour(s): 0  
Lab Hour(s): 2  
Credit Hour(s): 1

Laboratory sessions designed to reinforce lecture in [BIOL 101](#). *Fall*

Prerequisite(s)/Corequisite(s): [BIOL 101](#).

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**Lecture combined with lab: total lecture and lab hours combined (ex: 4 credit course with 3 lecture hours and 2 lab hours would count as 5 load hours)**

ENGL 101L - Composition I with Lab

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**ENGL 101L - Composition I with Lab**

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Lecture Hour(s): 3  
Lab Hour(s): 2  
Credit Hour(s): 4

Practice in the techniques of effective academic writing with an emphasis on the writing process, including rhetorical methods, patterns of organization, and an introduction to APA formatting. Additional lab time meant to assist students with acquiring reading, writing, and grammar skills necessary for successful completion of the course. Required of students scoring below Level 3 on the WV 11th grade ELA assessment AND below the minimum scores on any of the following: SAT ERW below 480 or Reading below 23; ACT below 18 ENGL main or below 17 on Reading; ACCUPLACER below 250 Writing or 252 Reading. Students must earn a grade of a C or above or repeat this course to fulfill the general education requirement. *Fall, Spring*

Corequisite(s): [BSCS 100](#)

**Independent Study (only 1 student, more than one student should be offered as a regular course) (should only be used when absolutely necessary): 1 credit hour**

**Teaching load factors will be determined by College/School for the following course types:**

**Internships**

**Student teaching observations**

**Clinicals**