PROCESS FOR DETERMINING STANDARD TEACHING LOADS  
February 23, 2010

The development of faculty teaching loads is being guided by three overarching goals, all of which are set forth in the March 2, 2009 MOU with the AAUP-WSU: (1) “The quality of teaching and learning,” (2) “the overall amount of teaching” and (3) “per student cost” should, to the extent possible, remain unchanged. As a step toward achieving these goals, the University and the AAUP-WSU agree to the process described below. Although the process is described largely at the department level, the parties agree that “standard teaching loads” will be identified, for the most part, college by college.

1. Deans will coordinate in their colleges a process whereby chairs work closely with their faculty to align bargaining unit faculty standard teaching loads with their department’s academic programs and service courses. In so doing, chairs will prepare a draft schedule of classes for their respective departments for the fall semester 2012, spring semester 2013, fall semester 2013, and spring semester 2014, attempting to achieve the lower number of classes each BUFM can teach per year identified in the chart below, while meeting the following objectives:

   • Per-BUFM-per-year credit hour production will be as close as possible to that from the 2008-2009 academic year (adjusted, of course, for the conversion from quarters to semesters). The calculation of per-BUFM-per-year credit hour production during AY 2008-2009 does not include courses taught on an overload basis, independent studies, or any other credit hours not credited to BUFMs as meeting their obligation for on-load teaching assignments.

   • Courses offered will meet the anticipated student demand, which should be based on the assumption that students will proceed through a semester curriculum at the same pace as they did in the quarter system based on 2008-2009 enrollments. This includes courses for majors as well as GE and other service courses taken by students in other departments or colleges.

   • The quality of student learning environments will be at a level comparable to what it was under the quarter system. Factors that may have an impact on the students include class sizes, the proportion of a student’s classes taught by tenure-track faculty and by full-time faculty, opportunity for timely progress and completion of programs, and others.
2. Both the University and the AAUP-WSU recognize that chairs cannot develop meaningful schedules without knowing the curriculum they are intended to deliver. Consequently, both parties will encourage faculty and administrators at all levels to work actively on the curriculum so that it can be completed as soon as possible - and proceed in a timely manner through the curricular approval process.

3. The draft schedule will show which sections are assigned to Bargaining Unit Faculty Members and, for each section, the anticipated enrollment and the number of semester hours the class is expected to carry.

4. The draft schedule will include a description of the teaching load to be borne during the academic year by the department’s Bargaining Unit Faculty. (Examples: two courses per semester for each Bargaining Unit Faculty Member; or, two courses in one semester and three in the other for each Bargaining Unit Faculty Member; or a teaching load that is between the two previous examples; etc.) The parties agree that the specific elements of draft schedules developed during this exercise may not be used in actual scheduling for 2012-2014 and that when setting actual schedules the University (chairs and deans) will have complete authority to determine when, where, and at what enrollment limit all classes are taught.

5. In creating the draft schedule, the chair may list section sizes that are (in some cases) larger than current section sizes; may schedule classes with anticipated low enrollments less frequently than is now the case; and may recommend that certain classes carry more than three semester hours of credit. The parties agree that the three-hour base does not prohibit classes worth more than three semester hours of credit, when there are pedagogical valid reasons for the larger number of credit hours. In most cases, classes of more than three hours will be scheduled according to the standard three-hours scheduling model, so the additional hours will need to be labs, online, service learning or other out of class activities, or in some other way an efficient use of classroom spaces.

6. While developing this schedule, chairs are encouraged to keep faculty informed about progress and to solicit input from them on an ongoing basis. Once a tentative draft (draft #1) is completed, the chairs will
circulate that draft to the Bargaining Unit Faculty in their respective departments, asking for comments, suggestions for improvement, and other such feedback within seven business days.

7. Chairs will take into account feedback received from Bargaining Unit Faculty in formulating a second draft of this schedule. This second draft will be given in a timely manner to the Bargaining Unit Faculty in their respective departments, AAUP-WSU, the Dean, and the Provost.

8. If the second draft shows a teaching load that is counter to the majority of recommendations received from the Bargaining Unit Faculty in that department is more than the lower number of classes identified in the chart in item #1, above, the chair will include a detailed and specific explanation of why the indicated teaching load is necessary.

9. In order to complete the foregoing process by the end of Winter Quarter, deans, chairs and faculty are encouraged to proceed as quickly as possible and to complete the work as close as possible to the following schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
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<tbody>
<tr>
<td>Mon, March 1</td>
<td>Draft #1 of the schedule distributed to dept faculty</td>
</tr>
<tr>
<td>Wed, March 10</td>
<td>Faculty feedback on draft #1 due to chair</td>
</tr>
<tr>
<td>Wed, March 17</td>
<td>Draft #2 to faculty, AAUP, dean, and provost</td>
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3. If the University and the AAUP-WSU both agree with the teaching loads called for in the second draft schedule described above, then the AAUP-WSU agrees to support the Senate’s consideration and possible approval of curricula in that unit without further delay.

10. Once they have received the second drafts as described above, the University and the AAUP-WSU will jointly seek a satisfactory solution to any disagreements that may remain.

11. Once step 11 is complete, the university will synthesize the combined draft schedules and analyze whether they can be accomplished with existing classrooms. If the schedules cannot be accommodated with existing classrooms, the university will seek modifications that can accommodate the schedules beginning in Fall 2012. If, even with such modifications, the schedules are not feasible, then the University and the AAUP-WSU will jointly seek a satisfactory solution to the problem.

12. The process described above is subject to item 8 in the March 2, 2009 MOU: The parties understand that Bargaining Unit Faculty, other faculty, and various administrators (e.g., deans and department chairs) may meet and discuss the anticipated conversion to semesters; and that such meetings may occur in both formal settings (e.g., committee meetings) and informal settings. However, the parties agree that any outcomes of such meetings are not binding on either party; and the
parties further agree that any outcomes of such meetings will not be raised by either party during any binding external arbitration.”

13. The parties recognize that the teaching loads developed through this process are based on numerous assumptions. While the actual experience in 2012-2014 is not expected to comply exactly with predictions, substantial variations within a department, a college, or the whole university may require changes to prompt one or both parties to seek changes. As a result, the parties agree to monitor actual events during the initial years of the semester conversion and to make adjustments, if needed, to accomplish the three overarching goals guiding the process.

3.—Faculty are encouraged to assist Chairs to identify the written policies and the actual teaching assignments for faculty in their disciplines at comparator institutions such as Akron, Kent, Cleveland, Bowling Green, and Toledo.