



UW-PLATTEVILLE COLLEGE OF BILSA TEACHING LOAD POLICY

I. TEACHING LOAD EXPECTATIONS AND CALCULATIONS

Teaching loads for ALL teaching faculty and staff will be based on the point system and be calculated as follows.

1 credit = 1 pt

1 contact hour = 1 pt (calculated based on the number of contact hours for that particular course in a given week)

Full time faculty teaching load = **24 pts**

This course load relates to *Organized Course Sections* (OCS) only. An OCS is one that has a definitive meeting time and room scheduled. It excludes independent studies, internships, etc. Any adjustments to load (chair appointment, research, advising, coordination of a large number of internships, etc) will be based on a percentage of the 24 point load.

Full time academic staff teaching load in which 100% of their responsibilities is teaching= **30 pts**

The reason the difference is the fact that faculty contracts are 70-80% teaching.

Teaching loads for part time academic staff, "adjunct" positions, faculty release time, overloads, etc will be calculated the same, using this point system with the number of points corresponding to the percentage of the expected teaching load.

For example, a faculty member with a 50% teaching appointment would have a 12 point load ($.5 \times 24 = 12$). An academic staff that had a 40% teaching appointment would also have a 12 point load ($.4 \times 30 = 12$).



Examples:

1) The following reflects full time teaching loads if a person is teaching three credit classes that have three contact hours per week for a given semester.

A. **Faculty:** 4 three credit classes with three contact hours each

12 credits= 12 points

12 contact hours= 12 points

Total = 24 points

B. **Academic Staff:** 5 three credit classes with three contact hours each

15 credits= 15 points

15 contact hours= 15 points

Total= 30 points

2) The following examples reflect teaching loads that incorporate labs.

A. A 5 credit course with a lecture that meets 3 times per week and a lab that meets 1 time per week for 3 hours.

Lecture: 3 credits= 3 points

3 contact hours= 3 points

Lecture total= 6 points

Lab: 2 credits= 2 points

3 contact hours= 3 points

Lab total= 5 points

Total points for course= 11 points



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B. The following is a hypothetical teaching load for an academic staff teaching lectures and labs in Animal Science. The courses in this example are as follows.

AGSCI 1000 Introduction to Animal Science (3 credits)

- This course has a lecture that meets twice a week for 1 hour and has a lab that meets once a week for 2 hours.

AGSCI 3000 Animal Nutrition (4 credits)

- This course has a lecture that meets 3 times a week for 1 hour and a lab that meets once a week for 2 hours.

AGSCI 3020 Anatomy and Physiology of Domestic Animals (3 credits)

- This course has a lecture that meets twice a week for 1 hour and has a lab that meets once a week for 2 hours.

In this example, the academic staff member is teaching the following.

2 AGSCI 1000 Introduction to Animal Science Lectures
3 AGSCI 1000 Introduction to Animal Science Labs
1 AGSCI 3000 Animal Nutrition Lecture
2 AGSCI 3000 Animal Nutrition Labs

The total teaching load is 29 points and is broken down as follows.

Subject	Course number	Section number	Credit hours	Contact hours	Points
AgSci lec	1000	1	2	2	4
AgSci lec	1000	2	2	2	4
AgSci	1000 lab	A1	1	2	3
AgSci	1000 lab	A2	1	2	3
AgSci	1002 lab	A3	1	2	3
AgSci	3000 lec	1	3	3	6
AgSci	3000 lab	L1	1	2	3
Agsci	3000 lab	L2	1	2	3
Totals			12	17	29



II. STUDENT CREDIT HOUR (SCH) PRODUCTION PER INSTRUCTIONAL FULL TIME EQUIVALENT (IFTE) BENCHMARKS

The following SCH/IFTE benchmarks are based on UW-Platteville historical production and national standards for the different program areas. These should be considered minimums.

PROGRAM	SCH BENCHMARK
Agriculture	300
Biology	300
Business and Accounting	330
Industrial Studies	250
Media Studies	300

III. OTHER CONSIDERATIONS

It is understood that unique exceptions and situations will come up and department chairs should be given some flexibility to account for these. Suggested guidelines for some of these issues are given below.

- 1) Teaching loads that include labs will often not add up exactly to 24 points for faculty or 30 points for staff in a given semester. In these cases, department chairs and directors will be accountable for the average loads throughout the academic year to be as close to these point totals as possible given the other considerations.
- 2) New faculty members need to be mentored and have time to grow into their teaching responsibilities. As such, whenever possible in the first year, new faculty should be assigned no more than four *new* course preparations and a maximum of six *different* course preparations for the year.¹
- 3) Under normal circumstances faculty should have no more than six *different* course preparations each year.¹

¹ In situations where courses have lab components, as a general guideline, each *different* lab could be considered .5 course preps. For example, if a new faculty member in agriculture had 2 Animal Science Lab sections and 1 Animal Nutrition Lab section, the total number of *different* preps in considering loads would be 1 (.5 for the 2 Animal Science Labs because they are the same and .5 for the Animal Nutrition Lab). If there is significant pre-lab set up required by the instructor associated with both sections of the same lab because of the possibility of tear down and set up between the sections, then this also should be considered.



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- 4) To enhance educational excellence, the target size of courses should be set at a level that is the most pedagogically effective while being as fiscally efficient as possible. These class sizes should be set by the programs and approved by the department chairs or school directors and the dean. In this regard, all courses should have a minimum enrollment of at least 12 students. Any enrollments that are below this level are financially not sustainable and need to be assessed.

- 5) Consideration needs to be given to course format. Writing and project intensive courses will create additional work for instructors. This needs to be balanced. For example, in Biol 2420 Fundamentals of Biological Investigations, a writing and lab intensive two credit course, enrollment is capped at 16.