Wisconsin School of Business

Workload Framework - Teaching

[March 11, 2024]

Faculty members who are untenured but on the tenure track **(TT)** will normally be assigned 24 teaching WLC. This is the *equivalent of* three (3) regular course sections (3 semester hours each) per academic year. Department Chairs should make reasonable effort to limit the course preparations for **TT** faculty members to two or less preparations per academic year.

Tenured **(TT)** faculty members with Distinguished or Active research activity will normally be assigned to teach 24 WLC, the *equivalent of* three (3) regular course sections (3 credit hours each) per academic year. Tenured **(T)** faculty members with a "less than active" research rating within the Faculty Excellence Framework may be assigned increased teaching or service tasks. However, teaching assignments should not exceed 40 WLC, the *equivalent of* five (5) regular course sections per academic year. The level of research activity that qualifies for different teaching loads will be decided jointly by the Department Chair and Dean in consultation with the subcommittee, usually based on the outcome of a Post Tenure Review (PTR). Department Chairs should make reasonable effort to limit the course preparations for **T** faculty members to three or less preparations per academic year.

Full-time Nontenure-Track **(NTT)** faculty members will normally be assigned to teach 48 WLC, the *equivalent of* six (6) regular course sections (3 credit hours each) per academic year. Certain **NTT** faculty members may be hired with a significant service role in the form of administration (e.g. Program Directors, certain Teaching Faculty II or III) and assigned to instruct 24-32 WLC, the *equivalent of* three (3) or four (4) regular course sections per academic year. Department Chairs should make reasonable effort to limit the course preparations for **NTT** faculty members to three or less preparations per academic year.

Assigning Teaching Workloads

Teaching Activities

The mission of the WSB includes high-quality instruction. Consistent with this mission objective, instructional activities that ***could*** earn **WLC** include the following:

1. Serving as the instructor of a regularly scheduled undergraduate or graduate course.
2. Serving as the instructor of a combined class.[1]
3. Serving as the instructional coordinator of a multi-section course offering.
4. Developing a new course or new course format (regular vs. online).

WLC for regularly scheduled courses are allocated based solely on course enrollment and type of class (credits, in-person vs. asynchronous, undergraduate or graduate). **WLC** does not consider other factors. These other factors can be considered in annual performance evaluations, and include:

- Results of student evaluations.
- Class grade distributions.
- The effort required for routine course preparation including:
  - revision of content and materials,
  - professional development undertaken to acquire or update instructional expertise,

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[1] For purposes of this framework, combined regularly scheduled undergraduate course section and regularly scheduled graduate course section, which meet together. In these cases, and for cross-listed classes, enrollment counts are combined for classes that meet together.

- o learning management system tasks related to Canvas,
- o and recruitment of outside speakers.
- The effort required to service students including
  - o serving as PhD student advisors and on dissertation committees
  - o offering independent study courses
  - o grading assignments, examinations, and papers,
  - o meeting outside of class,
  - o responding to inquiries via e-mail, phone, or text,
  - o arranging for disability accommodations as required by university policy,
  - o and supervising field trips and other off-campus course activities.

To earn the full **WLC** for a course, a faculty member must personally teach at least 80% of the content of a class. If a faculty member teaches less than 80% of the content personally, the **WLC** earned for the class should be reduced accordingly.

Workload Credits for Teaching Activities

Teaching is an essential activity for all WSB faculty. Current teaching expectations (3-credit courses for research active tenure track faculty) require translation into the new WLC framework because the school intends to offer more 2- or 1-credit courses. There are currently two issues that prevent department chairs from assigning faculty members to 2- and 1-credit classes:

- If faculty are currently supposed to teach 3 courses = 9 credits, this expectation cannot be easily met with 2-credit classes, and
- teaching three 1-credit classes is more work than teaching one 3-credit class.

There are economies of scale in teaching. Every new section or class requires a setup to create a Canvas page and properly introducing students to the course. Interactions with students are heaviest in the beginning and the end of a course, leading to more communication requirements if smaller credit classes are used. Finally, proper student learning assessment requires a proportionately greater number of graded assignments for three 1-credit classes as opposed to one 3-credit class. To address these concerns, going forward teaching faculty will receive the following **WLC** for classes with differing numbers of credits:

	WLC per section
1-credit	4 WLC
2-credits	6 WLC
3-credits	8 WLC
4-credits	10 WLC

This table applies to in-person or synchronous online classes. This table assumes a - standard section size with lectures, discussions, exercises, and small group work, where standard section size is defined by the pedagogical purpose of the course.

Section Size Considerations

Factors that affect the definition of standard section size include:
- Whether the course is a core course, signature course, major course, or elective course,
- Whether the course fulfills requirements for the BBA, MBA/MS, or PhD program,
- Whether the course is writing intense or is heavy on experiential learning, etc.

Generally, "standard section size" and "appropriate classroom size" are functional equivalents. For equity reasons, subject to the considerations above, no class (other than PhD seminars) should be offered with section enrollments less than 15

students. For multiple section courses, in which individual sections have low enrollments, sections should be combined.[2] In addition, single section courses with less than 15 students over 2 – 3 consecutive years should be identified by the Program's Office for review and evaluation by the appropriate unit/program for potential discontinuation.

Department Chairs/Program Managers should consult with academic planners to utilize section enrollment caps and waitlists to balance enrollments across sections. In addition, to achieve good stewardship and utilization of facilities, establishment of section sizes should consider available room capacities and scheduling classes in a balanced fashion across times of day (to avoid concentration of offerings in mid-day time slots and to avoid conflicts with other required classes). Academic Planners can help Department Chairs/Program Managers
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Assuming that the objective is to assign 24 teaching **WLC** to a faculty member, this framework would allow a faculty member to fulfill their teaching assignment, e.g., by teaching:

- three 3-credit classes -
- four 2-credit classes -
- six 1-credit classes

Depending on program needs and faculty expertise/availability, a faculty member's teaching assignment may result is an overload of workload credits, for which the faculty member will be compensated according to established overload payment policies. In cases in which a faculty member's teaching assignment results in "banked" WLC (overload WLC in one year), a documented plan will be established to smooth out faculty workload credits, generally over no more than two years (see below the section on *In-loads / Course Buyouts…).*

Online / Asynchronous Classes

Asynchronous classes are inherently different in that there is no such thing as multiple sections. Functionally speaking, a "section" represents a fixed cost – the number of sections is equivalent to the number of times the same content must be delivered anew. For asynchronous classes, there is one delivery, by definition. However, the effort required nevertheless increases as the number of students increases. Moreover, in principle, there is no classroom limit to the number of students who can register for an asynchronous class.

Instructors will generally earn the same WLC credit when they teach an asynchronous course session as they do when they teach in-person courses. In general, asynchronous courses should be designed so that they can scale up to handle the demand for the class in a particular session. In cases where the class scales up beyond 60 students or more, additional resources such as TA's, graders or even separate instructors will be considered, as well as potentially additional WLCs. Each class is different and delivery of these asynchronous courses varies based on learning objectives, course content, and the nature of instructor engagement. All of these factors play a role in determining the exact approach to take for larger classes. Over time we will consider providing more formal guidance as we develop expertise in the online space.

The development of asynchronous courses often includes a substantial up-front investment. In some cases, the person who develops the class will not be the lead instructor for the individual sessions offered. The instructors who develop the courses will be compensated based on the level of development required. Compensation can take the form of WLC's but can alternatively be monetary. A similar approach will be applied in cases of major course revisions/refreshes although we expect such refreshes to be three or more years after the most recent development/refresh. The normal semester-to-semester updates or tweaks are not compensated separately nor would we generally provide additional compensation the first time someone teaches a session that was previously developed.

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[2] Large class sections (generally more than 60 students) may be eligible for grading support. In this regard, implementation of this framework contemplates careful evaluation of TA deployments versus use of much-less-costly student hourlies for support of large enrollment classes.

Other Issues

Combined Classes

Combined (cross-listed) classes consist of one regularly scheduled undergraduate course section and one regularly scheduled graduate course section. When a combined class is offered, the simultaneous teaching of two course sections yields a reduction in the faculty member's total work effort compared to teaching two courses which are not combined. In normal circumstances, teaching a combined class reduces the faculty member's classroom time, but does not reduce the work effort related to preparation or student servicing. For combined classes, **WLC** are determined by the effort for preparation and student servicing. Class size is based on the combined enrollment of the two course sections and course level is determined by the proportion of undergraduate versus graduate enrollment.

Coordinating a Multi-Section Course or Multiple Courses

Faculty serving as coordinator of a multi-section course or of multiple courses can receive either WLC or compensation but not both. Coordination also can be considered a normal part of the faculty load with no WLC or compensation.

- If WLC is given, the amount of WLC should vary based on responsibilities with higher WLC being awarded, depending on number of sections/courses and attendant responsibilities. Faculty serving as a coordinator of a WSB PMBA Badge, i.e. coordinating three courses, can earn up-to 2 **WLC**.
- Faculty coordinating a multi-section course with greater than 4 sections in a semester/session who are generally responsible for syllabus development, course page set-up, assignment / homework coordination, and other administrative tasks in support of other instructors (including TAs) in the course could earn up-to 4 **WLC** per semester/session.. As an example, faculty with the above responsibilities who are coordinating a six-section sophomore-level course during the fall semester and spring session would earn 8 **WLC.**
- Faculty coordinating a multi-section course with greater than 12 sections in a semester who are responsible for supervising and training TAs with the primary teaching responsibilities for the course along with being generally responsible for syllabus development, course page set-up, assignment / homework coordination, and other administrative tasks in support of other instructors (including TAs) in the course could earn up-to 8 **WLC** per semester/session

Faculty in a coordinator role also may receive compensation, rather than WLC, particularly when their responsibilities are less than those described above but still a significant responsibility. A base salary conversion rate for TT faculty of $1/72^{nd}$ per WLC for course they are coordinating and $1/48^{th}$ for NTT faculty can be used as the basis for compensation.

New Course Development

At the recommendation of the Department Chair and with the Dean's approval, **WLC** *can be* granted to faculty members who develop a new course or new course format (e.g., convert a regular class to an online format). A maximum of 8 **WLC** may be earned per course. **WLC** are not earned in circumstances where the faculty member is separately compensated for course development. A base salary conversion rate of $1/72^{nd}$ per WLC for TT faculty and $1/48^{th}$ for NTT faculty can be used as basis for compensation for new course development.

Reduced Teaching WLC for New Faculty

New faculty joining WSB can be granted 8 **WLC** (a one 3-credit course reduction) for developing a new course. These **WLC** are not awarded to new faculty teaching an established course, although TA support may be provided.

In-loads / Course Buyouts / Teaching in Summer

General Principles:
- Any Exec/Professional MBA teaching within the 9-month academic year teaching contract can be In-Load (counted toward **WLC**).
- Teaching in the summer session is separately compensated (does not factor into WLC, as is outside the 9-month academic year teaching contract). Teaching in certain summer modules (Online UG, MSBA, Professional MBA or Exec MBA) may receive WLC, subject to appointment limits.
- In some situations, faculty could be allowed to buy-out courses in the fall/spring (for the same workload credits per course as indicated above) and substitute a summer course. If not settled up according to the buyout policies, a fund transfer will be made between the academic / summer budgets (faculty will have a reduced appointment in the academic year). All WLC policies apply, e.g., program level, class size, modality, etc.

Implementation Principles:
- 1-year limitation on how long a course can be banked (e.g. if you are banking in the current AY, it needs to be used in the next fiscal year to avoid potential for cumulative banking)
- Overload is the exception not the norm. Pursuit of other coverage, such as other instructors in the department/school or waiver of someone external, should be pursued first.
- In general, it is expected there is a 1-yr maximum for overloads, although there could be valid reasons for extensions. In general, consecutive overloads (with shifting rationale) should be avoided. Repeated overloads can result in a perceived higher base salary (e.g. switching overload reasons to have an employee receive an overload for multiple years).
- Outright buyouts (consistent with current practice) are priced at $1/6^{th}$ nine-month base salary for 8 teaching **WLC.**

Process / Implementation

Due to uncertainty in student demand and faculty supply, some across academic year smoothing of teaching **WLC** will be required. In general faculty should consider their total **WLC** over a 2-3 year period.

- A central tracking system is used to document in-loads, buyouts, course releases, and banking courses,
- Approval process for in-load, buyouts, and banking courses / course releases with the senior associate dean as part of future AY planning
- Documentation: The senior associate dean in consultation with department chairs will formally confirm these agreements and place a memo in the p-file.

Example of process:
- Create a master excel sheet on the Q-drive and maintain a tab for each AY's agreements,
- Conduct annual call-out to department chairs for new academic agreements,
- Someone adds this information to master spreadsheet,
- The appropriate associate dean consults other stakeholders if applicable, and either approves or makes recommendations.

This information is shared with new chairs to maintain continuity in application of the framework.