

# UNIVERSITY-LEVEL RECOMMENDATIONS FROM 2018-19 PPRC REVIEW

The PPRC review process identified several opportunities for improvement that apply across university programs. The guiding principles in each of these areas are transparency and similar treatment across the university. These are described below.

1. **Standardizing teaching loads and class sizes.** The move toward financial sustainability for the institution requires more efficient utilization of resident faculty to provide excellent learning experiences for our students. In the 2018-19 review, the PPRC observed significant variability across the university in faculty teaching loads and class sizes. The PPRC recommends increased standardization across the institution with respect to these productivity measures.

<p>Balance teaching loads (Simplified from original presentation)</p>	<p><b>The following policies are recommended in setting teaching loads for all resident faculty.</b></p> <ul style="list-style-type: none"><li>■ Resident contract faculty members<ul style="list-style-type: none"><li>• Twenty four (24) credit hours per academic year.</li></ul></li><li>■ Tenure-track, tenured faculty members<ul style="list-style-type: none"><li>• Fifteen (15) credit hours per academic year.</li></ul></li><li>■ Tenure-track, tenured faculty members actively supervising multiple dissertations, theses or other significant graduate research<ul style="list-style-type: none"><li>• Twelve (12) credit hours per academic year.</li></ul></li><li>■ Teaching loads for tenure-track and tenured faculty members presume that each faculty member is both:<ol style="list-style-type: none"><li>1) actively engaged in scholarship in their discipline, and</li><li>2) actively engaged with students outside the classroom which could include, but is not limited to, participation in research.</li></ol></li><li>■ For purposes of this policy, the terms “actively engaged in scholarship,” “actively engaged with students outside the classroom,” and “actively supervising multiple dissertations, theses or other significant graduate research” and the definition “credit hour” will be determined at the college and/or department level.</li></ul>
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Consideration and explanations for teaching loads (Simplified from original presentation)

- Any course releases for full-time resident faculty resident members (excludes administrative roles such as department head, associate dean, dean) will be determined annually through the use of unfunded course releases allocated to each college. Unfunded course releases are intended for activities such as program supervision, accreditation preparation, as well as release time for new faculty members.
- Administrative service, such as department chair, associate dean, or dean should reduce teaching loads in a manner consistent across all colleges.
- Service on committees, academic advising, and mentoring are expected of all resident faculty members. These activities do not reduce teaching responsibilities.
- Teaching loads for all resident faculty members do not vary with course level, undergraduate or graduate.
- The majority of resident faculty members will fulfill a portion of their teaching load in undergraduate courses.
- Faculty members conducting independent studies receive a course release when 30 student credit hours are accumulated. The course release will be arranged in advance with the head of the academic unit and the dean.
- To maintain quality and distinctiveness, preference for teaching courses is given to the resident faculty in lieu of adjuncts.