

University of Houston-Downtown Mission and Goals

Vision

The University of Houston-Downtown will be a premier city university where all students are engaged in high-impact educational experiences and graduate with 21st Century skills.

Mission

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

UHD Strategic Plan 2020

UHD Strategic Plan 2020 was developed in 2012 by the UHD Strategic Planning Group under the direction of the provost. It is a detailed blueprint that guides the University's efforts to address the UH System goals of student access and success, national competitiveness, and community advancement and, ultimately, to make UHD's vision a reality.

From among the *Plan's* many goals, and the tactics for achieving them by 2020, the following five major goals were extracted. These, along with the UH System goals, guided the Planning and Budget Development Committee in developing the FY2014 plan and budget:

- Double the six-year graduation rate for first-time-in-college freshmen
- Increase enrollment to 18,000
- Increase graduate enrollment to 5% of total enrollment
- Increase external research funding to \$10 million per year
- Increase gifts to the University to \$30 million

Overview of UHD's FY2014 plan and the process through which it was developed

Among the goals established by the UH System, UHD has traditionally focused primarily on expanding student access and student success. In FY2013 the University continued its notable achievements in making university education more accessible, especially to historically-underserved populations. Fall 2012 enrollment (13,916) was the highest ever, reflecting a 7.7% increase over the previous fall. The number of degrees awarded in FY2012 totaled 2,407 and this figure will increase for FY2013. UHD continues among the nation's leaders in degrees awarded to minority students, ranking 33rd for Hispanic graduates and 37th for African American graduates.

Expanding access will always be a high priority for UHD. However, the FY2014 plan clearly demonstrates that our primary focus has become *student success*. UHD will continue to be among the most ethnically diverse universities in the state and in the nation. Many of our students will continue to be the first in their family to attend college. Most of our students will be community college transfers, work while in school, and attend on a part-time basis. But starting in Fall 2013, new admission standards will go into effect, increasing the likelihood that admitted students will succeed. In addition, these students will be guided by a significantly strengthened academic advising unit, served by advisors who are better attuned to their specific needs and better trained to support them from application to graduation.

The coming changes will give a boost to the ongoing student success efforts that have been bearing fruit for some time. The leading indicator for improved graduation rates is the first-year retention rate, simply because staying in school increases the likelihood of graduating. So it is gratifying that in FY2013, UHD's first-year retention rate for freshmen increased by almost 8 points over the previous year, reaching 67%. This impressive increase suggests that UHD is on the way to reaching the *Strategic Plan's* goal of doubling the graduation rate by 2020. The first-year retention rate for transfer students also continued its upward trend of recent years, climbing to 71%, while the four-year graduation rate for transfer students increased by more than five points, reaching 64%.

Another indicator that UHD is on the right track involves developmental coursework. Over the past decade, the percentage of UHD students requiring developmental instruction has fallen by 33 points, while performance in development courses has improved. As an example, in examining the last two freshman cohorts, we find that the most recent group showed a 14% improvement in passing developmental math in the first three semesters.

Planning and budgeting at UHD, guided by the UH System goals, begins at the department level where staff and faculty in all units identify and prioritize new initiatives. Division administrators then present their plans and related budget requests to the UHD Planning and Budget Development Committee (PBDC), which works to consolidate them into a single University Plan. The PBDC consists of 18 members including faculty, staff, and administrators. This group makes final recommendations to the president.

In determining which new initiatives to recommend for funding, the PBDC emphasized tying funding requests to the *UHD Strategic Plan 2020* and key indicators on UHD's Progress Card, such as the freshman six-year graduation rate. Highlights of the initiatives supporting these strategies include \$1.7 million to strengthen academic advising, career counseling, and diagnostic testing; \$800,000 in new scholarship funds; and more than \$300,000 to develop new high-impact educational experiences that will better engage students.

Summary of UH System goals and strategies UHD will use to address them

UHD's FY2014 plan addresses each of the UH System goals through these broad strategies. More detailed descriptions of specific initiatives appear in the sections of the plan devoted to each goal.

Student Access and Success

- Scholarship Support/Recruiting/Enrollment Services
- Strengthen Advising, Mentoring, Tutoring
- High-Impact Educational Experiences
- Recruit/Retain Highly Qualified Faculty
- Accommodate Continued Growth

National Competitiveness

- Support/Retain Faculty and Staff

Community Advancement

- Marketing/Community Awareness

University Infrastructure and Administration

- Ongoing Physical Plant Maintenance and Upgrades
- Ongoing Technology Maintenance and Upgrades
- Providing Campus Security
- General Administration and Operations

UHD fully supports these UH System goals, and the initiatives in the FY2014 plan have been organized to make clear their contributions to achieving these goals. Throughout the FY2014 planning process, however, the principle guiding consideration of every initiative and reallocation was that it must contribute to student success. No one can doubt the positive impact of scholarship support, strong advising, and highly-qualified faculty engaging students in high-impact educational experiences. Respect and support from an engaged community add further to the institution's positive impact on students' lives and learning. Finally, a safe, inviting, and smoothly-functioning environment for learning is also an essential ingredient for student success.

Summary of Reallocations and Operating Efficiencies

While all universities must look to reallocations as a means of funding new initiatives, this is especially critical at UHD because of comparatively low state funding and tuition/fee rates:

Appropriated funds per FTE student (FY2012, from the THECB State Accountability System)

- Statewide average: \$5,871
- UH-Downtown: \$3,514

Average cost of resident undergraduate tuition/fees for 30 hours (FY2013, THECB)

- Statewide average: \$7,411
- UH-Downtown: \$5,997

In developing its budget for FY2014, UHD will reallocate more than \$1.5 million in order to positively impact student success. One initiative that provided significant funds for reallocation was the combining of the Division of Academic Affairs with the Division of Student Success and Enrollment Management. This resulted in the elimination of vice president and vice provost positions.

Primary sources of reallocated funds

- Eliminated positions \$270,320
- Funds redirected to new priorities \$1,257,024

Primary uses of reallocated funds

- Strengthening advising \$795,000
- Quality of student life \$320,000
- Supporting enrollment growth \$235,000

Most of the funds made available through reallocation were directed to reducing the student-to-advisor ratio from 600:1 to 400:1, closer to the national average. Reallocated funds are also being used to improve the quality of student life. Students will have more opportunities for engagement with each other through out-of-class activities supplementing in-class activities, and engagement with faculty through courses that have been redesigned to promote deeper involvement with one's learning. Finally, reallocated funds will help to maintain and increase the enrollment growth experienced in FY2013 as UHD enters an era marked by new admission standards and new prominence as a major opportunity in higher education.

UH System Goal of Student Access and Success

Context

Expanding access to quality higher education has been a central component of the University's mission since its founding in 1974. UHD's steady growth is evidence of its success in expanding access and offering quality programs. Its Fall 2012 enrollment was an all-time high of 13,916, consisting of a student body that is 40% Hispanic, 28% African-American, 20% Anglo, and 9% Asian. UHD remains one of the most ethnically diverse universities in the state and the nation.

The 2,407 degrees awarded by UHD in FY2012 was almost double the 1,319 awarded ten years earlier. During that time minority graduates have increased by 108%.

Over 50% of UHD students who graduate are the first in their family to do so. Two-thirds are transfers from community colleges and other four-year institutions. The majority work while attending school, and over half attend on a part-time basis. Many would not be in higher education were it not for UHD.

In 2012 the Board approved UHD's request to initiate new admission standards, which will go into effect in Fall 2013. Our expectation is that improving retention through better advising, mentoring, and tutoring as well as expanding high-impact educational practices will offset any lost enrollment that may occur due to the new admission standards. While these standards could be a short-term drag on enrollment growth, in time they will transform UHD into a university of choice, paving the way for sustained growth.

UHD's retention strategy is built around improving advising, increasing scholarships, and expanding high-impact educational practices. The *High-Impact Practices Action Plan* serves as a guide for building on current best practices that focus on improving student success. High-impact initiatives in the FY2014 plan include new funds for establishing a Teaching and Learning Center, strengthening tutoring in the Academic Support Center, and expanding the concept behind UHD's award-winning Scholars Academy into a university-wide Honors Program.

FY2014 Budget Initiatives

- *Scholarship Support/Recruiting/Enrollment Services (\$896,976 New Funds, \$261,700 HEAF)*
UHD will add \$542,000 for institutional scholarships through the designated tuition set-aside program. We will also add \$150,000 in merit-based scholarships to our permanent budget and another \$150,000 in one-time funding with the intent of adding this amount to the permanent budget in FY2015. In FY2014 UHD students will have access to approximately \$43.5 million of non-loan financial aid, mostly in the form of Federal Pell Grants.
- *Strengthened Advising, Mentoring, Tutoring (\$1,716,497 New Funds)*
Over the last two years UHD has undertaken an aggressive campaign to dramatically improve the ways in which advising, mentoring, and tutoring services are provided to students. Indications are that it's working. In FY2013 the one-year retention rate for freshman students rose to 67.1%, an impressive increase of almost 8% over the previous year. In order to continue this progress, the most urgent need is hiring more academic advisors. Thirteen new academic advisors will be hired using reallocated funds and a grant from the Houston Endowment.

In addition to academic advisors, we are hiring two new career counselors to enhance another service that will promote retention and student success.

- *High-Impact Educational Experiences (\$305,000 New Funds)*
UHD's *Vision Statement* points to a future in which "all students are engaged in high-impact educational experiences." Many of the FY2014 initiatives arose from this vision. Central among them is a new, professionally-staffed Teaching and Learning Center, which will be the nerve center from which innovative ideas and practices flow to faculty and support staff throughout the University.

UHD's Academic Support Center assists students in strengthening their basic skills, especially in writing and math. In order to keep pace with growing enrollment and rising academic standards, new math and writing tutors and a Learning Support Specialist focusing on math will be hired in FY2014.

Participation in an honors program is a high-impact educational experience that has improved retention at many institutions including UHD.

- *Recruit/Retain Highly Qualified Faculty (\$1,326,725 New Funds)*
In FY2014 two tenured/tenure track (T/TT) faculty will be hired in Accounting and two in Psychology in order to keep up with enrollment growth university-wide and in these programs, which are among our largest and fastest growing. These new faculty will reduce inflated student-to-faculty ratios of 83:1 in Accounting and 56:1 in Psychology.

We will also hire eight new Instructional Faculty – full-time faculty whose responsibilities are weighted mostly toward teaching – which will help reduce UHD's reliance on adjunct faculty. Five of the new Instructional Faculty will teach in high growth areas on the Downtown campus.

UHD is establishing a permanent and committed presence at the new UHD Northwest site (SH249 in Cypress). An essential part of that effort is stationing full-time faculty at the site. Accordingly, three new Instructional Faculty will be assigned to teach in high growth areas (Business, Education, Interdisciplinary Studies) at UHD Northwest.

The FY2014 plan also provides \$250,000 to increase the rates paid to part-time faculty, upon whom UHD relies heavily, and \$92,000 to cover the cost of promotions in rank for full-time faculty.

- *Library Support (\$2,515,000 HEAF)*
These HEAF funds are allotted each year to maintain a strong library budget that can accommodate the costs of library materials, especially electronic materials. In the coming year the UHD library will also acquire materials to support new degree programs, including a bachelor's program in Geosciences and master's programs in Non-Profit Management and in Rhetoric and Composition.
- *Student Labs and Classroom Equipment (\$1,080,000 HEAF)*
These funds will be used for scheduled equipment upgrades in computing labs and to replace aging multimedia equipment and classroom presentation systems.
- *Accommodate Continued Growth (\$1,009,397 New Funds, \$122,000 HEAF)*
In the fall semester of FY2013 UHD experienced robust enrollment growth of 7.7%. To help maintain this growth, UHD will hire a Director of Enrollment Communications to strengthen communication between the University and prospective students.

The fastest growing segment of the student body is students taking classes online. The percentage of semester credit hours earned online has grown annually at double-digit rates and currently stands at 20%. To better serve the growing number of online students and to maintain this growth, three positions will be funded to support online instruction including one to provide after-hours support.

New funding will also allow for adding a position in Testing Services and expanding their facilities. These changes are in response to the growing need for on-site, proctored exams for online courses.

A lively, inviting campus outside the classroom fosters engagement between students and other members of the university community. Abundant evidence indicates that these features of university life contribute significantly to keeping students in school. Thus UHD's FY2014 plan provides funds for new positions in Student Activities and for a new Dean of Students.

Investment of FY2014 Resources in Student Access and Success Initiatives

	<u>New Funds</u>	<u>HEAF</u>	<u>Total</u>
Scholarship Support/Recruiting/Enrollment Services	\$896,976	\$261,700	\$ 1,158,676
Strengthened Advising, Mentoring, Tutoring	\$1,716,497		\$ 1,716,497
High-Impact Educational Experiences	\$305,000		\$305,000
Recruit/Retain Highly Qualified Faculty	\$1,326,725		\$1,326,725
Library Support		\$2,515,000	\$2,515,000
Student Labs and Classroom Equipment		\$1,080,000	\$1,080,000
Accommodate Continued Growth	\$1,009,397	\$122,000	\$1,131,397
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Total	\$5,254,595	\$3,978,700	\$ 9,233,295

UH System Goal of National Competitiveness

Context

In this section on national competitiveness, it is worth repeating that UHD is among the nation's leaders in graduating students from groups with historically low levels of participation in higher education. However, the University's larger goal is to be a leader in graduating these students *in a timely manner*. UHD's *Vision Statement* identifies the central strategy for achieving this goal - by becoming a university "where all students are engaged in high-impact educational experiences."

Among high-impact educational experiences, few are more effective than providing students with opportunities to work directly with faculty in conducting research. At UHD, both graduate and undergraduate students are actively encouraged to undertake research projects. Going further, in UHD's nationally recognized Scholars Academy, students may apply for Student Research Stipends to support their research, often in collaboration with faculty co-investigators.

In FY2013 UHD's research support office was expanded from one person to three, led by an associate vice president. This change resulted in increased research activity as reflected on UHD's Progress Card. From FY2012 to FY2013, total research expenditures increased from about \$1.5 million to more than \$2.2 million, and grants obtained as an Hispanic Serving Institution increased from a little over \$2 million to more than \$5.6 million.

In recent years UHD has achieved prominence with its powerlifting team, providing a clear demonstration of how engaging students outside the classroom contributes to success inside the classroom. Over the last six years UHD's powerlifting team has performed extremely well in regional and national competitions. This has been a point of pride for the UHD community, but the best part of the story has been their strength in academics. All members of the team sign an agreement which states that "UHD Powerlifting puts academics first," and commit to maintaining a grade point average of at least 2.75 in order to stay on the team. The most recent fall-to-fall retention rate for freshmen on the team is 72%, comparing favorably with UHD's overall rate of 67%.

Competing on the national level requires excellent personnel. In recent years stagnant wages have made it difficult to recruit and retain the kind of high quality faculty and staff that are required to maximize student success. After four years in which base pay increases could be provided only once, in FY2011, it is important for UHD to address employee compensation in FY2014. Accordingly, UHD is committing \$2.5 million to establish a 5% pay raise pool that will be allocated based on a combination of merit and market-based criteria.

FY2014 Budget Initiatives

- *Retain Highly Qualified Faculty and Staff (\$2,500,000 New Funds)*

Investment of FY2014 Resources in National Competitiveness Initiatives

	<u>New Funds</u>	<u>HEAF</u>	<u>Total</u>
Retain Highly Qualified Faculty and Staff	\$2,500,000		\$2,500,000
Total	\$2,500,000		\$2,500,000

UH System Goal of Community Advancement

Context

UHD has been recognized by the Carnegie Foundation as a community-engaged institution, and also appears on President Obama's Community Service Honor Roll. UHD's Center for Public Service and Family Strengths works with faculty members to integrate community engagement and service learning activities, both high-impact educational experiences, throughout the curriculum.

An important part of UHD's strategy for community advancement is partnering with the City of Houston to strengthen the integration of the University into the downtown district. An example of this is UHD's leadership role in the city's annual celebration of Citizenship Month, which will occur this year in November. This volunteer-driven event celebrates Houston's civic engagement and broad diversity through events across the city.

Another example of this partnership, which also presents an opportunity for national recognition, is campus development. With its distinctive location and mission, UHD has the potential to be a model urban university. As UHD sits on the bank of the historic Buffalo Bayou, in the shadow of the spectacular skyline of the nation's fourth largest city, and served at its front door by an expanding light rail network, that potential is already taking shape. UHD will continue its cooperation with the City of Houston on various projects including walkways alongside the bayous, development of Allen's Landing, and the *Hike & Bike* paths that will be completed in the coming year, improving pedestrian connectivity around campus and integration with the downtown area. With more to come, UHD has the opportunity to create something very special with its campus that will one day garner national attention.

All of these activities are bringing greater prominence to UHD throughout the Houston community. UHD's marketing campaign both contributes to, and takes advantage of, this greater prominence in order to stimulate new interest in the University. In recent years UHD has increased its budget for marketing and the investment has paid impressive dividends. A strong argument can be made that UHD's highly successful *Major Opportunity* marketing campaign contributed greatly to the University's 7.7% enrollment increase in Fall 2012. So for FY2014, UHD will add \$300,000 to the permanent budget to maintain these efforts, and an additional one-time commitment of \$150,000 represents a down payment on additional permanent funding in FY2015.

FY2014 Budget Initiatives

- *Marketing/Community Awareness (\$522,000 New Funds)*
UHD seeks to build upon the momentum of its highly successful *Major Opportunity* campaign by adding to the permanent budget for marketing the University. A one-time commitment of \$150,000 will lend additional support to the marketing campaign.

Investment of FY2014 Resources in Community Advancement Initiatives

	<u>New Funds</u>	<u>HEAF</u>	<u>Total</u>
Marketing/Community Awareness	\$522,000		\$522,000
<hr/> Total	<hr/> \$522,000		<hr/> \$522,000

University Infrastructure and Administration

Context

In order to maintain and enhance an environment in which students can succeed, in FY2014 UHD seeks to strengthen the physical and personnel infrastructure that was impacted by reduced state appropriations in FY2012 and FY2013. In 2011 Texas faced a \$27 billion revenue shortfall. For UHD this resulted in a general revenue reduction of \$9 million for FY2012 and FY2013 from what was received in the previous biennium. To deal with these reductions, UHD made dramatic adjustments, eliminating 38 positions and cutting operating budgets. As Texas emerges from this difficult four-year period, we are seeing modest increases in state support. At UHD some of this money will be used to shore up areas that had been degraded because of earlier reductions.

Permanent funding will be restored for routine expenses that were temporarily shifted to soft money sources in order to deal with reductions. The FY2014 plan restores funding for maintenance and operations budgets that pay for basic day-to-day operations. The budget also invests in the physical, technological, and administrative systems that support UHD's mission by hiring personnel in key areas. While the actual amount of crime committed on campus is relatively low, in FY2013 UHD added two positions to the Police Department, and next year's budget provides funding to further enhance security. UHD's website must be redesigned every five to six years. While this project will be paid for using one-time fund balances, the budget provides funds to hire personnel who will support the project.

Finally, two major capital projects have been initiated. Even though they are not part of the FY2014 operational budget, they are essential parts of UHD's student success and enrollment growth strategies. To accommodate UHD's aggressive campaign to improve student advising, a new Advising Center is under construction and will open in Spring 2014.

Also, a new Welcome Center will open in Fall 2014, providing an attractive and inviting point-of-entry to the University. This project includes space for student service units on top of the new Faculty/Staff Garage. This will create a more unified one-stop student service experience.

FY2014 Budget Initiatives

- *Ongoing Physical Plant Maintenance and Upgrades (\$152,000 New Funds, \$36,114 Fund Balance, \$1,363,168 HEAF)*
UHD routinely uses HEAF funds for certain facilities maintenance and small renovation needs that arise during the year. In FY2014 major expenditures will include \$200,000 to upgrade the heating and air conditioning system in the One Main Building, and \$400,000 for roof-related projects. Facilities Management will also add a laborer position and an Energy Management System Technician.
- *Ongoing Technology Maintenance and Upgrades (\$246,906 New Funds, \$1,355,000 HEAF)*
The technology on which the University depends for its instructional and administrative operations must be upgraded and/or replaced in a systematic manner. Substantial investments each year maintain the University's network and servers. This year UHD is allocating \$775,000 for network infrastructure including a one-time \$250,000 supplement to upgrade 10G infrastructure.

Two new positions, a Webmaster and a Business Administrator, will be added in IT. The Webmaster is a critical part of the plan to redesign the UHD website.

- *Faculty/Staff Technology Support (\$665,000 HEAF)*
UHD ensures systematic and cost-effective upgrades of hardware and software through centralized purchases in order to provide faculty and staff with the basic level of computing support needed to effectively perform job responsibilities. The University also invests each year to maintain a high level of technology in the Technology Teaching and Learning Center, which is a vital faculty resource.
- *Providing Campus Security (\$52,986 New Funds, \$193,000 HEAF)*
Expenditures for enhancing security include increased video coverage, replacement of a Police Department vehicle, and upgrading the defensive weaponry available to University Police in the event of an emergency.
- *General Administration and Operations (\$754,928 New Funds, \$300,000 Fund Balance, \$230,236 HEAF)*
This category covers funding to maintain normal operations. For FY2014 it includes increases in property insurance, the UH System service charge, a Contract Administrator, a Sports Coordinator, costs for an outsourced call center, \$250,000 in maintenance and operations support allocated by formula, and a \$200,000 contingency for a new Senior VP for Academic and Student Affairs to adjust staffing in that office. HEAF funds will also be used to purchase a new vehicle for Mail Services, a new UHD pool van, and a lift to be used to access high-mounted light fixtures.

The budget also includes \$164,000 in HEAF funds allocated to administrative units each year for small capital needs arising throughout the year.

Investment of FY2014 Resources in University Infrastructure and Administration

	<u>New Funds</u>	<u>Fund Balance</u>	<u>HEAF</u>	<u>Total</u>
Ongoing Physical Plant Maintenance & Upgrades	\$152,000	\$36,114	\$1,363,168	\$1,551,282
Ongoing Technology Maintenance & Upgrades	\$246,906		\$1,355,000	\$1,601,906
Faculty/Staff Technology Support			\$665,000	\$665,000
Provide Campus Security	\$52,986		\$193,000	\$245,986
General Administration and Operations	\$1,054,928		\$230,236	\$1,285,164
Total	\$1,506,820	\$36,114	\$3,806,404	\$5,349,338

Memo To: All UH-Downtown/PS Holders

UH-Downtown/PS 10.A.04

From: William Flores, President

Issue No. 5

Effective Date: 09/01/10

Subject: Faculty Teaching Workload

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1. PURPOSE

This PS defines the restructured faculty workload policy for the University of Houston-Downtown. The teaching course load described recognizes the increased faculty time commitments in the areas of service and scholarship at the university.

2. DEFINITIONS

- 2.1 The term “year,” unless otherwise specified in this PS, means the 9-month academic year.
- 2.2 The term “one-to-one course” refers to a course in which a student receives direct research supervision by a faculty member such as in the case of Directed Studies, Special Projects, and Undergraduate Research Supervision.

3. POLICY/PROCEDURES

3.1 Scope

The policy defined in this PS applies only to full-time tenured or tenure-track faculty members and only to the part of the year included in the 9-month academic year that encompasses two long semesters.

3.2 Principles

This policy is intended to facilitate effective teaching, support professional development, encourage research, maintain academic quality, and provide appropriate response to enrollment growth. Department chairs will regularly monitor each faculty member’s teaching load to ensure its consistency with sound pedagogical practices, and the best interests of the students, the department, the college, and the university.

3.3 Policy

- 3.3.1 The standard course load for a faculty member during the combined long semesters is 21 semester credit hours (9/12 or 12/9) of classroom instruction or the equivalent. It is the responsibility of the department chair, in consultation with the faculty and the dean, to ensure academic programs have appropriate coverage. In addition, faculty are expected to maintain scheduled office hours, perform other course-related activities, be involved in shared governance

activity, provide service to the community within their areas of expertise, and engage in research and other creative activities.

- 3.3.2 The teaching load for department chairs is nine (9) semester hours or equivalent per year.
- 3.3.3 Graduate semester hours shall count as 1.5 undergraduate semester hours in determining teaching load.
- 3.3.4 Course load adjustments to balance “half-course” credits, as for graduate teaching, shall either be banked until a full credit is earned or may be paid out as an overload if the faculty member should request overload pay. To consider departmental needs, the timing of a workload adjustment should be approved by the department chair but credited within two calendar years from the time the full credit is earned.
- 3.3.5 The department chair is responsible for assigning and monitoring the workload of faculty within the department to insure individual compliance to the course load requirement. The department chair will insure that other academic duties are assigned equitably within the department. Course releases below the 12/9 or 9/12 semester credit hours per year require written approval by departmental chair and college dean prior to annual scheduling. The department chair must report all course loads to the college dean, who must report these to the Vice President for Academic Affairs.

3.4 Adjustments and Exceptions to Policy

- 3.4.1 Adjustments and exceptions to this policy provide for other than the standard teaching workload in particular situations. Where adjustments and exceptions result in less than the standard teaching course load, such reduction shall be referred to as “reassigned time.” The following adjustments are current university-wide policy; however, other adjustments and exceptions may exist or be approved according to the bases indicated in the following sections.
- 3.4.2 The cumulative supervision of ten (10) undergraduate students enrolled in one-to-one courses shall count for 3 undergraduate course credits. The cumulative supervision of seven (7) graduate students enrolled in one-to-one courses shall count for 4.5 undergraduate course credits. This formula can be used in determining the faculty member’s course load or may be paid out as an overload if the faculty member prefers. Overload pay may be prorated on a per student basis for one-to-one courses. To be credited, all such one-to-one courses should follow the requirements of the Directed Studies Policy (03.A.17) including requirements for necessary approvals and documentation. Faculty and Department Chair will work together to ensure equitable distribution of one-to-one courses in order to maximize faculty-student contact.

3.4.3 Service as chair of thesis committees is credited with a graduate course release for four thesis committees chaired. Discontinuation of service as thesis committee chair while the thesis is in progress does not contribute to credited workload. Faculty who serve as thesis committee members, do so as part of their regular workload. The Department Chair or designee(s) responsible for thesis distribution will ensure equitable distributions of workload resulting from service on thesis committees.

4. SEE SECTION 3 FOR PROCEDURES

5. EXHIBITS

There are no exhibits associated with this policy.

6. REVIEW PROCESS

Responsible Party (Reviewer): President

Review: Biannually

Signed original on file in Employment Services and Operations.

7. POLICY HISTORY

Issue #3: 3/1/86

Issue #4: 1/1/07

8. REFERENCES

There are no references associated with this policy.