# “Less Visible” and “Invisible” Teaching

Board of Visitors

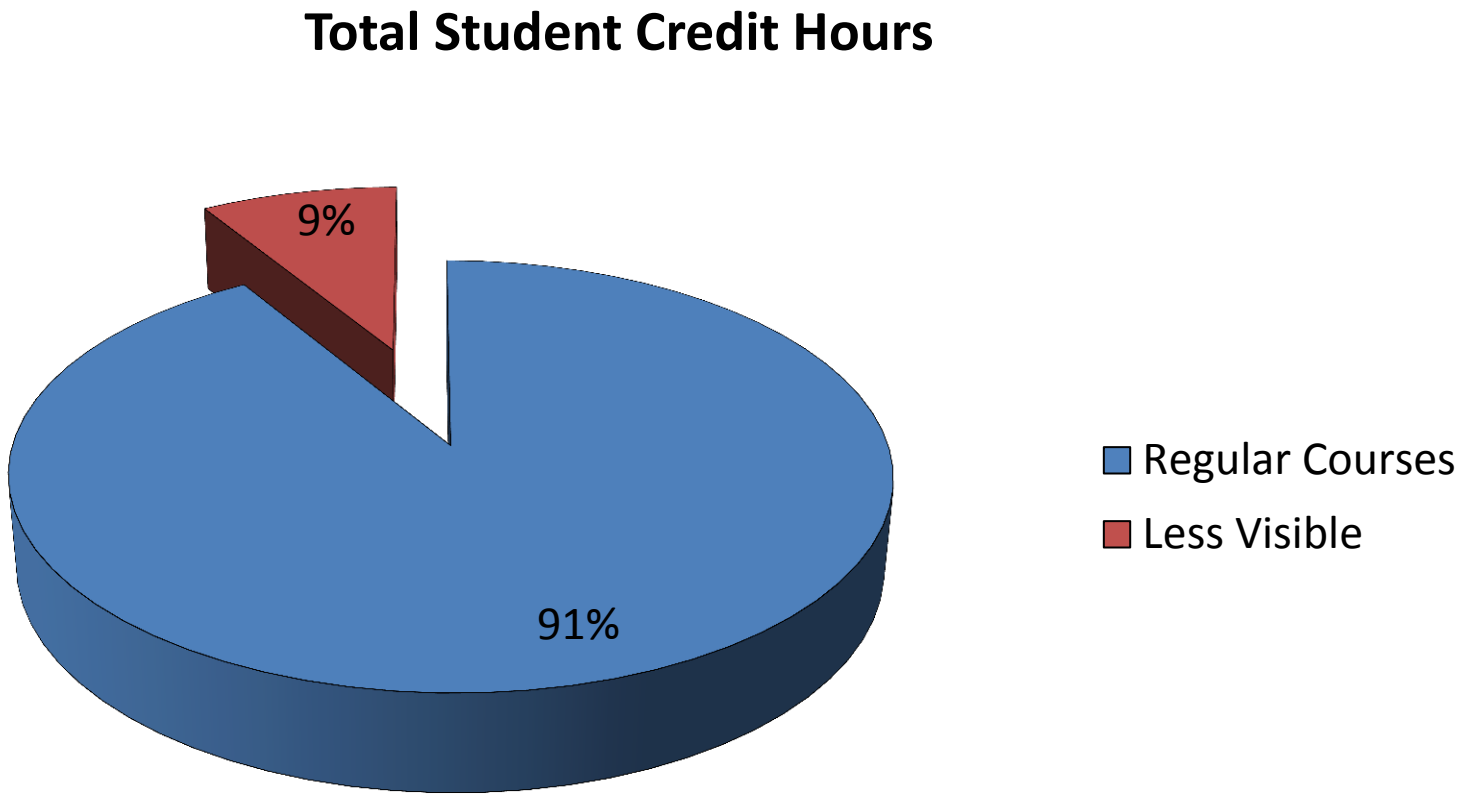
Academic Affairs/Provost Report

April 26, 2012

# What is “Less Visible” Teaching?

- Things that we can count, but are not included in a professor’s course load, such as:
  - Independent Studies
  - Dissertations
  - Theses
  - Internships
  - Secondary Instructor

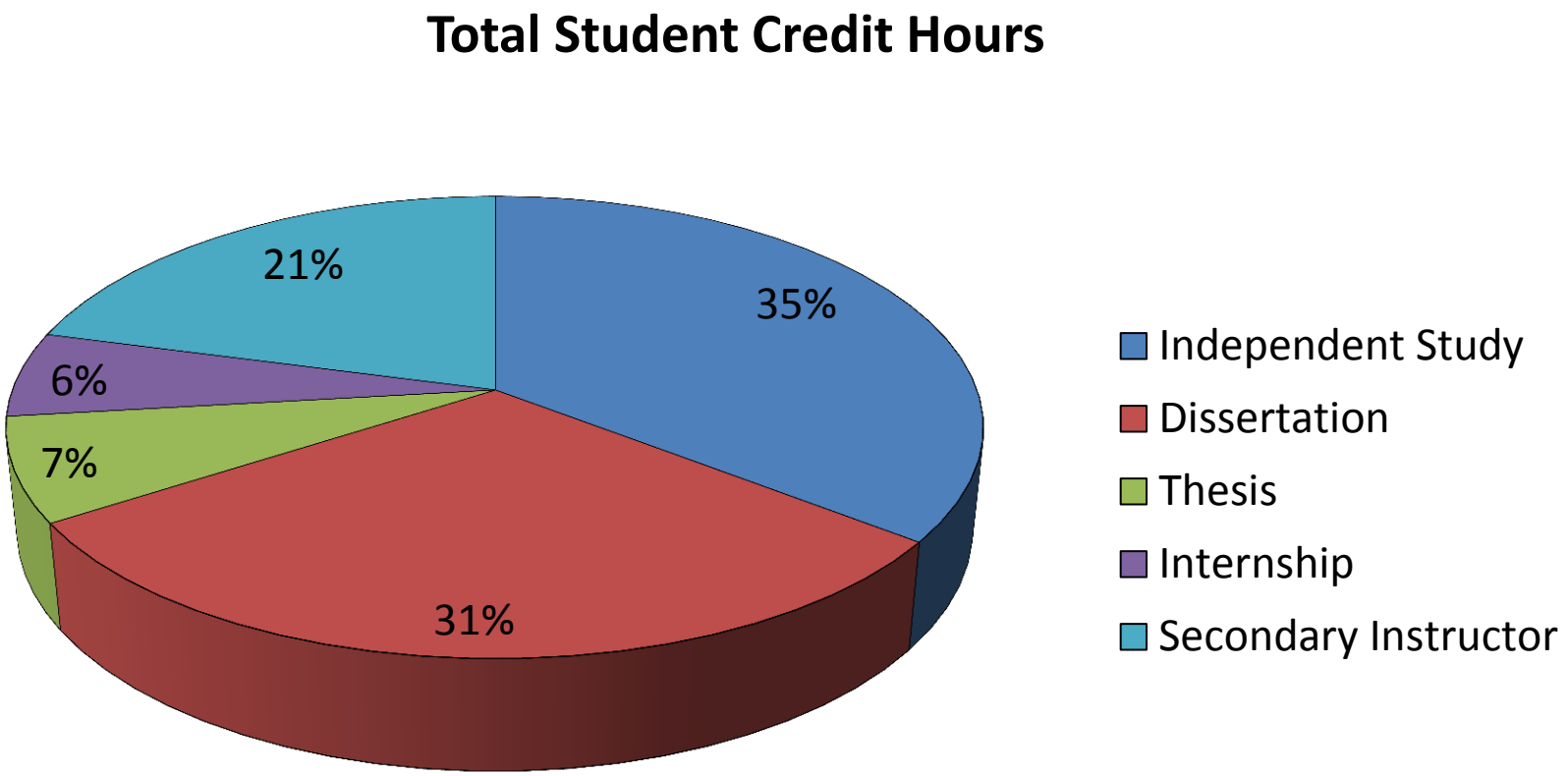
# The Role of “Less Visible” Teaching



# “Less Visible” Teaching by T/TE Faculty

- In the 2010-11 year, the average “less visible” teaching load for a T/TE professor included:
  - 2.1 courses taught
  - 12.4 students instructed
  - 27.7 student credit hours generated

# “Less Visible” Teaching Breakdown



# What is “Invisible” Teaching?

- Academic activities for which the student receives no academic credit and do not count towards a faculty member’s standard teaching load.

# Seeing the Invisible: Biology

- Professors serve as research mentors to an average of 6-10 undergraduates each year, many of whom engage in summer research.
- Roughly half of the research conducted with students occurs during the summer.
- Professors average 27 hours/week of “invisible” work with students in those months.

# Seeing the Invisible: Government

## Institute for Theory and Practice of International Relations

- Roughly 35-40 students are involved in research projects during the academic year. Nearly 50 participate in the summer.
- Students typically work 10 hours/week during the academic year and up to 40 hours/week in summer. Faculty time varies.
- Students get research experience, on campus and beyond, co-author publications, present at conferences, organize seminars and conferences, and often develop their own line of research leading to honors projects.
- From 2008-2011, more than 240 students had mentored research experiences through ITPIR.

# Seeing the Invisible: Theatre

- The November 2011 “Cabaret” production involved 28 students performing on stage, 18 in the orchestra, and 23 working off stage.
- Only 11 of these 69 students (16%) were enrolled for course credit.
- A faculty director schedules 150 hours with students during a 6 week period (25 hours/week) for such a production.

# Creative Adaptation Fund

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# Creative Adaptation Fund

- What?
  Initiative to *improve the quality of our educational programs* either a) directly or b) indirectly, by reducing costs or generating new revenues and thereby providing funds that can be *reinvested in people and programs*.
- How?
  By unleashing the creative energy of the faculty to develop adaptations that improve the quality of our educational programs.
- Why now?
  To respond to budget pressures and facilitate reallocation within academic units.

**Reducing Costs + New Revenues = More $$ for People and Programs**

# Creative Adaptation Overview

- $200,000 budgeted in FY13, FY14, and FY15
- Process:
  - Applications received in mid-January.
  - Proposals reviewed by a committee of faculty and administrators.
  - Recipients announced in mid-February.
- FY13 Projects: 13 applications, 7 funded
  - Grants range from $8,000 to $50,000 (the maximum possible amount).
  - $198,584 in total project funding.

# Creative Adaptation Projects

- Virtual Chemistry Lab
  Developing virtual lab experiences for non-science majors, which will increase access to the GER requirement (some students currently turned away), increase lab space for science majors, and save on laboratory materials.
- Redesigning Principles of Economics
  Developing interactive learning modules to complement lectures for ECON 101 and 102, which will allow fewer course sections (currently 13 each year), provide students control of their learning pace, and shift resources to upper-level courses (some students currently turned away) or to recapture savings for faculty salaries.

# Creative Adaptation Projects

- ePD: Faculty Development for Digitally Enhanced Student Learning

  Providing a 6-week summer professional development program for faculty on incorporating learning technologies, which will increase pedagogical efficiency/effectiveness, respond to the demand for classroom space, and possibly increase course availability and summer course offerings.

- MAcc Prerequisite Blended eLearning

  Developing online offerings for four prerequisite courses to increase applications to the program, ensure incoming students are well prepared, provide more offerings for non-business majors, generate new revenues, and pave the way for a sustainable future for the program.

# Creative Adaptation Projects

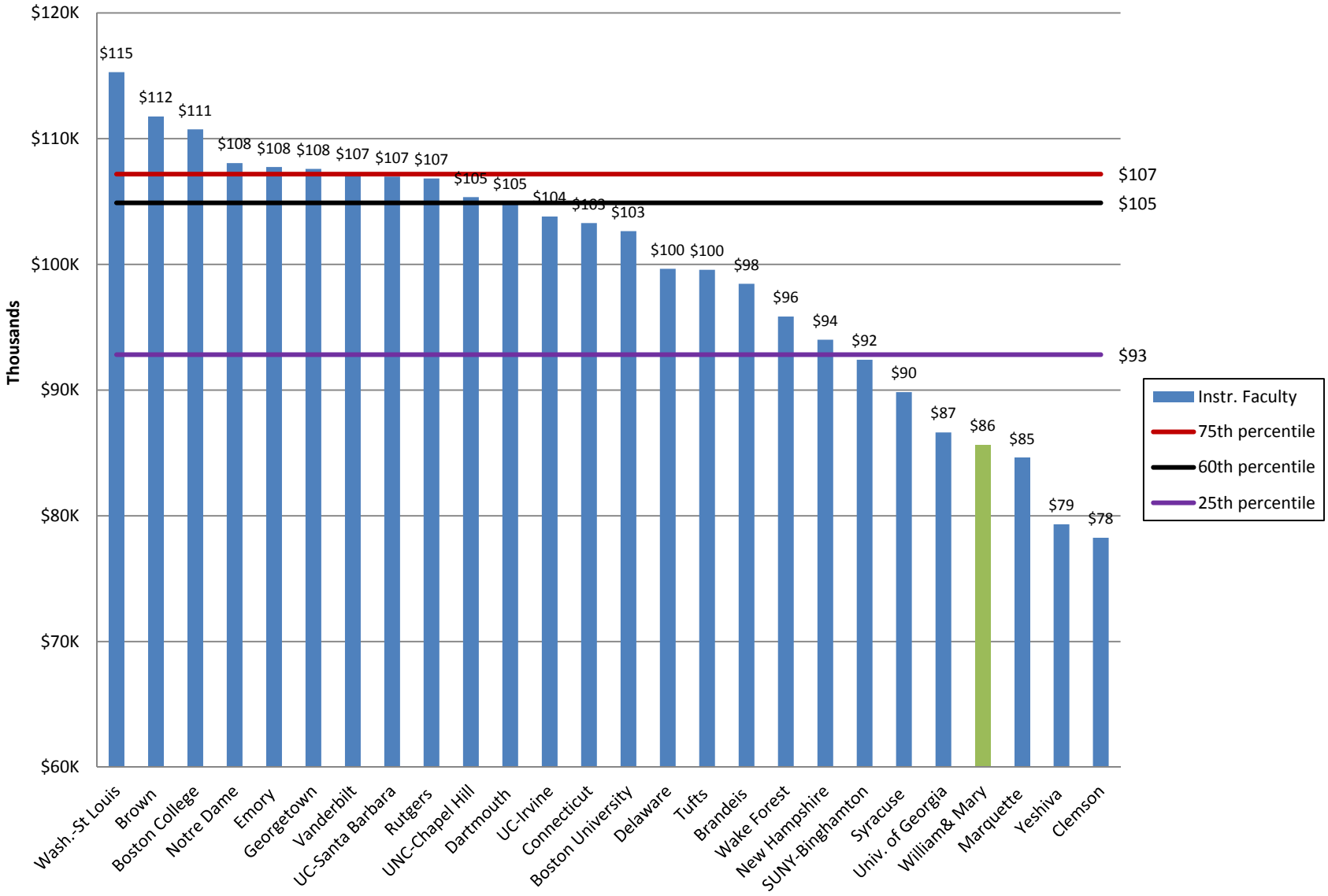
- Post-Baccalaureate Classical Languages Curriculum
  Developing a post-baccalaureate curriculum to allow students to increase proficiency in Latin and Greek, thereby meeting the need of a growing number of students who decide to pursue graduate work midway through college and lack the language skills required for top programs.
- Investigating a Possible January Term
  Developing a broader proposal for creating January course offerings, both on campus and abroad, to increase access to high demand courses and GER requirements as well as expand opportunities for research experience, service learning, and internships.

# Creative Adaptation Projects

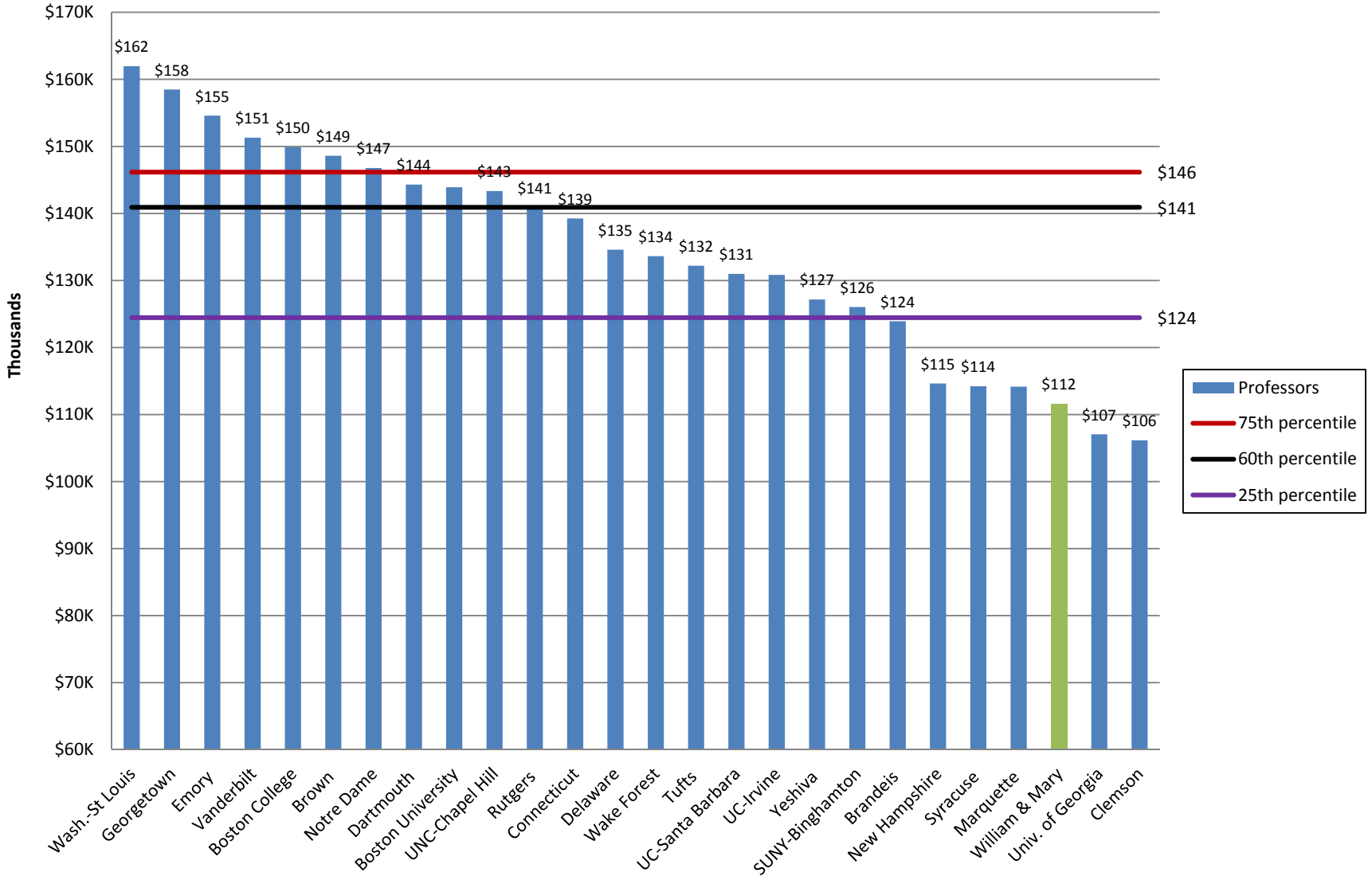
- VIMS Education Outreach Program

  Developing a fee-based program for marine contractors and consultants to replace a smaller, less intensive program currently offered for free.

# Average Faculty Salaries: SCHEV Faculty Salary Peer Group
## Full-time Instructional Faculty, Fall 2010



# Average Faculty Salaries: SCHEV Faculty Salary Peer Group
## Professors, Fall 2010



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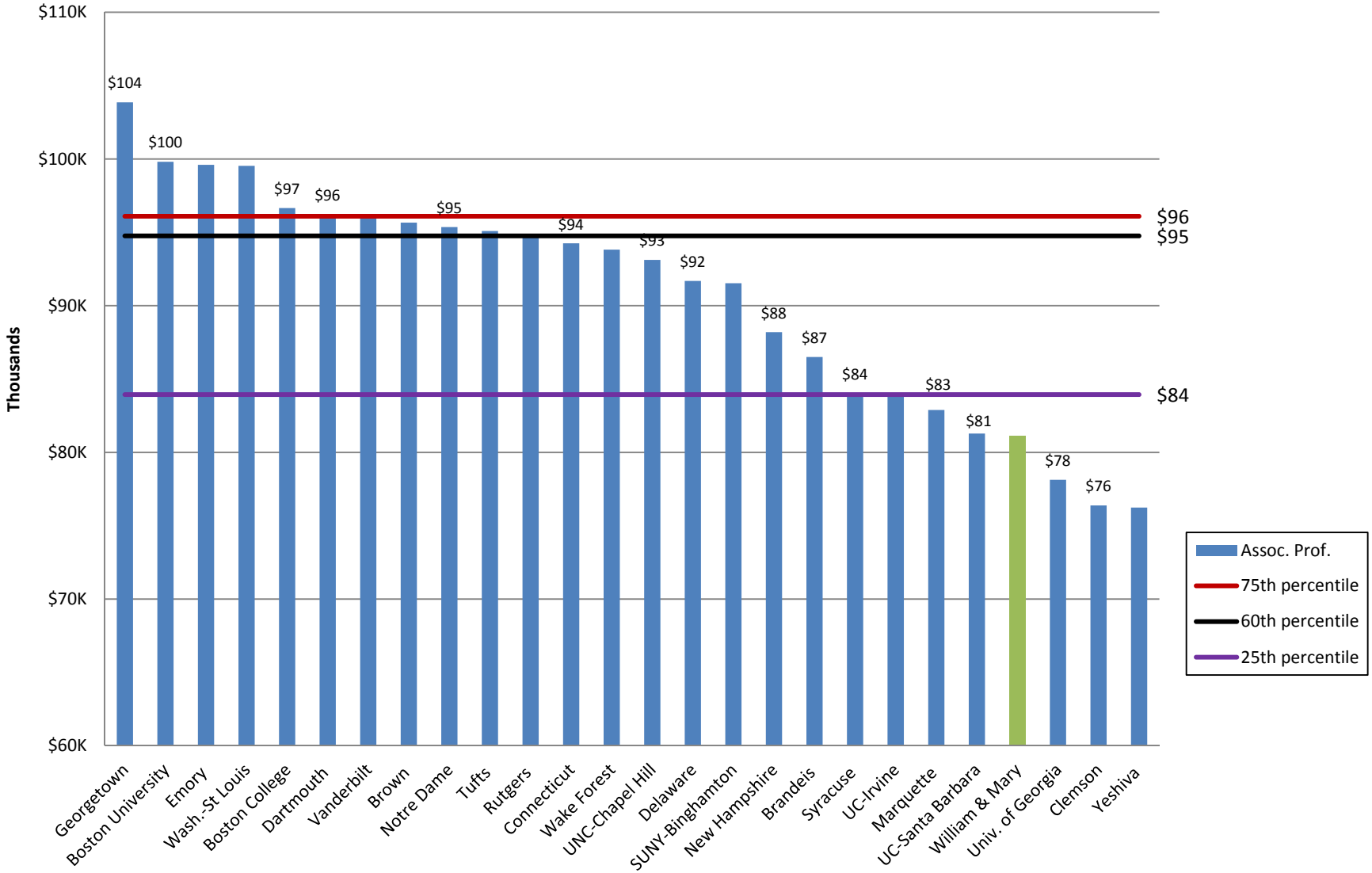
## Associate Professors, Fall 2010



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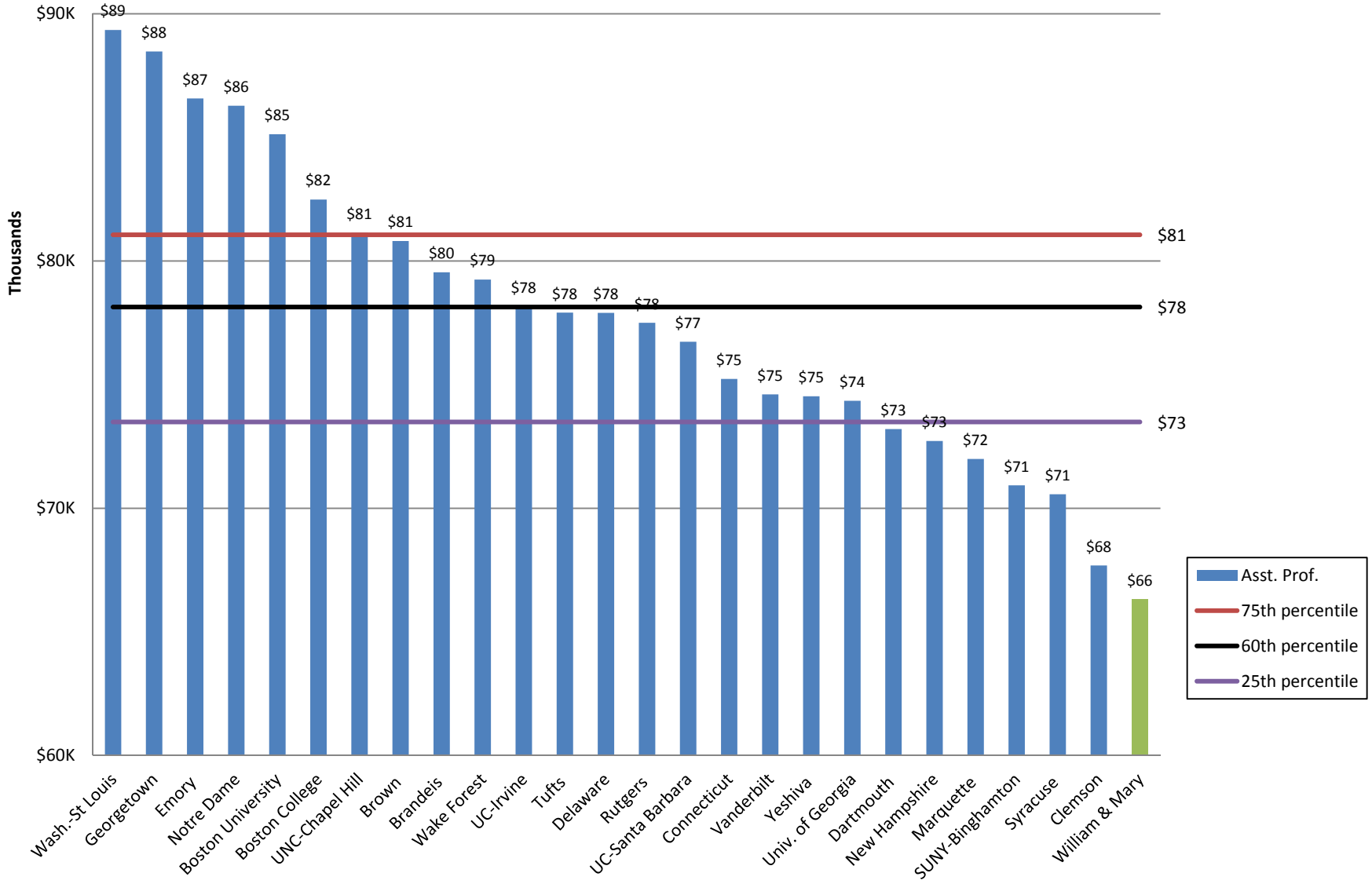
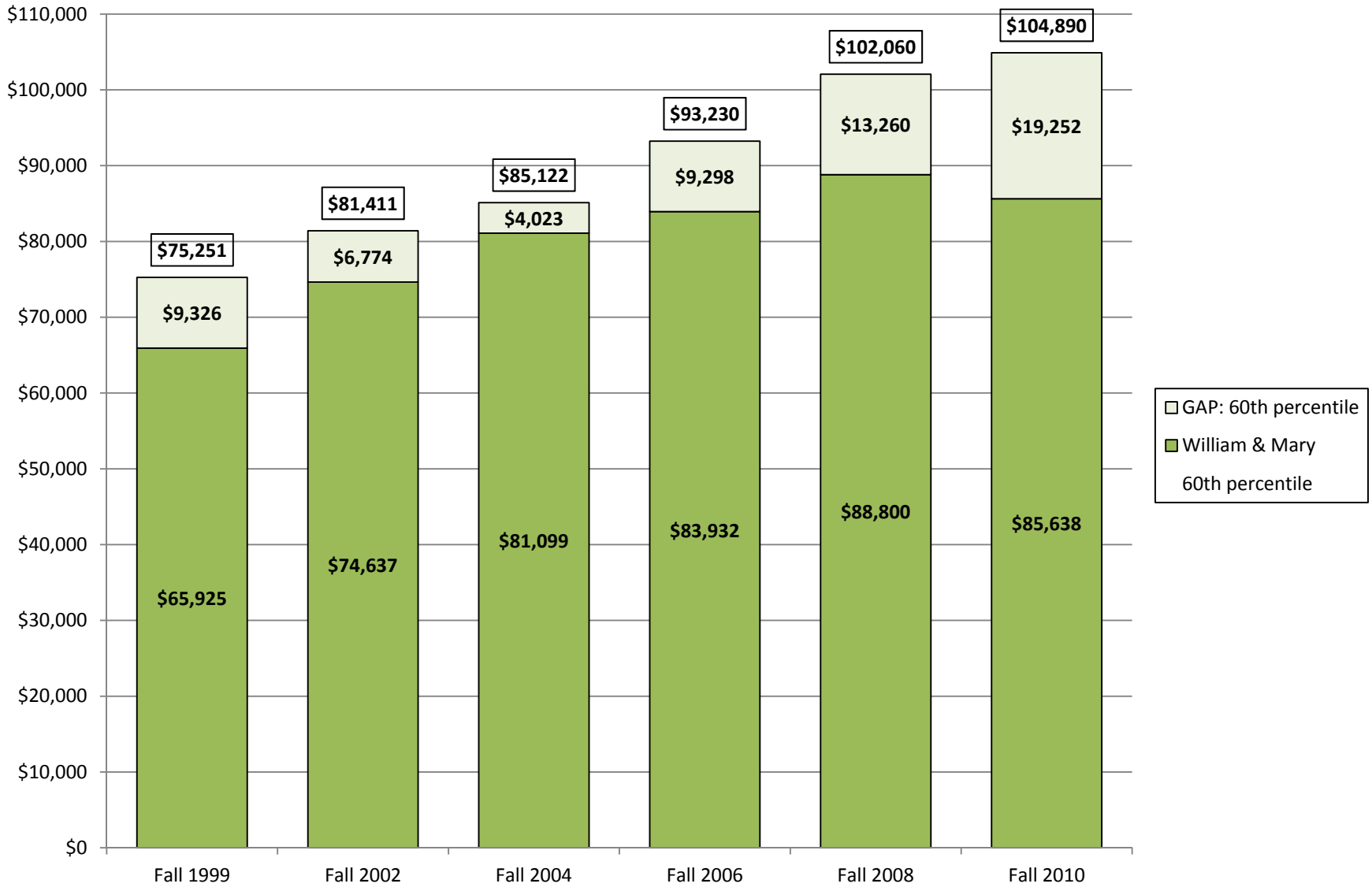
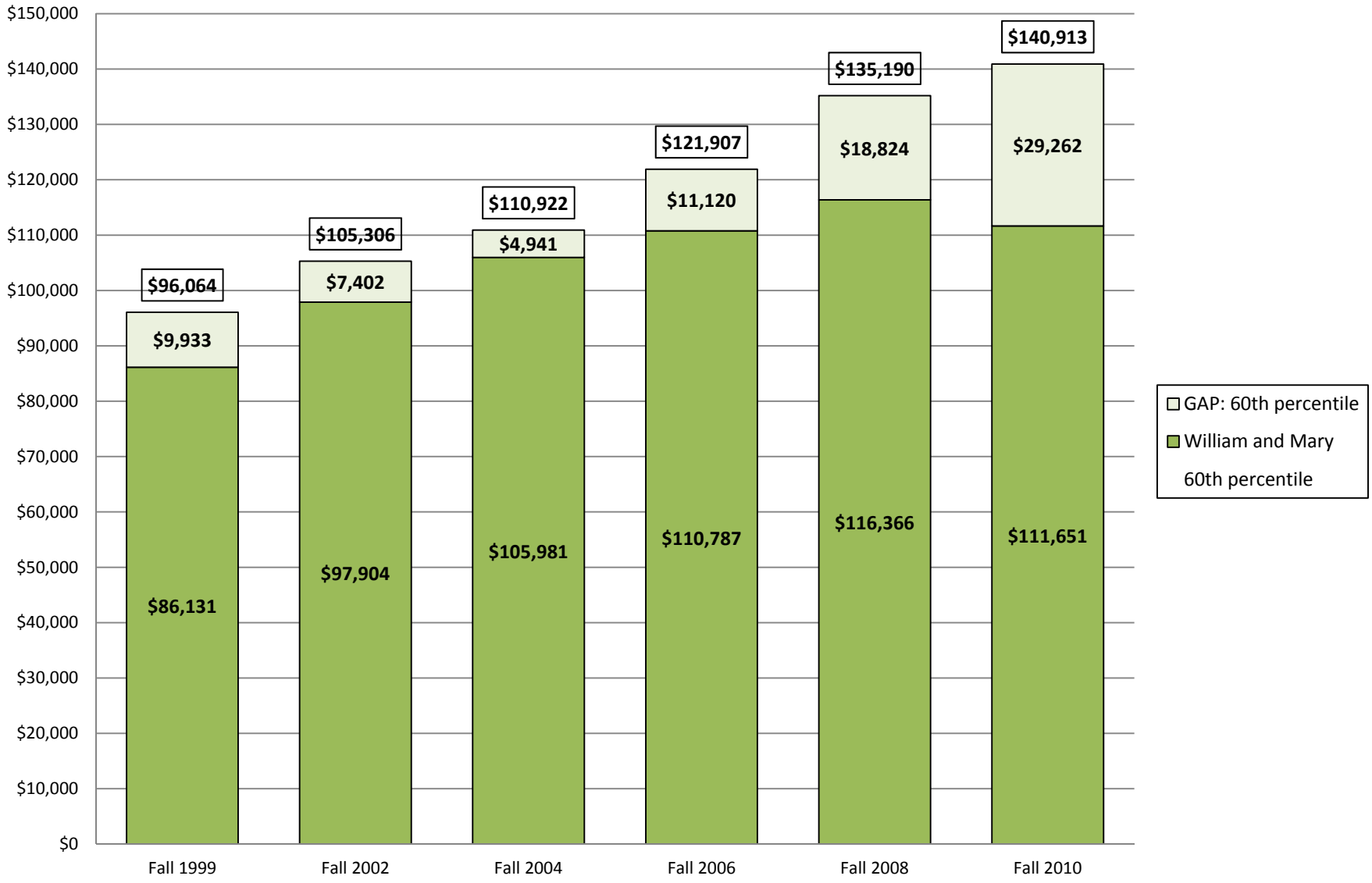


# Gap between W&M and SCHEV Faculty Peer Group: Full-time Instructional Faculty



# Gap between W&M and SCHEV Faculty Peer Group: Professors



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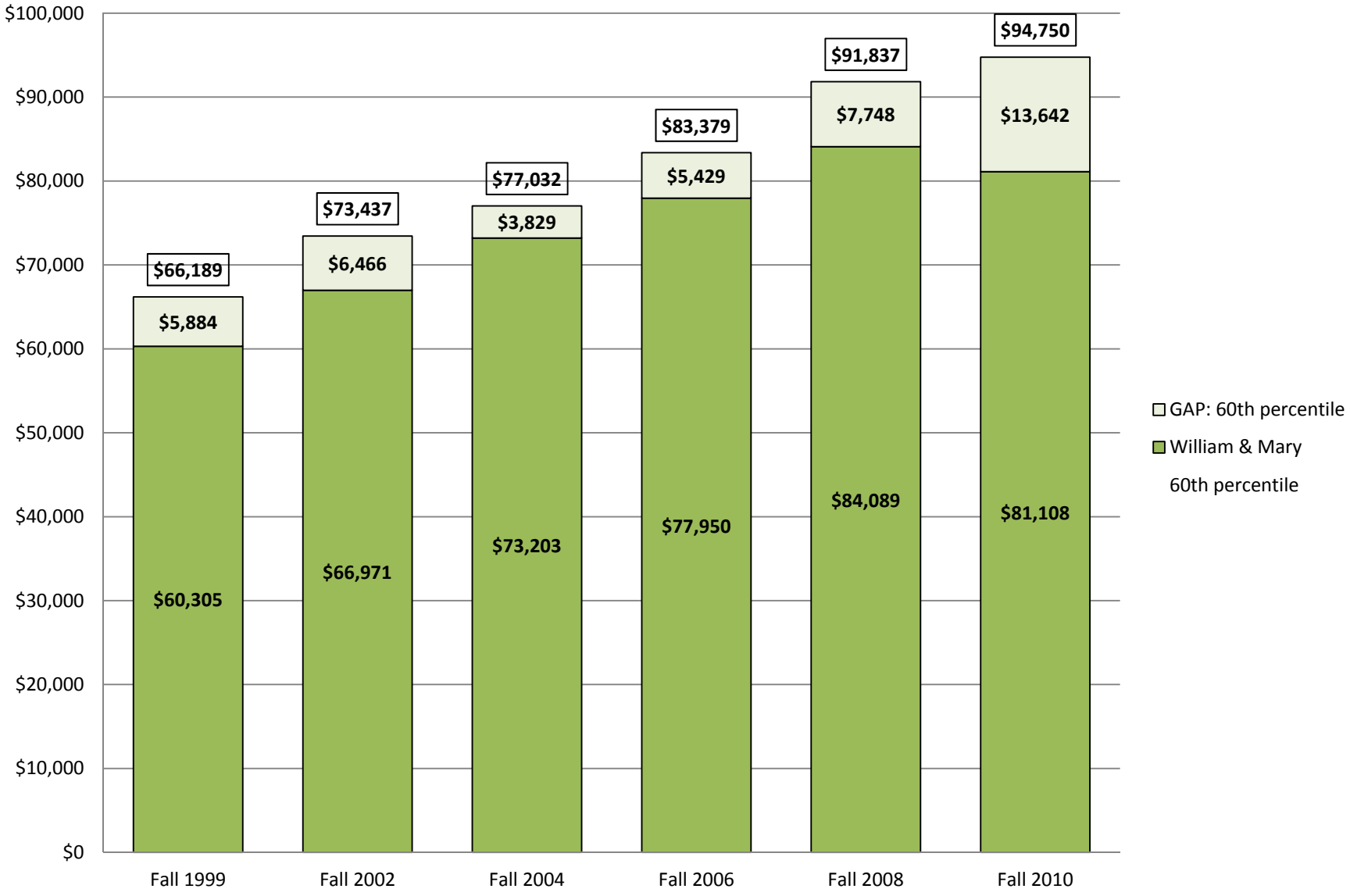

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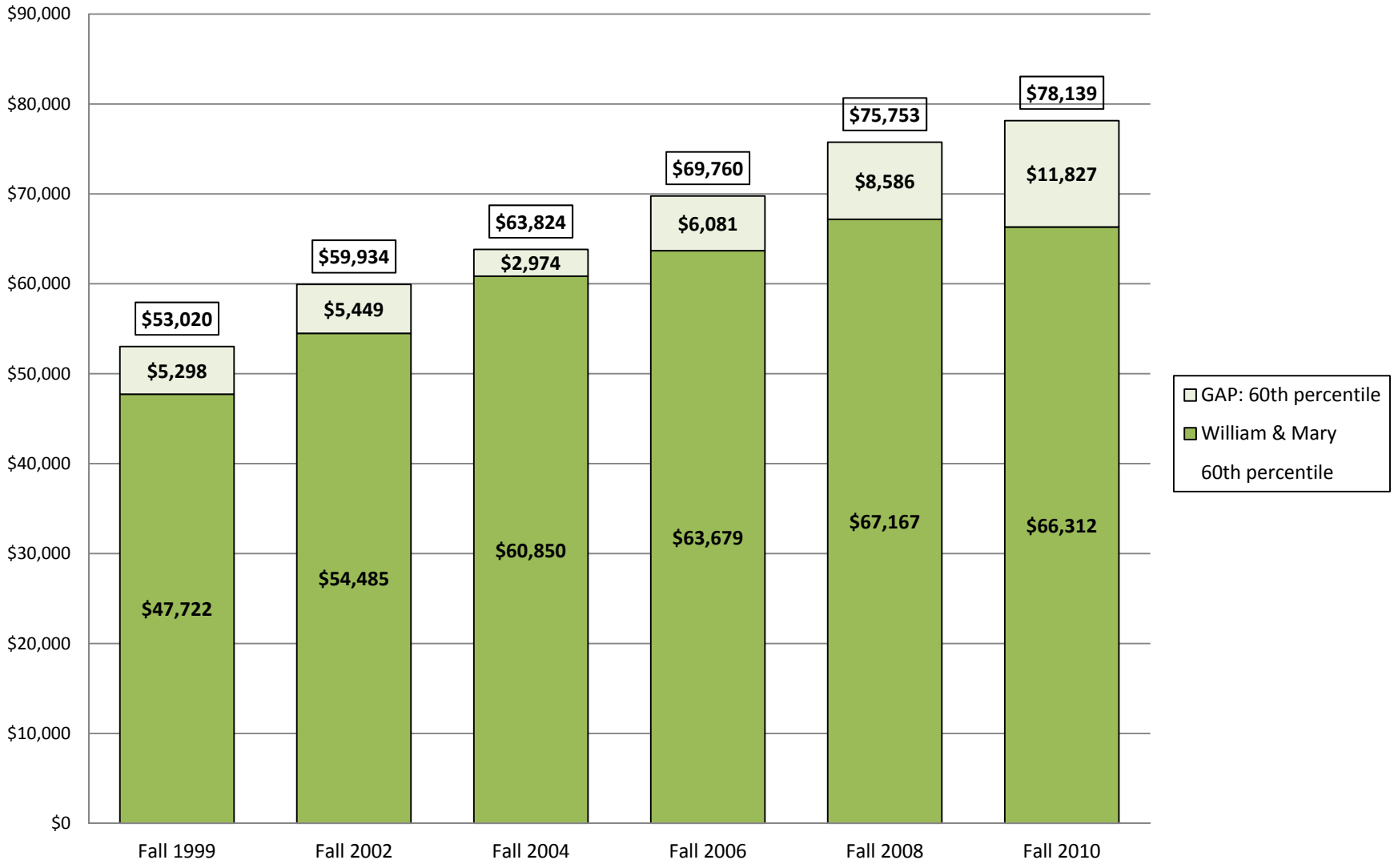

| WILLIAM & MARY | Fall 1999 | Fall 2002 | Fall 2004 | Fall 2006 | Fall 2008 | Fall 2010 |
|---|---|---|---|---|---|---|
| FULL-TIME INSTRUCTIONAL FACULTY | $65,925 | $74,637 | $81,099 | $83,932 | $88,800 | $85,638 |
| GAP: 60th percentile | $9,326 | $6,774 | $4,023 | $9,298 | $13,260 | $19,252 |
| 60th percentile | $75,251 | $81,411 | $85,122 | $93,230 | $102,060 | $104,890 |
| Minimum: All SCHEV Peers | $56,072 | $60,992 | $69,263 | $74,045 | $77,330 | $78,257 |
| Maximum: All SCHEV Peers | $83,458 | $94,659 | $101,355 | $109,401 | $112,767 | $115,292 |
| PROFESSORS | $86,131 | $97,904 | $105,981 | $110,787 | $116,366 | $111,651 |
| GAP: 60th percentile | $9,933 | $7,402 | $4,941 | $11,120 | $18,824 | $29,262 |
| 60th percentile | $96,064 | $105,306 | $110,922 | $121,907 | $135,190 | $140,913 |
| Minimum: All SCHEV Peers | $69,582 | $83,949 | $90,644 | $98,645 | $105,954 | $106,161 |
| Maximum: All SCHEV Peers | $107,022 | $121,826 | $131,902 | $143,923 | $158,766 | $161,973 |
| ASSOCIATE PROFESSORS | $60,305 | $66,971 | $73,203 | $77,950 | $84,089 | $81,108 |
| GAP: 60th percentile | $5,884 | $6,466 | $3,829 | $5,429 | $7,748 | $13,642 |
| 60th percentile | $66,189 | $73,437 | $77,032 | $83,379 | $91,837 | $94,750 |
| Minimum: All SCHEV Peers | $51,526 | $52,921 | $57,497 | $66,781 | $75,613 | $76,236 |
| Maximum: All SCHEV Peers | $70,164 | $79,431 | $85,066 | $93,354 | $101,353 | $103,864 |
| ASSISTANT PROFESSORS | $47,722 | $54,485 | $60,850 | $63,679 | $67,167 | $66,312 |
| GAP: 60th percentile | $5,298 | $5,449 | $2,974 | $6,081 | $8,586 | $11,827 |
| 60th percentile | $53,020 | $59,934 | $63,824 | $69,760 | $75,753 | $78,139 |
| Minimum: All SCHEV Peers | $41,669 | $41,094 | $55,231 | $55,909 | $66,212 | $66,312 |
| Maximum: All SCHEV Peers | $61,791 | $69,347 | $74,474 | $77,889 | $84,827 | $89,344 |