



Expectations for Faculty teaching Dual Enrollment courses as part of districtwide partnerships

Faculty engaged in teaching within the dual enrollment partnerships will receive supplemental compensation in recognition of the additional academic responsibility, training, and student support that are vital to the success of these partnerships. All faculty are expected to adhere to all policies expected of faculty and outlined in University policies. Additionally, the following expectations are supported by the supplement:

1. Complete required online orientation, including assessments, focused on best practices, and collegiate expectations for teaching dual enrollment students.
2. Maintain reasonable communication with the Dual enrollment office
 - a. Meet with the Director of Pre-College Programs prior to the start of the term to align academic calendars and review course syllabi. Distribute a written course syllabus that adheres to syllabus policies outlined by the academic unit and the University.
 - b. Complete academic progress reports from Winthrop's Dual Enrollment office twice monthly
 - c. Communicate student concerns to Winthrop's Dual Enrollment office to support early intervention.
3. Maximize instructional impact by managing K-12/WU calendar alignments.

This includes:

 - a. Meeting all assigned classes
 - b. Honoring K-12 intercession and spring break periods as outlined by the Dual Enrollment office
 - c. Assigning asynchronous lectures or assignments to offer continuous instruction during Winthrop's Break
 - d. Prepare appropriate alternative arrangements or asynchronous assignments that can be deployed in case of an emergency course cancellation in alignment with institutional policy (see the Faculty Absence from Class). Notifications of unavoidable absences should include the students, the department chair, and Winthrop's Dual Enrollment office
4. Support student success
 - a. Schedule at least one hour each week of in-person, dual enrollment-specific office hours
 - b. Coordinate, and when appropriate, facilitate tutoring support for students using existing academic support resources across campus.
5. Assign fair grades based on various evaluations of student achievement and return graded materials to students within a reasonable time.

Compensation for Faculty Teaching Dual Enrollment courses as part of districtwide partnerships

1. Adjunct faculty teaching dual enrollment sections, and full-time faculty teaching dual enrollment sections as an overload assignment (course buyout), will be compensated at \$4,000 for each three-credit-hour course.
2. For full-time faculty teaching dual enrollment sections as part of their regular teaching load, the University will provide \$3,000 per three-credit-hour course to support instructional costs associated with the full-time faculty member's primary teaching responsibilities. In recognition of the additional responsibilities associated with dual enrollment instruction, the full-time faculty member will receive a \$1,000 supplemental stipend per course, for up to two dual enrollment sections per academic year.
3. Full-time faculty will be compensated for merged sections when the total enrollment exceeds 15 and is at least 60% Dual Enrollment. The model would be \$500 per section, with the same limits that exist for the standard policy. Faculty whose instructional load is compensated as an overload would not be eligible for additional DE compensation for teaching assignments within that same instructional load. The faculty member would receive the greater of the two compensation amounts, rather than receiving compensation for both DE and a teaching overload.