

Framework for Academic Appointment Workload Expectations Final Version: Dec. 12, 2008

INTENTION

This document is designed to provide chairs and faculty across departments in the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS) with a framework for developing a consistent set of guidelines for defining teaching expectations based on academic appointment percentages. These guidelines are intended to frame faculty contribution expectations for course delivery and advancement of the scholarship of teaching during the annual review process and for monitoring tenure or promotion progress, where applicable. These guidelines do not replace, nor should they impede, department chairs' discretion in assigning responsibilities to individual faculty to best meet the needs of the unit and the college. Although these are only recommendations, the parameters defined below will be used by CAHNRS administration to frame expectations for individual faculty member's and department's contributions to the advancement and/or delivery of high quality academic programs at Washington State University.

All tenure-track CAHNRS faculty members are expected to contribute to research, teaching, outreach and service activities regardless of the funding source for their position; however, emphasis on each of these focus areas will differ based on appointment assignments. All faculty, irrespective of appointment funding source, are expected to engage actively in scholarly endeavors that lead to published articles, books, extension bulletins, juried shows, etc. as appropriate for their discipline. Among the forms of scholarship envisioned for individuals with academic program funding are pedagogical and disciplinary research, as well as creative scholarship, as their curiosity and knowledge drives them to advance their discipline. In all cases, high quality course delivery is expected.

Please note that excellence in research and/or other forms of scholarship cannot replace teaching instructional expectations, nor can excellence in classroom teaching replace research and other scholarly expectations. Faculty members are expected to create a balanced portfolio of contribution that demonstrates excellence commensurate with the research/creative scholarship, teaching, extension and/or service expectations of their appointment. The performance matrices for teaching, research, and extension should be used as a guide for defining expectations in each of these three mission areas (access matrices at <http://cahnrs.wsu.edu/fs/>).

FRAMEWORK FOR COURSE LOAD EXPECTATIONS

Instructor Appointments

An instructor (including those with clinical appointments) with a 100 percent academic appointment is expected to deliver four courses per semester, or 24 credit hours per academic year. CAHNRS expects all permanent instructors to support and advise students in academic matters, independent study, and internships regardless of appointment percentage. However, chairs may adjust course delivery expectations or assign commensurate 'course credit' to instructors who support academic program activities at exemplary levels. Course load delivery expectations are reduced in a proportional fashion based on appointment percentage (Table 1).

100% Academic Appointments

A typical 100 percent academic appointment has expectations of 50 percent course delivery and 50 percent research scholarship. The typical course load for a CAHNRS faculty member with this appointment is two 3-credit courses per semester, or 12 credit hours per academic year (Table 1). CAHNRS considers supporting and advising students in academic matters, independent study, internships, and graduate student training related to theses, dissertations, and other educational activities as a normal part of academic duties and thus are expected of all faculty on academic appointment as

described in the performance matrices. However, chairs may adjust course delivery expectations or assign commensurate 'course credit' to faculty who contribute at exemplary levels to the activities stated above or to graduate training efforts. Chairs also are encouraged to assign commensurate 'course credit' to faculty serving as undergraduate or graduate program coordinator, internship coordinator, undergraduate research mentors, club advising, etc. in acknowledgement of their extraordinary contribution to supporting academic programs. In contrast, course delivery expectations should be increased for faculty who do not contribute to graduate training at minimum expectation levels, resulting in an annual course delivery load between 12 and 24 credits per academic year.

Faculty and instructors who teach courses with laboratories or studios should be given credit commensurate for these types of instructional efforts. Department chairs may consider the number of students, number of student contact hours and the nature or difficulty of the subject when assessing contribution and in managing teaching resources for laboratories, studios, and discussion sections. As is normally applied at WSU, each hour of laboratory instruction should be counted as 0.33 credit hour for the instructor of record. Faculty and instructors teaching courses with studio hour requirements should be given 0.50 credit hours for each hour of studio for which the instructor is present. When student contact hours exceed the number of credit hours for a course, the faculty member should receive credit for the number of student contact hours in acknowledgement of their contribution to that course. Faculty and instructors may receive credit for laboratory, discussion or studio hours that are facilitated by a teaching assistant (TA) if they are providing guidance or serving as a mentor for the TA.

Expectation of a 100 percent academic appointment is a 2+2 course delivery, which equates to 12 credits per academic year. Academic Programs will not provide additional financial support to assist with reducing course load expectations for faculty on 100 percent academic appointment; however, chairs may adjust internal resources to reduce course delivery assignments as deemed appropriate. Obvious options for allocating internal resources to reduce course delivery expectations of a faculty member include: 1) assigning a departmental TA to teach one of the assigned courses; 2) using fees generated from distance delivery courses to hire an instructor or graduate student to deliver an assigned course; 3) reconfiguring or re-aligning academic appointments among faculty within the department to adjust course loads as needed; and 4) using grant resources generated by the faculty member to hire a qualified person to deliver the course.

Academic Programs typically will not provide additional funding for faculty to prepare or improve courses as these activities are normal expectations for course delivery. Departments may provide financial support from internal resources, or release time by reallocating course delivery assignments, to support these efforts if they wish to do so.

Academic Appointment Splits

Adjustments are often made to academic appointments to re-direct the focus of the position to support research or extension activities in alignment with the goals and objectives of the land grant mission. There are two focal areas of research in CAHNRS: 1) discipline-based research, which aligns with the research expectations of faculty on a 100% academic appointment; and 2) land grant mission-based research, which aligns with the research expectations of the Agricultural Research Center (ARC). When the research focus of the academic appointment is re-directed to align with the land grant mission, expectations for the academic component of the appointment are adjusted accordingly to support faculty in successfully achieving the expectations of the ARC or Extension appointment. For faculty with less than a 100 percent academic appointment, course delivery and academic scholarship expectations decrease and concomitantly, expected research and/or extension productivity increase.

Guidelines for adjusting course delivery expectations when a portion of the academic appointment is re-directed by ARS and/or Extension are as follows:

1. If a portion of the academic appointment is redirected to focus on mission-based research or extension activities, the remaining academic appointment will be partitioned with a 50% course delivery and 50% discipline-based research expectation. For example, if ARC redirects 60% of the appointment resulting in a 60% ARC: 40% Academic Programs split, the academic portion of the appointment requires a 20% course delivery expectation and a 20% discipline-based research expectation.
2. The base-line expectation for course delivery for a 25% academic appointment is four to six credits per academic year. The specific course load assignment remains the responsibility of the department chair, and course delivery expectations can be adjusted based on academic appointment percentage using Table 2 as a guideline.

Appointment Adjustments

Department chairs are responsible for evaluating the disciplinary (academic programs funded) research, mission-related (ARC funded) research, and/or extension programs of the faculty member and making appropriate adjustment to the expectations of the faculty member's appointment as needed to achieve the overall goals of the unit, CAHNRS, and WSU. To the extent possible, appointments should reflect the relative contribution of the faculty member across teaching, research, and extension. In the short-run, chairs can specify the responsibility weights for a faculty member at the beginning of an annual review period, which serves two primary purposes: 1) it allows a faculty member to be evaluated based upon his/her responsibilities rather than on the budgeted appointment per se; and 2) responsibility weights can be changed annually to account for changes in course delivery assignments, research responsibility, etc. Department chairs are expected to fulfill the academic program needs of their unit by adjusting course delivery assignments and responsibilities as needed through internal re-allocation.

Team Taught Courses

Credit hours for team-taught courses will be divided among instructors based on the each instructor's percentage contribution for delivering the course. For example, if a 3 credit course is delivered by two instructors, each of whom delivered 50 percent of the course, 1.5 credits would be given to each instructor in acknowledgement of their contribution to the course. The department chair may assign additional 'course credit' to members of teaching teams when their contributions exceed their mathematical portion of the student credit hours. Please note that student credit hours generated by course delivery are credited to the instructor's home department.

Teaching Assistants

If available, Teaching Assistants (TAs) should be assigned to assist faculty teaching classes with high enrollment or courses with laboratories, studios, and discussion sections. Such courses require large amounts of preparation, clean-up, grading time, etc., and TA support is intended to relieve the demand on the faculty member while supporting the TA in acquiring valuable classroom experience. Faculty are expected to mentor TAs to ensure that they are guided through the process, that expectations are clear and that TAs are in a supportive learning environment themselves. In general, a TA that is on a 0.50 time appointment is expected to work 20 hours per week in support of their teaching responsibilities to fulfill his/her contractual obligation to WSU. The department chair may assign commensurate 'course credit' to faculty who deliver high enrollment courses, or courses with high studio, laboratory or discussion session demands, without TA support.

Distance Delivery Courses

The Center for Distance and Professional Education (CDPE) is in the process of developing a funding model for online courses that will be consistently applied across the university. The current policy in CAHNRS is to return funds generated through DDP courses, after expenses for course development and instructor fees have been covered, directly to the instructor's home department. CAHNRS faculty teaching courses in the Distance Delivery Program (DDP) do not typically receive extra compensation for teaching DDP courses if these courses are assigned as part of the expected teaching load. If DDP courses delivered by a faculty member exceed expected teaching loads, tuition generated through the DDP course must be used to support instructor fees. If enrollment does not meet the minimum number required to cover the cost of instruction, the course should not be delivered. Academic Programs will not provide funding to support DDP courses that are under enrolled. Discussions are underway with CDPE to develop a funding model where whoever assumes the financial risk of initiating a DDP course is compensated for input costs prior to allocating profits generated by the course to departments. In all cases, extra compensation provided to instructors of DDP courses must be approved by the Associate Dean, Academic Programs prior to course delivery.

Summer School

Summer school is self-sustaining at WSU. Faculty on partial or less than eleven (11) month appointments are paid extra summer salary when involved in teaching summer school courses as prescribed by the Summer Session office. The exact level of compensation is determined by formula set by the Summer Session office. If revenue generated is insufficient to cover salary and benefits, a reduced salary may be negotiated or the course should not be taught. Academic Programs will not provide financial support to deliver summer courses that are under enrolled. Department Chairs are encouraged to set specific instructor fee values for all courses as opposed to providing one month salary for the instructor to standardize compensation level for course delivering and to improve our ability to project enrollment minimums required to cover the cost of delivery.

Special Circumstances

Chairs may adjust expectations during the hiring process or delay the timeframe for reaching maximum course delivery expectations for new faculty to support them during the tenure process. Chairs are expected to develop a management plan for delivering essential courses using reallocation of internal resources to compensate for these load adjustments.

There also will be occasions when academic workloads will exceed expectation on a temporary basis due to sabbaticals, illnesses, or other unforeseen reasons. In such cases, chairs are asked to work with the Associate Dean, Academic Programs to develop a funding strategy to compensate for these needs.

Teaching Evaluations

All instructors and faculty involved in course delivery are required to participate in the online course evaluation process supported by the Center for Teaching, Learning and Technology (CTLT) for every course they are involved with. CTLT also recently developed a mid-term evaluation process with real time results delivery that was piloted with CAHNRS faculty in fall 2008. Chairs are expected to discuss course evaluation results with faculty during the annual review process, and action plans for improving results or to address concerns must be developed and documented in the annual review statement as a means of improving the quality of teaching in CAHNRS.

Table 1: Guidelines for framing course delivery and expected contributions to the scholarship of teaching for personnel on 100% instructor (including clinical personnel) or 100% academic appointment in CAHNRS. High quality course delivery is expected in all cases.

| % Instructor Appointment | Course Delivery Expectations (per academic year) | Expected Contributions to the Scholarship of Teaching |
|---------------------------------|---|--|
| 100 | 24 credits | a |
| 75 | 18 credits | a |
| 50 | 12 credits | a |
| 25 | 6 credits | a |
| | | |
| % Academic Appointment | Course Delivery Expectations (per academic year) | Expected Contributions to the Scholarship of Teaching |
| 100 | 12 credits | b |

^aContributions that demonstrate an acceptable level of commitment to advancing the scholarship of teaching based on 100% instructor appointment include: 1) uses literature to stimulate and guide innovations and to assess impacts in teaching and learning; and 2) regularly collaborates with others on teaching innovations.

^bContributions that demonstrate an acceptable level of commitment to advancing the scholarship of teaching based on 100% academic appointment include: 1) uses literature to stimulate and guide innovations and to assess impacts in teaching and learning; 2) regularly collaborates with others on teaching innovations; 3) presents and/or publishes original research regarding the scholarship of teaching; 4) procures teaching grants; and/or 5) supports and trains others to enhance research and practice for teaching and learning.

Table 2: Guidelines for framing course delivery and expected contributions to the scholarship of teaching for personnel on splits where a portion of the appointment has been redirected by ARC or Extension. High quality course delivery is expected in all cases.

| % Redirected by ARC and/or Extension | % Academic Appointment Remaining | % Course Delivery Based on Remaining Academic Appointment | Credits of Course Delivery Expected (per academic year) | Expected Contributions to the Scholarship of Teaching |
|---|---|--|--|--|
| 90 | 10 | 5 | 2 | a |
| 85 | 15 | 7.5 | 2-3 | a |
| 80 | 20 | 10 | 3-4 | a |
| 75 | 25 | 12.5 | 4-6 | a |
| 70 | 30 | 15 | 5-7 | a |
| 60 | 40 | 20 | 6-8 | a |
| 50 | 50 | 25 | 7-8 | a |
| 40 | 60 | 30 | 7-9 | a |
| 30 | 70 | 35 | 8-9 | a |
| 25 | 75 | 37.5 | 9-10 | a |
| 20 | 80 | 40 | 10-11 | a |
| 15 | 85 | 42.5 | 10-12 | a |
| 10 | 90 | 45 | 11-12 | a |
| 0 | 100 | 50 | 12 | a |

^aContributions that demonstrate an acceptable level of commitment to advancing the scholarship of teaching for split appointments: 1) uses literature to stimulate and guide innovations and to assess impacts in teaching and learning; and 2) regularly collaborates with others on teaching innovations. Faculty are encouraged to contribute to advancing the scholarship of teaching through grant acquisition and/or participating in research designed to advance the practice of teaching and learning.