

Guidelines for CALS Workload Assignments

The RULES OF THUMB for workload assignments in CALS are as follows, as understood by our Chairs and reviewed for consistency by the Dean before workload assignments are sent to the Provost's Office each spring.

COURSE ASSIGNMENTS

A "typical" 3 credit course in CALS is weighted 0.10 FTE

A large 3 credit class over ~80 students is 0.15 FTE

A 4 credit class (usually includes a lab section taught by the faculty member) is 0.15 FTE

Courses taught for the first time are afforded an additional 0.05 FTE for preparation; this can be assigned either in the semester the course is taught, or the preceding semester if the course is anticipated to be taught on the next annual workload. However, the faculty member does not get the "extra" 0.05 FTE twice (i.e., prepared one year and delivered for the first time the next).

A course that is "team taught" has the effort split proportional to the effort of each instructor. For example, if two professors share a typical 3 credit course, they are each assigned 0.05 FTE; if unequal contributions by faculty participants, it could be split 0.075FTE/0.025 FTE. A 1 or 2 credit course is 0.05 FTE or 0.075 FTE depending on the number of students.

"Additional Sections". If a faculty member teaches more than one section of the same course, they are assigned 0.10 FTE for the course and 0.05- 0.10 FTE for the second section. Generally, we discourage two sections of the same course (as opposed to one larger section) because of the disruption of their time for scholarship.

Faculty who serve as a primary thesis advisor for active graduate students are assigned 0.02 - 0.05 FTE per graduate student depending on discipline and degree (MS vs. PhD). Some departments utilize group advising of graduate students and an appropriate FTE can be assigned for this activity. For undergraduate thesis and research projects, the FTE assignment is similar for graduate students and can range widely depending on discipline and the nature of supervision (individual vs. group).

ADVISING

The typical advising load in CALS varies from 15-to-35 undergraduate advisees. Most faculty have a 0.10 FTE advising assignment in CALS, although this varies between departments. Typically, faculty do not exceed 0.15 FTE for advising except in unique situations.

TENURE-TRACK FACULTY

The "typical" load for tenure-track faculty is roughly:

0.40 FTE course instruction

0.40 FTE scholarship/research in their area of expertise

0.10 FTE student advising

0.10 FTE professional service (this is either state/national service to the profession in accord with their professional expertise; or service to the university through departmental, college or university committees).

It is understood that some departments have higher course assignments than others, but this is the general rule of thumb.

Faculty whose scholarship has waned are assigned higher teaching loads and lighter scholarship assignments to maintain a fair balance among the faculty. Conversely, chairs have the discretion to assign faculty with considerable extramural funding heavier scholarship responsibilities and lighter teaching loads. Chairs often assign a "light" teaching load to new faculty in their first year of service to enable them to establish their scholarly enterprise effectively. Some scholarship is expected of ALL tenure-track faculty members. Assignments of greater than 0.15 FTE to "professional service" are unusual (with exceptions reserved for special cases such as directing degree granting programs).

Faculty on sabbatical leave have their time assigned solely to scholarship FTE, unless they maintain some advising or committee service responsibilities while on sabbatic (unusual).

LECTURERS

Lecturers in CALS are appointed to focus on instructional needs and sometimes are appointed to cover specific areas, often "gap" areas not covered by the expertise of the tenure-track faculty.

The "typical" CALS Lecturer assignment is:

0.75 FTE course assignments (typically 5 to 6 courses per year)

0.15 FTE undergraduate advising

0.10 FTE professional service (national/state service in their professional capacity; or service to departmental, college or university committees)

Again this is a rule of thumb; CALS has several lecturers who are assigned by their chair to conduct appropriate scholarly activity; this is usually pedagogical in nature but sometimes includes participation in extramurally funded research projects in their professional expertise area. The expectation is that this work will lead to peer-reviewed dissemination of their findings.

SCHOLARSHIP

Faculty are assigned time for scholarship with the expectation that they will conduct research that will lead to peer-reviewed publications, books or book chapters within a timeframe that is reasonable for their discipline, to make professional presentations among their peers in national/state forums or at other academic institutions, and to actively compete for/secure extramural funding (i.e., at least submit grant proposals). In general, it is difficult to conduct meaningful scholarship in the disciplines represented within CALS without extramural funding sources. However, our chairs are well aware of the exceptions (e.g. juried design competitions or pedagogical research consistent with the expectations of particular position descriptions).

DIRECTORSHIPS

Some directorships in CALS (such as the cross-college program directors) are assigned as additional duties above the 1.0 FTE workload assignment. Typically, these carry 12-month responsibilities appointed by the Dean and are compensated by a stipend. Others are incorporated within the workload assignment and are assigned an FTE.

CONTINUING EDUCATION and INTERNATIONAL COURSES TAUGHT ABROAD

Most courses are taught "off-load", with the work in addition to their 1.0 FTE, assignment, and with additional compensation from CE or the source for international instruction. The exception to this is CE courses taught "during day class periods". These are generally taught as part of the base workload assignment with an MOU between the department and CE to provide the appropriate compensation for the faculty member's time "bought out" from tuition funds generated through CE. Some CE courses can be assigned "on-load" to allow workload shifting from the semesters to summer to meet specific pedagogical purposes (e.g. Plant and Soil Science courses on sustainable agriculture).

DEPARTMENTAL GUIDELINES FOR ASSIGNING INSTRUCTIONAL CREDIT FOR SUPERVISING UNDERGRADS AND GRADUATE STUDENTS FOR THESIS AND SPECIAL PROJECTS

Department of Animal Science

Assign 0.05 for advising graduate students, regardless of the number in the faculty lab. Also assign an additional 0.01 to 0.04 for having 1-12 undergraduate researchers.

Department of Community Development and Applied Economics

Between .05-.10 depending on how many each faculty member has – in some cases students are "grouped" for advising.

Department of Nutrition and Food Science

Guidelines are similar to those of CDAE.

Department of Plant Biology

For thesis candidates assign 0.03 regardless of degree on the premise that a mentor meets for at least an hour weekly with each of these students.

For Field Naturalist candidates assign 0.015 per student to advisor (total of 0.13), who serves as an advisor to all, but without as much close a regular contact.

Department of Plant and Soil Science

0.02 FTE per MS student

0.03 FTE per PhD student

If not listed under department, the effort for supervising undergraduate theses and special projects is the same as for MS students, or group advising.