

# THE CASNR ACADEMIC APPOINTMENT GUIDELINES

## College of Agricultural Sciences and Natural Resources Institute of Agriculture and Natural Resources University of Nebraska-Lincoln

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### INTRODUCTION

The Academic Appointment for a faculty member in the College of Agricultural Sciences and Natural Resources (CASNR) includes undergraduate and graduate instruction, academic advising, advising student organizations, CASNR and university committee service, recruitment and retention activities, community service, professional service, and textbook and instructional software development. Consequently, standard parameters of productivity such as student credit hours generated are inadequate measures of a CASNR faculty member's contributions to the unit and College mission. A program was developed and adopted by the faculty in 1971 that listed the relevant factors in defining the academic appointment and made relatively simple calculations for instructional and advising efforts. Over the next 37 years, the philosophy, criteria and calculations have been revised and refined to reflect the changing responsibilities of faculty. The equation for calculating instructional and advising loads was based on the previous college document [*Factors Used in Calculating Teaching Loads for Faculty Members in the College of Agriculture* (October 12, 1971); Revised 1976-1977; Revised 1987; Revised February, 1992; Revised May 1995; Revised November 1996; Revised September 1998; Revised June, 2000; Revised September, 2003; Revised January 2006; Revised September 14, 2006; Revised March 1, 2008; Revised June 16, 2008].

### **Definition of the Standard (maximum) FTE on an Academic Year Course Basis (24 Credit Hours/Academic Year)**

For undergraduate instruction, a teaching load of twelve hours lecture per week with no more than six separate course preparations during the academic year defines the full-time instructional FTE. This statement of maximum workload presumes a traditional academic year of not more than thirty weeks of classes. Moreover, it presumes no unusual additional expectations in terms of research, administration, counseling or other institutional responsibilities (American Association of University Professors 1969). This standard is the equivalent of four 3-hour lecture courses/week (24 credit hours/ academic year)(e.g. 4 x 4 teaching load) and implemented at a variety of institutions. The University of Texas Austin's TLC (teaching load credits of highly qualified tenured/tenure track faculty) per faculty is 24, which is the equivalent of four organized courses per semester (academic year) (University of Texas System 2011). The full workload (sum of the teaching, research and service) at the University of North Carolina Wilmington (UNCW) is the equivalent of four courses (12 credit hours) per semester. Those faculty not significantly engaged in research, creative activities and/or service activities are expected to teach four courses per semester and carry out such normal faculty duties as advising and committee work (University of North Carolina Wilmington 2012). The expected undergraduate teaching load for full-time members of the Corps of Instruction is four courses or twelve credit hours (or equivalent contact hours) per semester for the fall and spring semesters (University of Southern Mississippi 2006). The standard course load for a Tyser teaching Fellow with a 100% assignment to the TTF category and not providing substantial service is eight courses (24 credit hours) per year (academic) (University of Maryland 2007). Full-time academic faculty are normally assigned a minimum twenty-four (24) semester credit hours per academic year (Dickinson State University 2011). The University of North Carolina (University of North Carolina Policy Manual 2013) derives teaching load by the number of organized class courses a faculty

member is assigned in a given semester. Courses that are not conducted in regularly scheduled class meetings such as 'readings', 'special topics', 'problems' or 'research courses', including dissertation/thesis research, and 'individual lesson' courses (typically in music and fine arts) are excluded from the Teaching Load calculation. The expectation at the Baccalaureate is eight courses/academic year.

Not all institutions embrace the 4 x 4 teaching load (24 credits) For example, a full teaching load is 5-5 with no course release at Virginia Military Institute (Virginia Military Institute 2012). A 5-5 load is equivalent to teaching five 3-contact hour courses per semester. For a full academic year, this is the equivalent of teaching ten 3-contact hour courses.

### **Definition of the Preferred FTE on an Academic Year Course Basis - Adjusting for Service, Advising, Citizenship**

Often institutions assume that 25% of the FTE is in service and advising and 75% is in instruction. The preferable teaching load is nine hours per week (25% reduction) which has become quite usual for individuals assuming heavier than normal duties in counseling, program development, administration, research, and many other activities. (American Association of University Professors 1969). The standard teaching load at UNCW is the equivalent of three courses (9 credit hours) per semester for those faculty engaged in research or creative activities, providing exceptional service to the university/ profession, and/or providing exceptional professional service to the larger community -a reduction of 25% from the full workload (University of North Carolina Wilmington 2012). At VMI, the Faculty Handbook defines a full semester teaching load as a 5-5, normally taken as "four courses plus credit (20%) for one course for committee work [professional citizenship], advising [cadet development], etc.(Virginia Military Institute 2012).

### **Definition of Standard FTE for the Summer Session on a Course Basis**

Three courses or nine credit hours (or equivalent contact hours are required to qualify for full-time status during the summer session (University of Southern Mississippi 2006).

### **Total Student Credit Hour Generated to Define Standard FTE**

Basing the faculty FTE on courses taught assumes that all courses are alike. An alternative approach to defining the faculty FTE is based on the generated student credit hour, which addresses the disparity between course level, course credit hour, course enrollment, laboratories, recitations, etc. In order to define the 'normal' SCH/credit hour; the College has used a one credit hour recitation as the 'norm'. Chemistry 109 limits enrollment in its one-hour recitation to 40 students, Biological Sciences 102 recitation uses a maximum enrollment of 25; and Mechanized Systems Management 109 recitation is limited to 30 students. For the purposes of this calculation, the College is using 30 students/1 credit hour as a base (30 SCH/credit hour). An expected SCH generated for a full-time faculty FTE on a 12-month appointment is 960 SCH (30 SCH/1 credit hour x 32 credit hour based for 12-month faculty). A full-time faculty FTE on a 9-month appointment would generate 720 SCH (30 SCH/1 credit hour x 24 credit hour based for 9-month faculty).

### **CASNR Definition of a Full-Time Faculty**

The CASNR academic appointment is defined as a percentage of a Full-time Teaching Equivalent (FTE). A faculty member with one (1.00) FTE would have no additional research or extension responsibility, no undergraduate or graduate advisees, and four (4) 3-credit hour courses per semester and 8 credit hours of instruction during the summer sessions (**32 credit hours/12-month appointment**)(**24 credit hours/9-month appointment**) or **960 SCH** on a 12 month appointment or **720 SCH** on a 9-month appointment. The 32 or 24 credit hour base has been commonly used in higher education to define the full-time faculty instructional FTE (12-month or 9-month appointment, respectively). Often institutions assume that 25% of the FTE is in service and advising and 75% is in instruction. However, the CASNR faculty felt that the assumption of 25% service and advising was not always appropriate and that it was important for faculty to be recognized and evaluated on the ever increasing variety of ways to contribute to the unit, college

and university educational missions. Accountability to the stakeholders was important and more deliberate identification of the ‘service’ activities was essential. Additionally, there is an expectation that all CASNR faculty with an academic appointment participate in undergraduate and graduate advising, instructional improvement; committee service at the department, program, college or university level; recruitment and retention activities and community service activities.

## **DETERMINING THE ACADEMIC APPOINTMENT IN THE COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES**

Accurately defining a faculty member’s time committed to her/his academic role is an administrative responsibility. It is essential to account for the variability in effort and time commitment associated with the credit hour (level of course, number of students, etc.) within and across academic units. It is also essential that other components of the academic appointment be converted to a standard to quantify a faculty member’s total academic appointment.

The CASNR system converts all academic activity to a ‘*credit hour equivalent (CHE)*’, using the 32 credit-hour base as the standard (for 12-month appointments), integrating aspects of both the course basis and the SCH generated basis. This is particularly important in a system that has joint appointments and is always useful in establishing CASNR’s academic accountability to the university community, governance bodies and Nebraska citizens. It also allows the college administration to evaluate faculty position descriptions for imbalance, allocate GTAs, allocate teaching and equipment funds, and better estimate the academic requirements of new positions.

The academic appointment is determined in a two-phased process. First, instruction and student advising are calculated. Additional adjustments are made based on activity or responsibility that exceeds expectations (e.g. chairing a college committee, advising a student organization, developing a new course).

### **Development of the Equation**

All calculations are empirical and based on a continuous function. Minima and thresholds are not used. Equations are exponential to approximate effort expected in relation to number of advisees (by degree) and class size by course level. Advising algorithms are designed to approximate 1 CHE at approximately 10 undergraduate advisees, or 3 resident Masters (Option I) advisees or 2 doctoral advisees (Table 1). The instructional algorithms are designed to approximate 1 CHE at the College’s standard expectation of 30 students (Table 2).

### **Adjustments**

Activity or responsibility that surpasses the teaching and advising functions is converted to a credit hour equivalent which allows additional adjustments to be made for: advising student organizations; committee service at the college and university level; new course development; developing on-line course modules or lessons, utilizing new instructional pedagogy; professional service; community service; and textbook, software and refereed teaching and learning journal article contributions. It is the prerogative of the Unit Administrator, in consultation with the faculty member, to assign an adjustment factor prior to submission to the College Office for approval. In lieu of a recommendation by the Unit Administrator, the College will apply the adjustment factors as described.

## Base

The academic appointment is calculated on a 32-credit hour base for a 12-month appointment. A 3 to 5 year average for a faculty position is required to accurately characterize the academic appointment.

## CALCULATING ADVISING AND INSTRUCTION RESPONSIBILITY

### Advising

The advising portion calculates the credit hour equivalent (on a 32-credit hour base) for advising undergraduates, masters students and doctoral students and sums them. Co-advising is considered in the calculation. Co-advising is entered as 0.5 advisee and the program will make the appropriate adjustments to 'X' in the algorithm. Working with graduate students is quantified through the advising algorithm rather than utilizing the thesis (899) and dissertation (999) credit hours and the instructional algorithm. The thesis and dissertation credit hours are seldom reflective of the effort and time commitment associated with mentoring and directing graduate students. The advising algorithm also distributes the CHE uniformly over the duration of the graduate program.

Faculty in the Doctor of Veterinary Medicine (DVM) Program who advise DVM students are provided a Credit Hour Equivalent (CHE) of 1.0 for every 10 advisees.

**Table 1.** The relationship of number of advisees to the credit hour equivalent (CHE) by undergraduate, Masters and Doctoral<sup>1</sup>.

Algorithm	Number of Advisees	Credit Hour Equivalent (CHE)
Undergraduate Advisees $Y = 5.0(1 - e^{-0.02X})$	5	0.476
	10	0.906
	15	1.296
	20	1.648
	25	1.967
	30	2.256
	35	2.517
	40	2.753
	45	2.967
	50	3.161
Masters Advisees $Y = 3.1(1 - e^{-0.16X})$	1	0.458
	2	0.849
	3	1.182
	4	1.465
	5	1.707
	6	1.913
Doctoral Advisees $Y = 3.1(1 - e^{-0.25X})$	1	0.686
	2	1.220
	3	1.636
	4	1.960

Y = CHE for advising

X = the number of advisees

<sup>1</sup>Faculty in the Doctor of Veterinary Medicine (DVM) and Doctor of Plant Health (DPH) programs who advise DVM and DPH students are provided a Credit Hour Equivalent (CHE) of 1.0 for every 10 advisees.

## Instruction

Equations were developed with a basic premise that there is an exponential relationship between effort and student enrollment that varies by course level. This relationship was applicable to the initial credit hour of any course. However, the relationship between enrollment and effort was linear after the initial credit hour of instruction was calculated. Consequently, any additional credit hours that are part of the course load are not adjusted – only the first.

**[(Algorithm applied to the First Credit Hour) + (Additional Credit Hour(s) for Activity {Credit assigned to activity – 1 credit hour calculated from algorithm})] x percent faculty participation = CHE**

Calculating the instructional portion of the academic appointment for a faculty member is a function of class size, course level, and percent participation of the instructor. There are three categories for course level: 100-299 (lower division undergraduate), 300-499 (upper division undergraduate) 500-999 (professional and graduate level). The total credit hours for a course are partitioned into each course section and activity (e.g. lecture, laboratory and recitation).

For each section or activity, the number of credit hours is multiplied by the percent responsibility of the faculty member. Percent participation is 1.0 (100%) if an individual faculty member has sole responsibility for a class and no additional instructional assistance (e.g. GTA). If the course is co-taught with responsibility shared equally, percent participation may be 0.5 (50%). Within CASNR, the percent participation for an individual course does not have to sum to 1.0 (100%) - it can exceed 1.0 (100%). For example, if a course is co-taught and both faculty attend each lecture, participate, and jointly grade the student's work – each may claim 100%. Percent participation also allows for the faculty to recognize the contributions of teaching assistants. For example, if GTAs teach laboratory sections, the faculty member may choose to claim 0.25 (25%) participation in the laboratory for content and oversight of assessment while the GTA is allocated 0.75 (75%). If the laboratory is co-taught and both the faculty member and GTA attend each laboratory session, participate, and jointly grade the student's work – each may claim 100%.

As an example, a 1 credit hour, lower division, undergraduate course with 30 students has a calculated credit hour equivalent of 1.0 (Table 2). A similar 2 credit hour course with the same enrollment has a credit hour equivalent of 2.0, and a 3 credit hour course has credit hour equivalent of 3.0:

$$4.0(1-e^{-0.01 \times 30}) + (3 - 1) \times 1.0 = 3.037 \text{ CHE}$$

**Table 2.** The relationship of class size to the credit hour equivalent (CHE) calculated for the initial credit hours assigned to an instructional activity (lecture, laboratory, recitation) by the course level.

Algorithm	Class Size (Number)	Credit Hour Equivalent (CHE)
100 – 299 Course Level $Y = 4.0(1 - e^{-0.01X})$	10	0.381
	20	0.725
	30	1.037
	40	1.319
	50	1.574
	60	1.805
	70	2.014
	80	2.203
	90	2.374
	100	2.528
300 – 499 Course Level $Y = 4.0(1 - e^{-0.03X})$	5	0.557
	10	1.037
	20	1.805
	30	2.374
	40	2.795
	50	3.108
	60	3.339
	70	3.510
	80	3.637
	90	3.731
500 – 999 Course Level $Y = 4.0(1 - e^{-0.045X})$	5	0.806
	10	1.450
	15	1.963
	20	2.374
	25	2.701

Y = CHE for first credit of instructional activity  
X = number of students

### GUIDELINES FOR CONVERTING OTHER ACADEMIC ACTIVITIES TO CHE

Activities that contribute to the academic appointment which are in addition to the normal instruction and/or advising calculations are assigned credit hour equivalents. These credit hour equivalents that result from adjustments are added to those from the calculated instructional and advising credit hour equivalents. For adjustments that are related to course development and delivery, recommended adjustments are made with the understanding that they are in addition to those calculated for the course.

To convert other service activities, the credit hour equivalent is defined as **60 hours**. This is derived from the following assumption:

- A 1 credit hour course with 30 students will meet once a week for 15 weeks (semester). For each class session, there is approximately 1 hour of preparation, 1 hour of delivery, 1 hour of consultation with students and 1 hour of evaluation (15 weeks \* 4 hours per week = 60 hours). Consequently a credit hour equivalent represents 60 hours of effort.

## New Course Development

*Campus-Based Instruction* – If a faculty member **develops** a new campus-based instruction course, or substantially modifies an existing course to fulfill the requirements for capstone or Achievement Centered Excellence (ACE) university-wide comprehensive education course designation, an adjustment is warranted (**1 credit hour equivalent/12 month reporting period/activity**). An adjustment is also made for the first time that a course is taught (**1 credit hour equivalent/12 month reporting period/activity**).

*Online Instruction* – If a faculty member develops a new course to be delivered online, an adjustment is made (**2 credit hour equivalents/12 month reporting period/activity**). An adjustment is also made for the first time that an online course is taught (**2 credit hour equivalents/12 month reporting period/activity**).

## Converting a Campus-Based Course to an Online Course

When a faculty member is preparing an existing course for online instruction, additional allowance will be made (**1 credit hour equivalent/12 month reporting period/activity**). When teaching the online course for the first time, the faculty member will have an additional allowance made (**2 credit hour equivalents/12 month reporting period/activity**).

## Advising a Student Organization

Faculty are encouraged to serve as advisors for student organizations (student organization is a Recognized Student Organization [RSO] in good standing through UNL's Student Involvement). This is an important and valued role for CASNR faculty. If organizations have co-advisors, adjustments should be made based on an individual's responsibility (**1 credit hour equivalent/12 month reporting period/organization for senior advisor; 0.5 credit hour equivalent/12 month reporting period/organization for junior advisor**).

## Academic Committee Leadership

The College recognizes the time commitment necessary for faculty to serve as chairs of CASNR committees [e.g. Curriculum Committee, Faculty Advisory Committee (FAC)] and university academic committees (e.g. University of Nebraska-Lincoln Curriculum Committee and Academic Planning Committee) (**1 credit hour equivalent/semester**).

## Academic Service

Simply serving on a committee is considered university citizenship and normally will not warrant adjustment. However, CASNR faculty often accept responsibilities that exceed normal expectations and should be incorporated into their academic appointment. The following are suggested areas of recognition. *However, it is important that the faculty member, unit administrator and Dean of the College discuss the time commitments associated with these activities and agree on the appropriate CHE adjustment.*

- Recruitment and Retention activities including Experience the Power of Red, Big Red Road Show, 4-H, FFA Career Development Exams, Big Red Summer Academic Camps, Science

Olympiad, science fairs, campus visits, etc. **(0.5 credit hour equivalent/30 hours service; 1 credit hour equivalent/60 hours service; 2 credit hour equivalent/120 hours service).**

- New Student Enrollment (NSE) Advisor **(1 credit equivalent/12 month reporting period for all sessions).**
- Department Service: New Faculty Mentor, Teaching Coordinator, Undergraduate Research Coordinator, **(1 credit hour equivalent/12 month reporting period).** Normally, departmental service is expected of CASNR faculty and adjustments are only made following negotiation and approval by the Unit Administrator and the Dean of College prior to the evaluation.
- Graduate Supervisory Committees: Supervisory committee membership is provided for information only. It is not part of the calculated academic appointment since it is considered a responsibility and expectation of CASNR faculty. However, serving as a “Reader” can be recognized with the approval of the Unit Administrator.
- College Service: Faculty Advisory Council (FAC); CASNR Curriculum Committee, Teaching and Learning Improvement Committee, Advising Improvement Committee, Recruitment, Retention and Placement Committee (RRP) **(1 credit hour equivalent/12 month reporting period).** Credit for serving as a Peer Reviewer or Program Leader on the PEARL Assessment program is negotiated with the Associate Dean and the Unit Administrator **(e.g. 1 credit hour equivalent/12 month reporting period).**
- University Service: Curriculum Committee, Academic Planning Committee, Enrollment Management Committee, Graduate Council, Academic Standards, Commencement, Convocations, Grading and Examinations, Honors Convocation, Teaching Council, Faculty Senate, Ad hoc committees **(minimum of 1 credit hour equivalent/12 month reporting period and a maximum of 3 credit hour equivalents/12 month reporting period).**
- Professional Society: Chair of a teaching, advising, and/or recruitment committee for a discipline-based professional society (e.g., Education and Extension section of the American Society of Agronomy; Teaching, Learning and Communications section of the Agricultural and Applied Economics Association), NACTA Executive Committee, Chair of the APLU National Academic Program Summit on Agriculture (credit hour equivalent negotiated with Unit Administrator and Dean).

### **Community Service**

Examples of relevant community service include working with a local 4-H Club, providing Saturday Science demonstrations for the children’s museum, coordinating a fourth grade science fair, leading nature tours for the Girl Scouts Camp (credit hour equivalent negotiated with Unit Administrator and Dean).

### **Professional publications, textbooks, software development, and/or other online educational resources**

The amount of the adjustment (both for a specific reporting activity and for the project as a whole) is negotiated between the faculty member, the Unit Administrator and the Dean. Typically, a refereed

journal article related to teaching and learning (1.0 CHE), a refereed online lesson plan/unit (0.5 CHE), and a refereed symposium related to teaching and learning (0.5 CHE) will warrant an adjustment.

**SUMMARY**

After instruction and advising calculations are made, adjustments will be made on the basis of the conversions described. The credit hour equivalents are summed and then divided by the 32 credit hours base (12-month appointment) to determine the academic appointment as a percentage of an FTE.

To aid faculty and administrators in determining appropriate calculations and adjustments, the following table provides a quick glimpse of various academic experiences, which would warrant appointment adjustments.

Table 3. Activities that warrant academic appointment adjustments.

<b>CHE Adjustment/12 month Period</b>	<b>Type of Activity or Experience</b>	<b>Page in Guidelines</b>
1	New course development for campus-based instruction	Page 7
1	First time course is taught for campus-based instruction	Page 7
2	New course development to be delivered online	Page 7
2	First time an online course is taught	Page 7
1	Converting an existing campus-based course to online delivery	Page 7
0.5/1	Advising a student organization (.5 for jr. advisor/1 sr. advisor)	Page 7
1	Academic committee leadership (Chair of CASNR Curriculum Committee, FAC, and/or university academic committees)	Page 7
0.5/1/2	Recruitment and retention (.5 for 30 hours of service; 1 for 60 hours of service; 2 for 120 hours of service)	Page 7
1	New Student Enrollment (NSE) Advisor	Page 8
1	Department Service (Chair of Peer Evaluation Committee; New Faculty Mentor, Teaching Coordinator, Undergraduate Research Coordinator)	Page 8
1	College Service (CASNR Curriculum Committee, FAC, Teaching and Learning Improvement Committee, Advising Improvement Committee, RRP Committee, Reviewer of Program Leader for PEARL Assessment Program)	Page 8
1-3	University Service (Curriculum Committee, Academic Planning Committee, Enrollment Management Council, Graduate Council, Academic Standards, Commencement, Convocations, Grading and Examinations, Honors Convocation, Teaching Council, Academy of Distinguished Teachers, Faculty Senate, ACE, Ad hoc committees - minimum of 1 credit and a maximum of 3 credits)	Page 8
Negotiated	Professional Society (negotiated with Unit Administrator and Dean)	Page 8
Negotiated	Community Service (negotiated with Unit Administrator and Dean)	Page 8
Negotiated	Professional Publications (negotiated with Unit Administrator and Dean)	Page 8

**CALCULATING THE ACADEMIC APPOINTMENT - EXAMPLE**

Consider a faculty member with 10 undergraduate advisees, 3 Masters advisees and one Doctoral advisee. Only one course is taught per year, an 800 course with 22 students. The faculty member has 100%

responsibility (percent participation) for the course. It is a three credit hour course (lecture = 2 credit hours, laboratory = 1 credit hour). There are two laboratory sections, one with 9 students and one with 13. The person also chaired the FAC for the academic year and counseled students during NSE. The faculty member's instruction, advising and service commitment are converted to credit hour equivalents (CHE) in the following steps:

### **Advising**

Undergraduate advisees:  $5.0(1-e^{(-0.02 \times 10)}) = 0.91$  CHE

Masters advisees:  $3.1(1-e^{(-0.16 \times 3)}) = 1.18$  CHE

Doctoral advisees:  $3.1(1-e^{(-0.25 \times 1)}) = 0.69$  CHE

Credit Hour Equivalents for Advising: 0.91 CHE [undergraduate advisees] + 1.18 CHE [Masters advisees] + 0.69 CHE [Doctoral advisee] = **2.78 CHE**

### **Instruction** (Example for professional or graduate course)

Lecture:  $((4.0(1-e^{(-0.045 \times 22)}) + (2 \text{ cr} - 1 \text{ cr})) \times 1.0 [100\% \text{ percent participation}]) = 3.51$  CHE

Lab 1:  $((4.0(1-e^{(-0.045 \times 9)}) + (1 \text{ cr} - 1 \text{ cr})) \times 1.0 = 1.33$  CHE

Lab 2:  $((4.0(1-e^{(-0.045 \times 13)}) + (1 \text{ cr} - 1 \text{ cr})) \times 1.0 = 1.77$  CHE

Credit Hour Equivalents for Instruction: 3.51 CHE [lecture] + 1.33 CHE [laboratory section 1] + 1.77 CHE [laboratory section 2] = **6.61 CHE**

NOTE: If this course were a newly developed resident course taught for the first time, the total would be increased 2 CHE (8.61 CHE); if it were a newly developed course taught via online technologies, the instructional CHE would be increased 4 CHE (10.61 CHE)]

### **Service**

Chair of FAC = 2 CHE

NSE Advisor = 1 CHE

Service Adjustment = **3 CHE**

**Total Academic Appointment:** 2.78 CHE (advising) + 6.61 CHE (instruction) + 3.00 CHE (service) = **12.39 CHE**

On a 32-hour base (12-month appointment), the calculated academic appointment is 0.39 FTE (12.39 CHE / 32 CHE per 12-month appointment). If the faculty member is on a 9-month appointment, the calculated academic appointment is 0.51 FTE (12.31 CHE / 24 CHE per 9-month appointment).

## **ADJUSTING TO ACADEMIC YEAR BASIS**

The program is based on a 12-month appointment which includes four (4) 3-credit hour courses per semester and 8 credit hours of instruction during the summer sessions (32 credit hours/12-month appointment). An academic year appointment (9-month) is based on 24 credit hours - four (4) 3-credit hour courses per semester. Summer session instruction by an individual on a 9-month appointment is reported to the College, but is not part of the calculated FTE.

## CASNR ACADEMIC APPOINTMENT INFORMATION SYSTEM

The University of Nebraska-Lincoln has adopted Activity Insight as the tool for faculty to manage their research, teaching, and service activities. There are numerous resources available for faculty to assist in communicating their contributions through Activity Insight. Resources can be found at the following website: <http://ianrhome.unl.edu/web/ianr/airesources>

All reporting for faculty accomplishments occurs through Activity Insight. The specific sections within Activity Insight provide the opportunity for consistent reporting and unique contributions from individual faculty.

### REPORTING PROCEDURE

Each faculty member with an academic appointment is required to complete (by January 15<sup>th</sup>) the Teaching Goals and Goals Accomplishments, Academic Advising, Scheduled Teaching, Directed Student Learning and Curriculum Development sections of Activity Insight. Faculty that do not have a formal academic appointment, but who are participating in academic activities, are encouraged to complete these sections as well. This is important in accurately characterizing the college-wide academic program. Reporting will be based on the calendar year.

These five sections of Activity Insight will allow faculty to more accurately document their instructional and advising responsibilities. Greater explanation of the five areas within the Teaching database are described below:

1. Teaching Goals and Goal Accomplishments
  - a. Each faculty member with a teaching appointment develops goals to improve teaching and increase the learning experience for their students. Goals should be observable and measurable, and be written in a behavioral format. Discussion with colleagues and your unit head can greatly improve the quality of your objectives which may ease describing goal accomplishments.
2. Academic Advising
  - a. Data for undergraduate advising is pulled directly from MyRed and the number presented in Activity Insight reflects information currently in the system. For graduate advising, you will need to enter data in the relevant fields for the system to reflect an accurate report of your graduate advising contributions.
3. Directed Student Learning – This section of Activity Insight involves two subsections (Undergraduate and Graduate). Information here must be provided by the faculty member detailing each student and your involvement in her/his education, and the specific role you play in this development.
4. Scheduled Teaching
  - a. Your teaching efforts are pulled directly from MyRed and the courses shown are the ones you have direct or shared responsibility for at UNL. Each listing includes the term and year, the title of the course, the course identifier and course number, and the section number. To view the details of the course, you can click on the “edit/view” pencil for the specific course. Once here, you can review the details of your course. If the course was team-taught, you will see the other faculty member(s) assisting with the course. The instructor of record (the faculty member who assigns grades) can determine the percentage of responsibility for each member. Only the instructor of record can edit the information within a specific course. You also can select a drop down menu if the course is new, taught with a new format (online delivery), and/or has an international

component. There are numerous pull-down menus to allow the faculty member to provide a comprehensive description of the course that was taught.

5. Curriculum Development Efforts

- a. There are numerous opportunities for faculty to improve curriculum and the lessons they teach in their courses. This section allows CASNR to recognize and appropriately adjust (if needed) a faculty member's efforts in curriculum development. To receive an adjustment within this section, an agreement between your unit head and the CASNR dean for the negotiated FTE contribution.

**OPERATIONAL GUIDELINES FOR DETERMINING THE INSTRUCTIONAL AND ADVISING CREDIT HOUR EQUIVALENT (CHE)**

**Courses that are 400/800**

Total class enrollment is reflected in the 400 or 800 section having the higher enrollment. The other listing is zeroed out.

**Cross-listed Courses (prefix)**

Total enrollment for courses with students enrolled under multiple prefixes are combined under a single prefix for the purpose of calculations. All other prefixes are zeroed out.

**Independent Study and Undergraduate Thesis Adjustments (896, 499, 499H, 496, 399 and 299)**

Regardless of credit hours the student(s) register for, all independent study or special problems courses including undergraduate thesis, UCARE projects, ARD Honors Undergraduate Research projects and Husker Horizons are allocated only 1 credit hour for the faculty member's calculated FTE. If a faculty member feels that the effort exceeds 60 hours of student contact and assessment, adjustments can be made by working with the unit administrator and the Dean in CASNR.

**Advising UCARE, Senior Honors Thesis, Independent Study and Undergraduate Research**

Faculty advising students on their research projects will receive an adjustment of 50% of the advising calculation.

**Internships Adjustments (495, 395 and 295)**

All internships are valued at 1 credit hour even though the student may have registered for more credit hours (1 credit hour). If a faculty member feels that the effort exceeds 60 hours of student contact and assessment, adjustments can be made by working with the unit administrator and the Dean in CASNR.

**Experimental Course**

When a 399, 496 or 896 number is used for an experimental course taught at UNL, full credit is given provided the faculty member reports the course as experimental.

**Thesis and Dissertation Adjustment**

Masters/Doctoral thesis hours (899) and dissertation (999) courses receive 0% participation. This precludes them from elevating the instructional calculation, but does allow the College to monitor this activity. The formula for advising graduate students determines the credit hour equivalent for this activity and moderates the sporadic nature of 899 or 999 enrollments over the student's program of study. This approach also recognizes that the faculty involvement with graduate students is during their entire stay in CASNR rather than just during the term(s) they registered for the 899 or 999.

### **Nine-month Faculty**

Calculations are based on an academic year for 9-month appointments. Unless instruction during the summer has been approved by the Head as part of the academic year appointment, instruction during the summer is NOT part of the calculation.

### **Low Enrollment Course – Professional and Graduate**

When enrollment in a professional or graduate-level course is below six students, credit to the faculty is reduced unless the Unit Administrator has requested and the Dean has agreed to allow the course to be taught below the limit. [1-3 students = 1 credit, 4-5 students = 2 credit, 6 or more = 3 credit for a 3-credit graduate course].

When enrollment in a 900-level course does not meet the minimum of 3 students, the course is treated as an independent study and is allocated 1 credit hour.

### **Low Enrollment Course – Undergraduate**

When enrollment in an undergraduate course is below ten (15 for 100-200 courses), credit to the faculty is reduced unless the Unit Administrator has requested and the Dean has agreed to allow the course to be taught below the limit. [1-6 students = 1 credit, 7-9 students = 2 credit, 10 or more = 3 credit for a 3-credit undergraduate course].

### **Non UNL Course numbers (e.g. UNO)**

Course must be numbered with 3 digits (100 to 999; four digit numbers are considered as graduate and result in erroneous calculations).

### **AGRI/NRES 388 (Employment Seminar)**

Each faculty participant receives 1 credit hour at 25% participation.

### **AGRI/NRES 103 Recitation**

Each faculty participant receives 1 credit hour and 100% participation.

### **Doctor of Veterinary Medicine and Doctor of Plant Health Programs**

Faculty in the Doctor of Veterinary Medicine (DVM) and Doctor of Plant Health (DPH) programs who advise DVM and DPH students are provided a Credit Hour Equivalent (CHE) of 1.0 for every 10 advisees.

## **Auditing**

Students auditing a course are not included in the enrollment.

## **Courses with Recitations**

The recitation is allotted 1 credit hour and the lecture the remaining credit hours. Zero Percent (%) Participation:

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Dr. R. C. Sorensen

Professor Emeritus, Department of Agronomy

Dr. J. M Skopp,

Professor Emeritus School of Natural Resources and Past Chair of the Faculty Advisory Committee

Dr. S. S. Waller

Dean, CASNR

Dr. J. L. Schinstock

Associate Dean, CASNR

Dr. S. M. Fritz

Former Associate Dean, CASNR

Dr. J. P. Markwell

Associate Dean, CASNR

Dr. D. E. Husmann

Associate Dean, CASNR

Dr. Tiffany Heng-Moss, CASNR

Assistant Dean

Dr. D. K. Hardin

Associate Dean, CASNR

A.L. Stark

Manager Clientele Services, Communications and Information Technology, IANR

A. Arnold

Former Clientele Services, Communications and Information Technology, IANR

G. Weiman

Former Research Technician, Department of Agronomy

D. J. Dillow

Former Program Coordinator, CASNR

M. Sailors

Academic Appointment Load Specialist, CASNR

And the faculty of the College of Agricultural Sciences and Natural Resources, past and present.

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Replaces: Factors Used in Calculating the Teaching Load for Faculty Members in the College of Agriculture (October 12, 1971); Revised 1976-1977; Revised 1987; Revised February, 1992; Revised May 1995; Revised November 1996; Revised September 1998; Revised July, 2000; Revised September 19, 2003; Revised January 4, 2006; Revised September 14, 2006; Revised March 1, 2008; Revised June 17, 2008; May 2013.



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