

DEVELOPING DRAFT
Recommended Department of Teacher Education Load Guidelines
Task Force on Faculty Workload and Expectations
Last revised 2/13/11

The purpose of this document is to provide a set of recommendations for the assignment of faculty load in teaching, research, and service within the Department of Teacher Education. Ultimate determination of faculty load is made by the Department Chair. As guidelines, these recommendations acknowledge that unique circumstances arise and that faculty and the Chair frequently negotiate loads in ways not explicated here. Thus we see these recommendations as a document to be used more heuristically than algorithmically.

Teaching Load

Faculty are typically assigned 4/8ths of their load to teaching. Circumstances that might lead to adding 1/8ths to or taking 1/8ths from teaching are detailed in the *Scholarship Load* and *Service Load* sections of the document. As per COE guidelines, teaching load can never fall below 1/8th for an academic year (i.e., each faculty member must teach at least one course.

A 1/8th teaching load would be comprised of any *one* of the following:

- Teaching a semester-long three-credit course, whether online, face-to-face, or hybrid, that does not have a field component. Teaching a course with a lab and/or field component (specifically TE250, TE301, TE302, TE401/2, TE407/8, TE853, TE854) would count as one course, but the additional field component work that goes along with these courses would be considered as a contribution to the service load.
- Instructing four interns (i.e., field instruction) over the course of an academic year. (Instructing eight interns over the course of the year would be 2/8ths.) (In negotiating field instruction load with the Chair, factors that might be considered include the distance the faculty member has to drive to engage in the instruction and the number of different schools in which the interns are placed should be considered.)
- Co-teaching a semester-long course IF there is substantial overload enrollment in the course (30 or more students per section in undergraduate and masters courses and 20 or more students in doctoral courses) or if the co-teaching involves substantial mentoring of the co-teachers and/or course re-design.
- One year of serving as an elementary subject area leader.
- Two years of serving as an secondary subject area leader.

- A formal teaching-related assignment from the chair. This might include the collection and analysis of data for program development, review, improvement, or accreditation; coaching or mentoring faculty or doctoral students in the program/course development, or teaching.

Notes:

- Independent studies with undergraduate and masters degree students will not count toward faculty load. Independent studies with doctoral students will not count toward faculty load.
- Faculty can choose, with chair approval, to take a greater teaching load in one term than another or to count summer teaching toward the academic year load (e.g., a faculty member with a 4/8th teaching load might teach one course in the summer and three courses in the fall and no courses in the spring). Teaching responsibilities cannot, however, be “banked” for future years; all teaching obligations for an academic year must be fulfilled in the summer prior to the academic year or in one or both semesters during the academic year.
- For all teaching assignments, the following enrollments are expected:
 - Undergraduate courses: 25 minimum, 30 maximum (all are capped at 25)
 - MA courses: 18 minimum, 30 maximum
 - PhD courses: 9 minimum, 25 maximum
- Courses with lower enrollments will be cancelled. Courses with smaller enrollments will only be offered as an exception (which most likely would involve a small enrollment program or the need to offer the class in order to have students progress in a reasonable pace). In the event that a course is cancelled, the Chair will assign the faculty member another course during the respective semester or the following one.
- If a course exceeds its limit, the following load accommodations are made:
 - Undergraduate and MA courses with enrollments of 30-40 can be taught as one section; instructors will be assigned a teaching assistant for up to 9 hours a week. Undergraduate and MA courses with 40+ students will be turned into two sections and an instructor will be assigned (1/4 time assistantship for a doctoral student or 1/8 assignment for a faculty member).
 - PhD courses have a maximum cap of 25 students.
- Teaching high numbers of students across a string of courses, determined retrospectively, could result in some reduction in teaching load

Faculty Work with Doctoral Students Outside of Coursework

Working with doctoral students is complex and multi-faceted. Generally, there are three ways in which faculty work with doctoral students: (1) in doctoral courses; (2)

in formal advising (defined as all those activities associated with moving students through their academic program); and (3) in mentoring (defined as all those activities associated with moving students through their professional lives and career advancement (e.g., working with students on publications/ presentations, assisting with job search for students who are not a faculty member's advisee, teaching independent studies, organizing an ongoing study group with doctoral students). We recognize that these two activities are not mutually exclusive.

The Task Force believes that all three categories of work – in doctoral courses, in formal advising, and in mentoring – fit best conceptually in the “teaching” category and should be considered within that category.

According to the Department of Teacher Education Statement of Faculty Expectations:

Faculty [are] also [expected to] engage in supportive and responsive mentoring of doctoral students, in various formal and informal roles, and in both direct and indirect ways (that is, faculty serve as advisors and committee members but they also support doctoral students in more informal, but nonetheless valuable capacities).

This work is also considered in annual review, and faculty vary a great deal in the nature and degree of their work with doctoral students outside of coursework. Faculty who have 2 or more advisees OR sit on 6 or more dissertation committees OR have 1 advisee and sit on 3 or more dissertation committees (with exceptions as determined by the Chair) are considered to meet minimal expectations (this is commensurate with the RPTE teaching rubric, wherein part of the expectation of earning a "3"/ “Meeting Expectations (on the low side)” is advising 2 students or the equivalent).

Faculty who regularly exceed these minimal expectations are assigned 1/8th teaching for their cumulative work with doctoral students. Specifically, faculty receive one-course release for overseeing 9 practica, dissertations, or intensive mentoring/advising as represented in some other way within a three-year period. Reaching the 9 mark can be figured prospectively or retrospectively (although it is more typically assigned retroactively or concurrently). A faculty member might be able to show that he/she will very likely be well above the expected workload for an upcoming year (e.g., a year in which he/she is expecting to direct 3 or 4 dissertations (on top of normal advising)) and secure a course release in advance (that is, for the year upcoming in which he/she will likely be above the expected workload). Or, a faculty member might be able to show retrospectively that in the previous academic year she/he went well above the expected workload for that year. However, as explained in footnote 1¹, for

¹ The position of the Task Force is that work with doctoral students outside of coursework (where, for our purposes, 995s and 999s are considered “outside of coursework”) should be allocated a

the time being, other work with doctoral students will continue to receive no load allocation.

Whereas some faculty may earn a one-course release for work with doctoral students, other faculty may be assigned additional teaching or service if their work with doctoral students outside of coursework is minimal. This assignment is not meant to be punitive but instead to distribute workload more evenly among faculty members (i.e., faculty members who do minimal work with doctoral students outside of coursework have a lighter load compared to those faculty members who spend significant amounts of time advising and/or mentoring doctoral students, and thus should, from an equity standpoint, be assigned other kinds of work). Untenured faculty will not receive additional teaching or service even if their work with doctoral students outside of coursework is minimal.

While this discussion focuses largely on quantity – numbers of students, numbers of courses – teaching *quality* is also expected. Of course quality and quantity are interdependent: it can be the case that teaching well requires doing more, spending more time, writing more comments, responding to more students. Advising well can also require more time spent with students' writing or brainstorming research topics or providing written and oral formative and summative feedback. At the same time, more time spent on something is not equivalent to higher quality.

For matters of teaching load, as with scholarship and service, quality as well as quantity is considered. For example, poor quality advising may result in an exception to the one-course release for overseeing 9 practica, dissertations, or intensive mentoring/advising as represented in some other way within a three-year period. Poor quality teaching, like poor quality service, can be difficult to document. Currently, it can

portion of the default faculty load. This would make load a more accurate representation of most faculty members' work. Formally allocating load for work with doctoral students outside of coursework may also help lead, over time, to a fairer distribution of work with doctoral students across faculty. It could also lead to a greater degree of fairness by allowing reassignment of load to another activity for those faculty members who engage in little or no work with doctoral students outside of coursework and greater assignment of load to this activity for those faculty members who engage in an overabundance of such work. Finally, formally allocating load to advising and other work with doctoral students outside of coursework may also encourage more conversations related to the quality of our advising and mentoring of doctoral students. While the College Load Policy allows for earning 1/8th of load for advising, in the Department of TE, we do not know what we would take that 1/8th load from. Reducing course teaching to 3/8th is not financially feasible. Reducing service to 1/8th seems inaccurate given the amount of service work many faculty members do, and reducing scholarship to 1/8ths is neither allowable nor desirable.

For the purpose of allocating a portion of the default faculty load to work with doctoral students outside of coursework, the Task Force recommended moving to a 1/10ths system of load allocation, with 4/10ths to teaching courses and 1/10th to work with doctoral students. However, this is in conflict with the College's load allocation policy and is not seen as possible in the short term (though it may be possible in the long term).

be documented through comments from the RPTE on annual review letters, observed independently by the chair, or commented on by students themselves.

Scholarship Load

All faculty receive a scholarship load of 2/8ths, and additional 1/8ths are added to that load under the following circumstances: (1) contract or grant funding for scholarship provides funds toward salary²; (2) the Chair allocates additional load for scholarship responsibilities under special circumstances; and (3) new untenured faculty receive one course release for each of the first two years of their employment.

Scholarship constitutes both products (e.g., publications, proposals) and productivity (e.g., thinking, reading, writing). Thus it is difficult to quantify what constitutes fulfilling 2/8ths load in scholarship. As a default, all faculty are given 2/8ths scholarship load, without the requirement of specifying to what activities that 2/8ths will be devoted. The scholarship load of 2/8ths is not lowered unless a faculty member shows a continued pattern of less-than-expected effort and/or accomplishment in scholarship. This is determined by (a) two consecutive years (for faculty being rated each year) or four consecutive years (for faculty being rated every other year) of scores of 1 or 2 (on a 6-point scale) in scholarship as determined by the RPTE with consideration of both quality and quantity of work *and* (b) a review by the chair to determine whether, in the chair's judgment, the pattern of performance is likely to be similar in the coming year. If a faculty member is assessed according to RPTE rubrics and/or assessed by the Chair independent of RPTE advisement to have less-than-expected effort and/or accomplishment in scholarship, he/she would be expected to direct or redirect more of his or her energies toward teaching and/or service, with additional teaching and/or service responsibilities assigned.

Service Load³

² From the College Load Policy (<http://education.msu.edu/resources/faculty-staff/policy/faculty-load.asp>): "For non-tenured faculty members, load credit (first course buy-out) may be obtained with externally-funded salary support at the rate of 12.5% for the academic year. The second course buy-out, pending the size of grant or other external funding, requires an additional 25% salary support. Load credit from externally funded sources beyond the 37.5% rate must be negotiated with the department chair and approved by the dean of the college. For tenured faculty members, load credit (e.g. first course buy-out) may be obtained with externally funded salary support at the rate of 25% for the academic year. The second course buy-out requires an additional 12.5% externally funded salary support. Load credit from externally funded sources beyond the 37.5% rate must be negotiated with the department chair and approved by the dean of the college."

³ Some faculty engage in service that is paid. Here we explain how faculty members should both "count" paid service in their load and how they should write about this paid service in their annual review materials. Paid service falls into two categories: (1) non-Outside Work for Pay; and (2) the University-designated category of "Outside Work for Pay." Regarding (1), quoting from University policy: "Certain activities are expected of faculty members as part of their normal scholarly activities

Faculty begin with a service load of 2/8ths. Additional 1/8ths are added to that load under the following circumstances: (1) contract or grant funding for projects that are primarily service (rather than teaching or research) provides funds toward salary (generally figured at the same rates as for scholarship -- please see footnote 2); or (2) the Chair allocates additional load for service responsibilities.

As indicated in the Statement of Faculty Expectations:

Service encompasses contributions within programs, the Department, the College and the University. It also encompasses contributions at the local, state, national, and/or international levels in ways that work broadly toward reform of early childhood, K-12 education, and teacher preparation.

Service at any of these levels is considered to contribute to the fulfillment of faculty service load. However, there is an expectation that faculty will, in fulfilling their faculty service load in any given year, contribute to service both at the program, Department, College and University levels (hereafter “internal service”) and at the local, state, national, and/or international levels (hereafter “external service,” meant to encompass service/outreach/engagement). That said, the relative emphasis on these categories may vary by faculty member. A very large amount of internal service might compensate for relatively minimal (but not no) external service. Similarly, a very large amount of external service might compensate for a relatively minimal (but not no) internal service.

and are not regulated by this [Outside Work for Pay] Policy (even if a faculty member is paid to do them by a person or entity other than the University). These include, but are not limited to

- presentations at professional meetings and other similar gatherings
- peer review of articles and grant proposals
- leadership positions in professional societies
- preparation of scholarly publications
- editorial services for educational or professional organizations
- service on advisory committees or evaluation panels for government funding agencies, nonprofit foundations, or educational organizations
- musical and other creative performances and exhibitions, if there is an expectation in the faculty member's discipline that he/she will engage in such performances or exhibitions.”

Such service activities can be counted toward faculty load as well as included in the faculty member's annual review.

Regarding (2), activity designated by the University as “Outside Work for Pay” cannot be counted toward load assignments, but should be included in Annual Review. University policy regarding outside work for pay is found at the following address:
<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/outsidework.htm>.

If a faculty member is unclear whether paid service is considered Outside Work for Pay, he or she should consult his or her Department Chair.

Untenured faculty have the same allocation for service as tenured faculty (unless they have negotiated otherwise with the Department Chair) and are expected to engage in both internal and external service. The department considers that all faculty, regardless of rank, are department citizens, with both the voice and obligations that such citizenship entails. However, we strongly recommend that the Department have a commitment to protect untenured faculty from supererogatory work assignments (e.g., chairing multiple department committees, engaging in subject area leadership without release, an inordinate number of one-time responsibilities such as scholarship and fellowship reviewing) within and beyond their allocated service load.

The task force acknowledges that large numbers of faculty go well beyond a 1/8th load in service at the (combined) program, Department, College, and University levels.

Below we attempt to describe different clusters of activities that would comprise 1/8th internal service (recognizing that the line between internal and external service can sometimes be blurry). We do not attempt this for external service as there are so many different kinds of work under this umbrella and the same categories of work can vary so much in intensity or degree (e.g., one could consult for a school district for single half-day or for a half-day a week for a year). Instead, we list some of the kinds of activities (but not amounts or clusters of activities) that could fall under external service. Again, as noted above, no amount of external service can entirely replace, though it can reduce, responsibilities for internal service, and vice-versa. It is important to retain outreach and other kinds of service to the educational community in the land grant tradition.

Internal Service

A 1/8th service load would be comprised of any of the following or similar clusters of activities within the program, Department, College and University:

- Serving on one heavy workload (College FAC, TE RPTE, TE FACC) and one regular workload assignment (please note: chairing a regular workload committee counts as a heavy workload assignment), plus engaging in occasional one-time activities such as scholarship application review. Please note: Search Committees can be heavy or regular workload depending upon the committee and the faculty member. In general, a heavy workload committee tends to require 3 to 4 hours per week *on average* and a regular workload committee tends to require 1 to 2 hours per week *on average*.
- Programmatic leadership roles (e.g., deputy chair, coordinator of the PhD program, coordinator of the masters program).
- Serving on three regular workload assignments, plus engaging in occasional one-time activities such as scholarship application review.

Please note: Faculty who engage in a large amount of external service might engage in less internal service; the reverse also holds true.

“Serving” implies that faculty do the work associated with the committee. The quality of that work is evaluated by the RPTE.

The quality of faculty participation in internal service is considered in load. It is difficult to evaluate faculty participation in internal service. But it is equally problematic to not consider quality of participation. Poor quality service (e.g., frequently missing meetings, failing to engage with issues considered in meetings, not doing assigned work between meetings, failing to respond to service-related emails) may result in a conversation with the Department Chair concerning possible reallocation of load.⁴

External Service

Again, the task force is not attempting to indicate the amount or intensity of work outside the program, Department, College and University that constitutes a 1/8th allocation. The following are the *kinds* of activities that could fall under that category:

- Reviewing manuscripts submitted to journals, grant proposals, conference proposals, or other documents for professional organizations.
- Serving on an editorial board for a journal
- Organizing conferences
- Providing extensive and/or intensive professional development with schools, districts, etc.
- Serving on national panels or task forces
- Service to governmental agencies
- Service to nongovernmental agencies
- Service to professional organizations
- Work with state government
- Consulting with community organizations
- Organizing services for K – 12 students
- Consulting with educational publishers

Faculty who engage in a large amount of internal service might engage in less external service; the reverse also holds true.

⁴ We recognize that poor quality service, like poor quality teaching, can be difficult to document. Currently, it is documented through comments from the RPTE on annual review letters, observed independently by the chair, or commented on by faculty peers within the Department and across the COE and university.

As a general rule, serving as chief editor or chief co-editor of a journal is generally considered a 1/8th. As a general rule, serving as president or vice president of major organization is considered a 1/8th.

Faculty who do not believe they are provided with the opportunities to fulfill 1/8th service external or internal service, should contact their Department Chair and, in the case of external service, professional organizations and colleagues within their field.