

NERA Institutional Teaching Expectations

Cornell University:

TEACHING APPOINTMENTS: Faculty appointments reflect a wide range of specific activities and commitment percentages in this area. These activities, and the factors that may affect effort allocations, productivity and performance can be summarized as follows:

Classroom Teaching: This is at the center of the teaching commitment. Variables that affect the time commitment associated with teaching a course, and that may influence the suggested effort allocations described below, include: 1) first-time course preparation and development, or whether the course is undergoing major revision; 2) level and type of student-faculty interaction (lecture, laboratory, discussion sections, small group or one-on-one meetings); 3) class size; 4) availability of teaching assistants or staff to help with course preparation and instruction; 5) number of course credit hours, 6) whether the course is introductory or advanced; 7) whether it is singly or team taught, 8) whether the course is a course for a major or a service course, 9) number of discussion sections or lab sections, and 10) whether the course is offered in a distance learning format.

Advising: This comprises the academic advising of individual students as well as service as advisers to, or involvement with, clubs, campus organizations and student groups. Advising effort allocation will be heavily dependent on the number of students advised (undergraduate and graduate), as well as the advising and mentoring of undergraduate and graduate student research (see Addendum 4).

Guidelines for Teaching Appointments: The appointment should reflect the degree of responsibility and commitment of an individual's time spent on teaching and instruction. The following effort allocation guidelines should be interpreted flexibly, and will depend on the qualifying factors mentioned above:

5-10%: Baseline responsibilities, which apply to a teaching appointment at any level include: advising undergraduate students (around 10-15 students per year for tenure-track faculty; graduate advising (1-2 students per year); service on department teaching committees; occasional classroom teaching such as contribution to team-taught courses, guest lecturing, or running a single-credit course; and continuing education to support teaching enhancement.

11-25%: This includes the baseline responsibilities defined above and having annual classroom teaching responsibilities generally defined as serving as the instructor in charge of at least one course (subject to the factors above). A teaching appointment at this level may also be associated with assuming substantial baseline-type responsibilities including undergraduate or graduate student advising, committee service, etc.

26-50%: This includes taking on substantial baseline responsibilities as described above (typically commensurate with the number of students taught or advised) and/or having annual classroom teaching responsibilities generally defined as serving as the instructor in charge of at least two courses, or, in selected cases, one large introductory-type course.

>50%: For appointments of >50%, faculty are expected to have a major commitment to teaching. They will typically be heavily involved in classroom teaching, generally including several

classes, which may include a large introductory-type course. They will also be expected to have a continuing commitment to service components such as advising a large number of students or serving as director of undergraduate studies, undergraduate advising coordinator, or director of graduate studies.

University of Maryland:

The workload for faculty at UMD is 5.5 **3-credit courses** (16.5 hours) for a 100% instructional assignment. Workload is calculated through IRPA (Institutional; Research Planning and Assessment) and not by Chairs, Deans, etc. However, Chairs are responsible for seeing that the workload is met and are required to submit reasons why they are not met and what a faculty did instead of meeting his/her required teaching. In our college, Joe Sullivan, Associate Dean for Academics, then approves their exceptions if any. For more information, see <https://www.usmd.edu/regents/bylaws/SectionII/II125.html>.

University of Massachusetts:

The teaching load expectations for TT faculty at UMass are governed by departmental climate and expectations documents. The bottom line is that they are highly variable and shift over time and between departments. So for example, a TT faculty in microbiology would be on average be expected to teach 3 classes every 4 semesters. The number of classes, size of classes etc. is far higher in Biology but in the Polymer Science department TT faculty are not expected to teach at the undergraduate level. Even within departments, teaching assignments can vary and be influenced by history, side deals and sub-discipline. We do have a non-TT faculty appointment "Extension Faculty" These 18 individuals are located in various academic departments but generally funded 80% on Smith Lever or Hatch funds. These continuing contract faculty have a designated teaching appointment of 20% on state funding and this is generally considered to be 2 classes per year plus advising.

University of Rhode Island:

College of the Environment and Life Sciences (CELS) Workload Planning Guidance

Workload planning as a mechanism by which we ensure that the College is meeting its stated mission:

We strive for excellence in teaching, research, and service. We prepare our students with the skills, knowledge, and insight to address the challenges of today's world and support their development as lifelong learners. We foster collaboration among our undergraduate and graduate students, staff, and faculty in experiential learning and provide opportunities for students to apply their knowledge beyond the University. We address contemporary problems through innovative, relevant, and scholarly research. We extend our research-based knowledge through community engagement in the tradition of our Land Grant and Sea Grant heritage and are dedicated to outreach and service to our state, nation, and global community. (CELS Mission Statement, Adopted 2006)

Each CELS department and its faculty contribute to the achievement of these goals and all faculty members should be active in the teaching, research, and service arenas. We recognize however, that individual faculty members may put greater emphasis in one area or another.

Each department should therefore take a holistic approach to workload planning to ensure a balanced departmental contribution to the teaching, research and service activities of the college.

To this end, we want to share some guiding principles:

- Individual workload assignments shall take into account teaching, research, outreach/extension and University and public service.
- A typical, balanced workload for tenure-track faculty includes a “2 and 2” course load (3-credit courses), one or two funded research projects involving undergraduate and/or graduate students, and department-, college-, or university-level service and/or outreach. Other factors, as described in section 12.2 of the AAUP contract should be taken into account as you negotiate your workload with your department chair.
- A typical workload for a lecturer includes either a “3 and 3” course load (3-credit courses), and department-, college-, or university-level service), or a “4 and 4” course load with no service commitments. Other factors, as described in section 12.2 of the [AAUP contract](#) should be taken into account as you negotiate your workload with your department chair.
- Faculty/staff/educators with extension appointments should explicitly identify outreach activities in their workload plan.
- Faculty who serve on select Faculty Senate Committees are entitled to a workload reduction in recognition of the time commitment required:
https://web.uri.edu/facsen/files/FSEC_provost-office-MOU-Final-3-22-18.pdf.
- Although reported by semester, workload is more effectively considered in the context of annual contributions. Faculty and department chairs may therefore consider teaching-weighted and research-weighted semesters as needed to meet departmental/research program needs.
- Faculty members may, with approval, shift their workload between teaching and research, and in some cases service (i.e. department chair, outreach, editor, UC advisor, faculty senate). Teaching loads varying from “1 and 1” to “4 and 4” may be appropriate depending on class size, credits, team teaching, and research/outreach/service activities. The department must ensure, however, that as a whole, it is able to meet its ongoing instructional obligations, including contributions to the general education curriculum of the university.
- Junior faculty may receive a reduced teaching load during their first two years, the details of which are available in their appointment letter.
- Additional workload credit may be recognized for some classes, based on contact hours, size, new preparation/extensive revision, availability of teaching assistance, etc (see Univ. Manual 4.62.10). Faculty should not, however, claim credit for associated laboratory sections in which they do not provide weekly instruction or weekly training of teaching assistants.
- Faculty members who will be on sabbatical during a given semester should enter “Sabbatical” in the “Other” category at the bottom of the workload planning form.

- Contributions from all faculty members are needed to deliver the undergraduate and graduate curricula of the college. A “1 and 1” course load (or the annualized equivalent) is therefore considered the minimum potential teaching load for faculty. Faculty members who have a periodic need to focus exclusively on research for a semester may propose a grant-funded buyout of a portion of their salary, which will be used to preserve the instructional capacity of the department/college.
- Courses must meet the minimum enrollment targets (100/200 level: 15, 300/400 level: 10, graduate level: 7) in order to be considered part of the approved workload. Higher enrollment targets (100/200 level: 25, 300/400 level: 15, graduate level: 10) are applicable for per-course/lecturer staffed courses.
- Faculty members report workload for funded research by identifying funded grant proposals, including a description of the faculty role, average weekly faculty effort, and project funding.
- Faculty members report workload for unfunded research through credit awarded for supervision of students working on those projects for credit.
- Chairs should consider their departmental instructional contribution, see link below, when reviewing faculty workload proposals and formulating requests for instructional resources (e.g. faculty lines, per course/lecturer support, TAs, etc). Exploration of interdepartmental instructional collaboration is encouraged as a mechanism for improving instructional efficiency in the college. The Provost’s stated goal for CELS is 17.5 students/faculty FTE (calculated as SCH/30/FTEs) and we are well above that for the College as a whole. Data for URI are available at: <http://web.uri.edu/provost/data/>.

West Virginia University:

At WVU, 30 credit hours of teaching is 100% on a 12-month contract and 24 credit hours is 100% teaching on a 9-month contract. Most faculty have 50% teaching appointments which translates to 12-credit hours for the academic year. This generally means 6-credits per semester or two classes. This load can, and frequently is, off-set by exactly which classes and by advising load.