

## *Department of Horticulture* **Instructional Workload Policy**

### *Scope and Context*

The guidelines on instructional workload outlined in this document are intended only for faculty teaching in the Department of Horticulture (HORT) to determine how teaching activities they are conducting align with assigned teaching duties in their position description (PD). These policies apply in a general sense to faculty at all ranks and position types. The policy was developed and drafted by a departmental working group of instructional faculty. Guidelines were generated by a HORT Working Group comprised of a diverse range of teaching appointments common within the department (i.e., on-campus and Ecampus instructors, and tenure-track faculty with teaching appointments). This Working Group, in turn, will seek input from all HORT instructional faculty and instructional-support faculty. It should be noted that after reviewing numerous examples of teaching workload policies that the HORT Working Group elected to adopt the same policy as CSS, our sister department with whom we share our closest teaching relationship.

Implementation of this policy requires a majority vote of the members of the Department of Horticulture. Revisions of the policy may be made through convening a working group and presenting the draft changes to the HORT faculty.

### *Instructional FTE Guidelines*

The guidelines reflect a close relationship between workload and the credit-hours associated with each course. Teaching faculty in HORT vary in classification (tenure-track or fixed-term), rank (Associate Professor, Senior Instructor II, etc.), appointment basis (9- or 12-month), and FTE level. The teaching workload is computed per term of instruction, including summer term. Workload values are annualized according to appointment basis and FTE level. Faculty on 9-month appointments with a summer term teaching contract will have workload computed on that term of instruction. Other duties and assignments such as advising, mentoring, student club advising, departmental service, and other activities are in addition to this policy.

### **Notes:**

- The guidelines in the table apply to graduate and undergraduate courses.
- It is not the intent to impose sharp boundaries on FTE allocations, such as the 40-student FTE increments for large courses. For example, 73 students is sufficiently similar to 80.
- FTE allocation should not be changed for a course with occasional low enrollment. Only long-term trends should be reassessed.

Effective May 6, 2021

- In comparing the efforts required for traditional onCampus teaching vs. Ecampus teaching, it was decided that both require the same net effort even though they differ in how that time is allocated (Ecampus spends more time on discussion boards, and onCampus spends more time lecturing and offering in-person help).
- These guidelines should be used with the understanding that FTE adjustment may be required for courses requiring less/more effort than what is described in the tables. For example, a course that requires only a mid-term and final exam, requires less effort than a course that incorporates weekly homework. In those cases, appropriate adjustments may be made by the Department Head. This is simply one example of the nuance that may be taken into consideration with teaching load. Others may include but are not limited to additional duties required beyond setting up classroom/lab [e.g. producing the study organism(s)], frequency and magnitude of course revisions, and community engagement.

### Instructional Workload Guidelines

Type of course (same for onCampus, Ecampus or Hybrid, unless otherwise specified)	FTE formula and comments. These calculations are made on a per-term basis. Full FTE for academic year is 3.0 and for the calendar year is 4.0. To annualize FTE to academic year, divide by 3. For instance, calculated FTE of 1.5 using these guidelines = 0.5FTE teaching for academic year.
Lecture course	0.1 FTE per lecture credit hour (up to approximately 40 students)
Lecture course with laboratory or recitation	0.1 FTE per lecture credit hour + 0.05 FTE per lab/recitation credit hour + 0.05 FTE if instructor sets up laboratory or recitation
Laboratory or recitation	0.05 FTE per credit hour + 0.05 FTE if instructor of lab/recitation sets up laboratory or recitation
WIC (writing intensive) course	0.1 FTE per lecture credit hour + 0.05 FTE with maximum of 25 students
Bacc Core course	0.1 FTE per lecture credit hour + 0.05 FTE
Large course	0.1 FTE per lecture credit hour + 0.05 FTE for each additional 40 students (or 1 GTA)
Seminar	0.1 FTE
Orientation (HORT 112)	0.2 FTE
Courses focused on individual mentoring, e.g., HORT 401, 403, 405, and non-traditional course facilitation.	FTE = (0.025 FTE) X (student credit hours). Discussion with department head/immediate supervisor highly encouraged.

**Instructional Overload Compensation** will be available to faculty for teaching courses in excess of their full-time effort (1.0 FTE). The amount of compensation for teaching an overload course will be determined according to the same policy used for similar courses delivered by instructional faculty in their normal duties. A request for Instructional Overload Compensation authorization must be approved by the department head per university policy.