At 3:27 p.m. on January 8, 2001, Chair Weitz convened the Faculty Senate meeting in the University Conference Room. Weitz welcomed back Woodworth and Arnold, both of whom had been off-campus for the fall semester.

I. ANNOUNCEMENTS
   A. NEW SENATOR. Weitz welcomed Martha Marking who will be replacing Mitch Craib on the Senate for the remainder of the Senate year.
   B. NEW CAMPUS PLANNING CHAIR. Weitz announced that John Abbott will be the new chair for the Campus Planning Committee.
   C. CLASS ASSIGNMENTS DURING SENATE MEETING HOURS. Weitz noted that since there was no quorum, the Senate would proceed with with non-voting agenda items. She reported that some senators have been assigned classes during the Senate meeting times, which is inhibiting the Senate from proceeding with its business. Weitz noted that Dr. Durham will see if the word can get out regarding the scheduling of classes for senators during senate meeting times.

II. GUEST SPEAKERS
   No guest speakers.

III. STANDING COMMITTEE REPORTS
   A. WELFARE OF STUDENTS COMMITTEE
      Rardin reported that the Committee met with the SGA students involved with the new Academic Integrity Code. The document was finalized and forwarded to Dr. Bill Ward, who has responded to what was sent to him. Ward noted his concerns with the final document, which might keep the Chancellor from approving the document. These included: (1) Section V. ROLES OF THE UNIVERSITY/A. FACULTY - insertion of a sixth bullet, Resolve any case informally, without bringing a case before Judicial Affairs or the Academic Integrity Code. and (2) Section VI. ADMINISTRATION OF THE CODE/D. HEARINGS - deletion of the eighth bullet, last sentence - and members of the public.

      Ward noted that concern #1 negates the whole process. After some discussion it was clarified that what the Senate meant by inserting this bullet is that faculty be allowed to talk to the student regarding the infraction but without imposing a sanction. Ward replied that he thought that this would be acceptable but that the new bullet needed some work on its wording.

      Ward questioned if it was the Senate's intention to strike concern #2. Rardin clarified that Moore suggested that it be deleted because it seemed redundant. Ward asked if it could
remain in the context just in case. Weitz replied that the Senate could not approve this without looking at the document as a whole. Weitz then asked the Welfare of Students to distribute to the Senate prior to the February meeting the Academic Integrity Code with Ward’s amendments so that the Senate can vote on a final version at the February meeting.

Edwards noted that colleagues asked that a flow chart be drawn up on the process. Weitz asked Ward if the Academic Integrity Board could do such; Ward responded that it should be simple enough.

B. AGENDA COMMITTEE

1. Council of Chairs meeting report. Weitz reported on the December 7 Council of Chairs meeting. The Chancellor spent half the meeting talking about the bond referendum ramifications and then addressing his comments made at the Board of Trustees meeting regarding the tuition increase, reiterating that the bulk of the tuition increases would be going primarily to faculty salary increases with the exception of the monies that would be going to student financial aid.

   The Council of Chairs reviewed the post-tenure review process and made some suggestions which an ad-hoc committee will be dealing with later on in the semester.

2. Motion FS00-01/01-04 - Support of Chancellor in regard to tuition increase. Weitz noted that the motion was not revised from the last meeting adding that after rereading it, Koch and Weitz decided that the wording is appropriate. Weitz made a motion to untable the motion from December’s meeting and that the Senate approve FS00-01/-1-04 to give the Chancellor further ammunition in getting the tuition increase supported at the General Administration level. There was concern about the possibility of the Chancellor using the money in the second year for other purposes besides faculty salaries. Dr. Durham reiterated that the Chancellor must do what the Board of Governors approves and that it will be recommended to the Board as two years at $150 (increase) with 35% of the money going towards financial aid and 65% going towards faculty salaries (for each year).

   A vote was taken on the motion as grammatically amended.

   VOTE # 1  19 yes  0 no  0 abstain  The motion passed.

IV. MINUTES

The December 4 minutes were approved as written.

   VOTE # 2  19 yes  0 no  0 abstain  The motion passed.

III. STANDING COMMITTEE REPORTS, CONTINUED

C. ACADEMIC POLICY COMMITTEE

   No report.

D. CAMPUS PLANNING COMMITTEE

   No report.

E. COMMITTEE ON COMMITTEES
Senator replacement. Moore noted that the Committee recommends Martha Marking (Theatre and Dance) to serve the rest of the Senate year as Mitch Craib’s replacement.

VOTE # 3  19 yes  0 no  1 abstain  The motion passed.

F. WELFARE AND MORALE
No report.

G. AD-HOC COMMITTEE ON FACULTY HANDBOOK CHANGES
No report.

H. AD-HOC COMMITTEE ON MERIT PAY
No report.

I. BUDGET COMMITTEE
Motion FS00-01/01-01. Gravett reviewed the Committee’s report regarding 101-1310 money and its motion. During discussion, it was noted that a report has not been given to the Senate on how the fee increase imposed on students this past year has been used to help alleviate the academic money used to fund coaches salaries. Weitz asked Durham if he could forward that information to Gravett. After two friendly amendments, a vote was taken on the motion as amended.

VOTE # 4  21 yes  0 no  0 abstain  The motion passed.

Woodworth thanked the Committee for its hard work--there was a lot of effort and time spent on this by the Committee. Weitz encouraged the Committee to meet with Dr. Durham to establish a time-line for the motion items.

J. AD-HOC COMMITTEE ON WORKLOAD
Koch reported the various changes made to the original document handed out at December’s meeting and noted that he received numerous responses from lab sciences faculty. Weitz recommended that the term "workload credit hour equivalent" be used consistently throughout the document in place of "hour" or "credit hour," etc. Koch added that there is a little ambiguity built into the document since there are so many variations from department to department, but that a distinction between structured and unstructured tried to be made as the dividing line. The interpretation of any individual courses as to whether or not they are structured or unstructured is something that will need to be worked out between the faculty member, department chair, and dean. There was no way the Committee could account for all the different scenarios.

Barber asked if clinical work was taken into consideration. After some discussion, it was decided that a category called Clinical Practicum Supervision would be added to 5.1.3.2.n. Other Professional Activities.

Weitz suggested that the norm of a lecture course not only include the range of 25-30 students, but add that the course meets two hours and thirty minutes per week.

Richard Carp, who serves on the Workload Committee, added that there was an urgent sense both on this Committee and the Council of Chairs to move toward an appropriate recognition of the role of research scholarship and creative activity and to incorporate that into the broad varieties of workload that faculty have while keeping a rough sense of equity among faculty. Carp indicated that the proposed document was a forward step on these issues.

Truett and Long brought up the subject of supervision of student teachers. With the
document as it written with 5 to 7 visits per student per semester faculty would be making 6 1/2-8 visits per week and that some faculty have to drive long distances to supervise. It was suggested that the norm for supervision and observation be based on the supervision of students in the local area.

Discussion followed on the norm for the number of students in a class. Koch noted that the Committee tried to address the uneven distribution of work and the lack of compensation that has occurred in the past that should be corrected. Barber wondered why in the proposed document the increased teaching load increments were inconsistent (45, 55, and 70).

Moore proposed more direct language for the first paragraph of the proposed document which the Committee accepted.

Weitz proposed that the last paragraph in sections k and m apply to the whole document. She suggested striking that paragraph from sections k and m and putting it in a place where it applies to all. Koch responded that he would make it the fourth paragraph of section 5.1.3.2.

A vote was taken on proposed Faculty Handbook section 5.1.2 (FS00-01/01-02) as written.

VOTE # 5 23 yes 0 no 0 abstain The motion passed.

A vote was taken on proposed Faculty Handbook section 5.1.3.2 (FS00-01/01-03) as amended.

VOTE # 6 22 yes 0 no 1 abstain The motion passed.

Vote to rescind a previous motion (FS9900-12-03) regarding faculty office hours passed by the Faculty Senate and then tabled until the Workload Committee presented its final report.

VOTE # 7 23 yes 0 no 0 abstain The motion passed.

Discussion followed on Motion FS00-01/11-05 (faculty office hours). Woodworth called for the question.

VOTE # 8 23 yes 0 no 0 abstain The question was agreed.

A vote was taken on Motion FS00-01/11-05 as written.

VOTE # 9 20 yes 2 no 1 abstain The motion passed.

K. AD-HOC COMMITTEE ON ADMINISTRATORS EVALUATION

Butts reported that the Committee is making progress but they have reached a point where they need some feedback. The Committee is composed of Butts, Truett, Edwards, Frank Aycock, Richard Carp, and Peter Reichle. The Committee has agreed on several things including that for the first three years every dean would be evaluated every year and then establish a baseline. A rotating schedule among deans would then be established. All faculty within the dean’s school or college will be given the opportunity to evaluate their dean. A combination of open-ended questions and an easily scored instrument opscan will be used. The Committee is developing the questions for the opscan based around the deans’ job description as it appears in the Faculty Handbook.
Butts also reported that the Committee has become reluctant to make summary results of evaluations public. The Committee has suggested that a Reading Committee be formed, which would include the current and former chair of the Faculty Senate, the Chair and Secretary of the Council of Chairs. The Reading Committee would summarize the results and meet with the Provost to discuss the results. They would then report back to the Senate that that meeting has taken place so that faculty would know this via the Faculty Senate minutes. Discussion followed. Durham noted that there would be a problem with the law that says that you cannot give out personnel information of state employees except for certain basic information. When asked how the Chancellor’s evaluation became public, Durham replied that he did not know—that it was something that Molly Broad decreed. Durham added that the Reading Committee for the current year be provided the previous evaluation of that dean so that it can see if something needs to be addressed.

Truett noted that the Committee struggled with what the evaluations will be used for. Weitz responded that when the Committee was charged with this task it was to provide feedback from the constituents of that person’s position. It would serve the same function that student evaluations do--formative and summative. It was suggested that an option be developed so that the dean could choose to make his or her evaluation public.

Moore questioned why deans’ evaluations should be any different from faculty evaluations. Moore noted that he is required to use student evaluations which are used for both formative and summative purposes as part of his post-tenure review. He is required to do so as part of his teaching portfolio and that this is not private. Durham disagreed noting that teaching portfolio review is done on a need to know basis. Moore responded that the use of a teaching portfolio does not seem that restricted.

Dobson noted if the evaluation is not a state mandated evaluation process then it really does not carry the legal description.

Weitz summed up that the Reading Committee seems to be a good idea. How public the evaluation results become is debatable. The law and the purpose (how Dr. Durham will use the evaluation) will dictate that part.

The Committee ended by saying that it will be meeting with Dr. Durham to discuss his needs in the process and that they are working with Tim Huelsman (Psychology) with the wording of the questions. Weitz suggested that the Committee work with the deans to see what information would be useful to them to help them do their job better. It was noted that someone from the College/School of the dean being evaluated should serve on the Reading Committee.

V. OLD BUSINESS
None.

VI. NEW BUSINESS
A. CHANCELLOR ADVISORY COMMITTEE MEETINGS
Weitz noted that the Chancellor Advisory meetings have been set for the spring semester. Those dates are Friday, January 26 and Friday, April 27. Both meetings are scheduled for 10:00 a.m. in the Chancellor’s Conference Room. Weitz encouraged those senators who have not been to a meeting to do so. The format this time is that the Chancellor is entertaining faculty concerns. If anyone has specific questions for the Chancellor, please submit them one week prior to the meeting.
Dobson moved to adjourn and Yaukey seconded.

VOTE # 10  17 yes  0 no  0 abstain  

The motion passed.

The meeting was adjourned at 6:20 p.m.

Respectfully submitted,
Mike Moore, Secretary

---

FACULTY PRESENT AND VOTING SHEET
January 8, 2001

VOTING SYMBOLS:  Y=yes  N=no  A=abstain

<table>
<thead>
<tr>
<th>NAME OF SENATOR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABBOTT, JOHN</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>ABBOTT, RICHARD</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>ALLEN, PATRICIA - exc. abs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARNOLD, CHIP</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>ATKINSON, WILLIAM - exc. abs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BARBER, BILL</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>A</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>BARRETT, KEVIN</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>BORTZ, JEFF - exc. abs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUTTS, JEFF</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>CAMPBELL, KATHLEEN - exc. abs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DOBSON, BILL</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>EDWARDS, DEBRA</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>FOX, JERRY</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>GATES, PAUL</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>GRAVETT, SANDIE</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>JAMROZY, UTE</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>KOCH, ANDREW</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>LONG, BETTY</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>MARKING, MARTHA</td>
<td>Y</td>
<td>Y</td>
<td>A</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>
MCKINNEY, HAROLD  Y Y Y Y Y Y Y
MOORE, MICHAEL  Y Y Y Y Y Y Y
RARDIN, PATRICK  Y Y Y Y Y Y Y
SIMON, STEVE  Y Y Y Y Y Y Y
TRUETT, CAROL  Y Y Y Y Y Y Y
WEITZ, GAYLE  Y Y Y Y Y Y Y
WOODWORTH, JOAN  Y Y Y Y Y Y Y
YAUKEY, MARGARET  Y Y Y Y N Y

VOTE 1: Motion FS00-01/01-04
VOTE 2: Approve December 4 minutes as written
VOTE 3: Senator replacement
VOTE 4: Motion FS 00-01/01-01
VOTE 5: Motion FS 00-01/01-02
VOTE 6: Motion FS 00-01/01-03
VOTE 7: Motion to rescind previous Senate motion regarding faculty office hours
VOTE 8: Call for the question
VOTE 9: Motion FS 00-01/11-05
VOTE 10: Adjournment

VISITORS: Linda Bennett, College of Arts and Sciences; Richard Carp, Interdisciplinary Studies; Clinton Parker, Academic Affairs; Peter Petschauer, History; Bill Ward, Academic Affairs

MOTION FS00-01/01-04
The Faculty Senate of Appalachian State University expresses its strongest support for the efforts of the Chancellor in seeking to raise faculty salaries. Studies carried out by the UNC General Administration and Appalachian State University both suggest that approximately $2.48 million is needed to achieve parity with the other peer institutions in the North Carolina system. This money is necessary to attract and retain the high quality faculty that have consistently helped to place Appalachian in the highest tiers of student satisfaction in system-wide surveys. The Faculty Senate also concludes that given the current financial and political climate in the state, redress can be achieved only by a tuition increase earmarked for faculty salaries and financial aid.

Faculty Senate Budget Committee Report:
We studied the allocation of 101-1310 money for the 1999-2000 academic year. To explain 101 is a General Purpose Code used to designate funds spent for Regular Term Instruction. As defined by the Resource Manual, this code reads:
101 Regular Term Instruction
This purpose includes departmental research and general academic instruction offered for credit or non-credit through a regular academic department during a regular term or session. It includes academic departmental heads, departmental chairpersons, all budgeted teaching positions, and support personnel subject to supervision and direction by persons filling the aforementioned positions.

1310 is an Expenditure Object and is defined by the Chart of Accounts in the following manner:

131X EPA ACADEMIC SALARY This minor object includes the regular salary payments for personal services to full-time and part-time permanent and temporary employees occupying budgeted teaching positions exempt from provisions of the State Personnel Act. Use a more descriptive subsidiary object.

Funding under these codes comes to Appalachian based on the number of Student Credit Hours (SCH) generated in the classroom every year. These funds are therefore earned by teaching faculty.

We discovered a total of $3,875,513 being spent on non-teaching personnel or duties under this object code. That figure is based on the following criteria:

(A) We used FY2000-2001 salary figures

(B) We included the full salaries of all Associate and Assistant Deans.

(C) We included the full salaries of persons teaching less than 12 hours per academic year.

(D) We included all Administrative Stipends for department chairs and other program directors if not included in (C).

Based on this information, the Budget Committee brings forward the following motion for the Senate’s consideration and action:

MOTION FS00-01/01-01

The Faculty Senate moves that all salary money in 101-1310 categories be used for its proper, designated purpose. Therefore, we ask that:

(A) The Faculty Senate receive a detailed accounting at the end of every fiscal year of the reversion of funds paying Athletics Personnel to 101-1310 lines. This accounting will specify how much money was generated by student athletics fees designated for this purpose as well as a reporting of the names and position numbers of the persons whose salaries are no longer being supported by 101-1310 money and a reporting to where and to whom the recovered positions and/or funds will be allocated. This accounting will continue until the non-teaching athletics personnel are no longer paid from 101-1310 funds. This process should take no longer than the end of FY2003.
(B) All Associate and Assistant Deans, Directors of Development and other predominantly Administrative personnel (Equity Office, Enrollment Services, etc,) be paid from lines other than 101-1310. Predominantly will be defined as classroom instruction at less than 12 hours per academic year. This policy should be in effect by the end of FY2006.

(C) All Administrative Stipends will be paid from lines other than 101-1310. This change should be in effect by the end of FY2006.

(D) At the end of each fiscal year, the Faculty Senate will receive a reporting of every vacant faculty line and to what purpose the funds in that line were used.

Further, the Faculty Senate moves that no money raised through tuition increases can be used to meet any of these goals. Tuition increase money for faculty salaries is to be used for competitiveness only and not to recover 101-1310 money that should already be paying faculty. If tuition increases are passed by the Board of Governors and implemented on this campus on a two year schedule for faculty salary competitiveness, the Faculty Senate will receive at the end of the next two fiscal years a detailed accounting of how much money was generated by the tuition increase and to what position numbers those funds were assigned.

All requested reports in this motion will go to the Chair of the Faculty Senate and to the Chair of the Faculty Senate Budget Committee.

---

**MOTION FS00-01/01-02 - Proposed new structure and language for section 5.1.2**

5.1.2. Teaching, Scholarship and Creative Activities, and Service

5.1.2.1 Teaching Load

(as in proposed handbook) (except; ending with the phrase "performing the work." Third line from the bottom)

5.1.2.2 Scholarship

Scholarship and creative activities come in varied forms and are integral to both the mission of the university and the professional aspirations of faculty. Therefore, 3 hours of reassigned time will be granted to tenure-track faculty members making satisfactory progress toward tenure. Three hours of reassigned time will also be granted to tenured faculty members who are engaged in scholarly or creative activities. Expectations regarding levels of scholarly and creative productivity must be clearly articulated in departmental and college level documents on promotion, tenure, and merit.

5.1.2.3 Service

In addition to their teaching, scholarship and creative activities, faculty members are expected to carry their share of committee work, departmental service, and student advising. Although service is normally considered the smallest component of total workload, every faculty member
should make some contribution to the accomplishment of those tasks necessary to the functioning of the academic departments or the university. Departments should set minimum standards of service activity and make those guidelines available to their faculties. Service to the department or the university that is significantly above the established level should be granted released time for the duration of the excess service.

MOTION FS 00-01/01-03 - Proposed Handbook Revision to Chapter 5, section 5.1.3.2

5.1.3.2 CLASS LOAD EQUIVALENTS

It is difficult to describe every faculty member's class load using a single set of guidelines. Nevertheless, it is advisable to establish a standard to cover most of the instructional assignments of Appalachian faculty. It is not the purpose of these equivalents to describe a faculty member's class load in every detail, but to draw a broad, uniform picture of load that will provide some commonality across campus.

The generally accepted measure of class load is the 3 credit hour lecture course. This unit of measure includes the time required for preparation, testing, grading, and outside of class student consulting. The "lecture" courses are generally in the range of 25-30 students and meeting 2 hours and 30 minutes per week.

The following equivalents do not describe the hours required for a full load. This is more properly the responsibility of the faculty member, the department chair, and the college dean. These equivalents are an attempt to equate instructional assignments to the generally accepted measure of class load.

When class loads cannot be structured according to the following guidelines, such course preparation and offering shall be considered an overload and factored as such into merit evaluations.

a. Lecture courses
The class load equivalent of lecture courses is determined by the weekly hours of lecture in the course. For lecture/laboratory courses such as science courses, or other courses with a similar structure, that are listed as 4 credit hour course in which the course consists of a 3 hour lecture and a 2 or 3 hour lab each week the class load equivalent for the lecture portion will count as 3 class load hour with the laboratory class load equivalence to be considered separately. (Credit will be given only if the faculty member is directly involved in laboratory instruction.)

b. Large Sections
The class load for a 3 credit hour lecture course with beginning enrollment exceeding 45 students will be adjusted by adding 1 hour to the class load. If the enrollment exceeds 55 students, 2 hours of class load will be added. In the event that a course has 70 or more students the course counts for two 3-hour courses. Courses other than 3 hours will be adjusted accordingly.
Subsequent incremental increases in class size shall be reflected in class load assignments in the same manner.

c. Use of Teaching Assistants and Readers
In lecture courses up to 70 students where a teaching assistant or a reader is assigned to an instructor for the purpose of reading student assignments, grading assignments, and handling some course administration, no additional hours of class load will be added. In courses of 70 or more students 1 hour of additional class load will be added. In courses of 100 or more students, 2 hours of additional class load will be added. In courses of 120 or more students, 3 additional hours of class load will be added. Subsequent incremental increases in class size shall be reflected in class load assignments in the same manner.

d. Upper Level and Graduate Courses
The teaching load of anyone engaged in graduate instruction should not exceed 9 class load hours during the semester in which they are graduate instructors.

e. Laboratory, studio, or activity courses
Laboratory, studio, or activity courses with fixed meeting times, and that demand class preparation, supervision, and evaluation of students, will be given class load hours equivalent to the scheduled meeting time of the laboratory. The class load equivalence of unstructured laboratory, studio, or activity courses will be given a class load equivalent to 2/3 of the meeting time of the course.

f. Music
The class load equivalence for persons teaching 3 hours of individual music lessons normally will be 2 class load hours.

g. Student Teaching
   (1.) Supervision
   The supervision of 18 student teachers (with a suggested minimum of 5 to 7 visits per student per semester) will be considered the equivalent of a full semester teaching load. The supervision of 4 to 5 student teachers will have a class load equivalence of a 3 credit hour lecture course. This norm is based on the supervision of students in the local area. Adjustments will be made for supervising students at long distances from the campus.
   (2.) Observation
   The normal class load equivalence for student teacher observations (usually 2 per student per semester) by instructors in the student's major area will be 1 credit hour for every 3-4 students observed. This norm is based on the observation of students in the local area. Adjustments will be made for observing students at long distances from the campus.

h. Internship supervision
The supervision of up to 10 internship students will have a class load equivalence of up to 3 credit hours. The precise equivalence may be negotiated by the internship supervisor, the department chair, and the Dean.
i. Thesis, Independent Study, Individual Study
Supervision of a student writing a thesis should be given, at a minimum, a class load equivalent of 1 hour.

The class load equivalence for supervision of independent study or individual study should be determined in consultation with the department chair keeping in mind the standard class load measure of instructor work or involvement comparable to a 3 credit hour lecture course with 25-30 students.

j. Courses with W or S designations
Courses with the W designation should have an enrollment limited to 25 students. An adjustment of 1 class load hour shall be given if the enrollment exceeds 25, but such classes shall not exceed 35. Courses with the S designation should have an enrollment limited to 20 students, and such courses shall not exceed 25.

k. Distance Learning
Faculty engaged in distance learning courses should receive additional compensation for the preparation and technical training involved in the delivery of a distance education course. The amount of additional compensation, as either additional salary or reassigned time, should be arranged in consultation among the chair, dean, and faculty member.

l. Educational Travel/Study Abroad
Faculty members developing new short-term study abroad programs should receive reassigned time for 1 class in either the spring or fall before the trip is to take place, at the discretion of the faculty member.

Leading a short-term study abroad program is the equivalent of 1.5 times the class load involved in delivering on-campus instruction.

m. Interdisciplinary Teaching/Team Teaching
Faculty members preparing either new interdisciplinary classes or new team taught classes that require integration of substantial material outside the faculty member’s primary discipline should receive reassigned time equal to 1 course for class preparation the semester before the class is to be offered.

For recurring team taught courses, workload credit shall be assigned according to normal expectations of FTE generation, as described earlier in this document.

n. Other Professional Activities
The professional workload of faculty may include other activities, for which there may be reassigned time. These include, but are not limited to:

   Academic administration
   Non-sponsored research
   Sponsored research
   Academic advising
Compensation for prior overloads
Accreditation duties
Professional service
Course/curriculum development
Direction of co-curricular activities
Significant use of new technologies
Clinical Practicum Supervision

Requests for reassigned time should be made to the chair at an appropriate time (for example, at the annual faculty conference, when schedules are prepared, and/or following the completion of early registration).

**MOTION FS 00-01/11-05 - Resolution on Office Hours**
(Proposed as a Handbook change, replacing language in section 5.4)

Faculty members will be available to students for 10 hours of contact time outside of the classroom. Seven of those hours must be spent in regularly scheduled office hours. The remaining hours can be used for student contact in more informal settings, at other campus facilities, or communication through the use of information technologies.

[back to Appalachian homepage](#)
[back to Faculty Senate homepage](#)