At 3:20 p.m. on December 4, 2000, Chair Weitz convened the Faculty Senate meeting in the University Conference Room.

I. ANNOUNCEMENTS
   A. GET WELL CARD. Weitz asked senators to sign the get well card for Dr. Durham, who is recuperating from knee surgery.
   B. VISITORS. Weitz welcomed visitors and asked that they introduce themselves. (See voting sheet for visitors' names.)

II. GUEST SPEAKERS
   No guest speakers.

III. MINUTES
   Moore noted that IV.B.1 should state, Gates thanked Weitz for the wording... Simon moved and Allen seconded to approve the minutes as amended.

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

IV. STANDING COMMITTEE REPORTS
   A. WELFARE OF STUDENTS COMMITTEE
      1. Motion 00-01/12-01 - Endorse the October 16, 2000, draft revision of The Academic Integrity Code.
         Discussion followed. Anderson offered an amendment that any amendment of the Academic Integrity Code must be approved by Faculty Senate and SGA, which was accepted by the Committee. Moore, with clarification from University Attorney David Larry, made several amendments. Those accepted by the Committee are as follows:
         1) Section IV. ACADEMIC INTEGRITY CODE VIOLATIONS
            a) delete first sentence (redundant).
            b) Fifth bullet: Stealing of Academic Materials (last sentence) - insert...papers, books, library materials, tests...
         2) Section V. ROLES OF THE UNIVERSITY
            a) A. FACULTY
               1) insert a sixth bullet, Resolve any case informally, without bringing a case before Judicial Affairs or the Academic Integrity Code.
            3) Section VI. ADMINISTRATION OF THE CODE
               a) A. REPORTING VIOLATIONS
                  1) delete, be available to from second sentence.
               b) B. HEARING OFFICER
                  1) fourth bullet, ... on all faculty/student resolution processes before the Academic Integrity Board.
2) sixth bullet - Executive Vice Chancellor or his/her designee for approval.

3) C. RESOLUTION PROCESS should be FACULTY/STUDENT RESOLUTION PROCESS.
   1) First sentence should end after, resolution process.
   2) second sentence should read, days in advance of a faculty/student resolution process.

4) D. HEARINGS -
   1) Insert as first sentence, Proceedings under this Academic Integrity Code shall be consistent with the provisions of the Academic Integrity Board by-laws.
   2) Second bullet, second sentence should read, support for faculty and/or students bringing...
   3) Eighth bullet, last sentence - delete, and members of the public.
   4) Last bullet - should read, in violation of the Academic Integrity Code, the...
   5) First bullet - should read, are mailed, including specifications of the evidence to be introduced, to...

4) Section VIII. SANCTIONS
   a) A. FACULTY/STUDENT RESOLUTION PROCESS SANCTIONS
      1) First paragraph, last sentence - change any to one or more.
      2) First sentence in first paragraph after the bullets should be the sixth bullet: Faculty members may require a student found in violation of the Academic Integrity Code to attend a workshop on academic integrity.

Moore moved and Bortz seconded to table the motion until the Committee has met with SGA, university attorney(s), and the Welfare of Students Committee. Discussion followed. Campbell called for the question and Allen seconded.

VOTE # 2  21 yes  2 no  0 abstain  The question was agreed.

A vote was taken on tabling the motion.

VOTE # 3  2 yes  21 no  0 abstain  The motion failed.

Further discussion followed and there was a call for the question.

VOTE # 4  22 yes  1 no  1 abstain  The motion passed.

It was requested of the student representatives present at the meeting that before the Senate voted on the Draft Code as amended, that if any changes are made after the Senate voted upon it, that the whole revised draft document be brought back to the Senate. The students agreed that they would. A vote was taken on the document as amended.

http://www.facsen.appstate.edu/Links/dec2000AcadIntegrityCode.html

VOTE # 5  21 yes  2 no  0 abstain  The motion passed.
Weitz asked the students to send her a copy of the final version that goes forward to the Chancellor.

The Senate took a break at 4:55 and reconvened at 5:03.

2) Motion 00-01/12-02 - Eliminate the Textbook Rental Program at Appalachian State University.
Rardin reported that the Committee has been looking into the textbook rental program all semester. The Committee is not denying that the rental program saves the students some money and that it is used effectively for recruitment, but the Committee believes that the downside of the program outweighs its benefits. The downside comes from a survey asking faculty if they had had their textbook choices rejected because of the rental program. Other faculty responses believed the program is a violation of academic freedom and that it inadvertently diminishes the quality of education. The Committee feels that the monetary savings is not worth the downside. Discussion followed.
Fox noted that there is probably enough flexibility in the program to make changes. Allen added that she contacted over six universities in the system to find that a buy back program would not cause students to spend that much more money.
Gravett noted that the rental program does not reflect where academia is today, the kinds of information available to students today, nor does it encourage faculty to establish the kind of learning that they want to do in their classrooms. Edwards noted that the information students give us is biased as they are not familiar with anything else. Edwards added that the instant the rental program is done away with, at least three other bookstores will open up around campus and add competitiveness to the costs of books.
Several senators added that technology, science, and other subjects change rapidly and having to use a rental book for three years diminishes the quality of education. Not all students only rent textbooks; they have to purchase books for some classes so this means that they spend more than the $60 rental fee. Allen added when talking to the other universities, a rental program was not even an option due to academic freedom.
There was a call for the question and a vote was taken.

VOTE # 6 22 yes 1 no 0 abstain The question was agreed.

A vote was taken on the motion.

VOTE # 7 22 yes 1 no 0 abstain The motion passed.

3) Motion 00-01/12-03 - To encourage Appalachian State University to seek other options for low cost books and course material which do not infringe upon academic freedom or jeopardize quality education.
Rardin thanked Allen and Campbell for their work on the data regarding the cost of books. Rardin then explained the rationale noting that the Committee is not suggesting dropping the ball on lowering the cost of education. It is the University’s responsibility to pursue that and the Committee encourages this. There was a call for the question and a vote was taken.

VOTE # 8 22 yes 1 no 0 abstain The question was agreed.
A vote was taken on the motion.

VOTE # 9  23 yes   0 no   0 abstain   The motion passed.

B. AGENDA COMMITTEE

1. Board of Trustees meeting report. Weitz reported on the December 1 Board of Trustees meeting noting three major items of business. The first is that the Board released their assessment of the Chancellor and the Board’s process here at Appalachian. One process that the Board is unhappy with is the grievance process—they think it does not work effectively. The second thing is that the Board feels communication could be improved—they would like more communication with faculty. For the spring semester Weitz suggested that the chair or a representative of each Senate committee join Weitz in going to the Board meetings to help provide more faculty communication. The third major item of business concerns the proposed tuition increase. At the Board meeting, the Chancellor commented on the tuition increase noting how desperately the faculty needed it—that the increase would be $150 the first and $150 for the second year. The split for the first year would be 65% for faculty salary relief and 35% for student aid, but for the second year, the Chancellor wanted flexibility to be able to spend the money as needed. Weitz said that she was shocked by this and noted that she guessed the Faculty Senate would not endorse a tuition increase unless the bulk of it were targeted toward raising faculty salaries. She noted that new Board member Roy Carroll did not think you could submit a tuition increase leaving it nebulous as to how the money would be spent. Student Government Association President Bolick said the SGA would not endorse such a tuition increase knowing that it was not going toward faculty salaries. The Chancellor responded that faculty salaries would be a priority, but if need be the money would go elsewhere. Weitz also reported that the Board voted and approved the tuition increase without justifying how the money would be spent but that it would need to be justified before going to the Board of Governors. Weitz finished by saying that a $60 athletic fee increase was passed by the Board, of which $50 would go to line item 1310 (the line item where coaches have been paid out of teaching money) to help reduce that deficit.

2. Faculty Assembly meeting. Weitz reported that the Faculty Assembly is looking at promotion and tenure guidelines and merit pay. Weitz added that Gretchen Bataille will be helping with these issues because she has concerns about diverse merit pay procedures now being used.

3. Chancellor Advisory meeting. Weitz asked that those senators who have not attended a meeting this fall to please sign up to attend one of the spring meetings. She would like everyone to have an opportunity to talk about issues of importance to the faculty with the Chancellor. Spring meeting dates have not been determined yet but everyone will be notified when they have been.

Weitz reported that the last meeting focused on promotion/tenure guidelines, concern about procedures on campus, problems with merit pay guidelines, and the tuition increase. Weitz also reported that the Chancellor suggested that he would like the Faculty Senate to supply him with a resolution of endorsement in regards to the tuition increase for when the Chancellor goes to Chapel Hill to request the tuition increase. After some discussion, it was decided that before the Senate passed a motion of endorsement, it was suggested that the Chancellor and Dr. Durham come to the January meeting to address the issue and that the Budget Committee look at the numbers and come back with them at the January meeting.
C. BUDGET COMMITTEE

Committee report. Gravett reported that last spring a letter was given to the Faculty Senate from the Faculty Assembly requesting that the Senate look at Appalachian\’s process of planning and determining budgets to see if it could be improved. Koch and Simon have been working on this as a subcommittee of the Budget Committee. The Committee is now trying to determine whether a committee composed of administrators, faculty and staff that participated in the budget planning process would help the Senate avoid some of the difficulties it has had obtaining budgetary data and asks that the Senate give input to a list of questions the Committee composed for the Senate. Weitz interjected, noting that one of the concerns of the Board of Trustees concerns the budget--Trustees are not privy to the information or the process by which those budgetary decisions are made. Gravett then asked senators to submit input to Koch in a timely way.

D. ACADEMIC POLICY COMMITTEE

No report.

E. CAMPUS PLANNING COMMITTEE

No report.

F. COMMITTEE ON COMMITTEES

No report.

G. WELFARE AND MORALE

No report.

H. AD-HOC COMMITTEE ON ADMINISTRATORS\’ EVALUATION

No report.

I. AD-HOC COMMITTEE ON FACULTY HANDBOOK CHANGES

No report.

J. AD-HOC COMMITTEE ON WORKLOAD

Koch explained the Committee\’s report (passed by the Committee) dealing with faculty workloads and the restructuring of several sections in Chapter 5 of the Faculty Handbook. Endorsements and comments will be made at the January meeting. The same packet of information is being presented to the Council of Chairs.

V. OLD BUSINESS

A. MOTION 00-01/11-06 - CREATION OF AN AD-HOC COMMITTEE TO STUDY MERIT PAY. Weitz reported that there is still interest in forming this committee and asked the senate how far they wanted to go with studying merit and promotion/tenure. After some discussion, the question was called.

VOTE # 10  17 yes  1 no  0 abstain  The question was agreed.

A vote was taken on the motion.

VOTE # 11  14 yes  4 no  0 abstain  The motion passed.

Weitz asked senators interested in serving on the Committee to see Bortz, who will chair the Committee. Weitz will also serve on the Committee.
B. AD-HOC COMMITTEE TO REVIEW THE EQUITY OFFICE AND APPALACHIAN’S GRIEVANCE PROCESS(E(S). Weitz reported that since there is an opening in the directorship, the Provost has asked for a review of that position and the Equity Office. Weitz also reported that she is chairing the ad-hoc committee which includes two deans (Ken Peacock and Linda Bennett), a department chair (Bill Bauldry), the Faculty Grievance Hearing and Mediation chairpersons (Bob Richardson and Sheldon Hanft), the Staff Council president (Kim Albertine), and Linda Robinson. Recommendations from the ad-hoc committee will be made to the Faculty Senate next semester.

VI. NEW BUSINESS

NEXT SEMESTER’S AGENDA. Weitz reported that she and Faculty Senate committee chairs met to set the agenda for spring semester which is:
- January 8 - Faculty salaries, Workload
- February 12 - Emeriti privileges, Chairs and DPCs, Deans evaluation
- March 19 - Faculty reporting processes
- April 9 - Appalachian structure, Equity Office/Grievance process
- April 30 - Election of officers, Accomplishments, Carry over items, Dinner

Simon moved to adjourn and Yaukey seconded.

VOTE # 12 18 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
December 4, 2000

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

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Dr. Harvey Durham, ex-officio

**VOTE 1:** Approve November 13 minutes as amended
**VOTE 2:** Call for the question
**VOTE 3:** Motion to table FS 00-01/12-01
**VOTE 4:** Call for the question
**VOTE 5:** amended Motion FS 00-01/12-01
**VOTE 6:** Call for the question
**VOTE 7:** Motion FS 00-01/12-02
**VOTE 8:** Call for the question
**VOTE 9:** Motion FS 00-01/12-03
**VOTE 10:** Call for the question
**VOTE 11:** Motion FS 00-01/11-06
**VOTE 12:** Adjournment

**VISITORS:** Keen Campbell, Academic Integrity Committee; LesLeigh Downs, Academic Integrity Committee; Gus Enriquez, Academic Integrity Committee; Crystal Frick, Academic Integrity Committee; Jacqueline Gjurevich, Academic Integrity Committee; Xan Harrington, Academic Integrity Committee; David Larry, University Attorney’s Office; Peter Petschauer,
Workload Committee Report
(as passed by the Committee)

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.

Proposed Handbook Revision to Chapter 5, section 5.1.3.2

5.1.3.2 CLASS LOAD EQUIVALENTS

Recognizing the inherent imperfection in attempting to describe each faculty member’s class load using a single set of guidelines, it does seem advisable to establish some standard that would cover most of the instructional assignments of the Appalachian faculty. It is not the purpose of these equivalents to describe a faculty member’s class load in every detail but rather
to draw a broad, somewhat 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.

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.

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
   No adjustment in class load hours will be given because a course is numbered 5000 or above.

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

   When released time cannot be provided according to the preceding guidelines, such course
   preparation and offering shall be considered an overload and factored as such into merit
   evaluations.
l. Educational Travel/Study Abroad

Faculty members developing new short-term study abroad programs should receive 1 class release time, 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 workload 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 _ time released for class preparation the semester before the class is to be offered.

When released time cannot be provided according to the preceding guidelines, such course preparation and offering shall be considered an overload and factored as such into merit evaluations.

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

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).

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.

Approved by the workload committee 10/23/00