

Austin Peay State University

# Report from Faculty Senate ad hoc Committee on Instructional Workload

April 19, 2010

**Members:** Sally Schiller (Biology), Chair; Phyllis Camilleri (Geology); Benita Bruster (Education); Karen Meisch (Biology); Michelle Robertson (Nursing); Gregg Schlanger (Art); Perry Scanlan (Allied Health); Brian Johnson (Provost's Office), *ex-officio*; Gail Robinson-Oturu (Music); and Charla White-Major (Languages & Lit).

**Charge:** This committee is charged with gathering information about instructional workload policy at sister institutions, including, but not limited to, those in the Tennessee Board of Regents, and making recommendations regarding APSU instructional workload policy as compared to sister institutions. They will share this information in a written report to the full Faculty Senate.

**Process:** Workload policy 5:015 was initially compared across disciplines on campus, and then was compared with work load policies across 4 year TBR schools. Phone calls or emails were also made to some academic departments to clarify the written policy and to determine actual practice for assigning workload where policies were vague. Specifically, individuals from the committee emailed or phoned the chairs from other institutions about their practices in assigning workloads in specific disciplines. The committee also consulted the TBR Workload Study conducted by Dr. Gail Robinson-Oturu and her task force during her tenure as the 2007 Maxine Smith Fellow.

The full committee met a total of four times to exchange information gathered and to discuss personal experiences with workload in various disciplines. Data gathered by the committee was forwarded to and compiled by the chair. The chair prepared a draft of this report,

shared it with the committee, and incorporated committee corrections and comments into a final document.

## **I. Findings - General**

The APSU workload policy, as well as the policies of other TBR institutions, is based upon [TBR policy 5:01:00:00](#). Briefly, the policy states that faculty members are required to devote 37.5 hours/week to the institution and within this 37.5 hours faculty are required to carry a full time teaching load defined as 15 credit hours of undergraduate courses or 12 credit hours of graduate courses. At four year universities, 3 of these credit hours are assigned for advising, committee work and various amounts of scholarship.

Historically, the lecture course is the teaching style to which all other forms of teaching are compared for the purposes of assigning credit hours (Ehrlich, 2003). Thus, lecture courses that meet for 3 hours per week are assigned 3 student credit hours (SCH) and 3 teaching load credits (TLC). Other teaching modalities, such as laboratories, studios, music instruction, and clinical observations, have been forced into this scheme and, for reasons that are not entirely clear, are assigned fewer SCH and TLC than the lecture format. As a result, faculty that are regularly engaged in forms of teaching other than the lecture format will have significantly more classroom contact time than faculty regularly and primarily engaged in lecture courses. For example, faculty teaching lectures and laboratories in the sciences would typically have 3 more contact hours per week and faculty teaching studio courses in the visual and performing arts would have 6 or more contact hours per week than someone teaching all lecture courses, based upon APSU policy 5:015 calculations. Comparison across disciplines and across TBR institutions reveal specific problems regarding equity in calculation of teaching loads for certain types of instruction such as *Laboratory, Supervision, Music (individual, ensemble, and*

*performance*), *Studio*, *Clinical Instruction* (*nursing clinics, radiologic clinics, medical tech clinics*), and *Graduate Instruction* (given in the order they appear in APSU policy 5:015): A detailed discussion of each issue appears in Section II below. It is the committee's recommendation that faculty contact time be equally credited irrespective of the method of teaching.

Comparison of APSU policy to written policies of other TBR institutions indicates that the APSU policy is far more detailed and rigid in outlining the formulas by which TLC is assigned for various teaching modes thereby making concrete the various inequities in contact hours mentioned above. The [MTSU policy](#) has the next most detailed policy but also includes statements which allow flexibility for chairs to credit additional TLC for “instructional duties which require a more than average amount of effort”, “off-campus studies”, and “instructional improvement implementation.” All other TBR institutions ([ETSU](#) (scroll to P.157), [TSU](#), [TnTech](#), [UMemphis](#)) provide little to no detail for the various modes of teaching and leave it to individual departments to work out the appropriate workload for their faculty. Thus, the APSU policy does not provide the same level of flexibility as other TBR institutions to adjust TLC for individual faculty to acknowledge the additional work of, for example: a) new and/or multiple course preparations (multiple course preparations is an on-going challenge in small departments such as Agriculture); b) development of new exercises or learning new pedagogical technologies (e.g. discipline-specific computer software utilized in lectures and labs, D2L, smartboards, iClickers) ; c) coordinating clinicals and practica; d) purchasing materials, equipment maintenance, chemical inventory, and proper chemical disposal required to keep labs and studios running and to meet mandatory regulatory guidelines; e) advising student organizations, and f) maintenance of departmental web sites. In addition, faculty occasionally teach low enrollment

upper division or graduate courses and are only assigned partial TLC resulting in being assigned additional course work. The current calculation for low enrollment classes places faculty into a forced overload status. The policy should allow for occasional low enrollment upper division or graduate courses to be taught for full credit in a semester where they may be balanced by very high enrollment service courses within the same department. The committee recommends that statements be added to the APSU policy to allow some flexibility to chairs in assigning TLC to faculty to accommodate the aforementioned variations in faculty effort.

Chronic teaching overloads assigned to faculty in some departments are another significant workload issue which arose in the committee's discussions. In some departments, these overloads result from the difficulty in finding qualified adjuncts as well as a shortage of tenured or tenure track faculty. To ensure course offerings are available to students for timely graduation, departments must rely on faculty willingness to meet this need despite negative salary implications. In other cases, faculty are assigned Regents On-line Degree Program courses on top of their normal load. We are concerned that these chronic overloads violate TBR Policy [5:01:05:00](#). This policy states that *"Faculty acceptance of overload assignments, for instruction or other purposes, is strictly voluntary. Overload assignments should be employed only when situations arise which warrant such action. Overload assignments should not be employed on a regular basis or in lieu of hiring qualified faculty or instructors. Supervisors must be careful to protect untenured faculty when making overload assignments and should make every effort to distribute overloads fairly as staffing needs allow."* Additionally, we are concerned about the potential loss of accreditation in some programs such as Chemistry and Education. It is the committee's recommendation that a plan of action be developed to begin addressing these chronic overloads.

Another workload inequity arises from the student enrollment numbers for which additional TLC in large lectures are assigned. Many class rooms have a 45 person capacity (e.g., McCord Bldg.) yet the requirement for extra TLC in large classes is 46. The committee recommends that a three credit hour class of: Up to 44 students = 3 TLC; 45 to 69 = 4 TLC; 70-94 = 5 TLC; 95 or more = 6 TLC.

## **II. Findings – by Type of Instruction**

### *Laboratory*

A typical science laboratory session involves an introductory lecture, demonstration of techniques, supervision of hands-on exercises, in-class quizzes, and exams. Lab reports or other homework assignments are given. Preparation of laboratory lessons requires maintenance of equipment, ordering consumables, mixing reagents, disposal and inventory of chemicals, set up and take down of equipment, preparation of lecture notes, exams and handouts as necessary, and grading lab reports for grammar and correct quantitative interpretation. Although most departments have laboratory managers who help with maintenance of equipment, ordering consumables, mixing reagents, disposal and inventory of chemicals, and set up and take down of equipment for some lower division survey labs, these tasks are generally performed by the professor in upper division courses. The assistance of set up by a lab manager makes the lower division labs, in terms of work load, the same as or in some cases still more than the lecture; however, the work load for a three hour upper division lab, for which there is no assistance, generally exceeds that of the accompanying lecture (e.g., chemistry, biology, geosciences, medical technology).

Laboratories meet for 3 hours and students receive 1 SCH for the lab. The APSU TLC assignment is  $(SCH + \text{Contact Time})/2$  or 2 TLC for lower division labs and  $(SCH + \text{Contact$

Time + 1)/2 or 2.5 TLC for upper division labs. The MTSU policy shows a similar calculation to the APSU policy in assigning lab TLC. Written policies at the other TBR institutions do not directly address lab TLC calculation. Emails and phone calls to colleagues in other TBR science departments indicate that at these other TBR institutions, including MTSU (policy deviates from practice), a faculty member's load would typically be 2 lectures and 2 laboratories (i.e., 12 contact hours). In some cases, the load is much less in recognition of teaching large survey classes, funded research or graduate level teaching. At APSU, a science faculty's teaching load would be 2 lectures and 3 laboratories (i.e., 15 contact hours). In this area, the APSU policy is significantly out of line with other TBR institutions. The recommendation from the committee is that contact hours in the science laboratory equal TLC.

### *Supervision*

Education faculty assigned to courses in which observation of student teachers in the field occurs as part of that instruction are not given TLC for the observation portion of the course even though this can result in considerable contact time. When observations of field placements are not part of the normal course load and faculty are not released from classroom obligations to observe, the committee recommendation is that faculty receive 1 credit hour for each 20 students observed.

### *Music (individual, ensemble, and performance)*

#### *Individual Instruction*

Individual instruction is at the core of all respected accredited music programs. Weekly private instruction on a particular instrument is required of music majors. Faculty receive 2/3

load credit for this one-hour weekly contact. Faculty receive 1/3 load credit, for each student enrolled in private instruction with one-half hour weekly contact time.

There are some universities where one full teaching load credit is granted for each contact hour. However, all TBR schools use the 2/3 formula for full-time faculty. One institution awards adjunct faculty teaching individual lessons, teaching load credit equivalent to the contact hour. This is highly recommended for Austin Peay, as the department has tremendous difficulty securing qualified adjunct teachers who will travel to Clarksville once a week for a fraction of a load credit.

### *Ensemble*

The National Association of Schools of Music mandates regular ensemble experiences for students in music programs that should be varied in both size and nature. To comply with this mandate and best serve the needs of the students, APSU offers large and small ensembles. Each ensemble has different requirements for its successful operation. Some require extensive podium time conducting, others are simply coached. Some require extensive time writing arrangements for the particular instrumentation; others rely on readily available music for purchase or rental. Some, by its nature have extensive performing responsibilities (Marching Band is one example) and offer service to the University and the community and others perform once a semester. Some ensembles tour and require a tremendous amount of administrative responsibility; others require little. Other TBR Universities have a basic work load policy which allows departments to determine and grant appropriate credit or reassigned time when more than the average amount of effort is required. It is recommended that Austin Peay allow the department to determine appropriate credit for each of its ensembles, based on the nature and requirements for successful operation (also reference Pp. 4-5 this document).

### *Performance*

The Department of Music offers required classes where the number of contact hours exceeds the credit hour awarded to the student. Some examples of this “performance type” class include Class Piano; Conducting; Aural Skills; and Beginning Guitar. This assigning of credit is consistent with a number of other institutions. The time, preparation, and skill level of the professor remain consistent with lecture classes.

Typically the professor prepares and provides group instruction and lectures; designs individual exercises for skill development; provides demonstrations; and supervises the class during the entire period. The professor must be present during the entire class period and does not have an assistant. In addition, group examinations cannot be given; each student must be tested individually to properly assess the skill level. Four TBR institutions award teaching load credit equivalent to contact hour. It is recommended that APSU allow TLC to be equal to contact hours for music performance-type courses.

### *Studio*

Typical art studio session include an introductory lecture, technical demonstration, supervision of work, maintenance of equipment, ordering consumables, evaluation/critique of work, grading studio and written assignments, writing quizzes, and handouts as necessary. Studio courses meet for 6 hours per week and students receive 3 SCH for the studio. The APSU TLC assignment is  $(SCH + \text{Contact hours})/2$  or 4.5 TLC. The MTSU policy shows a similar calculation for studio course TLC. Written policies at other TBR institutions do not directly address TLC calculation for studio courses. However, personal communication with other TBR art departments indicates that this load calculation is standard across TBR. Thus, while the practice and policy at APSU is

in line with the TBR standard load in other art departments, the national standard for most art studio faculty is to teach three studio courses one semester and two studio courses the next. The committee recommends that contact hours equal TLC in art studio courses.

*Clinical Instruction (nursing clinics, radiologic clinics, medical tech clinics)*

Nursing clinical laboratories involve either an on-ground laboratory or a clinical rotation at a medical facility. A typical on-ground laboratory requires initial lecture to describe the objectives of the day and provide preliminary information needed to perform the tasks assigned for that particular lab. Faculty have the students perform the objectives in a simulated atmosphere in order to assess the students' ability to perform a task safely and effectively. Preparation for each laboratory requires moving mannequins, setting up scenarios, ordering supplies, set up and take down, and preparation of hand-outs and lecture notes. Assignments are given each week, and these assignments are graded.

Clinical laboratories at medical facilities require faculty to go to the facility the day prior to assign patients to the students. This requires travel and time in planning. Students go to the facility the evening before their assigned clinical to gather data to plan for the following day. Nursing faculty arrive at the facility the following day and supervise up to 8 students throughout the day. The students are given additional assignments to complete on their assigned patients (i.e., care plan, medication cards, assessment sheets, and client data sheets). The faculty must critique, evaluate, and grade student work each week. Nursing laboratories/clinicals range from 1 to 5 SCH depending on the course. In Nursing, faculty receive 0.75 TLC for 1 hour of contact; students attend 2 actual hours of lab for each 1 credit hour. No specific comparisons to other

TBR schools were possible to obtain as pertaining to nursing clinics. It is the committee's recommendation that TLC equal contact hours in nursing clinical laboratories.

In the Radiological Technology program, the Clinical Internship (RLTN 484a and 484b), which is a 15 SCH course, requires working with students, preparing application packets, visiting a clinical site, interfacing with the program at Vanderbilt, and evaluating students. This course will include a 7 student cohort per semester and involves approximately 3-4 contact hours/week on the part of the faculty. Currently, no TLC is assigned to the faculty teaching this course. At the inception of the Radiological Technology program, this course was assigned 6-8 TLC. Radiology programs are organized uniquely across institutions; thus, it was not possible to directly compare this situation to another institution. The committee recommends that this situation be examined further in cooperation with the Radiological Technology program to determine a more reasonable TLC assignment

#### *Graduate Instruction*

Austin Peay faculty receive 1/9 TLC per student in thesis direction. Under this policy, a faculty member must direct the thesis of nine individuals to receive 1 TLC. This also means that one must direct 27 individual students to be equivalent to a 3 credit hour course. At ETSU, for example, thesis direction would be equated to one hour per student. Thus, directing three student theses during one semester would be considered equivalent to teaching a 3 credit hour course. At MTSU, 50 clock hours of thesis direction is equated to 1 TLC. The committee recommends that the TLC for thesis direction be increased to 1 hour per student.

**Summary of recommended revisions to Policy 5:015 and potential impact of revisions:**

The current teaching load policy is inequitable in some instances and may violate TBR policy by forcing overloads in some disciplines. Perhaps more importantly, the APSU policy shortchanges the ability of the institution, by virtue of its faculty members, to provide an environment that fosters creativity and innovation in instruction, research, and scholarly output. These factors are important for attracting highly qualified students to APSU, which are imperative for improving graduation and placement rates.

**Our specific recommendations are as follows:**

- 1) Credit faculty contact time equally irrespective of the method of teaching:
  - a) Allow TLC to equal contact hours for science labs and clinical labs,
  - b) Assign 1 TLC/20 students for supervision of student teachers in the field where none is currently calculated,
  - c) Allow TLC to equal contact hours for art studio courses,
  - d) Allow TLC to equal contact hours for music performance-type courses, and
  - e) Allow TLC to equal contact hours for adjunct music instructors doing individual music instruction.
- 2) Give departments more flexibility in assigning faculty workloads (reference Pp.4-5, 8 this document),
- 3) Develop a plan of action to begin addressing the problem of chronic overloads, and
- 4) Increase TLC for thesis direction from 1/9 to 1 per student.

**If these recommendations are implemented, they will:**

- 1) Recognize that all faculty time is equally valuable across departments at APSU. This will improve overall faculty morale and lead to retention of quality faculty.
- 2) Increase the amount of time available for scholarly and creative activities which, in turn, will lead to an increase in peer-reviewed activity and a greater number of externally funded grants. These provide more visibility for the institution and enhanced recruitment of students.
- 3) Increase the amount of time available for innovation in the classroom, incorporation of new teaching tools, and inclusion of students in research, which will lead to better student outcomes and higher student retention. (Hu, S, et al. 2008)
- 4) Require the use of adjuncts, graduate teaching assistants, and/or temporary instructors. In order to maintain the quality of instruction APSU, the faculty senate will establish a committee to promote mentoring relationships between these less experienced instructors and seasoned faculty.

**References**

Ehrlich, T. 2003. The Credit Hour and Faculty Instructional Workload. *New Directions for Higher Education*, no. 122. Wiley Periodicals, Inc. Pp. 45-55.

Hu, S., Scheuch, K., Schwartz, R.A., Gaston Gayles, J., Li, S. 2008. Reinventing Undergraduate Education: Engaging College Students in Research and Creative Activities: ASHE Higher Education Report, vol. 33, no. 4.

## **Addenda**

Table 1. Summary of Personal Communication Obtained Spring 2010 for Science Departments

Table 2. Data collected by APSU Science Chairs for Science Departments in Other Institutions

Differential Teaching Load proposal from Tennessee Tech's Biology Department

## Addenda

Table 1. Summary of Personal Communication Obtained Spring 2010 for Science Departments

School\ Department	Biology	Chemistry	Geosciences
TN Tech	2 lec + 2 lab/semester (also see differential teaching load model proposal attached)	12 contact hours; 1 lec + 2 labs/semester OR 2 lec + 2 labs/semester; for yr 1 & 2 1 lec + 1 lab	2 lec + 2 labs/semester
TSU		12 contract hours; 2 lecs + 2 labs	
MTSU		9-12 contact hours; 2 lec + 1 lab OR 2 large lec.	2 lec + 2 labs/semester; less if research program
ETSU	Varies by # of publications generated; avg 2 lec + 2 lab/semester; some much less; a few more if not publishing.		2 lec + 2 labs/semester; less if research program.
UMemphis	1 lec + lab/semester if research program; 2 Lec + 2 Lab/semester if no research program		

Table 2. Data collected by APSU Science Chairs in 2001 for Science Departments in Other Institutions

SCHOOL	BIOLOGY	CHEMISTRY	GEOLOGY ..	PSYCHOLOGY
U of T-K				all UG labs taught by GAs
U. of Memphis	One cnh in lab = 1 cnh in lect.	Two lctrs & 1 lab, = 9 contacts	Two lctrs & 2 labs. Credit for large lectures same as at MTSU	Prof gets credit for a 4-hr. course, including lctr & lab. GAs teach labs
U of T-M	1 sch lab = 2 cnhs = 1 tlc.			1 sch = 1 cnh = 1 tlc
	Univ.-wide cap of 12 tlcs, or 15 cnhs			
ETSU	Too complicated to summarize.	2 lctrs & 2 labs, = 12 contacts	NO PROGRAM	
MTSU	12 contact hrs.	2 lctrs & 1 lab, = 9 contacts	lctrs: < 60 = 3 tlcs; 60-90 = 4 tlcs; 91-99 = 5 tlcs; > 100 = 6 tlcs. Labs: 2 tlcs for ea. sch. Full load = 10-11 tlcs.	1 sch = 1 cnh = 1 tlc
TTU	2 lctrs & 2 labs. Profs. teach UD labs, GAs teach LD labs.	2 lctrs & 2 labs, = 12 contacts	2 lctrs & 2 labs, = 10 cnhs. Large lctr credit as at MTSU & UofM.	
TSU		2 lctrs & 2 labs, = 12 contacts	NO PROGRAM	
UTC				3 cnh lab = 1 tlc for prof of record. Labs by GAs.

lctr=lecture; cnh=contact hour; sch=student credit hour; tic=teaching load credit.

## DIFFERENTIAL TEACHING LOAD PROPOSAL November 2009

**Summary.** It is the recommendation of the Department of Biology's Differential Teaching Committee, represented by Drs. Andrews, Brown, Combs, Cook, Goss, and Hayslette, that the department adopt a system of teaching options to be selected by individual faculty members during their annual agreement of responsibilities. We suggest the system be implemented in two phases: (1) a two-year transition phase to begin January 2010 and end December 2011 and (2) an effective phase in which the system will be fully functional beginning January 2012.

**Teaching Options.** Faculty will select from the following options during their annual agreement of responsibilities with the departmental chairperson. Faculty will be expected to participate in advisement, retention, and recruitment efforts regardless of option selected.

1. **Teaching Option** – For faculty who wish to emphasize teaching. Course load will be equivalent to 5 courses per calendar year. Credit hours (or contact hours) will not be used in making teaching assignments. Most classes have laboratories, and faculty members will be responsible for labs, as well as lectures, with the exception that teaching assistants can be used in lower division labs and a few upper division courses. Faculty members that teach courses using teaching assistants will be responsible for coordinating lab activities with assistance from assistant laboratory coordinators. Research and Thesis, Research and Dissertation, and Topics (independent study) courses do not count towards course loads. There will be no requirements for funded research projects, advising graduate students, or scholarly publications to pursue this option.
2. **Standard Option** – For faculty who wish to emphasize teaching with a moderate level of research activity. Course load will be equivalent to 4 courses per calendar year. Faculty members selecting this option must meet 2 of 3 standard option thresholds (see below) for research funding, graduate student advisement, and scholarly publications over a three year period. Faculty selecting this option must meet at least 1 of the 3 standard option thresholds (see below) within the previous two years, with the understanding that a second threshold will be met by the end of the upcoming year. Therefore, the three year period includes the previous two years and the upcoming year.

**Research Funding.** Eligible projects include those for which the faculty member is either Principal Investigator or Co-Principal Investigator. External and internal funds can be counted. Research funding must be a minimum of \$4,000 and a faculty member selecting this option must apply for at least one external grant over a three year period.

**Graduate Students Advised.** Ph.D.- or M.S.-degree seeking students can be counted if the faculty member is the chair of the student's graduate advisory committee. The student can graduate during the calendar year in question. Graduate students can be counted in successive years, provided they are actively making progress toward completion of their degree. A Ph.D. student can be counted a maximum of five years and a M.S. student can be counted a maximum of three years. The number of graduate students must average a minimum of 1 per year over a three year period.

**Scholarly Publications.** Publications must be “in press” (as evidenced by a letter from the journal editor) or appear in print form during a calendar year. Any “in press” publication counted in a previous year cannot be counted in the following year. In other words, a publication can only be counted once across any given span of years. No more than one publication in a state-level journal can be counted. Publications can include peer-reviewed journal articles, book or proceedings chapters, or full-length books. Published abstracts do not count. Publications must consist of 2 over a three year period.

3. **Research Option** – For faculty members who wish to maintain a substantial research program along with their teaching duties. Course load will be equivalent to 3 courses per calendar year. Must meet all 3 research thresholds (see below) for research funding, graduate student advisement, and scholarly publications. Faculty selecting this option must meet at least 2 of the 3 thresholds within the previous two years, with the understanding that the third threshold will be met by the end of the upcoming year. Therefore, the three year period includes the previous two years and the upcoming year.

**Research Funding.** Eligible projects include those for which the faculty member is either Principal Investigator or Co-Principal Investigator. Only external funds can be counted. Research funding must average a minimum of \$20,000 per year over a three year period.

**Graduate Students Advised.** Ph.D.- or M.S.-degree seeking students can be counted if the faculty member is the chair of the student’s graduate advisory committee. The student can graduate during the calendar year in question. Graduate students can be counted in successive years, provided they are actively making progress toward completion of their degree. A Ph.D. student can be counted a maximum of five years and a M.S. student can be counted a maximum of three years. The number of graduate students must average a minimum of 3 per year over a three year period.

**Scholarly Publications.** Publications must be “in press” (as evidenced by a letter from the journal editor) or appear in print form during a calendar year. Any “in press” publication counted in a previous year cannot be counted in the following year. In other words, a publication can only be counted once across any given span of years. No more than one publication in a state-level journal can be counted. Publications can include peer-reviewed journal articles, book or proceedings chapters, or full-length books. Published abstracts do not count. Publications must average a minimum of 1 per year over a three year period.

**Transition Phase.** Teaching loads during the two-year transition phase (Spring 2010, Fall 2010, Spring 2011, Fall 2011) will be as shown below. Faculty annual evaluation criteria will not be altered during this transition period. Teaching assignments will be on a calendar year basis.

Teaching Option:	4 full courses per calendar year
Standard Option:	4 full courses per calendar year
Research Option:	3 full courses per calendar year

**Effective Phase.** Beginning Spring 2012, the three-option system will be fully implemented such that teaching loads will be as follows. Faculty annual evaluation criteria will be revised to reflect full implementation of the three-option system. Teaching assignments will be on a calendar year basis.

Teaching Option:	5 full courses per calendar year
Standard Option:	4 full courses per calendar year
Research Option:	3 full courses per calendar year

**Expected Benefits.** The three-option system is expected to provide the following benefits.

1. Allows flexibility for individual faculty members to specialize (teaching or research options) or generalize (standard option) their work efforts to match their preferences and professional goals.
2. Promotes research activity which ideally would enhance teaching and research efforts throughout the department.
3. Explicitly rewards teaching by integrating criteria for the three options into the agreement of responsibilities and annual evaluations (beginning 2012).
4. Proactively protects the department by developing a system in which we can defend our workloads under increased scrutiny or risk of academic audit.
5. Following item 4, reduces the likelihood that we would have to adopt a potentially less desirable system imposed from outside the department.