

INTRODUCTION

Faculty workload assignments in the College of Agriculture (COA) consist of up to three separately funded appointments: teaching, research, and extension (T, R, E, respectively). In the COA, service activity is embedded within each appointment, and service expectations may vary between departments. Therefore, the sum of T, R, and E appointments for a given faculty equals 1 full-time equivalent (FTE) (or 100%), and the fraction assigned to each appointment is devoted entirely to that component. The goals of this workload policy are to: 1) Ensure equity in workloads within departments and across the COA and 2) Provide a framework for conversations between faculty and administrators regarding workload expectations, compensation for assignments that result in overload, and temporary or permanent changes to assigned responsibilities (see University Handbook Appendix Y). Teaching, Research, and Extension assignments will generally follow these guidelines, which constitute the COA faculty workload policy. Individual departments may have their own workload policy that implements or supplements these guidelines.

TEACHING

Tenure track and tenured faculty appointments within the COA have a wide range of FTE tenths allocated to teaching. Every teaching appointment is unique, and teaching workloads should account for the diverse activities focused on the teaching mission of the university. Therefore, the policy provides flexibility to account for differences in how departments, disciplines, and subject areas within disciplines approach teaching and learning, while holding everyone to similar expectations for teaching outputs per teaching FTE. University Handbook Appendix Y states that Equivalent Section Credit Hours (ESCH) can be defined in college and/or unit-level documents. Given that COA Teaching, Research, and Extension workloads are tied to specific revenue streams, a reasonable workload for a 1.0 Teaching FTE, 12-month, tenure-track/tenured faculty member in the COA is generally defined as 30 ESCH per academic year, with proportional adjustments based on actual number of Teaching FTE tenths. This translates to 24 ESCH for a 1.0 Teaching FTE, 9-month position.

COA ESCH are defined as:

1. For a lecture course, ESCH = the number of credits listed in the course catalog.
 - a. If multiple sections, including in-person, online, or hybrid; multiply catalog credit hours by number of sections.
 - b. Dual-listed courses taught in the same time slot (e.g., 600/800) count as a single course.
2. Laboratory sections that involve substantial hands-on activities with 2 to 3 contact hours per student credit hour = 1.5 ESCH; multiply the result by the number of laboratory sections.

3. Generally, 10 undergraduate advisees/academic year = 1 ESCH

- a. As COA transitions to faculty mentoring, contribution to teaching effort will be determined by mutual agreement between CCOP and the Dean.

Adjustments and associated processes must be agreed upon by the faculty member and their department head and must be supported by evidence of deviations in effort from the typical range. These may include:

- a. If a course is taught by multiple instructors, allocate ESCH between team members to reflect the proportion of responsibility borne by each team member.
- b. Class size
- c. Developing a new course, changing or adding modalities for course delivery (e.g., online, hybrid)
- d. Teaching Assistants (TAs) – TA contributions can vary substantially and should be accounted for in an instructor's Teaching Workload for a particular course.
- e. Pre-tenured faculty should be given room to establish all aspects of their program via reduced teaching workload in the first two years of their appointment.
- f. Faculty-led Education Abroad – ESCH for Education Abroad courses that involve international travel can be adjusted to account for additional effort required.
- g. Individual study/Internship/Undergraduate research experiences – Number of ESCH based on documented effort expended by the instructor relative to a typical lecture credit. Consider items like actual instructor time required (e.g., travel, lab development, direct supervision, securing internships, employer follow-up, etc.), nature of individual study activities, and number of students involved.
- h. Graduate advising can apply to research (e.g., thesis, research based) or teaching effort (e.g., coursework based, report-based, professional track). Allocation of graduate advising effort to research or teaching workloads should be agreed upon by the faculty and their department head.
- i. Appointments with significant teaching administrative components (e.g., academic coordinator), may need workload adjustments for activities that support the teaching mission of their unit.
- j. Team coaching and similar activities apply to teaching effort if participating students enroll for credit. However, adjustments to teaching effort can also be made to account for course activity or club advising that incurs significant travel time or other activities (e.g., hosting a competition).
- k. Student recruitment, prospective student visits
- l. Scholarship of Teaching and Learning (SoTL) efforts (e.g., publishing or presenting SoTL efforts)

RESEARCH

The COA acknowledges the diverse activities that encompass a faculty member's scholarly research program. Faculty with a research appointment are expected to dedicate effort in proportion to their allocated budgeted time for research responsibilities, reflecting the COA's and the Department's strategic priorities. These responsibilities include conducting discipline-appropriate research activities and collaborations, securing financial support, and disseminating results through various channels.

Scholarly Research

Research scholarship encompasses the creation and pursuit of new knowledge across diverse settings, laboratories, animal facilities, classrooms, computer labs, greenhouses, and field plots, tailored to the specific discipline and project requirements. Scholarly contributions extend to posters, organized symposia, presentations, invited presentations, seminars, and workshops. Mentoring is an expectation of the research effort and may include graduate students, post-doctoral trainees, and visiting scholars. Additionally, invention disclosures, patent applications, the release of commercialized intellectual property, and plant variety releases may be counted as important components of a faculty member's research productivity.

Departments will set the minimum level of research productivity and specify the criteria in the annual faculty evaluation document. Research activity will be assessed on a three-year rolling average with flexibility to accommodate the start-up period for recently hired faculty. Pre-tenured faculty, in coordination with their department head, should be given time to establish all aspects of their program (e.g., lower minimum peer-reviewed publications, fewer awarded grant dollars) in the first two years of their appointment.

Faculty with a research appointment must participate in an active capacity project (e.g., Hatch Regular, Hatch Multi-State, McIntire-Stennis, or Animal Health). Faculty are responsible for complying with annual reporting requirements.

Within higher education, a primary measure of research productivity is publications in discipline-appropriate peer-reviewed journals, books, book chapters, and technical reports. Faculty with research appointments are expected to generate peer-reviewed publications per departmental expectations and COA goals. In instances where a faculty member publishes in a high-impact journal, publishes work of exceptional stakeholder impact, or publishes with significant contribution from student authors, additional credit may be negotiated on a case-by-case basis if not already described in the relevant departmental annual faculty evaluation document.

Research Funding

Research scholarship also includes securing sufficient external financial support. Consequently, creating proposals, managing active research funding, and developing prospects for continued and/or future funding are key expectations to support a faculty member's research program. The target level of active funding and the plan for attaining it will be determined in consultation between the faculty member and the department head as part of goal setting during the annual

evaluation each year. Thus, the level of active research funding should reflect the relative FTE appointment and contribute to the university's planned growth in competitive awards and research expenditures.

EXTENSION

K-State Research and Extension is sustained through the dedicated, excellent, and creative work of its Extension Specialists. Although Specialists may be professional staff or tenured/tenure-track, this policy applies only to those with tenure-track or tenured academic appointments. Objective, systematic, and thorough appraisal of each Specialist for initial appointment, reappointment and promotion in academic rank is extremely important. Five criteria have been identified as essential to the quality of the Extension Specialist's work as well as the overall impact and reputation of K-State Research and Extension.¹ These five criteria are 1) engagement, 2) Extension teaching, 3) program leadership, 4) scholarship, and 5) Extension program management. While the relative importance of the criteria may differ among Specialists' positions and workload, significant or distinguished contributions in these criteria are essential for a Specialist's success.

Though there is significant diversity of Extension programming and workloads, all faculty with Extension tenths are tasked with being accountable for making a difference in the lives of Kansans and their communities. Scholarship and research are the base for K-State Research and Extension efforts. While this policy describes what comprises Extension workload, it is the role of each department to establish its own document of guidelines, criteria, and standards for faculty evaluation.

Regardless of tenths appointment (e.g., less than 30%, 50%, or greater than 70%), expectations should be considered "scalable" for different workload distributions. As recognized in Appendix Y of the University Handbook, "extension faculty regularly adjust these percentages to accommodate the demands of...the needs of the communities they serve" (<https://www.k-state.edu/provost/policies-resources/university-handbook/fhxy.html>). Several of the following must be demonstrated to meet minimum workload expectations.

Extension Scholarship

1. Conduct applied or community-engaged research or scholarship with practical implications to improve outcomes for Kansas and beyond
2. Establish an independent line of research and national reputation by publishing in peer-reviewed journals and edited scientific publications based on standards set by the specific discipline
3. Seek and collaborate on grants and external funding to support extension scholarship and programming; manage funded projects
4. Present results of extension scholarship (original work, peer-reviewed) at regional, national, or international meetings and conferences

Program Planning

1. Actively lead or participate in an appropriate Program Focus Team (PFT)

¹ <https://www.ksre.k-state.edu/about/employee-resources/employment/actions/specialist-expectations.pdf>

2. Participate in formal planning process
3. Coordinate with agents, regional specialists, and/or other state specialists to identify and document needs for education programs
4. Develop action plans in collaboration with appropriate PFT and put them in PEARS
5. Seek resources, such as grant funding, to support the program
6. Collaborate with individuals in other organizations, or in other states
7. Actively participate in trans-disciplinary issue-based team(s) to tackle the grand challenges of Kansas
8. Communicate to the Department/College/University any research needs identified by clientele, and in turn, help communicate research results back to the clientele
9. Intentionally plan to engage underrepresented audiences

Education/Program Materials

1. Prepare new research- and evidence-based educational materials and/or adapt or adopt research- and evidence-based materials from other states to meet client needs in Kansas
2. Contribute to materials developed by a Program Focus Team (PFT) and/or an interdisciplinary team

Program Teaching/Delivery and Support

1. Provide research updates for local unit agents
2. Deliver in-service training to local unit agents and/or other professionals who in turn train volunteers and/or teach intended audiences
2. Deliver programs to clientele groups, including historically underrepresented groups
3. Respond to questions and needs of local unit agents and clientele groups through consultation, phone calls, and forwarding of requested support materials
4. Prepare newsletters and/or web-based information to support local unit program work and to strengthen the capabilities of agents
5. Give presentations at county, state, regional, and national levels

Program Evaluation/Accountability

1. Develop questionnaires, surveys, and solicit feedback to assess programs and put them in the PEARS online data collection system
2. Conduct in-depth, formal impact assessment studies
3. Prepare impact reports for K-State Research and Extension (including quarterly time and effort reports and Making a Difference Reports) and other reports, as needed
4. Publish relevant information or findings pertaining to extension activities in refereed journals and/or other professional journals

Support the Extension Mission

1. Serve on Extension committees, as needed
2. Serve on task forces identified by leadership, as needed
3. Collaborate with faculty from other program areas or departments to address issues of Kansas
4. Otherwise, be a good citizen and colleague to help achieve the Extension mission of Kansas State University