

Faculty Senate

February 3, 2023

From: Academic Red Committee

Oswaldo Di Paolo Harrison, CoAL (Chair)

Amanda Estep, CoBHS

Andrew Kostakis, CoAL

Cheryl Lambert, CoE

Gloria Miller, CoB

Saeid Samadidana, CoSTEM

To: APSU Faculty Senate

President Perry Scanlon

Charge

Academic Red will examine summer and intersession teaching load and provide recommendations to the Faculty Senate for a fair and equitable way to assign summer teaching opportunities consistent with expertise.

Introduction

As mentioned on the interim report (*see Appendix*), the committee requested a report from the Office of Decision Support and Institutional Research (DSIR). This information includes off-contract courses taught by professors (assistant, associate, and full), instructors, and adjuncts in each department by term (Wintermester, Maymester, and Summer) for three academic years (2019, 2020, and 2021).

Committee Work

The committee ran the data to examine the distribution of summer and intersession teaching courses across ranks and departments.

Data Analysis

Table 1A:

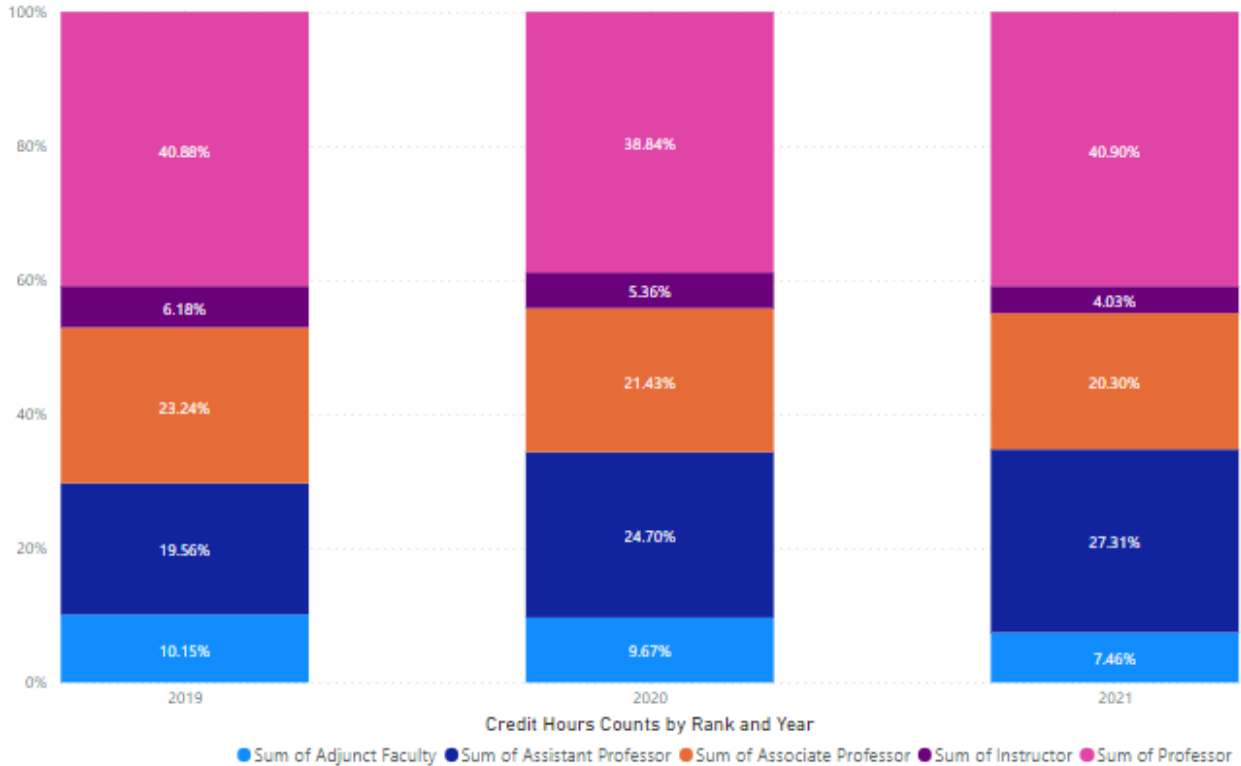


Table 1B:

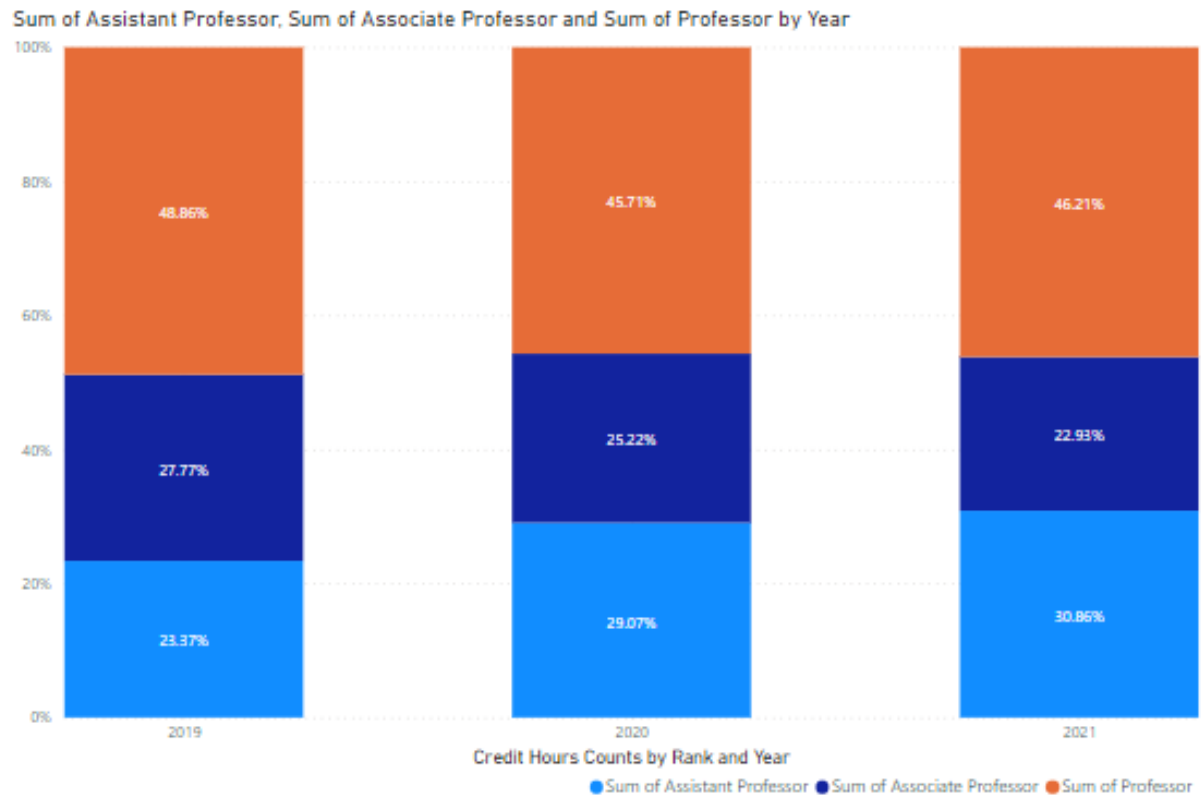


Table 2A:

Sum of Assistant Professor, Sum of Associate Professor, Sum of Professor, Sum of Instructor and Sum of Adjunct Faculty by Period

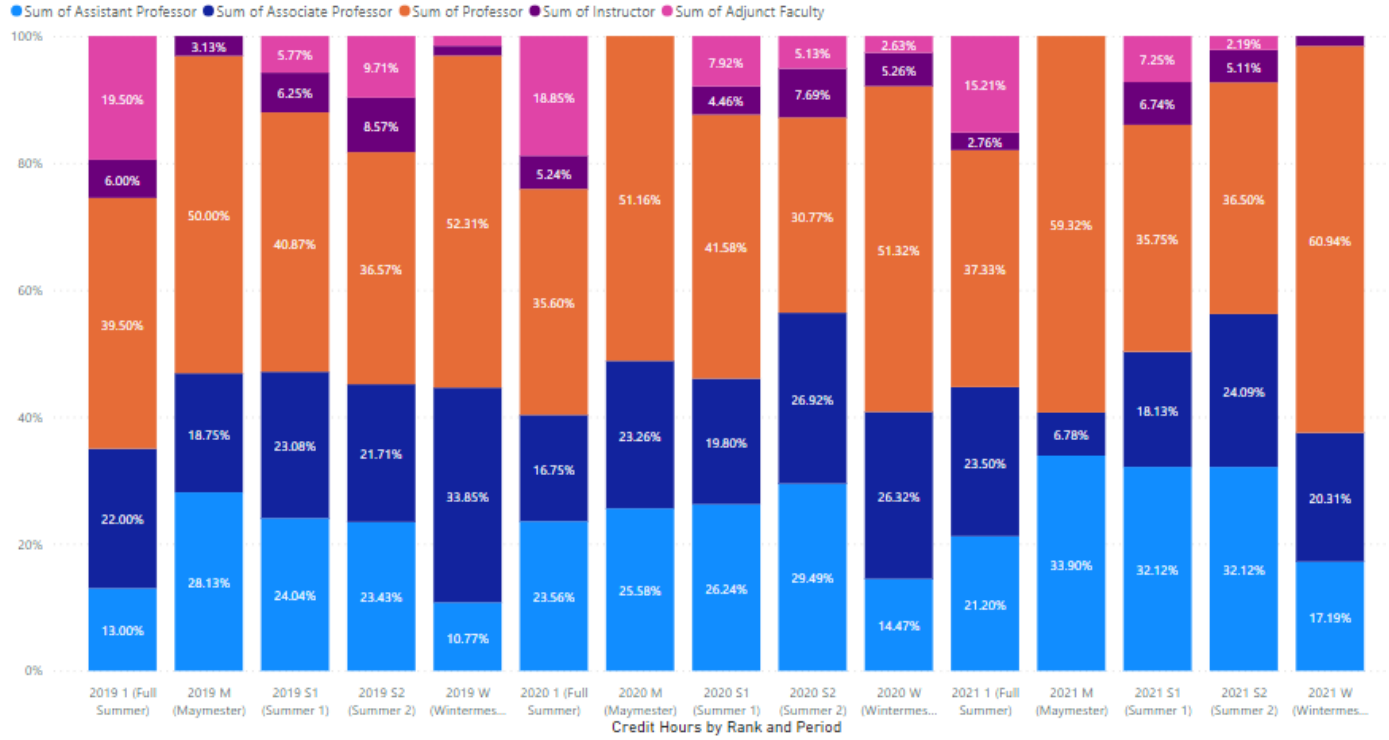
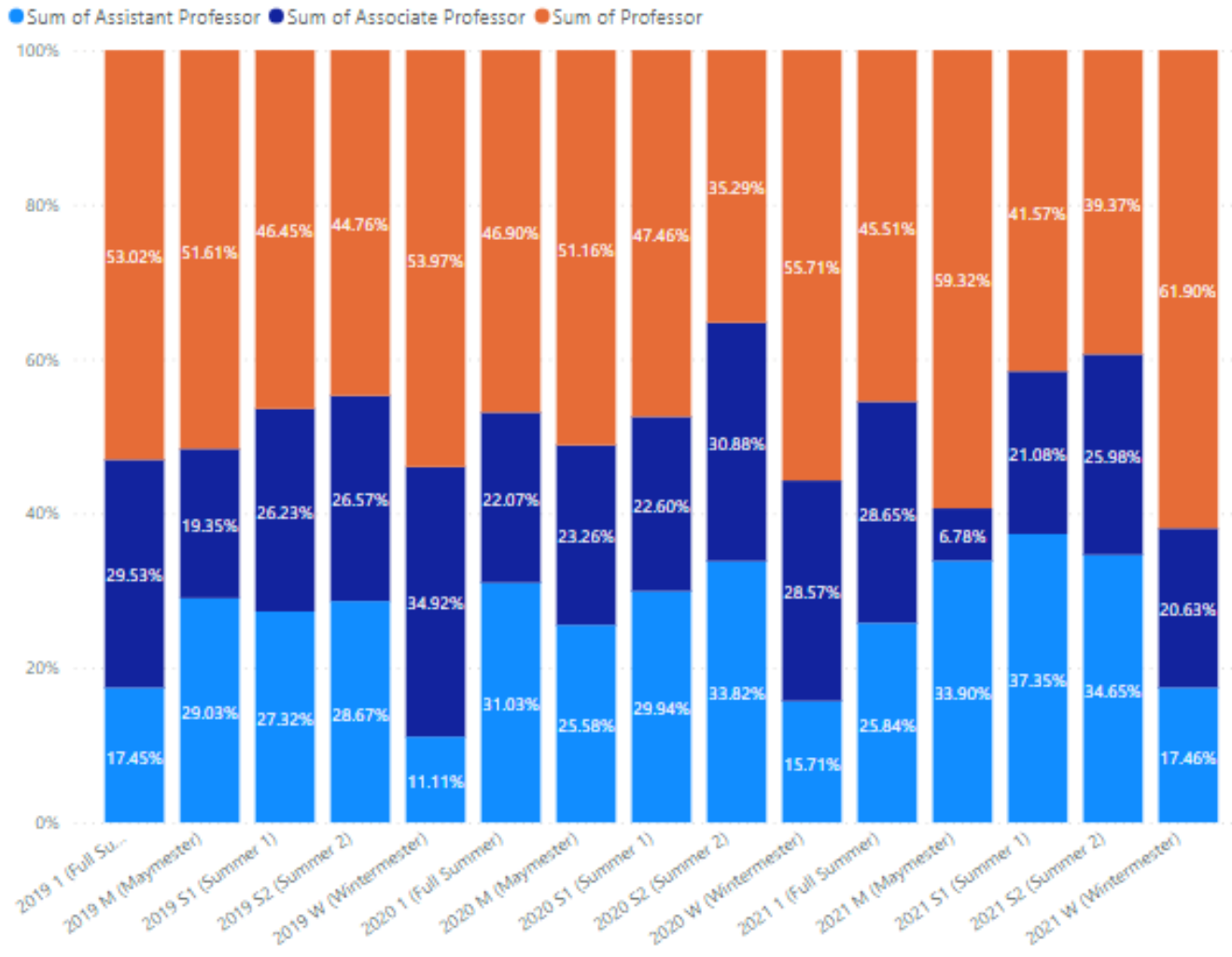


Table 2B:

Sum of Assistant Professor, Sum of Associate Professor and Sum of Professor by Period



Credit Hours by Rank and Period

Off-contract Analysis Report

Table 3:

Count of Course_cr_hrs	Column Lab	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor		Grand Total		Percentages		
											Assistant Professor	Associate Professor	Professor
Row Labels													
2019		69	133	158	2	42	278	682			23.37%	27.77%	48.86%
1 (Full Summer)		39	26	44		12	79	200			17.45%	29.53%	53.02%
M (Maymester)			9	6	1	1	16	33			29.03%	19.35%	51.61%
S1 (Summer 1)		12	50	48	1	13	85	209			27.32%	26.23%	46.45%
S2 (Summer 2)		17	41	38		15	64	175			28.67%	26.57%	44.76%
W (Wintermester)		1	7	22		1	34	65			11.11%	34.92%	53.97%
2020		65	166	144	5	36	261	677			29.07%	25.22%	45.71%
1 (Full Summer)		36	45	32		10	68	191			31.03%	22.07%	46.90%
M (Maymester)			11	10			22	43			25.58%	23.26%	51.16%
MIN		3				1		4			0.00%	0.00%	0.00%
S1 (Summer 1)		16	53	40	3	9	84	205			29.94%	22.60%	47.46%
S2 (Summer 2)		8	46	42	2	12	48	158			33.82%	30.88%	35.29%
W (Wintermester)		2	11	20		4	39	76			15.71%	28.57%	55.71%
2021		50	183	136	3	27	274	673			30.86%	22.93%	46.21%
1 (Full Summer)		33	46	51		6	81	217			25.84%	28.65%	45.51%
M (Maymester)			20	4			35	59			33.90%	6.78%	59.32%
S1 (Summer 1)		14	62	35	2	13	69	195			37.35%	21.08%	41.57%
S2 (Summer 2)		3	44	33	1	7	50	138			34.65%	25.98%	39.37%
W (Wintermester)			11	13		1	39	64			17.46%	20.63%	61.90%
Grand Total		184	482	438	10	105	813	2032			27.81%	25.27%	46.91%

Count of Course_ Column La								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
2019	69	133	158	2	42	278	682	19.50%	23.17%	40.76%
1	39	26	44		12	79	200	13.00%	22.00%	39.50%
AFE		1	1			4	6	16.67%	16.67%	66.67%
AGRI	2	4			3		9	44.44%	0.00%	0.00%
AHS			3			3	6	0.00%	50.00%	50.00%
ARTD			2				2	0.00%	100.00%	0.00%
BIOL	8		1			4	13	0.00%	7.69%	30.77%
COMM	2	2	2		1	7	14	14.29%	14.29%	50.00%
CRIM			1				1	0.00%	100.00%	0.00%
CSCI	2	3	3		3	9	20	15.00%	15.00%	45.00%
EDSP			2			5	7	0.00%	28.57%	71.43%
ENGT	1	2	4		1	9	17	11.76%	23.53%	52.94%
GSCI	2						2	0.00%	0.00%	0.00%
HIST	2	1	5			5	13	7.69%	38.46%	38.46%
LALI	5				2		7	0.00%	0.00%	0.00%
LPQA	4		2			5	11	0.00%	18.18%	45.45%
MATH			4		2	13	19	0.00%	21.05%	68.42%
MMGB		4	4			1	9	44.44%	44.44%	11.11%
MUS	4	1				1	6	16.67%	0.00%	16.67%
NURS	2	6	5			9	22	27.27%	22.73%	40.91%
PSPM			1			3	4	0.00%	25.00%	75.00%
PSYC		2	3			1	6	33.33%	50.00%	16.67%
SOC			1				1	0.00%	100.00%	0.00%
SW	5						5	0.00%	0.00%	0.00%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
M		9	6	1	1	16	33	27.27%	18.18%	48.48%
AFE						1	1	0.00%	0.00%	100.00%
AHS						4	4	0.00%	0.00%	100.00%
ARTD			1				1	0.00%	100.00%	0.00%
COMM		2	1			1	4	50.00%	25.00%	25.00%
CRIM		1					1	100.00%	0.00%	0.00%
CSCI						2	2	0.00%	0.00%	100.00%
EDSP						1	1	0.00%	0.00%	100.00%
HHP		1	1			1	3	33.33%	33.33%	33.33%
HIST		1				2	3	33.33%	0.00%	66.67%
LALI					1		1	0.00%	0.00%	0.00%
LPOA			1				1	0.00%	100.00%	0.00%
MATH		1					1	100.00%	0.00%	0.00%
PSPM						3	3	0.00%	0.00%	100.00%
SOC			2				2	0.00%	100.00%	0.00%
SW		1					1	100.00%	0.00%	0.00%
THDA		1				1	2	50.00%	0.00%	50.00%
TL		1		1			2	50.00%	0.00%	0.00%

Count of Course_ Column La								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S1	12	50	48	1	13	85	209	23.92%	22.97%	40.67%
AFE		2	2		3	2	9	22.22%	22.22%	22.22%
AGRI		1	1				2	50.00%	50.00%	0.00%
AHS	2	2	1			3	8	25.00%	12.50%	37.50%
ARTD		1	3			1	5	20.00%	60.00%	20.00%
BIOL	2	2				11	15	13.33%	0.00%	73.33%
CHEM		2	3			1	6	33.33%	50.00%	16.67%
COMM		2			3		5	40.00%	0.00%	0.00%
CRIM		1	2				3	33.33%	66.67%	0.00%
CSCI	4	8	4		1	5	22	36.36%	18.18%	22.73%
EDSP		3	4			2	9	33.33%	44.44%	22.22%
GSCI			1			2	3	0.00%	33.33%	66.67%
HHP	1	1	4		3	12	21	4.76%	19.05%	57.14%
HIST		1	1			7	9	11.11%	11.11%	77.78%
LALI	1	2	4		3	4	14	14.29%	28.57%	28.57%
LPOA			2			1	3	0.00%	66.67%	33.33%
MATH			2			7	9	0.00%	22.22%	77.78%
MMGB		1	5			5	11	9.09%	45.45%	45.45%
MUS		1	1			3	5	20.00%	20.00%	60.00%
PHYS						7	7	0.00%	0.00%	100.00%
PSPM		2				5	7	28.57%	0.00%	71.43%
PSYC	2	3	2	1		6	14	21.43%	14.29%	42.86%
SOC		5					5	100.00%	0.00%	0.00%
SW		2	1				3	66.67%	33.33%	0.00%
THDA			2				2	0.00%	100.00%	0.00%
TL		8	3			1	12	66.67%	25.00%	8.33%

Count of Course_ Column La								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S2	17	41	38		15	64	175	23.43%	21.71%	36.57%
AFE		3	1			6	10	30.00%	10.00%	60.00%
ARTD		1					1	100.00%	0.00%	0.00%
BIOL	6	2			6	10	24	8.33%	0.00%	41.67%
CHEM		2				2	4	50.00%	0.00%	50.00%
COMM		3	1		1		5	60.00%	20.00%	0.00%
CRIM		1				3	4	25.00%	0.00%	75.00%
CSCI		1	3			3	7	14.29%	42.86%	42.86%
EDSP		4	4			3	11	36.36%	36.36%	27.27%
EDUC		1					1	100.00%	0.00%	0.00%
GSCI			1			2	3	0.00%	33.33%	66.67%
HHP					3	2	5	0.00%	0.00%	40.00%
HIST			4			2	6	0.00%	66.67%	33.33%
LALI	1	1	1		1	5	9	11.11%	11.11%	55.56%
LPOA			1			3	4	0.00%	25.00%	75.00%
MATH		6	4		2	1	13	46.15%	30.77%	7.69%
MMGB	4	3	1			4	12	25.00%	8.33%	33.33%
MUS	4	1				1	6	16.67%	0.00%	16.67%
NURS						2	2	0.00%	0.00%	100.00%
PHYS			5				5	0.00%	100.00%	0.00%
PSPM		1	3				4	25.00%	75.00%	0.00%
PSYC	2	1	3			9	15	6.67%	20.00%	60.00%
SOC			2			2	4	0.00%	50.00%	50.00%
SW		1			1		2	50.00%	0.00%	0.00%
THDA		1				1	2	50.00%	0.00%	50.00%
TL		8	4		1	3	16	50.00%	25.00%	18.75%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
W	1	7	22		1	34	65	10.77%	33.85%	52.31%
AFE						1	1	0.00%	0.00%	100.00%
ARTD			1				1	0.00%	100.00%	0.00%
BIOL						4	4	0.00%	0.00%	100.00%
COMM		1	1			1	3	33.33%	33.33%	33.33%
CRIM			3			1	4	0.00%	75.00%	25.00%
ENGT			1				1	0.00%	100.00%	0.00%
GSCI			1			2	3	0.00%	33.33%	66.67%
HHP			1		1	5	7	0.00%	14.29%	71.43%
HIST		2	1			2	5	40.00%	20.00%	40.00%
LALI			1			2	3	0.00%	33.33%	66.67%
LPOA			2			3	5	0.00%	40.00%	60.00%
MATH			1			2	3	0.00%	33.33%	66.67%
MMGB			1			1	2	0.00%	50.00%	50.00%
MUS	1						1	0.00%	0.00%	0.00%
NJRS						2	2	0.00%	0.00%	100.00%
PHYS						2	2	0.00%	0.00%	100.00%
PSPM						3	3	0.00%	0.00%	100.00%
PSYC			3			3	6	0.00%	50.00%	50.00%
SOC		1	1				2	50.00%	50.00%	0.00%
SW			1				1	0.00%	100.00%	0.00%
THDA			3				3	0.00%	100.00%	0.00%
TL		3					3	100.00%	0.00%	0.00%

Count of Course_ Column La								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
2020	65	166	144	5	36	261	677	24.52%	21.27%	38.55%
1	36	45	32		10	68	191	23.56%	16.75%	35.60%
AFE			1			3	4	0.00%	25.00%	75.00%
AGRI	1	2			2		5	40.00%	0.00%	0.00%
AHS			2			3	5	0.00%	40.00%	60.00%
ARTD	1		1				2	0.00%	50.00%	0.00%
BIOL	6					4	10	0.00%	0.00%	40.00%
COMM		5	3		3	5	16	31.25%	18.75%	31.25%
CRIM		2					2	100.00%	0.00%	0.00%
CSCI	2	4	2			10	18	22.22%	11.11%	55.56%
EDSP		4	3				7	57.14%	42.86%	0.00%
ENGT		6	4			3	13	46.15%	30.77%	23.08%
GSCI	2						2	0.00%	0.00%	0.00%
HHP	2						2	0.00%	0.00%	0.00%
HIST	2	3	3			4	12	25.00%	25.00%	33.33%
LALI	4				3	1	8	0.00%	0.00%	12.50%
LPOA	4	1	2			5	12	8.33%	16.67%	41.67%
MATH		4	3		2	11	20	20.00%	15.00%	55.00%
MMGB		2	1			4	7	28.57%	14.29%	57.14%
MUS			1			1	2	0.00%	50.00%	50.00%
NURS	6	9	3			13	31	29.03%	9.68%	41.94%
PSPM			1				1	0.00%	100.00%	0.00%
PSYC	1	3	1			1	6	50.00%	16.67%	16.67%
SOC			1				1	0.00%	100.00%	0.00%
SW	5						5	0.00%	0.00%	0.00%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
M		11	10			22	43	25.58%	23.26%	51.16%
AFE			1			1	2	0.00%	50.00%	50.00%
AHS						3	3	0.00%	0.00%	100.00%
ARTD		1	1			2	4	25.00%	25.00%	50.00%
COMM		3	1			1	5	60.00%	20.00%	20.00%
CRIM		1					1	100.00%	0.00%	0.00%
EDSP						1	1	0.00%	0.00%	100.00%
GSCI						1	1	0.00%	0.00%	100.00%
HHP		1	1			1	3	33.33%	33.33%	33.33%
HIST			1			2	3	0.00%	33.33%	66.67%
LALI						1	1	0.00%	0.00%	100.00%
LPOA			1			2	3	0.00%	33.33%	66.67%
MATH		1	1				2	50.00%	50.00%	0.00%
NURS		2				2	4	50.00%	0.00%	50.00%
PSPM						4	4	0.00%	0.00%	100.00%
SOC			2				2	0.00%	100.00%	0.00%
SW		1					1	100.00%	0.00%	0.00%
THDA			1			1	2	0.00%	50.00%	50.00%
TL			1				1	100.00%	0.00%	0.00%
MIN	3				1		4	0.00%	0.00%	0.00%
PASS	3				1		4	0.00%	0.00%	0.00%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S1	16	53	40	3	9	84	205	25.85%	19.51%	40.98%
AFE		1	3		3	3	10	10.00%	30.00%	30.00%
AGRI	1						1	0.00%	0.00%	0.00%
AHS	1		1			6	8	0.00%	12.50%	75.00%
ARTD		1	2				3	33.33%	66.67%	0.00%
BIOL	8				2	4	14	0.00%	0.00%	28.57%
CHEM			5			4	9	0.00%	55.56%	44.44%
COMM		3					3	100.00%	0.00%	0.00%
CRIM		2	1			2	5	40.00%	20.00%	40.00%
CSCI	2	7	3			7	19	36.84%	15.79%	36.84%
EDSP		6	3	1		2	12	50.00%	25.00%	16.67%
EDUC		1					1	100.00%	0.00%	0.00%
GSCI						3	3	0.00%	0.00%	100.00%
HHP	2	5	4		2	11	24	20.83%	16.67%	45.83%
HIST			1				8	0.00%	11.11%	88.89%
LALI	1	2	1	1		4	9	22.22%	11.11%	44.44%
LPOA			2			2	4	0.00%	50.00%	50.00%
MATH		1	2			3	6	16.67%	33.33%	50.00%
MMGB		2	6		1	1	10	20.00%	60.00%	10.00%
MUS			1			1	2	0.00%	50.00%	50.00%
PHYS						9	9	0.00%	0.00%	100.00%
PSPM						2	2	0.00%	0.00%	100.00%
PSYC	1	4		1		10	16	25.00%	0.00%	62.50%
SOC		3					3	100.00%	0.00%	0.00%
SW						1	1	0.00%	0.00%	100.00%
THDA		1	1				2	50.00%	50.00%	0.00%
TL		14	4		1	1	20	70.00%	20.00%	5.00%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S2	8	46	42	2	12	48	158	29.11%	26.58%	30.38%
AFE		6				5	11	54.55%	0.00%	45.45%
ARTD	1					1	2	0.00%	0.00%	50.00%
BIOL	2				2	9	13	0.00%	0.00%	69.23%
CHEM		2				4	6	33.33%	0.00%	66.67%
COMM		2			1		3	66.67%	0.00%	0.00%
CRIM			1			1	2	0.00%	50.00%	50.00%
CSCI		2	4			1	7	28.57%	57.14%	14.29%
EDSP	1	3	4			3	11	27.27%	36.36%	27.27%
ENGT		1					1	100.00%	0.00%	0.00%
GSCI			1			1	2	0.00%	50.00%	50.00%
HHP		1			1	2	4	25.00%	0.00%	50.00%
HIST			5			1	6	0.00%	83.33%	16.67%
LALI		2	3	2	1	3	11	18.18%	27.27%	27.27%
LPOA						2	2	0.00%	0.00%	100.00%
MATH		5	1		2	3	11	45.45%	9.09%	27.27%
MMGB		3	3		5		11	27.27%	27.27%	0.00%
MUS	4	1					5	20.00%	0.00%	0.00%
NURS						2	2	0.00%	0.00%	100.00%
PHYS			3				3	0.00%	100.00%	0.00%
PSPM		1					1	100.00%	0.00%	0.00%
PSYC		3	7			3	13	23.08%	53.85%	23.08%
SOC		1	3			2	6	16.67%	50.00%	33.33%
SW		3	3				6	50.00%	50.00%	0.00%
THDA		2				1	3	66.67%	0.00%	33.33%
TL		8	4			4	16	50.00%	25.00%	25.00%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
W	2	11	20		4	39	76	14.47%	26.32%	51.32%
AFE						1	1	0.00%	0.00%	100.00%
AGRI					1		1	0.00%	0.00%	0.00%
ARTD						1	1	0.00%	0.00%	100.00%
BIOL						3	3	0.00%	0.00%	100.00%
COMM		3	2				5	60.00%	40.00%	0.00%
CRIM		1	2			1	4	25.00%	50.00%	25.00%
EDSP		2					2	100.00%	0.00%	0.00%
GSCI						5	5	0.00%	0.00%	100.00%
HHP				1	2	5	8	0.00%	12.50%	62.50%
HIST		1	3			4	8	12.50%	37.50%	50.00%
LALI		1	3		1	1	6	16.67%	50.00%	16.67%
LPOA			2			4	6	0.00%	33.33%	66.67%
MATH			2			1	3	0.00%	66.67%	33.33%
MMGB	1	1	1				3	33.33%	33.33%	0.00%
NURS						2	2	0.00%	0.00%	100.00%
PHYS						2	2	0.00%	0.00%	100.00%
PSPM						4	4	0.00%	0.00%	100.00%
PSYC				1		4	5	0.00%	20.00%	80.00%
SOC		1	1			1	3	33.33%	33.33%	33.33%
SW				1			1	0.00%	100.00%	0.00%
THDA	1						1	0.00%	0.00%	0.00%
TL		1	1				2	50.00%	50.00%	0.00%

Count of Course_ Column La								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
2021	50	183	136	3	27	274	673	27.19%	20.21%	40.71%
1	33	46	51		6	81	217	21.20%	23.50%	37.33%
AFE		1				1	2	50.00%	0.00%	50.00%
AGRI			3		2		5	0.00%	60.00%	0.00%
AHS		2	2			3	7	28.57%	28.57%	42.86%
ARTD			2				2	0.00%	100.00%	0.00%
BIOL	4					3	7	0.00%	0.00%	42.86%
CHEM						1	1	0.00%	0.00%	100.00%
COMM	1	5	2		1	10	19	26.32%	10.53%	52.63%
CRIM		2	2			2	6	33.33%	33.33%	33.33%
CSCI		8	5			9	22	36.36%	22.73%	40.91%
EDSP		1	7			1	9	11.11%	77.78%	11.11%
ENGT	1	8	2			4	15	53.33%	13.33%	26.67%
HHP		1					1	100.00%	0.00%	0.00%
HIST	3		5			7	15	0.00%	33.33%	46.67%
LALI	11				1	3	15	0.00%	0.00%	20.00%
LPOA	4	1	2			5	12	8.33%	16.67%	41.67%
MATH		4	5		2	12	23	17.39%	21.74%	52.17%
MMGB	2	2	1			4	9	22.22%	11.11%	44.44%
MUS			1			1	2	0.00%	50.00%	50.00%
NURS	4	6	5			12	27	22.22%	18.52%	44.44%
PSPM			1				1	0.00%	100.00%	0.00%
PSYC	2	4	4			3	13	30.77%	30.77%	23.08%
SDC		1	2				3	33.33%	66.67%	0.00%
SW	1						1	0.00%	0.00%	0.00%

Count of Course_ Column La								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
M		20	4			35	59	33.90%	6.78%	59.32%
AFE		2				1	3	66.67%	0.00%	33.33%
AHS						4	4	0.00%	0.00%	100.00%
ARTD						1	1	0.00%	0.00%	100.00%
COMM		5				2	7	71.43%	0.00%	28.57%
CRIM		1					1	100.00%	0.00%	0.00%
CSCI						1	1	0.00%	0.00%	100.00%
EDSP						1	1	0.00%	0.00%	100.00%
HHP			1			1	2	0.00%	50.00%	50.00%
HIST						3	3	0.00%	0.00%	100.00%
LALI		1				14	15	6.67%	0.00%	93.33%
LPOA			1			2	3	0.00%	33.33%	66.67%
MATH		1					1	100.00%	0.00%	0.00%
MGMK		1					1	100.00%	0.00%	0.00%
MMGB		3					3	100.00%	0.00%	0.00%
NURS		3				1	4	75.00%	0.00%	25.00%
PSPM						3	3	0.00%	0.00%	100.00%
SOC				1			1	0.00%	100.00%	0.00%
SW		1					1	100.00%	0.00%	0.00%
THDA				1		1	2	0.00%	50.00%	50.00%
TL		2					2	100.00%	0.00%	0.00%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S1	14	62	35	2	13	69	195	31.79%	17.95%	35.38%
AFE		3	1		3	3	10	30.00%	10.00%	30.00%
AGRI			1				1	0.00%	100.00%	0.00%
AHS	1	3	1			3	8	37.50%	12.50%	37.50%
ARTD	1		1				2	0.00%	50.00%	0.00%
BIOL	4				2	5	11	0.00%	0.00%	45.45%
CHEM		4	4		2		10	40.00%	40.00%	0.00%
COMM		1			1		2	50.00%	0.00%	0.00%
CRIM		2	1			1	4	50.00%	25.00%	25.00%
CSCI	1	5	3			2	11	45.45%	27.27%	18.18%
EDSP	2	9	2			3	16	56.25%	12.50%	18.75%
EDUC		1					1	100.00%	0.00%	0.00%
ENGT		1					1	100.00%	0.00%	0.00%
GSCI			1			2	3	0.00%	33.33%	66.67%
HHP	2	6	2		1	8	19	31.58%	10.53%	42.11%
HIST						6	6	0.00%	0.00%	100.00%
LALI		4	2		1	3	10	40.00%	20.00%	30.00%
LPOA		1	2			2	5	20.00%	40.00%	40.00%
MATH		3	1			2	6	50.00%	16.67%	33.33%
MMGB		2	4		3	2	11	18.18%	36.36%	18.18%
MUS	1						1	0.00%	0.00%	0.00%
PHYS		1				6	7	14.29%	0.00%	85.71%
PSPM			1			5	6	0.00%	16.67%	83.33%
PSYC	1	3	1	2		11	18	16.67%	5.56%	61.11%
SOC		3				2	5	60.00%	0.00%	40.00%
SW		1				1	2	50.00%	0.00%	50.00%
THDA		2	1				3	66.67%	33.33%	0.00%
TL	1	7	6			2	16	43.75%	37.50%	12.50%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
•S2	3	44	33	1	7	50	138	31.88%	23.91%	36.23%
AFE		2				7	9	22.22%	0.00%	77.78%
ARTD						1	1	0.00%	0.00%	100.00%
BIOL		3				6	9	33.33%	0.00%	66.67%
CHEM		2				4	6	33.33%	0.00%	66.67%
COMM						1	1	0.00%	0.00%	100.00%
CRIM		3	1			1	5	60.00%	20.00%	20.00%
CSCI		2	1			1	4	50.00%	25.00%	25.00%
EDSP		4	3			1	8	50.00%	37.50%	12.50%
ENGT		3					3	100.00%	0.00%	0.00%
GSCI						5	5	0.00%	0.00%	100.00%
HHP		1	1		2	1	5	20.00%	20.00%	20.00%
HIST			2			1	3	0.00%	66.67%	33.33%
LALI		4			2	3	9	44.44%	0.00%	33.33%
LPOA						2	2	0.00%	0.00%	100.00%
MATH		1				1	2	50.00%	0.00%	50.00%
MMGB		6	3		2	2	13	46.15%	23.08%	15.38%
MUS						2	2	0.00%	0.00%	100.00%
NURS		2					2	100.00%	0.00%	0.00%
PHYS			3				3	0.00%	100.00%	0.00%
PSYC		2	6	1		6	15	13.33%	40.00%	40.00%
SOC		1	3			2	6	16.67%	50.00%	33.33%
SW		1	1				2	50.00%	50.00%	0.00%
THDA			1			1	2	50.00%	0.00%	50.00%
TL	3	6	9		1	2	21	28.57%	42.86%	9.52%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
W		11	13		1	39	64	17.19%	20.31%	60.94%
AFE						1	1	0.00%	0.00%	100.00%
AGRI			1		1		2	0.00%	50.00%	0.00%
AHS						1	1	0.00%	0.00%	100.00%
BIOL						6	6	0.00%	0.00%	100.00%
COMM		4				1	5	80.00%	0.00%	20.00%
CRIM		1	2			1	4	25.00%	50.00%	25.00%
GSCI						3	3	0.00%	0.00%	100.00%
HHP		2	2			4	8	25.00%	25.00%	50.00%
HIST			3			2	5	0.00%	60.00%	40.00%
LPOA			2			4	6	0.00%	33.33%	66.67%
MATH						2	2	0.00%	0.00%	100.00%
MMGB		3				2	5	60.00%	0.00%	40.00%
NURS						2	2	0.00%	0.00%	100.00%
PHYS						2	2	0.00%	0.00%	100.00%
PSPM						2	2	0.00%	0.00%	100.00%
PSYC			1			4	5	0.00%	20.00%	80.00%
SOC			1			1	2	0.00%	50.00%	50.00%
Sw		1	1				2	50.00%	50.00%	0.00%
THDA						1	1	0.00%	0.00%	100.00%

Conclusion

Originally, the committee reached out to all department chairs to gather information for this analysis. Unfortunately, the committee did not receive enough complete response to conduct a meaning analysis of off-contract teaching by rank. Therefore, the committee requested data from the university's Office of Decision Support and Institutional Research (DSIR). The above information is the product of the analysis the committee conduct on said data. From the tables included, it appears that full professors receive less than half the off-contract course assignments in comparison to assistant and associate professors with a couple of exceptions.

The committee recognizes numerous limitations of this analysis due to the lack of variables that are necessary to make a more concrete assessment of off-contract course assignments. For example, we lack information on the number of professors (at each rank) per department, the number of faculty opting out of off-contract teaching loads, faculty qualifications for courses, etc.

Recommendations

1. A Qualtrics survey should be sent to all faculty that assesses their perspective on the following recommendations:
2. A closer look at each department: number of professors (at each rank) and instructors, number of faculty opting out of off-contract teaching loads, faculty qualifications to teach available off-contract courses to see how these situations affected the distribution of off-contract loads for the 2019, 2020, and 2021 academic years. Upon receipt of this information, any adjustments necessary should be made to these recommendations.
3. A university policy delineating a uniform procedure for assigning off-contract courses should be written. This policy should provide clarification on potential exceptions that allows for flexibility for department chairs when facing specific situations (i.e. higher number of a specific rank in the department, number of faculty who opt out to teach during off-contract periods, a limited number of faculty qualified to teach the courses).
4. A rotation system should be utilized for allocating off-contract courses, with equitable credit hour consideration, when the ratio of courses to

faculty are not aligned. The committee recognizes that each department should develop their own rotation system.

5. Chairs should also review their faculty's TLCs, DFW rates, and current enrollment statistics when planning their off-contract schedules.
6. Faculty qualifications should be a deciding factor when assigning off-contract courses. The committee recognizes that each department should determine the definition for "faculty qualifications."
7. Where there are enough courses available to be assigned to all faculty desiring to teach during off-contract periods, each faculty should receive one course assignment before assigning a subsequent course to the same faculty member.

Appendix

Academic Red Committee Interim Report

Committee Members:

Oswaldo Di Paolo Harrison, CoAL (Chair)

Amanda Estep, CoBHS

Andrew Kostakis, CoAL

Cheryl Lambert, CoE

Gloria Miller, CoB

Saeid Samadidana, CoSTEM

Charge:

Academic Red will examine summer and intersession teaching load and provide recommendations to the Faculty Senate for a fair and equitable way to assign summer teaching opportunities consistent with expertise.

Methodology:

The committee collected information from each department chair to give insight about the distribution of off-contract courses. The committee generated a questionnaire (see Appendix I) and sent it to all chairs via email. Out of 28 department chairs, the committee received feedback from 15 chairs in varying forms of completion (see Appendix II). The committee reviewed and summarized the information collected. Subsequently, the committee met to derive the below recommendations.

Recommendations:

We recommend a Qualtrics survey to be sent to all faculty that assesses their perspective on the following recommendations. Upon receipt of this information, any adjustments necessary should be made to these recommendations.

The committee recommends the following:

1. A rotation system should be utilized for allocating off-contract courses, with equitable credit hour consideration, when the ratio of courses to faculty are not aligned. The committee recognizes that each department should develop their own rotation system.
2. Chairs should also review their faculty's TLCs, DFW rates, and current enrollment statistics when planning their off-contract schedules.
3. Faculty qualifications should be a deciding factor when assigning off-contract courses. The committee recognizes that each department should determine the definition for "faculty qualifications."
4. Where there are enough courses available to be assigned to all faculty desiring to teach during off-contract periods, each faculty should

receive one course assignment before assigning a subsequent course to the same faculty member.

Possible Additions to the Final Report:

The committee has requested a report from the Office of Decision Support and Institutional Research (DSIR). This information would include off-contract courses taught by professors (assistant, associate, and full), instructors, and adjuncts in each department, by term (Wintermester, Maymester, and Summer). The purpose of this request is to gather more data allowing the committee to make more thorough and accurate recommendations.

Appendix I: Off-contract Assignment Survey

1. How many faculty members do you have currently in your department?

Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total

2. How many sections of off-contract (Wintermester, Maymester and Summer session) courses are available to teach in your department?

(2a)	Wintermester 2021	
(2b)	Maymester 2022	
(2c)	Summer 2022	
	Total	

3. For each of your responses in (2), labeled (2a)-(2c), provide a course distribution by rank. For example, if the number in (2a) is 5, state how many of those 5 were full, associate, assistant professors, etc. In (2d)-(2f), provide the same course distribution by rank, but utilize TLCs and not course counts.

Course Counts

	Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
(2a)							
(2b)							
(2c)							

TLC Counts

	Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
(2d)							
(2e)							
(2f)							

4. By rank, how many faculty members have explicitly opted out of teaching off-contract

Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total

5. Describe the procedure used to assign the off-contract courses in (3). Did you consider rank? seniority? Other processes? Is there a set rotation? Are specific qualifications important to the decision-making process? Is one class assigned to each faculty member before a second course is assigned?

6. How do you handle courses that do not make? For example, can full professors bump another faculty member of lower rank to keep their number of off-contract courses?

7. What are your challenges, as a chair, to distribute off-contract course load equitably?

8. Please provide any feedback that you deem important.

Appendix II: Consolidated Survey Results with Comments

1. How many faculty members do you have currently in your department?

Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
82	38	67	26	139	16	368

2. How many sections of off-contract (Wintermester, Maymester and Summer session) courses are available to teach in your department?

(2a)	Wintermester 2021	37
(2b)	Maymester 2022	20
(2c)	Summer 2022	290
	Total	347

3. For each of your responses in (2), labeled (2a)-(2c), provide a course distribution by rank. For example, if the number in (2a) is 5, state how many of those 5 were full, associate, assistant professors, etc. In (2d)-(2f), provide the same course distribution by rank, but utilize TLCs and not course counts.

Course Counts

	Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
(2a)	16	3	6	4	1	0	30
(2b)	8	2	8	0	0	0	0
(2c)	94	29	54	21	23	0	221

TLC Counts

	Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
(2d)	48	9	12	17	3	0	89
(2e)	15	6	18	0	0	0	0
(2f)	207	52.78	118.43	55.5	66.5	0	500.21

4. By rank, how many faculty members have explicitly opted out of teaching off-contract courses?

Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
23	10	14	4	0	0	51

Describe the procedure used to assign the off-contract courses in (3). Did you consider rank? seniority? Other processes? Is there a set rotation? Are specific qualifications important to the decision-making process? Is one class assigned to each faculty member before a second course is assigned?

<p>Student need drives the courses offered. I pull a DFW report for the previous year and use that to guide the courses that are offered. My intent from this to make sure students have a pathway to graduate on time. Then I decide who is teaching based on the following criteria (in this order) (1) subject matter expertise (2) number of TLC's for prior year (3) I try to assign each faculty one class before a second class is assigned, (4) if two faculty are equally matched at this point, then I allow rank to make the decision, (5) if two faculty are equally ranked, then the faculty member that has taught the class the most is assigned the course.</p>
<p>We are different in Army ROTC, the Army sends the faculty here and pays them, as well as promoting them.</p>
<p>I communicate with the entire full faculty in a department meeting and via email to solicit interested teachers for summer courses. I give everyone a period of time in which to email me to express their interest. Conveniently, in the last two summers the numbers of interested full faculty has exactly or nearly aligned with the number of available courses. Last summer we had one more course than interested professors. I asked an adjunct who I know is eager to teach our general education sections and she took the class.</p>
<p>It's hard to answer question 3, because we use a set rotation system in the department of Theatre and Dance. Each faculty member in the department wants to teach off-contract courses, so when the faculty member's name comes up as next on the list for off-contract teaching, the course is assigned to them and there's no question about the equality of off-contract teaching.</p>
<p>This is a non-issue in our department. I do not have enough full-time faculty to offer the courses we normally offer in intersession, and I have to rely on adjuncts.</p>
<p>The summer schedule (Summer, Summer III, and Maymester) is prepared when the Fall schedule is prepared and the Wintermester scheduled is created when the Spring schedule is created. I ask each full time faculty member if they want to teach in the off term and what class they would like to teach. There has almost always been enough opportunities for all of those who want them and I often hire adjuncts to teach the other sections that are still available after the full time faculty are given the opportunity to request off term courses.</p>
<p>In the college, allocation of summer classes is based first on student need. I inherited a procedure where in almost all cases, faculty are allocated the same sections they taught in the previous summer. Except for a few cases, that is the procedure I follow.</p>
<p>There is a departmental summer rotation plan that we have been using for about 10 years. We are asked if we want 1 or 2 courses. The courses that only certain faculty can teach (like specific graduate courses) are assigned first. Once everyone gets their first class, a second class is assigned if the faculty ask for it and there are classes left over. Then anyone whose class doesn't make or doesn't get a second summer course has priority for the few winter and May classes that we have.</p>
<p>A consideration of qualifications is used. Program coordinators help inform me which courses are needed and who would be the best fit for each course. Once all full-time professors are assigned the number of courses they want, the rest are assigned to adjuncts.</p>

<p>Every faculty member, regardless of rank is able to teach at least 2 courses per summer. We have graduate courses that must be taught in summer and our undergraduate courses always make, with the exception of the occasional special topics elective. We typically have 4-5 faculty who request a Winter term class and we have no problem with this number of courses making for this term. We could offer more courses in Winter term if there was faculty interest. We do not offer may mester courses.</p>
<p>Other Process - Summer Schedule is based on student need and department rotation plan of courses offered in Fall, Spring of each year. Specific expertise in the concentration is also a deciding factor on which faculty member teaches the course. The department has multiple concentrations and not every faculty member can teach all the courses that are scheduled and offered. Every effort has been made to offer atleast one course to FT faculty member who is available, has the expertise and interested to teach summer courses.</p>
<p>Faculty as assigned courses based upon requests. Faculty ask for summer teaching assignment with their Fall Term teaching requests. The summer schedule is built upon these requests.</p>
<p>We have 6 UG concentrations and 4 graduate programs, and within each concentration/graduate program we have specific faculty who teach in each area. Although there is some course overlap across programs, typcially the courses offered in each area are unique. We leave it up to the faculty who teach in each concentration/graduate program to discuss and decide how winter/summer teaching is distributed. There is, however, one course that is a 1000 level class that any of our faculty can teach and when the opportunity to teach the course (e.g. winter 2021/2022) has come up volunteers were solicited. To answer your question, our process is 1. faculty is provided the winter/summer schedule based on the classes taught in the past, 2. faculty will agree to teach courses or faculty will propose to teach a new or another course, 3. faculty discuss/decide if/when the course should be offered with other faculty within their discipline, 4. course is based on the decision of the faculty within the discipline</p>
<p>When I put out the call for Fall 2022 classes, faculty are asked to also request any summer teaching. As long as I have been chair, everyone who has requested has been given a class. The only circumstances in which the requester does not teach in the summer is if the class does not make. Summer 2022, 1 Associate Professor and 1 Assistant Professor requested classes that did not make.</p>
<p>1. Expertise of the faculty member 2. Even distribution of WLC 3. Classes rotate through Maymester, Summer I and full summer depending on programs</p>

How do you handle courses that do not make? For example, can full professors bump another faculty member of lower rank to keep their number of off-contract courses?

No, full professors can not bump an associate, assistant, or instructor. However, full-time can bump adjunct. Adjuncts are only used when subject matter faculty have met or exceeded off-contract TLC's.
NA
Faculty typically want to teach in a certain summer term to suit their availability. I assign the classes based on their preferences. I keep the faculty members in the loop as numbers come in, and if a class doesn't make I let them know. We try to offer the right number of summer classes so that they all make, and that has been successful in the last couple of years.
When an off-contract course does not make, the faculty member assigned is moved to the next session. (For instance, if I am assigned to teach Winter term, but the course doesn't make, then I am will automatically be moved to Maymester)
NA
I wait to assign adjuncts until after we ensure courses will make enrollment and if needed, full time faculty can switch to a section that does not have someone assigned that does make enrollment. If it is right before classes start and adjuncts are already assigned, faculty who have sections that do not make will just have their course cancelled with no other option. There is no bumping of faculty from their courses once they are assigned.
If a class does not make, and the number of students is too low to the point where the dean does not approve it, it is cancelled. No, full professors do not bump another faculty member of lower rank to keep their number of off-contract courses.
The faculty with cancelled summer courses get priority for winter and May.
This is rare. If a course does not make, we usually have another course (in our department or the other department in the college) the faculty member can teach.
In the event of a special topics course not making, the faculty member may have the option of teaching it as an independent study or prorated based on the enrollment, or cancel the course. Typically, instructors requesting to teach a special topics elective do so with the understanding that they will need to recruit for enrollment and are assuming the risk that it may not make. We have enough courses that routinely make in summer for any faculty who wants to teach 2 classes to be able to do so. We have never had to bump another faculty member.
We only schedule a few summer courses and bumping has not happened in the recent past / nor is a concern.
If a course does not make it is canceled. Faculty have the option of taking an unassigned section of a summer course if any are available.
No
Faculty are assigned sections and their names are attached to the classes in the schedule as students register. If someone's class does not make, they cannot bump another instructor regardless of rank or how long it has been since they have taught an off-contract class.
We do not have classes that do not make, but generally the policy would be that the faculty member would lose the course

What are your challenges, as a chair, to distribute off-contract course load equitably?

<p>It is tough to equally distribute courses between faculty when a few faculty members can only teach one or two courses. Some faculty are limited based on subject matter. For example, not all faculty are qualified to teach statistics. We have two statistics courses and two faculty members. Another example, one faculty member can teach hospitality courses and only one other course in the College of Business. If the hospitality courses are not needed, then this faculty member may not be assigned a course.</p>
NA
<p>The full-time faculty have ample opportunities to express their interest in teaching summer courses, and I have been able to accommodate those requests.</p>
<p>Because of the rotation system that has been in place for many years, there has not be any issue with distributing off-contract teaching in an equitable manner.</p>
NA
<p>I have enough people wanting to teach and also not wanting to teach that I don't typically have faculty who are not able to teach off term.</p>
<p>The challenge is, everybody wants to have two classes, but there aren't so many classes to go around.</p>
<p>From conversations with previous chairs (I just started this week), it seems to work out the way faculty want most of the time.</p>
<p>My challenge is to find qualified instructors for some of the courses (matching the right adjuncts with the remainder of the courses that need to be covered once all full-time faculty have been assigned their off-contract course load.</p>
<p>Currently, I have no challenges with an equitable distribution of off-contract course loads. We have no difficulty accommodating 2 courses per summer and 1 course per Winter term to all faculty who desire, regardless of rank.</p>
<p>The department had 3 faculty retirements in 2 years and new faculty members have been hired. Generally speaking the focus of new faculty members has been to teach Fall and Spring courses and work on Research / Grants. However, one of the new faculty member did teach one course in Summer 2022 and the other opted out as he went on a cruise.</p>
<p>Faculty that don't request summer teaching. It's hard to offer something to someone that does not ask to be included.</p>
0
<p>I do not offer any one individual more than one off-contract course in an acadmic year with one exception. Whoever is assigned our internship class during Full Summer semester will also be offered an online Gen Ed course because if only two students register for the summer internship, I need them to teach it for the greatly reduced pay. This is compensated by the online Core class that will make at full pay. However, if the internship class gets to 10, that instructor has two classes during the summer. That is my only concern with equity.</p>
<p>In my department workload can generally be distributed by expertise and evenly divided. In some programs there are accreditation standards that require a faculty to be there full time.</p>

Please provide any feedback that you deem important.

<p>We have several one hour classes that make it appear the section distribution is random. However, for Winter and Summer sections, all full-time faculty were scheduled for at least six TLC's. The count of faculty in row three is not the same as the number of faculty we had in the 2021-2022 school year. We added three full-time faculty this fall. Everyone getting at least six TLC's may not be possible in the future.</p>
<p>NA</p>
<p>We generally offer general education classes over the summer. We are looking to offer some graduate courses, and those particular courses are only taught by one professor in the department. She is willing to teach them during the summer, and it would be useful for low-residency and online students to take them at that time. That will change our numbers slightly, but those classes can only be taught by this one professor, unlike the gen ed courses.</p>
<p>One step that we have in the Department of Theatre and Dance is that new tenure-track faculty members are not assigned off-contract teaching until after their first year.</p>
<p>NA</p>
<p>0</p>
<p>0</p>
<p>I don't have the TLC data at this point. Also, the numbers are a little off since we hired and lost faculty this fall.</p>
<p>It would seem to me to let individual departments determine the best way to distribute off-contract course loads, as the needs, challenges, and operations of each department may be different.</p>
<p>I did not complete table because we are a large department with 3 graduate programs that have required offerings during off-contract times, as well as a large undergraduate major that offers much of the curriculum during the summer to support students' progression through the major. It would be a lot to tally for the table. The bottom line is that we could stand to offer more than we are already offering if we had more faculty. We did assign some courses to adjuncts over the summer in order to meet student demand. This is not an issue for our department and we would prefer not to be constricted by any new institutional guidelines.</p>
<p>The department will continue to schedule and assign faculty members to teach courses on a rotation basis. We will make every effort to offer one course to each faculty member that is interested to teach in summer, if they meet the concentration qualification. An Adjunct is hired for a course where the FT faculty does not have the expertise (example - Construction).</p>
<p>0</p>
<p>0</p>
<p>I hope that the work of this committee is not so prescriptive that the system that is already working in my department has to be altered. Sometimes in an effort to create equity in all units on campus, the policy change creates more resentment than it does solutions.</p>
<p>It is important to consider the number of credit load given and not just the same number of courses as some can be 1cr and others 3 cr. There may not be a simple way to be completely fair however a formal document in each department that explains the procedure as indicated in 5. would at least make it clear to all faculty how this is assigned, who is likely to be assigned in the future, and why.</p>