

School of Molecular Biosciences
Policy and Procedures
Washington State University
Approved - by Faculty; January 2021

I. Objectives: The objectives of the School are to foster an environment conducive to the achievement of excellence in teaching at the undergraduate and graduate level and in research related to molecular biosciences. The term, "molecular biosciences," is a general reference to the fields of biochemistry, biophysics, cell biology, genetics and microbiology.

II. School Director:

A. Administration of the School shall be the responsibility of the Director.

B. Duties of the Director shall be those specified in the Faculty Manual of the University but include the fiscal operation of the School, assignment of teaching duties and space, and conducting annual reviews of all faculty members.

C. The Director shall be selected as specified in the Faculty Manual of the University.

D. Term of office of the Director shall normally be 4 years in compliance with the Faculty Manual. In the event of extreme urgency, the Director may be removed. Procedures for the termination of office are outlined in the Faculty Manual.

III. Faculty:

A. Eligible faculty members of the School shall be determined in accordance with the Faculty Manual. The Director will annually supply a complete list of current eligible faculty members to each faculty member.

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| FTE tenured faculty | vote on all issues |
| FTE untenured tenure track faculty | vote on all issues except tenure and promotions |
| FTE nontenure track faculty | vote on all undergraduate and faculty issues except tenure and promotions |
| Non FTE nontenure track faculty | not eligible to attend faculty meetings unless participation is invited by Director and not eligible to vote |

B. Usual procedure for selection of new faculty in the School:

1. Establish job description and advertise nationally.
2. A Selection Committee and its Chairperson shall be appointed by the Director to recommend candidates for each position.
3. Final candidates must be interviewed and present a seminar.
4. The Selection Committee shall seek the advice of all faculty members prior to making their final recommendation to the Director.
5. The Director will define the conditions and expectations for a new faculty member and will provide him/her with copies of the School Policy and Procedures including procedures for evaluation of performance.
6. There may be unusual circumstances such as spousal accommodations or unique opportunities when aspects of this procedure (such as national search) may be bypassed.

C. Evaluation of performance of faculty members:

1. Procedures for evaluating faculty performance shall be determined by the Director in consultation with the Advisory Committee, will be consistent with current College of Veterinary Medicine policy and the Faculty Manual, and will be communicated in writing to each member at the time of his/her appointment.
2. Individual faculty will be reviewed annually and evaluated for contributions to instruction, research, and service using a personalized distribution of percent effort among those three areas. Faculty members receiving the most meritorious evaluations must be excellent in all three areas.
3. Even after a faculty member has attained the rank of Professor, the Director will make an annual evaluation of performance using the guidelines adopted by the College and the University. In accord with faculty manual guidelines, it is expected that these senior members of the faculty will continue to set high standards.

D. Procedure for review and recommendation of faculty members to acquiring tenure or promotion:

1. The general guidelines for acquiring tenure and the guidelines for promotion are set forth in the University Faculty Manual and the School guidelines for evaluation of performance are Appendix I to this code.
2. The faculty member being considered for tenure is responsible for insuring that his/her dossier is complete and as informative as possible. The Chair of the Tenure and Promotions Committee will provide advice in preparing the dossier and other documents.

3. A committee of tenured faculty appointed annually in the spring by the Director will consider faculty members eligible for tenure and promotion. This committee will be called the Promotions and Tenure Committee, and will prepare a written evaluation of the faculty member. The Director usually will initiate the promotion and tenure process, although an individual faculty member may initiate a promotion request for consideration by the Promotion and Tenure Committee. The Director will annually review with the Promotion and Tenure Committee the status of all faculty who are eligible for promotion.

4. In relation to tenure and promotion decisions, the report from the Promotions and Tenure Committee relating to each faculty member considered will be available to eligible faculty in the School Office for their perusal prior to voting. The eligible faculty will vote to make a recommendation to grant or deny tenure or promotion to each faculty member being considered.

5. The written recommendation of the Promotions and Tenure Committee, together with a tally of the vote of tenured or eligible faculty, will be collected by the Director who will write a review either approving of the faculty action or recommending reversal and will submit the package to the Dean.

E. Procedure and guidelines for appointment of non-tenure track, non-FTE (NTT-NFTE) faculty (e.g., research-assistant, -associate or -full professor.) It is recognized that appointment of senior postdoctoral fellows to non-tenure track, non- FTE faculty positions can be advantageous to the appointee and to the institution in that this appointment would allow for independent submission of grant proposals. Appointments to these titles recognize the independent professorial contributions of individuals within research programs and provide opportunities for career advancement within the research professorial track. Since this type of appointment carries with it a level of independence and the right to use some School resources, it also carries with it responsibilities to the School. Individuals may be asked to participate in teaching, committee work or in other School activities.

1. Appointment to the rank of research assistant professor shall be at the discretion of the faculty mentor with the approval of the Director of SMB. The faculty mentor is required to be a tenured/tenure track faculty member with sufficient resources (space and funding) to support the proposed research effort. The candidates for this appointment are expected to have postdoctoral experience and an excellent record of research productivity for the current stage of their careers. Preferably, candidates for the position of research assistant professor shall present a seminar to the School faculty before appointment but if that is not possible it should be given within the first year of the appointment.

The following are the guidelines for appointment to research assistant professor:

- a. Ph.D. degree, or equivalent, and at least three years of postdoctoral experience or outstanding research potential and productivity in a shorter postdoctoral experience.
- b. Support from a member of the School tenured/tenure track research active faculty. The facilities, equipment and space must be identified and come from that of the mentor. The School will not provide additional space, facilities or support unless agreed upon by the Director in advance of the submission of a grant proposal. This support will include provision of the opportunity to meet criteria for promotion to research associate professor as outlined below.
- c. The candidate's potential to contribute effectively to the research programs of the School and to successfully meet the criteria for promotion to research associate professor, generally achieved after six years in rank. Time in rank is not sufficient grounds for promotion.

2. Candidates for promotion or appointment to research associate professor shall meet all requirements as outlined in the University Faculty Manual. Candidates for promotion or appointment shall be brought to the attention of the Director and the procedure will require a formal review by the tenured/tenure track faculty and will include at least 3 letters of support from faculty experts external to WSU. The candidate for promotion will prepare a dossier detailing the research accomplishments and other pertinent activities and will present a seminar to the SMB faculty and students. In addition candidates will be reviewed by the SMB tenure and promotion committee and the faculty with respect to the following criteria:

- a. Development of research funding (PI or co-PI on competitive grants).
- b. Evidence of research achievement in the form of publications, invitations to speak at national meetings, etc. Publications may be co-authored with the mentor but should represent clear areas of expertise distinct from the mentor's input.
- c. Active participation in School activities such as seminars and in research-related administrative activities.

3. Candidates for promotion or appointment to research professor should show continuing excellence in the criteria listed for promotion to research associate professor and should be recognized internationally as a leader in his/her field of specialization. Candidates for promotion or appointment shall be brought to the attention of the Director and the procedure will require a formal review by the tenured/tenure track faculty and will include at least 5 letters of support from faculty

experts external to WSU. Candidates for promotion to research professor shall normally occur after 6 years as research associate professor but time in rank is not sufficient grounds for promotion. The candidate for promotion will prepare a dossier detailing the research accomplishments and other related activities and will present a seminar to the SMB faculty and students.

In addition, candidates for research professor will be reviewed by the SMB tenure and promotion committee and the faculty with respect to the following criteria:

- a. Development of significant independent research funding (PI on competitive grants).
- b. Evidence of independent research achievement in the form of publications, invitations to speak at national meetings, etc. Publications must be independent from the mentor and should represent clear areas of expertise distinct from the mentor's input.
- c. Active participation in School seminars and in research-related administrative activities such as mentoring.

4. Salary for research faculty (NTT-NFTE) must be approved by the Director and must be in line with FTE faculty at the same level. NTT-NFTE faculty will be reviewed annually as part of the regular, annual review process. The mentor is responsible for these annual reviews but they must be approved by the Director. Any recommended salary increases will be based on these reviews and consultation with the mentor.

5. NTT-NFTE faculty and their mentors will be asked to sign a memorandum agreeing to the above conditions.

6. NTT-NFTE faculty cannot train SMB graduate students unless appointed as an Associate Graduate trainer of SMB.

7. Reappointment or renewal of appointment will be contingent on satisfactory annual reviews and the approval of the mentor and the Director.

F. Procedure for appointment of associate graduate faculty.

1. Faculty will vote on accepting an individual associate only after a meeting of the full faculty to discuss the candidacy of that associate. The meeting will allow for a thoughtful evaluation of the qualifications of any applicant for training of SMB graduate students. Acceptance as an associate will be based on the following criteria.

- a. An active, funded research program that can plausibly be relied upon as the source of continuing support for an SMB graduate student.

- b. A seminar covering the prospective associate's research program, presented to the SMB faculty and graduate students.
 - c. A stated willingness to carry out collegial functions in the SMB graduate program.
 - d. Documentation that research by previously trained graduate students (if any) has been published.
- 2. Appointment will require a majority vote (by voice or ballot) of the FTE graduate faculty.
 - 3. Faculty who are not currently SMB associates may not recruit or supervise SMB students toward a degree until they have received associate faculty status.
 - 4. By accepting the appointment as associate graduate faculty members in SMB, the faculty member agrees to accept the conditions for graduate student support and training as outlined in this document. In addition, the student will be supported at least at the same level (salary) as is determined by SMB.
 - 5. There will be a biennial evaluation of Associate status by the Director.

IV. School Meetings:

- A. The Director shall call School faculty meetings as needed but at least once in the fall and once in the spring semester. All attempts will be made to provide a written agenda in advance.
- B. Other meetings may be called at the discretion of the Director or the Steering Committee.
- C. Efforts will be made to communicate items of interest to the faculty via E-mail.
- D. One graduate student elected by the graduate students active in the School (usually the head of the graduate student organization) will attend graduate studies meetings. The graduate student representative will not be present during sensitive discussions of salary, tenure, and promotions or other issues where faculty privacy must be assured.

V. Graduate Students:

- A. Recruiting
 - 1. The Graduate Recruiting Committee shall consist of members of the graduate faculty appointed by the Director.
 - 2. The Graduate Recruiting Committee shall:
 - a. Review all student applications and in conjunction with the Director

decide the disposition of applications as to acceptance or rejection in a timely manner.

- b. Make recommendations to the Director and Graduate Affairs Committee regarding the financial support of graduate student for their first year.
- c. Develop and maintain recruiting materials as required.

B. A Student's Graduate Committee:

1. The initial selection, or subsequent changes, of a graduate student's committee shall be determined jointly by the student and the student's advisor with approval by the Associate Director of Graduate Studies.
2. The graduate committee of each student shall have a minimum of 3 members. If the advisor is an associate in one of the graduate programs, at least two members of the committee should be FTE members of the School.
3. The committee should meet at least annually to review and assist the research progress of the student. This review should be done prior to the annual faculty review of graduate students in the spring (May).

C. Student Support and Review:

1. By accepting a student the School is making a commitment for the support of that student as long as they remain in good standing and satisfy School academic criteria for a period of up to five calendar years. No faculty member should accept the responsibility to serve as a Chair of a student's thesis work without having the good faith and intention of providing support for the duration of their graduate work. Students may be placed in TA positions after their first year; however, it will not be the policy of the School for students to spend all or even a major portion of their graduate career supported by a TA. To assure that graduate students complete their programs in a timely manner, they are strongly discouraged from accepting paid employment outside of the School.
2. The support of a student on a RA normally includes 3 months of summer support and payment of health insurance fees.
3. The performance of each student is reviewed annually in the spring by the entire faculty and the students are informed about the outcome of this review by letter from the Director. Students may be terminated from the Program for poor classroom performance or for failure to meet School standards in research, seminars, or other types of exams.
4. All students at the Ph.D. level will be required to teach a minimum of 1 course for 1 semester. The teaching can be done while supported by a TA or RA and should be equivalent to at least the load of a 1/4 time TA given that the standard load is a 1/2 time TA.

D. Graduate Student Rotations:

1. First Year graduate students are required to do 3 eight week rotations with the fourth being optional. This allows students to start working in their lab of choice by the middle of the second semester. Any student who starts as an RA funded by a specific laboratory may request from the Graduate Affairs Committee a waiver of this requirement.
2. A maximum of 2 rotating students is permitted per lab per rotation period. The expectations of the faculty member and the student about the rotation period should be made clear up front. Expectations can range from simply attending lab meetings and having a presence in the lab to a defined project. Faculty should make an effort to provide each rotating student with a valuable experience from the student's perspective.
3. Under usual circumstances the first year students on TAs the first semester will be required to be on a TA the second semester.

VI. School Policy and Procedures:

- A. The School Policy and Procedures document shall be reviewed every fourth year by the Steering Committee and annually by the Director.
- B. Amendments to the code may originate from any eligible School member. All amendments shall require a majority vote of the eligible faculty members.
- C. Appendices to the School code will outline procedures for development and evaluation of faculty, and other topics. A majority vote of eligible faculty is necessary for adoption or modification of an Appendix.

VII. Committee Organization

Standing Committees:

- A. Steering Committee: To council the Director in administrative decisions, there shall be a Steering Committee. One member of the Committee, or a School secretary, shall record and distribute minutes of each meeting to the faculty and one copy shall be kept in the School Office.
 1. The chairs of the standing School committees and the School Ombudsman will serve as members of the Steering Committee for the duration of their terms as committee chairs. The Director of the School will appoint additional faculty members to the Steering Committee to establish a complement of committee members. Ideally, these additional appointments will establish a balanced representation of faculty.
 2. Members can be reappointed to consecutive terms. Examples of areas in which the Steering Committee shall assist the Director are:

- a. Review, develop and update long-range goals for the School and plans for their attainment. These ideas shall be presented at least once annually to a meeting of all faculty.
 - b. Serve as a sounding board for new ideas, changes, etc., in academic or administrative issues.
 - c. Provide guidance on administration of the School.
- B. Recruiting Committee: At least six members from the School are appointed for staggered 2 year renewable terms to serve on the Recruiting committee. The duties of the recruiting committee are to evaluate applications for graduate work, solicit input on applicants, aid in preparation of material for distribution to applicants, and, in conjunction with the Director, make offers to prospective graduate students.
- C. Tenure and Promotions Committee: At least six senior level faculty appointed annually who will initially review files for tenure and promotion and make recommendations for action to the faculty.
- D. Graduate and Undergraduate Studies Committees: Both the graduate and undergraduate curriculum of studies committees will have a similar charge, i.e. to review the current subject matter in the SMB degree programs with the goal of eliminating redundancies, consolidating courses, and design a seamless curriculum with common courses leading to specialization in advanced courses. These committees will file for change of course listings to SMB. The associate directors for undergraduate studies and for graduate studies will chair these committees.
- E. Ad hoc Committees: These committees will be assembled as needed by the Director for specific tasks not covered by the Standing committees.

APPENDICES
Appendix 1
GUIDELINES FOR PROMOTION IN THE SCHOOL OF
MOLECULAR BIOSCIENCES

Philosophy

The general institutional philosophy relating to promotion is defined in the University Faculty Manual, and the School of Molecular Biosciences follows those principles. The Manual outlines, in general terms, scholarly activity in the areas of teaching, research, and service. Since there is a strong expectation of accomplishment in research within the School, and since the School has a well-established and successful graduate program, scholarly activities relating to research tend to be predominant when considering guidelines for promotion. However, teaching at both the undergraduate and graduate levels also is considered to be very important. In most cases a balanced combination of teaching, research, and service activities is desirable. The requirements for promotion become progressively more stringent for advancement to the final level of Professor. Promotion from Assistant Professor to Associate Professor carries with it the belief, based on the performance to date, that the individual has the potential to eventually attain the rank of Professor. However, years in rank will not be sufficient to ensure promotion. A Professor is expected to have demonstrated scholarly leadership as evidenced by the attainment and demonstration of clear goals in his/her scholastic program; recent accomplishments as well as collective achievements are important as evidence of sustained professional growth. Another example of such evidence is interaction with more junior faculty to facilitate their professional development.

The following are examples of the types of evidence used when considering promotion from either Assistant to Associate Professor or Associate Professor to Professor.

1. Teaching

Promotion to Associate Professor. The individual must have demonstrated the ability to effectively present knowledge to students at the undergraduate and graduate level in a formal classroom setting, instruct graduate students in research techniques, and supervise graduate students.

Promotion to Professor. The individual must have provided evidence of continued excellence in teaching, such as innovation in courses, particularly at the graduate level. The individual must have documented ability such as supervision of the graduate program of doctoral students and postdoctoral research. Service on School, College, and University committees is desirable.

2. Research

Promotion to Associate Professor. The individual must have demonstrated the ability to direct a productive research program on a sustained basis and the potential for international leadership in research. Receipt of extramural funding as a Principal Investigator, prompt publication of research results in refereed scientific journals, and the direction of student study and research are evidence of productive research, and indicate ability to function as an independent scholar.

Promotion to Professor. An individual must be recognized internationally as a leader in his/her field of specialization. Continued leadership of a group devoted to the pursuit of knowledge and continued receipt of extramural research support is essential.

3. Service

Service to the Division and University in the form of committee membership; service to State or Federal government or to the scientific community in the form of membership of Study Sections; reviewing of papers; organization of symposia or holding office in scientific societies; consulting; etc. These service-related activities tend to increase in importance and number of assignments as an individual proceeds to a higher rank. Willingness to accept various assignments will be taken into consideration as being a contribution to the School, the University, and the scientific community.

APPENDICES
Appendix 2
WORKLOAD GUIDELINES IN THE SCHOOL OF
MOLECULAR BIOSCIENCES

Tenured/Tenure-track faculty

WSU does not set workload requirements for full-time, tenured/tenure-track faculty but leaves it up to the unit for that determination. SMB has historically not included the percentage of time to be spent in teaching, research, or service in our offer letters or contracts. However, it would be helpful to new administrators and new faculty and staff to have some general guidelines concerning workload expectations. This document will offer some general guidelines and the philosophy surrounding them.

While the mission of the School of Molecular Biosciences includes research, teaching, and service, all full-time tenured/tenure-track faculty whether newly hired or established are expected for the purposes of promotion and tenure to establish and maintain a program of excellence in research unless otherwise noted in their letter of offer or other documentation. This does not mean that effective teaching and service are not considered in evaluation. In general, the expectations for research include external grant funding to support the program, research personnel, and trainees (undergraduates, graduate students, or postdoctoral fellows) evidence of research productivity, typically measured by the quantity and quality of peer-reviewed publications; and evidence of a national/international reputation in the faculty member's field. For example, faculty members satisfying these criteria are expected to spend approximately 65% of the time on research, 25% on teaching and 10% on service both at the university and at the national/international level. These percentages would be consistent with those of other units in the College. One 3 credit course per year would satisfy such teaching expectations. The director and the faculty member could agree to alter this formula based on the following criteria: amount of external funding or grant success, number of trainees supported, or other considerations. In the example above, the 65% workload spent on research includes training of undergraduates and graduate students in research with the expectation that on average this will include 2 undergraduate and 2 graduate students per semester. If the total trainees exceed this number, then workload changes should be discussed with the director. The 35% on teaching and service generally refers to formal teaching of an undergraduate or graduate course and significant service time at the School, university, or national levels. Newly hired assistant professors may be relieved of teaching and service expectations for up to their first two years of employment. The formal teaching expectation will not exceed one 3 credit course per year until tenure is awarded.

In the continued absence of a funded research program the teaching workload for all full-time, tenured/tenure-track faculty is equivalent to 4 courses per year, totaling approximately 12 credit hours. This workload expectation assumes that faculty members also: engage in sufficient scholarship to be considered satisfactory under

annual review; participate in advising/mentoring of students; and that they engage in service to the department, college or university. Some adjustments and reassignments from the standard teaching load for activities and achievements that are above and beyond these expectations are discussed below. The standard workload requirements may be adjusted to allow faculty members to pursue other activities that support the University mission and the goals and needs of the department or equivalent unit. The continued absence of a funded research program can be described as having limited or no external funding for a period of years to be determined in discussions with the director. When lack of publications, grant proposals submitted and external recognition lead to the opinion that future external funding is unlikely the director will increase the workload regarding teaching.

Non-Tenure-track faculty

In May 2011, WSU identified 15 credit hours per semester as a full-time academic workload for non-tenured and non-tenure track faculty. This recommendation pre-dated the creation of the Career track for non-tenured faculty and necessitates a closer examination.

1. Career Track Faculty:

Scholar Sub-Track

The Scholar sub-track is defined as having significant responsibilities in at least 2 of the following areas: (a) teaching, (b) student advising, (c) research/scholarship, (d) creative activity, (e) outreach, (f) practice, (g) educational leadership, (h) administration, or (i) academic service. SMB expects at least 2 primary areas of (teaching+ service) and 1 secondary area of (scholarship/research/community outreach).

In order that faculty have adequate time to devote to these three areas, the teaching load should not exceed 4 courses a year (2/ semester), and when advising is part of the primary area of service the recommendation is 30 (or fewer) advisees. See the following section for adjustments to teaching loads.

Teaching Sub-Track - Teaching and/or advising.

The Teaching sub-track is defined as having primary responsibility in teaching and/or student advising with little to no additional expectations in research/scholarship and/or creative activity, leadership, or academic service.

Individuals assigned to this sub-track have a full-time commitment to teaching and/or student advising. That full time commitment might range from a single large class with a lab component to teaching 5 courses a year (2/3 semester)

with an advisee load of up to 50 advisees. See the following section for adjustments to teaching loads.

2. Short Term Faculty:

Lecturers: - Short term teaching

Number of courses/ credits will be based on the contract, but should not exceed 3/4 courses a semester. See the following section for adjustments to teaching loads.

Adjustments to teaching expectations

The general guidelines described above for all faculty ranks are subject to adjustments in consultation with the director and the associate directors and to meet the needs of the School. Changes in teaching assignments and load will be made with consideration to providing faculty adequate time for course preparation.

1. The type of course and anticipated time required to achieve the learning outcomes of our programs will be considered in making equitable teaching assignments. When evaluating course assignments, the following can be considered:
 - a. Courses being taught for the first time and courses undergoing significant revision will be understood to require more time for preparation and teaching.
 - b. Large-enrollment courses are often accompanied by increased emails from students, longer or more frequent office hours, and additional time needed to make robust assessments.
 - c. Writing in the majors' courses will require time-intensive review of student work to provide multiple instances of feedback.
 - d. Laboratory courses with multiple sections may require more time for preparation and in class supervision.
 - e. Special topics courses with low enrollments may take less time when the course content aligns tightly with research interests of the instructor and may require less time for assessment.
 - f. Innovative teaching and course or curriculum development are often more time intensive than updating stand-and-deliver lectures.
 - g. Classes that require TA supervision may require additional time commitments.
 - h. Classes that have substantial assistance with grading may require less time commitment.
2. Expectations for teaching can be reduced if the faculty member is involved in significant work that is considered above and beyond that normally expected for their position. Examples of this might be director or associate director

assignments, ongoing and regular recruiting and outreach assignments, assignments beyond teaching and advising for faculty in the teaching sub-track, or any assignment that requires regular, ongoing significant time commitments beyond the normal expectation for the position.

3. Expectations for teaching can be reduced when undergraduate or graduate advisees exceed the *normal* advising load of a faculty member. Advising to undergraduate or graduate students is a job expectation for tenured, tenure-track, or faculty on the scholarly and teaching sub-tracks. Depending on the type of advising and who is being advised it is understood that up to 30 students would be a *typical* advising assignment. Note that career faculty research sub-track, as well as lecturers, do not have advising as part of their normal assignments.

As an example, only: You have 50 undergraduate advisees (above what is normally expected) and you meet with 80% of them each semester for 60 minutes each. That would be 40 hours of in-person advising. In addition, about 30 minutes of preparation time is required per student to review progress to degree and other notes for an additional 20 hours of time commitment. Assume 10% of students seek additional help throughout the semester (for example requesting references) and time is required for updating student advising files and responding to emails. That might be an additional 15 hours. So total advising time for 50 advisees might be on the order of 75 hours. A 3-credit course meets 45 hours a semester, with at least 2 hours/week of prep/grading for our undergrad courses, so 75 hours per semester total for 3-credit course. Therefore, an advising load of 50 advisees would be work equivalent to about a 3-credit undergraduate course.

4. Significant contributions to programmatic assessment will be counted as part of teaching workload. Significant contributions include collecting and analyzing data to monitor progress of our majors; designing, deploying, and analyzing exit surveys; and engaging in regular self-study and evaluations of program alignment.
5. In some circumstances, significant professional development (outside of sabbatical leave), preparation of large multi-investigator proposals, and/or significant service to a profession such as editor of a major journal will qualify for standard workload reduction.
6. Summer and off-load assignments are not considered part of the academic year workload assignments for a 9-month contract faculty member. A faculty member who assumes additional teaching, advising, or other responsibilities during the summer must be compensated by means of a summer contract for an agreed-upon amount, a supplemented contract, or in exceptional circumstances, adjustment during the academic year.

