



Faculty and TA Teaching Effort Policy
For Chairs, Vice Chancellors, and Other Academic Leaders
August 27, 2025

Major Changes for 2025/2026:

- *Prior year guidelines have been converted to Provost policy to ensure data integrity and reporting uniformity across the WSU System*
- *Department Chairs will certify teaching assignments as part of faculty workload.*
- *The Secondary Instructor role has been changed to Supervising Instructor. Supervising instructors do not receive course evaluations.*

Overview

This policy establishes system-wide standards for assigning and certifying teaching effort (called Instructor Load Factor in myWSU) in group-taught and individually taught courses at WSU. Accurate teaching effort ensures correct instructional roles, supports reporting of student FTE and Student Credit Hours (SCH), and credit for faculty workload and analysis.

As a department chair, you must certify all instructor role assignments and Load Factor each term. **Instructor data must be certified by the 10th day of each term** to ensure accuracy for institutional census snapshots (this has budget and planning ramifications).

Please note that while this reporting informs faculty workload, it may not be completely representative of a faculty's teaching effort (see Appendix). Please follow college and/or department/school guidelines for assessing faculty workload.

Your certification confirms that:

- Only faculty and TAs directly involved in teaching receive instructional roles
- Load Factor percentages accurately reflect teaching contributions
- Graduate research course (700-800) assignments properly track advisor-graduate student relationships.
- Undergraduate individually taught course assignments properly track advisor-undergraduate student relationships
- Course coordination roles are used appropriately

Validating Effort

Approve or assign effort for:

- Student-facing teaching and student interaction
- Legitimate course coordination across multiple sections
- Meaningful supervision of other instructors and TAs
- Research mentoring and advising

Do not approve effort for:

- Administrative oversight without instructional involvement
- Clerical tasks like entering grades, attendance, or exam preparation
- Non-instructional access to Canvas or course materials

Instructor Roles and Definitions

Primary Instructor (PI)

This role is to designate instructors who have primary responsibility for creating course content and delivering material. Multiple instructors can share the PI role with varying effort percentages. Graduate students with TA appointments who teach full sections as the primary instructor should be assigned the PI role.

PIs receive course and instructor evaluations when assigned load greater than 0%.

Guest lecturers or substitutes who step in for a short, unplanned absence of the primary instructor should receive 0% load.

New – Supervising Instructor (SI)

This is a workload role for faculty who participate in instruction by coordinating multi-section courses or supervising other instructors or TAs.

Faculty assigned this role will not receive course evaluations.

Teaching Assistant (TA)

Teaching Assistant (TA): This role is for undergraduate or graduate teaching assistants who assist the faculty with course or lab section instruction but are not responsible for assigning final course grades or overall course management. If a graduate student is teaching a lecture section by themselves, they are assigned the role of Primary Instructor with a representational percent effort. TAs should only receive percent effort if they are involved in student-facing instruction. Units should confirm that TA roles align with actual effort, such as leading labs or discussions.

Student Credit Hours (SCH)

Apportioned total credit hours based on student enrollment, calculated as the number of students multiplied by course credits.

Course Types

- **Group Taught:** Traditional classroom instruction where Load Factor is split among instructors.
- **Individually Taught:** One-on-one instruction (e.g., research courses) where each instructor gets full credit.

Canvas Access and Administrative Roles

The *Maintain LMS Users* portal in myWSU manages Canvas access for individuals who need course space access without instructor responsibilities. This portal handles roles such as Administrative Support (with or without grade roster access) and content reviewers, ensuring these users can access Canvas without being factored into teaching effort calculations or triggering course evaluations.

Faculty or staff requiring only administrative functions, such as entering grades, should be added through this portal rather than as instructors. The portal also provides department chairs and school directors with emergency access to course spaces when immediate intervention is needed. Alternatively, permanent administrative support personnel who do not need Canvas access but need to help enter grades can be given the myWSU role "WSU CS SR 59: Enter Grades."

Instructional Load Individually Taught Courses

Undergraduate Individually Taught Courses

Individual instruction courses (e.g., 191, 499 independent study courses) pair each student with one instructor responsible for evaluating their work during the term. Assignment data must be entered in myWSU under each student's enrollment.

Graduate Research Courses (e.g., 700, 701, 702, 800)

Graduate research courses serve dual institutional purposes: faculty workload allocation and documentation of advisor-student academic relationships. These courses require both proper instructor assignment and *Credit Expectation Agreements*.

Special Research Course Situations

For first-year graduate students without advisors, assign the Graduate Program Director as PI at 100% Load Factor and update when a permanent advisor is assigned. Students with a Program of Study must have their official committee chair assigned as instructor, with assignments verified against committee records and updated if the committee changes during the term.

Credit Expectation Agreements

All graduate research courses (700, 701, 702, 800) require separate Credit Expectation Agreements between faculty and each student, establishing academic expectations for the term (detailed in separate section).

Combined and Crosslisted Courses

All combined sections (e.g., conjoint, crosslisted, videoconference, or Global Campus blended) must share identical instructor assignments and Load Factor distributions. Inconsistencies across these sections lead to inaccurate reporting and compliance issues.

No courses, except those approved to have formal cross-listing in the WSU Catalog, can be scheduled with the same time, same room, and same instructor during any term.

Variable Credit Course Consistency

Variable credit courses can create enrollment inconsistencies when students in the same section register for different credit amounts despite having identical meeting patterns and requirements. To prevent this problem, each course section should have all students enrolled for the same number of credits.

When students legitimately need different credit amounts or have different meeting time requirements, schedule separate course sections rather than allowing mixed credits within a single section.

Certification Deadline

Department chairs and school directors must certify all teaching assignments and Load Factors **no later than 5:00 PM on census day** each term. Certification confirms instructional responsibility and supports institutional reporting.

Consequences of Late Assignments

Late or missing instructor entries:

- Block Canvas access
- Prevent grade submission
- Delay course evaluations
- Disrupt workload reporting and transfer of data to Activity Insight

Timely assignment is critical for both operations and compliance.

Use of OBIEE for Review

Chairs may work with their departmental scheduler or use the OBIEE Teacher Assignment dashboards to review teaching assignments and Load Factors for accuracy. This tool helps identify sections with missing instructors or loads not totaling 100%.

For Additional Information:

- If you have questions regarding how teacher assignment is allocated and used, please contact Institutional Research at 335-4553 or send an email to ir@wsu.edu.
- For myWSU support, please email schedule@wsu.edu.
- For information on Graduate Research course assignments and Credit Expectation Agreements, please contact the Graduate School or send an email to gradschool@wsu.edu.

Appendix A Teaching Assignment Scenarios

Please note that for examples involving coordination or TA support, the reduced percentage shown for the primary instructor reflects the scheduling protocol and is necessary for accurate estimation of instructional cost and other analyses. Instructors will still receive full course credit for the purposes of faculty workload assessment.

Team-Taught Course Example

Example: Advanced Statistics Course Dr. Garcia and Dr. Kim co-teach advanced statistics where responsibilities are split equally:

- Dr. Garcia: PI, 50% Load Factor
- Dr. Kim: PI, 50% Load Factor

Large Lecture with Discussion Section Examples

Example: Psychology 101 3-credit course with 2 hours faculty lecture + 1 hour TA discussions:

- Faculty: 70% PI (leads 2 of 3 contact hours)
- TAs: 30% total (lead 1 of 3 contact hours)

Example: Large Psychology 101 Lecture Large Psychology 101 lecture (200 students) with Dr. Smith, followed by 8 discussion sections led by TAs:

- Dr. Smith: 70% PI (leads 2 hours of 3-hour weekly instruction)
- TAs: 30% combined TA effort (lead 1-hour discussion sections)

Multi-Section Coordination Example

Example: Math 171 Coordination Three sections of Math 171 with Dr. Patel as instructor of section 1 and coordinator of sections 2 and 3:

- Section 1: Dr. Patel 100% PI
- Section 2: Dr. Johnson 90% PI, Dr. Patel 10% SI
- Section 3: Dr. Martinez 90% PI, Dr. Patel 10% SI

TA Supervision Examples

Example: Chemistry 101 (four credit lecture/lab combo course). Note: For lecture/lab combo courses, credit is recorded only for the parent (lecture) portion. A faculty member listed at 100% effort on the lecture receives full teaching load credit. Lab credit and roles may vary as shown in the examples below:

Minimal Lab Supervision (e.g., Chemistry lab where TA works independently):

- Lecture portion: PI (Faculty) at 100% (4 credits – parent course) → evaluated for course and instructor.
- Lab Section 1: TA at 100% → evaluated for TA
- No faculty assigned to lab section.

Moderate Lab Supervision by faculty

- Lecture portion: PI (Faculty) at 100% (4 credits – parent course) → evaluated for course & instructor.
- Lab Section 1: TA at 85% → evaluated for TA.
- Lab Section 1: SI (Faculty) at 15% → no evaluation.

Significant Lab Supervision by faculty

- Lecture portion: PI (Faculty) at 100% (4 credits – parent course) → evaluated for course & instructor.
- Lab Section 1: TA at 75% → evaluated for TA.
- Lab Section 1: Faculty at 25% → assigned as PI if evaluation desired, or SI if no evaluation needed.