

COLLEGE OF SCIENCES

Workload Policy

I. Introduction

As part of the university's move toward research-intensive status, the COS College Compact calls for the creation of a workload policy. Chairs are responsible for implementing the workload policy. They shall weigh individual faculty goals, departmental Tier I goals, budget and resource availability, and teaching needs in this implementation. In considering proposed long-term departures from the 2 + 2 organized course standard teaching load, they are expected to consult widely regarding the range of professional activities which justify those departures, and to use such tools as the Break Even Analysis.

Under girding this policy is a commitment to high-quality teaching and research by all tenured and tenure-track faculty. The policy also embraces the philosophy that student learning and faculty research are mutually and beneficially intertwined. Overarching these general principles is the express aim to increase and support the number of faculty who achieve and sustain a program of research with a national and international profile.

At the same time, the policy will ensure that a sufficient number of classes and seats are available to maintain or improve student progress toward degree. Chairs are responsible for course scheduling per "Guidelines for the Appointment and Selection of Chairs" on the Provost's website. They may use such tools as breakeven analyses and workload calculations to make their decisions.

The policy also embraces the importance of service to the university as a basic value. Service in support of the department, college, university, and discipline, thus, continues to be an important part of the college mission. Outreach work that connects the university with the community, broadly construed, is especially encouraged and desirable.

II. Workload Policy

According to the University workload policy a 3 + 3 organized course teaching load is taken as the basic starting workload for teaching. Starting at the basic 3 + 3 teaching load, faculty supervising dissertation research, master's research, independent study, as well as teaching graduate level courses or large sections will be eligible up to a maximum of 3 credit hours of release time per semester.

The typical workload in the College of Sciences is a 2 + 2 organized course teaching load for faculty with an active research program. Junior faculty will be hired with the expectation that they have a reduced teaching load as negotiated in their offer letter. Faculty are strongly encouraged to include academic year salary in grant proposals for course buy-outs in order to reduce their teaching load down to minimum of 1 + 1 organized course teaching load. Faculty with outstanding research programs, demonstrated by substantial research grants, quality publications and student support may be assigned a 2 + 1 organized course teaching load. That will be possible if the funding agency supporting their research does not allow academic year salaries. The criteria on what constitutes an outstanding research program to qualify for a

teaching reduction will be set uniformly and transparently by the Chair in consultation with the faculty. Faculty who are primarily engaged in teaching with less active research programs should assume a higher teaching workload (e.g., 3 + 3 organized course teaching load) depending on level of research and service activity.

Metrics from department's annual merit guidelines will be used to establish faculty teaching workload (e.g., an "outstanding" rating in research is eligible for a research-oriented teaching load starting at 2 + 2 organized courses).

Other options than those listed above are possible under specific conditions for faculty members, pending consultation and approval of the Chair and Dean. All options must conform to university policy. For example, teaching loads may also be reduced for important administrative duties; extensive and outstanding outreach activities, etc.

Depending on the workload configuration adopted by a faculty member, evaluation weightings may be flexed to appropriately align annual merit evaluation weightings with workload. In the past, the university employed workload weightings of 40% for teaching, 40% for research, and 20% for service. In the new flexible system, a research-oriented profile might be weighted as 30% teaching, 50% research, and 20% service. Percentages should not drop lower than 20% for the categories of teaching, research, and service; exceptions can be made in consultation with and approval of the Chair and the Dean.

III. Faculty Workload Agreements (per initiative and request of the Chair or Dean in individual cases)

At the initiative and request of the Chair or Dean, faculty may be asked to create a three-year workload agreement that outlines teaching, research, and service in each year of the plan. Agreement forms are signed by the faculty member and Chair, and approved by the Dean. Agreement forms become an important part of a department's planning process. They allow faculty to obligate and strategically plan their careers for significant periods of time. The forms also aid in the Chair's assessment of progress to goals and commitments.

Individual workload agreements will contain the following information, and should be no longer than 1-2 pages:

Research: Faculty should propose a research plan that includes the kinds of products that are anticipated from those efforts. This should include: (1) the research program and its timeline; (2) the tools needed to get the job done (e.g., external sources of funding, graduate student assistance, laboratory space); (3) scholarly products and their potential quantity; (4) any resources that the faculty member will need, but does not currently have. (If resources are anticipated, but not currently available to the faculty member, these should be noted as items for possible further negotiation. Colleges and Departments will make reasonable efforts within the scope of their budgets, although faculty members should actively pursue outside funding as appropriate within their discipline).

Teaching: Faculty should propose their planned teaching load and the course rotation they anticipate covering. Faculty should note such things as new course preparations or anticipated retooling of a course through the integration of new forms of technology or needed upgrades as knowledge advances in a particular field. Faculty should also include any needed resources that they currently do not have in developing their teaching portfolio.

Service: Faculty should propose their planned service profile at the departmental, college, university, and national level as applicable. Any needed resources in these efforts should be noted.