

Faculty Workload Guidelines
Department of Biology
Saint Louis University
Approved 16 March 2016

The following are some guidelines for determining faculty workloads and for use in the annual faculty evaluation. Specific guidelines for the materials to be turned in for the annual evaluation will be distributed under separate cover. These guidelines are to be used to give faculty maximum latitude in determining the directions of their efforts in support of departmental goals. It also provides some quantitative guidelines for defining research activity.

1. Workload distribution

Faculty members select the workload distribution that reflects their desired activity level in each area. Under most normal circumstances the following loads would apply.

- Teaching 30 – 80%
- Research 0 – 50%
- Service 10 – 20%

It is also possible to have some percentage of administrative distribution. This would include roles such as Associate Chair and Graduate Program director.

2. Levels of research & scholarly activity

Data for determination of research activity level will be evaluated over a 3 year interval. This allows time for a group to initiate new projects, encounter problems and make adjustments, and carry the results to publication. The criteria for determining research activity are based on the following productivity indicators:

- Publications (research papers, reviews, texts & monographs, including publications in teaching journals)
- Grant submissions
- Grants funded
- Grants in force
- Presentations (invited & contributed talks and posters, including scholarly presentations on teaching)
- Patents (if applicable in your research area)

Based on these criteria a “research activity level” is determined. Research activity can be identified as:

| <u>Level</u> | <u>Annual course load (Fall + Spring)</u> |
|---|---|
| A. (10% research workload) | 3 + 3 |
| B. (20% research workload) | 2 + 3 |
| C. (40% research workload) (For this level, if the faculty member is actively working with students, publishing papers, <u>and</u> writing grant proposals, this course load may include 1 course credit for teaching in the research lab, so that the course load is effectively 2 + 1) | 2 + 2 |
| D. (major funding) (45% research workload) | 1 + 1 |

Teaching loads will be balanced with research load to reach a total workload (teaching + research + service) of 100% for each faculty member. These are approximate numbers and distribution of loads will also depend, to some extent, on Departmental needs. As in the past, we will attempt to balance workloads in a reasonable manner. More weight will be given to publications in higher impact journals (with some discretion given the nature of the research area) and more weight will be given to invited presentations than contributed.

Assignment of “level D” research load requires the active monitoring of a major research grant (e.g. NSF, NIH, USGS, USDA, USFWS etc. as well as other private foundations) as PI or Co-PI as well as productivity in the other areas of research. For the other cases, the determination of activity level will be made in a relative sense within the Department based on total performance in all the above areas.

Time release may also be possible for the preparation and submission of an external grant proposal or programmatic grant if the faculty member is the PI or CO-PI, and if the grant includes overhead return to the University. This release time will require that a proposal be submitted within three months after the end of semester. This will be dependent upon Departmental needs and the availability of resources.

As junior faculty members enter the Department we want to make every reasonable provision for their success. In line with this, the Department will provide two “course-load reductions” during the first six years of service (prior to obtaining tenure). In addition, new faculty in their first three years of appointment will automatically be assigned to “level C” listed above for teaching assignments (unless they obtain major funding during this time – in which case they would enter “level D”).

The teaching load for the Department Chair will be determined based on Biology Department needs and in consultation with the Dean of the College of Arts and Sciences.

3. Criteria to be used to evaluate teaching load

- Number of courses taught
- Number of lab courses*
- Significant curriculum development
- Number of courses
- Level of enrollment
- Number of graduate courses taught
- Number of undergraduate students mentored
- Number of graduate students mentored
- Number of graduate theses directed

These data, along with teaching evaluations will be used to evaluate the overall teaching performance. If a faculty member is involved in substantial curricular development and/or changes there may be release time available based on current Departmental needs. This release time will reduce the faculty's annual course load during the development period.

Large lecture courses (>100) will be weighted differently than other courses, with these courses possible being equal to 1.5 to 2.0 times the effort of smaller enrollment courses provided that they are taught by a single faculty member. Large lecture courses (>100) that are co-taught will be weighted at a 1.0 times effort for each faculty member involved in the curriculum delivery.

4. Service activities

Every faculty member is expected to participate in Departmental, College, University, and professional service activities. Advising, committee service, departmental instrument maintenance and monitoring, and community and professional service are important activities and are a part of this area. Service as chair of a committee will be weighted more heavily as will professional activities requiring travel.

5. Administrative activities

Faculty members with administrative activities (such as Associate Chair, Graduate Program Director or Undergraduate Program Director) will have some workload distribution for this activity and may be granted a teaching reduction based upon this activity.

*For most lab courses, instructors usually design and set up labs, meet with lab staff and TA, organize lab field trips, prepare and give lectures in the beginning of each lab, attend lab sections and supervise students' carrying out experiments, and write and grade the exams. Thus, lab courses will be weighted more than lecture courses. In general, teaching a stand-alone lab course of 1-2 credit hour is equal to 1 Annual Course Load, and teaching a lecture-lab course of 4-5 credit hour is equal to 2 Annual Course Load on Page 2. Since there are so many diverse lab courses offered in the Department of Biology, the exact amount of effort to teach a lab course varies from course to course depending on the lab credit hours, sections, enrollment, and instructor's involvement in teaching the lab course. Thus, the exact workload units of a lab instructor are at the discretion of the Department Chair in consultation with lab instructors.

