

# Faculty Workload Guidelines

## Department of Chemistry

### Saint Louis University

The following are guidelines for determining faculty workloads and for use in the 2013-2014 period (see: Annual Evaluation Criteria document for more information). This allows time for results to publication projects, etc. for determining workload adjustments and productivity indicators:

- Publications (research papers, reviews, texts & monographs, including publications in teaching journals)
- Patents
- Grant submissions

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Based on these criteria and the departmental Annual Evaluation Criteria, a “research activity level” is determined. Research activity can be identified as:

<u>Level</u>	<u>Course load (Fall + Spring)</u>	<u>Teaching Units</u>
A. 0-10% research workload	3 + 3	9 + 9
B. 20% research workload research = 3 units/year	2 + 3	6 + 9
C. 40% research workload research = 6 units/year	2 + 2	6 + 6
<p>For this level, if the faculty member is actively working with undergraduate and graduate students, publishing papers, <u>and</u> writing external grant proposals, this course load <u>may</u> include 1 course credit for teaching in the research lab, so that the course load is effectively 2 + 1. This level of activity is equal to an extra 3 workload units for research in 1 semester</p>		
D. major funding 45% research workload research = 12 units/year	1 + 1	3 + 3

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. See the “Annual Evaluation Criteria” section for more information about how papers and presentations are weighted and assessed.

Assignment of “level D” research load requires the active monitoring of a major research grant (e.g. NSF, NIH, DOD) as PI as well as productivity in the other areas of research (publication rate of 2-4 papers per year, giving numerous presentations a year etc). For the other cases, the determination of activity level will be made in a relative sense within the Department based on total performance in the above areas.

Time release may also be possible for the preparation and submission of a major grant proposal (~\$250K total cost) if the faculty member is the PI and the proposal is for an individual investigator. This release time will require that a proposal be submitted by the end of the semester during which the release time was granted. 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



#### 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.

A normal service load will vary between 3 to 5 workload units a semester.

#### 5. *Administrative activities*

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

Depending on the responsibilities and support, the administrative activity may be the equivalent of 3 workload units a semester.

#### 6. *Summary of Workloads as a function of workload units*

These are reported as Fall + Spring and refer to the levels (A-D) noted in section 2.

<u>Level</u>	<u>Teaching Units</u>	<u>Research Units</u>	<u>Service Units</u>	<u>Total Units</u>
A.	9 + 9	0-1 + 0-1	3 + 3	24
B.	6 + 9	3 + 0	3 + 3	24
C.	6 + 3-6	3 + 3-6	3 + 3	24
D.	3 + 3	6 + 6	3 + 3	24

## **Annual Evaluation Criteria**

### **Current Evaluation Guidelines, Department of Chemistry**

Annual evaluation forms are provided by the Department to all faculty members. There are two required narratives. The first considers key accomplishments for the past year. This is the place to highlight any special efforts and accomplishments in the prior year. Include awards, and special research, teaching, service, and administrative efforts. You can address your success in completing your goals identified in the prior year's annual review. The second narrative will focus on goals in teaching, research, service, and administration for the next year.

Everyone should include an estimate of their workload distribution (% devoted to each area). Administrative effort is only for program directors, the Associate Chair, and those with specifically identified administrative roles on campus. The chair can provide the faculty member with guidance on how to determine this workload.

Teaching, research, and service activities for the past year are evaluated based on the point system outlined below. Points are assigned for each activity in a given category. For each area (teaching, research, service) each faculty member is ranked within the Department based on their point total and then assigned a score of 1 - 4 to each faculty member for each particular area (1 –below expectations, 2 – meets expectations, 3 – exceeds expectations, 4 – outstanding). Effort points across categories are not meant to correlate with total effort.

If you have an activity that you feel does not fit into a particular category, add it to the front of your annual report and briefly detail the activity under key accomplishments.

The numbers of points per each item for research teaching and service are listed in tables 1 through 3 below for all research faculty members. Teaching faculty members have a different form and evaluation system. Associated points systems for teaching faculty members are listed in Tables 4 through 6.

***Table 1. Productivity Points for Research Activities for Research Faculty:***

<b>Item</b>	<b>Points</b>
<i>Presentations</i>	

**Table 2. Productivity Points for Service Activities for Research Faculty:**

<b>Item</b>	<b>Points</b>
Smaller Activity (ex.: meeting with prospective students, etc.)	0.25
Hosting Departmental Seminar speaker	1
Being in charge of Sigma-Aldrich Lecture Series	3
Committee Member (Department, College, or University)	2
Committee Chair (Department, College, or University)	5
Major Activity (significant administrative responsibility, lead or chair major initiative)	6-10
External service: reviewer for papers, grant proposals	0.5 - 1
External service: Chairing or organizing symposia, sessions at conferences	3
Leadership role in external/professional service	3
Undergraduate Mentoring	0.33 pts per student mentored

Extra weight will be given for committees with significant demands. For items with variable weights, assigned weight is determined by chair based on the demands and the payoff of the activity.

***Table 3. Productivity Points for Teaching Activities for Research Faculty:***

For teaching, all faculty members receive a base score based upon the number of courses taught and the results of the student evaluations. Onto this base score are additional points for the following teaching activities. These extra points are scaled across the faculty and the additional amount is added to the base score.

For teaching, all faculty members receive a base score based the rubric below.

<hr/> <b>Performance Exceeds Expectations (6-7 points)</b>	<b>Performance Meets Expectations (3-5 points)</b>	<b>Performance Needs Improvement (0-2 points)</b>
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<b>Item</b>	<b>Weight</b>
Graduate Student Committee Member	0.5
Major course redesign	2 – 4
Developing New Course	6
Pedagogical Activity (attend conference, etc.)	1 – 5
Directing Undergraduate in Research	1/student
Directing Graduate or Postdoctoral in Research	2/student
Visiting Researcher in Laboratory	1/person

*Table 4. Productivity Points for Teaching Activities for Teaching Faculty:*

See Table 3 for other points in teaching (performance and evaluation data)

<b>Item</b>	<b>Weight</b>
Graduate Student Committee Member	0.5
Mentoring or co-Mentoring of Research Student	2

