

University of North Texas
Department of Biological Sciences Full-time Faculty Workload Policy

A. WORKLOAD ASSIGNMENT

Aligned with UNT's policies 06.004, 06.007 and 06.027, individual faculty workload will be assigned consistent with the mission and needs of the department, college and university.

1. Workload assignment process

As per UNT policy 06.027, the Department Chair approves faculty workload. The Chair of the Biological Sciences Department will meet individually with faculty members prior to the start of an academic year to determine their workload. In consultation with the chair, the faculty will complete the Workload Agreement for the upcoming academic year, determining the breakdown of their teaching, research, service, and administration and the proposed activities to meet the workload assigned to ensure that the department meets its instructional responsibility while respecting the faculty member's academic goals.

2. Variants and adjustments

- 2a. Faculty in their first year of employment at UNT may be granted a one-course reduction from the normal teaching load.
- 2b. The Chair may adjust the teaching, research, and service load at any point after consulting with the faculty member, depending upon the needs of the department and the productivity of the faculty member.
- 2c. A faculty member can also request an adjustment to their teaching, research, and service load between semesters after consulting with the Chair, depending upon the needs of the department and the productivity of the faculty member.
- 2d. Full time faculty members (tenure system and non-tenure track faculty who are on continuing contracts) who are serving as the primary caregiver for a newborn or adopted child or for a family member who has a serious medical issue are eligible for a workload modification. Faculty should work with their chairs to arrange for any modification of duty. The goal is to provide flexibility for the faculty member while being consistent with the workload policy.
 - (i) Workload will be modified for the semester nearest the event.
 - (ii) Workload will be modified to reduce 50% of their teaching assignments for the academic year and shift that workload to other areas.
 - (iii) Faculty would be expected to focus on research, advising students, and/or service as documented in a workload agreement.
 - (iv) The faculty member is responsible for completing a modified duties agreement form prior to commencement of the workload modification. It will be reviewed and approved by the chair and the dean.
 - (v) Modified duties will be noted in the annual review letter for that year.
 - (vi) Exceptions will be considered on a case-by-case basis by the chair and dean.
 - (vii) The cost of covering the modification of duties, covering classes, will be handled by the department in conjunction with the college.
 - (viii) Faculty may take Family Medical Leave (FMLA) as determined by UNT Policy 05.064, during which time there is no expectation for work performance. Any time not covered by FMLA in a given semester, will include a workload assignment. Faculty may also request to "stop the clock".

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B. WORKLOAD

B.1. Full-time tenure-system (tenured and tenure-track) faculty workload

A full-time tenured faculty with majority appointment in the Department of Biological Sciences can opt for one of the three Tracks: (i) Teaching Emphasis, (ii) Research/Teaching Balance Emphasis, or (iii) Research Emphasis. Each of these tracks may include faculty contributions in the areas of Teaching, Research and Scholarship, and Service. This assignment will be in consultation with the Chair and consistent with the mission and needs of the department, college and university.

The Research and Scholarship Emphasis Track will only be available to full-time tenure-track faculty.

Administrative responsibilities may permit alternative workloads. An Associate Chair will have at a minimum 20% of workload committed to Service.

Table 1: Tenure-System Faculty: Workload distribution

Workload model	Standard % Effort	Eligible Modified % Effort
Track: Teaching Emphasis		
Teaching: 3-2 course load*	60%	60-80%
Research & Scholarship	30%	5-30%
Service	10%	10-20%
Track: Balanced Research/Teaching Emphasis		
Teaching: 1-2 course load*	45%	40-50%
Research & Scholarship	45%	40-50%
Service	10%	10-20%
Track: Research and Scholarship Emphasis		
Teaching: 1-1 course load*	30%	10-30%
Research & Scholarship	60%	60-80%
Service	10%	10-20%

*Teaching load is for the fall and spring semesters and does not include summer teaching.

Minimal Expectations

(i) Teaching Emphasis

A minimal teaching expectation for 60% in the Teaching Emphasis Track must include teaching, as listed in the Faculty Information System, the equivalent of five organized 3 h courses a year for 60% of faculty workload. This corresponds to a course load of two/three three-credit courses over the academic year (a 2 + 3 load) as weighted according to Table 3. Each additional 10% in teaching requires the equivalent of an additional course taught in that year.

A minimal research expectation for 30% in the Teaching Emphasis Track is an average of two refereed publications over a three year period in high-quality, peer-reviewed academic journals

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or an equivalency of other peer reviewed output. In addition, at 30% research and scholarship workload the individual should be actively submitting research proposals during the academic year. Each additional 10% in research and scholarship workload requires an additional one publication over a three-year period, and either a currently funded grant or continued submission of funding proposals.

A minimal service expectation for 10% is serving on two committees per year. At a minimum, one of these should be at any level within the university (departmental, college or university) per year.

(ii) Balanced Research/Teaching Emphasis

A minimal teaching expectation for 45% in the Balanced Research/Teaching Emphasis Track must include teaching, as listed in the Faculty Information System, the equivalent of three organized three credit courses over the academic year (a 1 + 2 load) as weighted according to Table 3 and actively mentoring research students as described below. Each additional 10% in teaching requires the equivalent of an additional course taught in that year.

A minimal research expectation for 45% in the Balanced Research/Teaching Emphasis Track is 3 refereed publications over a three year period in high-quality, peer-reviewed academic journals or an equivalency of other peer reviewed output. In addition, the individual should be actively seeking funding. Each additional 10% in research/scholarship workload requires an additional one publication over a 3-year period and either a currently funded grant or actively seeking funding.

A minimal service expectation for 10% is serving on two committees per year. At a minimum, one of these should be at any level within the university (departmental, college or university) per year.

(iii) Research and Scholarship Emphasis

A minimal teaching expectation for 30% in the Research and Scholarship Emphasis Track must include teaching, as listed in the Faculty Information System, the equivalent of two organized 3 credit courses a year (a 1 + 1 load) as weighted according to Table 3 and actively mentoring research students providing 30% of the workload. Each additional 10% in teaching requires the equivalent of an additional course taught in that year. For a modified teaching workload between 20 and 10%, a course reduction can be requested, but it must include at least one organized 3 h course a year. In consultation with the chair, a course reduction may be made available only for faculty exhibiting a high level of research/scholarship productivity over the previous three consecutive years and the expectation of continued high level research/scholarship in subsequent years.

A minimal research expectation for 60% in the Research and Scholarship Emphasis Track is four refereed publications over a three year period in high-quality, peer-reviewed academic journals or an equivalency of other peer reviewed output. In addition, the individual must have a funded grant or be actively submitting research proposals during the academic year. For individuals at higher research workloads than the standard 60%, each additional 10% in research/scholarship requires an additional one publication over a three-year period and a currently funded grant.

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A minimal service expectation for 10% is serving on two committees per year. At a minimum, one of these should be at any level within the university (departmental, college or university) per year.

B.2. Full-Time Non Tenure-Track Faculty (Lecturers/Advisors) Workload

A full-time lecturer/advisor in the Department of Biological Sciences will have the following workload distribution: 50% Teaching, 50% Service. The faculty member's assignment will be in consultation with the Chair and consistent with the mission and needs of the department, college, and university. Administrative responsibilities may permit alternative workloads.

Table 2: Non Tenure-Track Faculty (Lecturer/Advisor): Workload distribution

Workload model	Standard % Effort	Eligible Modified % Effort
Teaching: 2 + 2 course load	50%	50-90%
Service	50%	10-50%

Minimal Expectations

(i) Teaching

A minimal teaching expectation of 50% in the Non Tenure-Track Faculty Track must include teaching, as listed in the Faculty Information System, the equivalent of four organized 3 h courses. Each additional 10% in teaching requires the equivalent of an additional course taught in that year. Course assignments are expected to include at least one course per year at the freshman/sophomore level, with additional courses at the junior/senior level. Any deviations from this will require the Department Chair's approval.

(ii) Service

For lecturers with advising responsibilities, a minimal advising expectation of 50% must include approximately 20 hours per week of advising duties. These duties include: meeting with current and prospective students for advising, answering advising questions via Biology Department email, evaluating transfer credit (including study abroad and international transfer credit), attending recruitment events, participating in new student orientations, attending departmental and college meetings, working with faculty related to access to required courses for graduating seniors, verifying that students have met prerequisite requirements before course enrollment requests are processed, processing course enrollment and Special Problems requests, making decisions on appropriate substitutions for major requirements together with the Departmental Chair.

Other service activities: A minimal service (other than student advising) expectation of 10% may include assisting in curriculum development, redesign and/or evaluation, program reporting, serving on graduate or Honor's student committees, committees at the department, college, or university level, academic service, community service or professional service.

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Teaching Contributions to Workload Calculation per long semester

Mentoring graduate and undergraduate students in research is also a form of instruction. Faculty who are actively mentoring students toward deliverable academic research records (Master's theses, Ph.D. dissertations, undergraduate Honors theses) will be assigned an additional 5% in teaching workload. Thus, as standard teaching workload percentage for a faculty member with an active research group and a 1 + 1 teaching load will be at 30%. The deliverables mentioned above, plus relevant academic milestones (e.g. passed Ph.D. qualifying examinations and proposal defense), will be used to evaluate this portion of the teaching workload. Note that this 5% teaching workload contribution is expected to reflect one-on-one instruction of students in basic knowledge needed to successfully pursue research, and should be fairly constant from research groups of different sizes. Other aspects of research mentoring (e.g., research group and subgroup meetings, managerial oversight related to sponsored research) fall under Research workload and are expected to increase in time commitment as the number of advisees grows.

Table 3: Workload percentages per long semester for various course levels

3 credit lecture course	12.5%
2 credit course	8.34%
1 credit course	4.17%
4 credit lecture course	15%
Active graduate mentoring	2.5%

References and Cross-references

UNT Policy 05.064, Family and Medical Leave
UNT Policy 06.004, Faculty Reappointment, Tenure, and Promotion
UNT Policy 06.007, Annual Review
UNT Policy 06.027, Academic Workload

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Revised Eligible modified Research workload - teaching track TT faculty: August 10, 2020