

Guidelines for Assignment of Faculty Workloads

**Department of Chemistry
University of North Texas
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As stated in UNT's policy on Academic Workload (06.027) all tenure-system faculty are expected to contribute to the university's mission in the three essential areas of teaching, research/scholarship/creative activities, and professional service/leadership. Full-time non-tenure-system faculty (i.e., Lecturers) have professional responsibilities primarily in the area of teaching, but are also expected to contribute to departmental service. The purpose of this document is to provide guidelines for translating the various expected responsibilities and activities of Chemistry faculty into assigned workload percentages. These workload percentages constitute the faculty member's professional obligation to the University. They are also used to guide the relative weighting of faculty members' contributions in the three essential areas of teaching, research and service in the faculty annual evaluation process and in promotion and tenure decisions.

1. Process for Assigning Workload

Each Spring semester, all full-time faculty in the Chemistry Department will be provided an opportunity to meet with the Department Chair to discuss their workload assignments for the following academic year. If faculty do not expect significant changes to their workload, they may waive the meeting and simply submit a proposed set of workload percentages to the Department Chair, along with a brief justification of the requested workload distribution. If significant changes in relative effort are expected between semesters (e.g., a reduced teaching load one semester), the faculty member should submit separate workload percentages for the Spring and Fall terms. The Department Chair will review each faculty member's request and consult with the faculty member if the Chair believes that revision of the proposed workload scheme is needed. Faculty have the right to meet with the Chair to discuss their workload assignment if any significant changes are proposed by the Chair. When the Chair and faculty member have reached a mutual agreement, the faculty member's workload percentages will be recorded and provided to the Personnel Affairs Committee for use in the faculty annual evaluation process. Faculty will be notified by the Chair if any changes in workload assignment are made during the academic year.

2. Expectations and Responsibilities for Workload Categories

Teaching

A course load of one three-credit course per semester (a 1/1 load) will normally correspond to a teaching workload percentage of 25%. It is recognized that high-quality instruction of chemistry courses at all levels requires significant preparation time and time outside of class for interaction with students, amounting to a total commitment of ~10 hours per course per

week. A typical breakdown is 3 hours of lecture; 4.5 hours of preparation; 1.5 hours of grading; and 1 formal office hour. One- or two-credit lecture courses will have workload contributions scaled in proportion to the number of credit hours (see Table). Three-credit courses with formal recitations typically require an additional 1 hour of contact time and 1 hour of preparation, so will count as 30% of faculty workload within a given semester.

Adjustments to the standard workload of 25-30% for one course per semester may be made at the discretion of the Department Chair. Faculty will be expected to justify any requests to count a three-credit course as more than 25-30%. Cases where this might be justified include introduction of new teaching methods (e.g. active learning) that add to the preparation time and extra-large sections that require additional office hours.

Laboratory courses are typically one credit hour courses, but they require significant time for planning experiments, managing TAs, answering emails, and other activities beyond the actual contact hours. Therefore, workload contributions for these courses are calculated differently. The size (i.e. enrollment) of the course will determine the assigned contribution to workload. Small lab courses (typical <50 students, 1-2 sections) will count as 10% of workload within the semester (5% for the year), medium-sized lab courses (50 – 300 student, 3-19 sections) will count as 20% of workload, and large lab courses (>300 students, 20 or more sections) will count as 30% of workload. Adjustments of $\pm 5\%$ of these standard workload contributions may be made, at the discretion of the Department Chair, to account for labs that involve less or more faculty time commitment than typical due to the particular subject matter.

Table – Typical Contributions to Teaching Workload

3 credit lecture course without recitation	25%
2 credit course without recitation	16.67%
1 credit course without recitation	8.33%
3 credit lecture course with recitation	30%
Large 1 credit lab course (>300 students, ≥ 20 sections)	30%
Medium-sized lab course (50-300 students, 3 – 19 sections)	20%
Small lab course (<50 students, 1-2 sections)	10%

Mentoring graduate students (and in appropriate cases, undergraduates) in research is also a form of instruction. Faculty who are mentoring students toward deliverable academic research records (Master’s theses, Ph.D. dissertations, and undergraduate Honors theses) will be assigned an additional 5% in teaching workload. Thus, a standard teaching workload percentage for a faculty member with an active research group and a 1/1 teaching load will be 30%. The deliverables mentioned above, plus relevant academic milestones (e.g. passed Ph.D. qualifying examinations and completion of 3rd year research talks), 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 for 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.

Research

For tenure-system faculty in the Chemistry Department whose primary focus is research, a typical research workload is 60%. Faculty with this level of research responsibility will be expected to be generating a steady output of peer-reviewed research papers, of a quality and quantity consistent with professional standards in the faculty member's specific subfield of chemistry. Other research products (e.g. patents, review articles, book chapters, conference presentations) are also important components of the research workload but are not considered as substitutes for peer-reviewed research papers.

Attaining external research funding is a vital function of research-active faculty. Administering, maintaining, and renewing research grants takes considerable time and effort, and this is considered part of research workload. Faculty who have substantial external funding (e.g., at least one major grant) may adopt a higher research workload, such as 70%, and a corresponding reduction in teaching and/or service workload, upon agreement with the Department Chair.

Typically, all research-active faculty are expected to maintain a 1/1 teaching load, corresponding to a 30% teaching workload including student mentoring (*vide supra*). Any deviations from a 1/1 teaching load must be approved by the Department Chair and should be justifiable on the basis of the faculty member's publication and funding record.

Service

All faculty are expected to contribute to service activities within the Chemistry Department, including committee service and/or special assignments (e.g. Graduate Advisor, Associate Chair). A typical service workload of 10% should correspond to service on at least 1-2 committees, with recognition that some committees involve a substantially higher time commitment than others. Service on college and university committees, Faculty Senate, etc. also counts toward faculty service workload. Reasonable attendance at Departmental Faculty Meetings is also expected of faculty as part of their service workload.

Major departmental service assignments, such as Graduate Advisor/Graduate Affairs Committee Chair and Undergraduate Affairs Chair, involve a greater than usual time commitment to service and can increase the service workload percentage to as high as 30%.

Significant volunteer service outside the University brings significant recognition to the Department and to UNT, and will also be considered as part of service workload. Such activities include serving as an officer in professional societies, involvement in educational initiatives at K-12 schools, and other unpaid activities. Activities that involve remuneration

to the faculty member (e.g., journal editorships) are generally considered as a form of outside employment and are not part of the regular service workload.

Administration

Official administrative duties constitute administrative workload, which generally replaces service. Typical assignments that involve administrative workload are Department Chair (60%), Associate Chair (20%), and Associate Dean positions (~50%).

3. Examples of Standard Workload Assignments

Tenure-System Faculty

Standard Research-Active Faculty Workload 30% Teaching; 60% Research, 10% Service

Expectations: Sustained output of peer-reviewed papers and other research products; some research funding; 1/1 teaching load; reasonable department/university service

High Research Activity: 20% Teaching; 70% Research; 10% Service

Expectations: Higher output of peer-reviewed papers and other research products; major research funding; possible reduced teaching load one semester per year (e.g. 1/0.5); reasonable department/university service

Research Active with Major Service: 20% Teaching; 50% Research; 30% Service

Expectations: Major service appointment such as GAC Chair; possible reduced teaching load one semester per year (e.g. 1/0.5); sustained research activity and output

Teaching/Service Focus: 60% Teaching; 10% Research/creative; 30% Service

Expectations: 2/2 teaching load; some continued scholarship; significant service duties

It is emphasized that the above are examples of typical workload assignments, and not requirements. For examples of possible exceptions, see Section 4 below.

Non-Tenure-System Faculty

Teaching-Focused Lecturer 90% Teaching; 10% Service

Expectations: 3/3 teaching load, with multiple courses and/or significant course prep; reasonable department/university service. This workload is typical for new Lecturers

Lecturer with Significant Service 70% Teaching; 30% Service

Expectations: 2/3 teaching load, with some smaller sections and/or lab courses; major service assignment such as UAC Chair.

4. **Adjustments and Variations in Workload**

In recognition of the wide range of activities that may contribute to successful performance of academic duties, the process for workload assignment will retain enough flexibility to accommodate special situations. Some of these are listed below.

Tenure-track faculty in the probationary period: It is vital that new tenure-track faculty be allowed to devote the majority of their time to establishing an independent research program and obtaining research funding. During the probationary period, a standard research-active faculty workload (30%/60%/10%) will be assigned, with recognition that it will take some time for publications and funding to materialize. Release from teaching will be expected for two semesters within the five-year probationary period, and teaching workload will be correspondingly reduced. Exceptions to this may be made at the request of the faculty member and upon agreement of the Department Chair.

New course development: The Department Chair may grant a faculty member a reduced teaching load in order to work on significant new course developments. These would typically be courses offered for the first time or courses being translated to a new delivery mode (i.e. online), rather than new offerings of existing courses. In such cases, the course development activities will count as part of teaching workload, and successful launch of the course will contribute to a positive annual evaluation in the area of teaching.

Research buyouts: Faculty may be released from teaching through externally-funded research buyouts, upon approval of the Chair and other University officials. The research workload will be increased as appropriate.

Exceptional productivity: Exceptional levels of research funding, extraordinary output of high-quality publications, and other research activities of high impact may warrant non-standard workload assignments with higher weight given to research (e.g. 10%/80%/10%) at the discretion of the Chair.

Funding gaps. Faculty who experience gaps in research funding may be allowed to continue a regular research-active faculty workload (e.g., 30% teaching/60% research/10% service) for a reasonable period of time while they seek to regain funding, upon agreement with the Chair. During the gap period, proposal writing will be considered an important component of the research workload.

Classes with exceptionally high enrollment: Adjustments to teaching workload may be made in the case of classes with exceptionally high in-person or online enrollment. For purposes of this policy, a high enrollment level is considered as approximately 200 or more individuals. In

such cases, teaching workload adjustments will be made by the Dept. Chair in consultation with the instructor.

Modification of duty for family reasons. A faculty member who becomes the primary caregiver for a newborn or adopted child or for a family member who has a serious medical condition is eligible for workload modification. Upon consultation with the Department Chair, the faculty member's workload distribution may be modified to reduce the teaching workload and shift the workload toward other areas, as permitted by relevant UNT policy.

5. **Grievance Procedures**

If a faculty member is unable to reach an agreement with the Department Chair regarding workload assignment, the faculty member may file a formal complaint in accordance with grievance procedures specified in the Chemistry Departmental Bylaws and in UNT Policy 06.051. Any grievance associated with workload assignment must be submitted in writing within 10 calendar days of becoming aware of the action that triggered the grievance to be eligible for possible University-level review.