

Faculty Workload Guidelines

Department of Physics

Faculty workload assignments support faculty by recognizing their academic goals and the department by meeting its teaching and service needs. The department chair assigns workload for each academic year in consultation with faculty members, typically in the spring semester preceding the next academic year after annual faculty reviews are completed.

The Chair may adjust teaching, research, and service loads at any point, after consulting with the faculty member, depending on emerging needs of the department and faculty productivity. The chair will validate workload allocations through FIS in fall and spring semesters, accounting for any adjustments made during the academic year. Exceptions to the standard workload may be made at the request of the faculty member and upon agreement of the Department Chair.

Faculty serving as committee chair, associate chair, professional organization leadership, journal editor, or other substantive role that advances the research, teaching, or service mission of the department/university may receive a course reduction for the duration of their service in that role. More specifically, for example, associate chair may receive up to 20%, undergraduate and graduate advisors may receive up to 10%, and key committee chairs may receive up to 5% reduction in their teaching load. Note that each faculty must teach at least one course per semester.

Tenured and Tenure Track Faculty Workload Options

Research Track Workload

The workload distribution for the Research Track is generally 70% research, 20% teaching, and 10% service. The typical expectation is a 1 – 1 course load and substantive service to the department, college, or university. Typical research expectations for the Research Track are having an active grant, either as PI or as a Co-PI with significant “recognition” (percentage of grant officially attributed the faculty member), or having had an active grant over at least one of the last 3 years; consistent submission of external grant proposals; active engagement in graduate student mentorship as evidenced by directing theses and supporting graduate students on research grants over the last three years; and, sustained publication in high-quality, peer-reviewed academic journals averaging 2 publications per year over the last three years, or as appropriate to the field. Faculty in the Research Track are expected to deliver high quality instruction for courses, mentoring research, and student training as reflected by course outcomes, student performance, SPOT evaluations, and other feedbacks/comments from related parties. Faculty are expected to provide service to the department by participating at least one committee at the departmental, college or university level, graduate student dissertation or thesis committee, and providing services in scientific community and local community.

Faculty during their probationary period, faculty demonstrating exceptional promise in increasing their research productivity, faculty with a sustained record of research excellence, or

faculty with exceptional research accomplishments in a particular area (e.g., high publication rate in high impact journals) may be assigned the Research Track even if all the stated research expectations are not met over a particular year at the discretion of the Chair in consultation with the faculty member.

Balanced Track Workload

The workload distribution for the Balanced Track is generally 50% research, 40% teaching, and 10% service. The typical expectation is a 2 – 2 course load and substantive service to the department, college, or university. Typical research expectations for the Balanced Track are consistent submission of external grant proposals; active engagement in graduate student mentorship as evidenced by directing theses; and, sustained publication in high-quality, peer-reviewed academic journals averaging 1 publication per year over the last three years, or as appropriate to the field. Faculty in the Balanced Track are expected to deliver high quality instruction for courses, mentoring research, and student training as reflected by course outcomes, student performance, SPOT evaluations, and other feedbacks/comments from related parties. Faculty are expected to participate or leading at least one committee at the departmental, college or university level, providing services in student committee, scientific community and local community.

Faculty during their probationary period, faculty demonstrating exceptional promise in increasing their research productivity, faculty with a sustained record of research excellence, or faculty with exceptional research accomplishments in a particular area (e.g., high publication rate in high impact journals) may be assigned the Balanced Track even if all the stated research expectations are not met over a particular year at the discretion of the Chair in consultation with the faculty member.

Teaching Track Workload

The workload distribution for the Teaching Track is generally in the range of 80% – 60% teaching, 10-30% research, and 10-20% service. The typical expectation is a 4 – 4 or 3 – 3 course load. Substantive service to the department, college, or university is expected for any course load. A lower course load (e.g., a 3 – 3 course load) may be assigned when there are significant research or other assigned service activities, such as student advising, supervision of capstone projects, development of new or online courses, supervising student research projects, and chairing committees. Faculty in the Teaching Track are expected to deliver high quality instruction for courses, and student training as reflected by course outcomes, student performance, SPOT evaluations, and other feedbacks/comments from related parties. Faculty are expected to participate or leading at least one committee at the departmental, college or university level, participating in courses development, curriculum revision, mentoring undergraduate research, and providing services in local community.

Lecturer Workload Assignment

The workload distribution for Lecturers is generally in the range of 80% – 60% teaching and 20%

– 40% service, depending on service activities. The typical expectation is a 4 – 4 course load. Substantive service to the department, college, or university is expected for any course load. A reduced course load (e.g., a 3 – 3 course load) may be assigned when there are other assigned service activities, such as undergraduate advisor, chairing departmental committees, coordinating curriculum revisions, and developing new or online courses. Faculty in the Lecturer workload are expected to deliver high quality instruction for courses, and student training as reflected by course outcomes, student performance, SPOT evaluations, and other feedbacks/comments from related parties. Faculty are expected to participate or leading at least one committee at the departmental, college or university level, participating in courses development, curriculum revision, mentoring undergraduate research, and providing services in local community.

Grievance Procedures

If a faculty member is unable to reach an agreement with the Department Chair regarding workload assignment, the faculty member may appeal to the Physics Executive Committee. The Executive Committee will review the appeal and issue a recommendation to the Department Chair. If this fails to resolve the faculty member's concerns, the faculty member may appeal further to the Dean's Office and/or the Faculty Grievance Committee. Any grievance associated with workload assignment must be submitted in writing to the Executive Committee within 14 calendar days of the decision that triggered the grievance to be eligible for possible University-level review.