

**FACULTY WORKLOAD POLICY**  
Department of Biological Sciences (DBS)  
University of North Carolina at Charlotte  
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## **INTRODUCTION**

The total workload of each faculty member in the Department of Biological Sciences (DBS) ordinarily will be composed of the three traditional tasks of academicians: teaching (teaching workload), research and scholarly activity (research workload), and service (service workload). Teaching is the primary responsibility of each faculty member and teaching assignments will vary from large lecture classes to specialized lecture and laboratory instruction in upper division and graduate offerings as well as formal supervision of research students. Faculty members are also expected to engage in research and scholarly activity, and promote an atmosphere of active inquiry. Research and scholarly activities include such things as publications, professional presentations, and grant writing. Examples of service are participation on committees, task forces, agencies, etc. on or off campus, editing or reviewing, consulting, and serving in administrative duties relevant to the goals of the Department of Biological Sciences.

While all DBS faculty members will be expected to engage in teaching, research, and service, it is recognized that the mix of these three responsibilities will vary both among faculty members and among semesters. As the mission of the Department expands to include more research intensive endeavors such as doctoral education yet retains a commitment to excellence in our substantial undergraduate program, it becomes necessary to acknowledge that individual faculty contributions to achieving the goals of the department are best made with different combinations of teaching and research commitment. Moreover, in some semesters or years, specific faculty members may be heavily engaged in service activities, which benefit the Department and/or the University. In order to ensure an equivalent contribution to the goals of the department as well as to appropriately reward such contributions, it is necessary to explicitly articulate the expectations of members on the faculty choosing different combinations of teaching and research to make up their total contribution to the Department.

### *Goal of Workload Policy*

Whatever the particular mix of teaching, research, and service responsibilities assigned to each faculty member, the basic goal of this workload policy is to ensure equitable loads and contributions across the Department. It is expected, therefore, that each faculty member will make equivalent total contributions although the apportionment among the areas of teaching, research and service will vary; thus all faculty members will contribute to the Department and its advancement.

# WORKLOAD POLICY FOR TENURE-TRACK FACULTY MEMBERS

## *Credit Hour Equivalent Policy*

Biology is a laboratory science and, as such, a substantial portion of the teaching efforts of DBS faculty are expended either in formalized laboratory teaching or in individualized instruction in research labs. In order to equitably assess the actual teaching load of each tenure track faculty member, the following teaching credit hour equivalencies have been established for both formal classroom and individualized student teaching:

### FORMAL CLASSROOM TEACHING:

One credit hour will be given to a faculty member for each scheduled contact hour of either a lecture or laboratory course he/she teaches. Thus a laboratory that meets for 3 hours each week, for example, will yield 3 credit hour equivalents of teaching for the faculty member even though students may receive only 1 credit for this lab.

### ORGANIZED INDIVIDUALIZED STUDENT TEACHING:

The following teaching credits will be given each semester for each student taking the classes below (regardless of the number of credits they take) under a faculty member's supervision:

ORGANIZED INDIVIDUALIZED INSTRUCTION COURSE	Credit
Undergraduate Research (BIOL 3900)	0.50
Honors I (BIOL 4700) and/or Honors II (BIOL 4701)	1.00
Tutorial (BIOL 6800) and/or Research & Thesis (BIOL 6900)	1.00
Laboratory Rotations (BIOL 8800)	0.50
Dissertation Research (BIOL 8999; Ph.D.)	1.00

**\*NOTE: While all individualized instruction credits will be taken into account in the annual merit evaluation process, the MAXIMUM number of WORKLOAD credits is 3/semester, or 6 for the academic year.**

**Supervision of Graduate Teaching Assistants:** One credit hour equivalent will be given to faculty members who supervise the training and coordination of graduate students who are serving as Graduate Teaching Assistants in laboratory courses.

## *Workload Expectations*

In order to distribute workload as equitably as possible but with different expectations for individual members on the faculty, it is necessary to make clear what the expectations are for different workload tracks. In addition, clearly defined expectations facilitate appropriate rewarding of individual performance. While expected workload is expressed in terms of contact hours per semester, it is permissible to distribute the teaching load over the course of an academic year to achieve an average prescribed teaching load. In some cases such an approach is highly recommended to obtain adequate time for research while still meeting teaching responsibilities. Courses offered over the summer for extra compensation cannot be considered as equivalent for expected/assigned workload in the Fall and Spring semesters. Non-compensated summer courses may be applied toward the teaching workload with the approval of the Chair.

In counting the teaching portion of the total workload for each faculty member, contact hours will be used for both lecture and laboratory portions of formal courses. In addition, contact hour credit will be granted for supervision of graduate and undergraduate research students as specified above; however, contact hours assigned for supervision of graduate or undergraduate research cannot entirely replace formal classroom teaching. As such, credit hour equivalents derived from “organized individualized student research instruction” as specified above can only provide a maximum of three contact hour equivalents per semester.

### *Workload Tracks*

#### **1. Teaching Track: 18 contact hours per AY.**

The expectations for this option are the teaching of 9 contact hours per semester. Not more than three hours per semester may be from credit hour equivalents. No publications are required. Faculty members who choose this option are expected to be fully engaged in the broad teaching mission of the department including curriculum development and assessment. Typically, no more than 3 contact hours per semester will be devoted to laboratory instruction. Faculty members choosing this option should maintain a teaching portfolio documenting their contribution to the teaching mission of the department over and above that expected of faculty engaged in research. Peer-reviewed publications by faculty choosing this option will warrant extra merit consideration. Faculty members in this option also should be expected to play a major role in service activities (committees, advising, etc.) in the Department and University.

#### **2. Combined Track: 15 contact hours per AY.**

Faculty members choosing this option are expected to teach a total of 15 contact hours during the academic year, typically 9 one semester and 6 during the other semester. No more than three of these hours per semester may be from credit hour equivalents. It is expected that faculty members in this track will be members of the graduate faculty. Faculty members must receive an average research score over a three-year period of 2.0 or greater on their annual merit evaluations to remain on this track. This typically will consist of the publication of one peer-reviewed paper per year.

#### **3. Research Intensive Track: 12 contact hours per AY.**

Faculty members choosing this option are expected to teach six contact hours per semester. No more than three of these hours may be from credit hour equivalents. Faculty members must receive an average research score over a three-year period of 3.0 or better on their annual merit evaluations to remain on this track. This typically will consist of the publication of two peer-reviewed papers per year.

Tenure-track faculty members not meeting the research expectations for their chosen track for three consecutive years may be required to move to a track with higher teaching load expectations. Conversely, faculty members who exceed their research expectations, typically for three consecutive years, may petition to change tracks or have their teaching loads adjusted.

### *Reduction in Teaching Load*

Since the flexible teaching load and credit hour equivalent policies already account for most adjustments in workload, reduction of the teaching load is possible only if the faculty member

has unusual responsibilities, as defined below, in teaching, research, or service. Requests by faculty members for any reduction in teaching load must be made in writing to the Chair prior to the time that teaching requests for the upcoming semester are solicited. Such requests will clearly state the expected goals to be accomplished with the reduction in time. The Chair will review the written justification and make the final decision on any request. Requests for a teaching load reduction must be approved prior to submitting teaching request for the involved semester.

Each faculty member who receives a reduction in load in a given semester must submit a report to the Chair at the end of that semester. This report should succinctly address the original defined goals and explain whether they have been met. Where appropriate (see below), actual evidence that these goals have been met also should be submitted with the report. The Chair will also make an assessment of the report and the evidence that the original goals have been accomplished. This assessment will be used for evaluating future requests for reduction in load by the faculty member as well as his/her credentials for the annual merit pay considerations and should be included in merit review documentation given to the review committee.

### *Teaching*

Typically, no reductions in teaching load are given for teaching activities; however, reductions in formal teaching load will be made in cases of educational grant support that includes buyout of faculty time. In addition, a faculty member engaged in unusual levels of curriculum development may petition for a reduction in teaching load. Normally, however, development of new courses, etc. are considered part of every faculty member's responsibilities and extra efforts will be rewarded via merit consideration rather than teaching load reduction.

### *Research and Scholarly Activity*

Faculty receiving release time (academic year salary) from a grant supporting their research will automatically be granted a teaching load reduction proportional to the salary covered by the grant (e.g., 25% salary coverage warrants a 3-hour reduction).

### *Service*

In general, all faculty members are expected to contribute to the department, university, profession and community with appropriate levels of service. It must be stressed, however, that service commitments are designed to support the teaching and research missions of the university. As such, reductions for service will be made only in unusual circumstances.

Faculty members who have major administrative responsibilities (such as Graduate, Doctoral Program or Undergraduate Coordinator or Associate Chair) may be given up to three hours of teaching reduction. However, faculty members with these administrative responsibilities are expected to carry on with their normal research and scholarly activities. Responsibilities for which teaching load reduction is given are considered to be a part of basal performance and do not accrue additional merit consideration.

### *New Tenure-Track Faculty Members*

It is normally expected that the teaching load of any new faculty member, regardless of their rank, will not exceed three contact hours for each semester during their first year. In addition, all faculty members will typically be assigned to workload category three for their first four years on the faculty. No publications are expected the first year; however, in subsequent years, two publications per year are required for full merit consideration. The purpose of this automatic reduction in teaching load is to provide the time essential for new faculty to develop a program of research and scholarly activity.

### **WORKLOAD POLICY FOR FULL-TIME LECTURERS**

A full-time lecturer in the Department of Biological Sciences whose sole duty is to teach, would be expected to have a workload of twelve contact hours of teaching per semester. It is assumed that if such a lecturer is truly engaged only in teaching, with little or no responsibility for research and service, this load would be entirely appropriate.

Note: This load consists of twelve contact hours of teaching only and thus does not distinguish between lecture and laboratory hours. With the amount of preparation that typically goes into the design of laboratory experiments, often with little or no technical support help, laboratory instruction is equated with lecture instruction throughout this workload policy (see Credit Hour Equivalent Policy above). Since the Lecturers in the Department of Biological Sciences also have other responsibilities (e.g., student lab supervision, academic advising) exact expectations for each Lecturer will be determined individually and appended to their job descriptions.

### **SUMMARY**

All members on the faculty are expected to contribute equivalently to the overall goals of the department. With the very broad nature of the goals of the department, it is not reasonable to expect all members on the faculty to provide the same mix of contributions. The flexible workload policy described here shall clarify the expectations of different combinations of teaching and research in assigned individual faculty workloads. This not only helps ensure that all members on the faculty will make their required contribution, but also that contributions will be appropriately rewarded. **Ultimately, all teaching assignments as well as reductions must serve the programmatic goals of the Department of Biological Sciences. The Department Chair assumes ultimate responsibility for seeing that these teaching loads are assigned so that these goals are met.**