

## Microbiology & Molecular Genetics Faculty Workload Policy

Approved by department faculty: April 26, 2017

### **Workload Policy Aims**

The aim of the MMG workload policy is to ensure that 1) faculty contribute equitably to the productivity of the department and 2) that faculty contributions are recognized and considered fairly in judgements of faculty performance. This policy provides guidelines for various adjustments to the typical workload that allow the department to maximize the talents and interests of the faculty to further the department's mission. Academic standards of performance are described in the department's document on promotion and tenure (P&T Guidelines). Assigned workloads must be considered by the Head during annual Appraisal and Development (A&D) performance reviews and also by the Head and the P&T committee when making decisions about reappointment, tenure, and promotion.

### **Typical Workload for Tenured and Tenure-track Faculty:**

All tenured and tenure-track faculty in the department are expected to contribute to the research and teaching missions of the unit, and to contribute professional service to the department, college, university, and profession. The typical distribution of effort is research (55%), teaching (35%) and service (10%).

*Typical research expectations:* Faculty are expected to produce original research and to disseminate that in scholarly journals, monographs, and books and through presentations at scientific conferences. In general, each faculty member is expected to engage in research that leads to publications, make significant contributions that have an impact on the field, pursue or obtain external funding, and supervise students who are engaged in their research. The P&T document describes standards for research productivity for the typical workload and evidence for scholarly activity. In places where the P&T document includes quantitative standards (e.g., number of publications per year) the Head and P&T committee should scale the standards according to the workload assignment. For example, a faculty member with a teaching emphasis workload (e.g., 62.5% teaching, 27.5% research, 10% service) would be expected to demonstrate 50% of the annual productivity for research and scholarship in areas where quantitative standards are used during the years in which the altered workload was in effect.

*Typical teaching expectations:* A typical teaching load is one regular course each semester, or two per year. Regular courses typically involve three credit-contact hours per week. In addition to classroom and laboratory instruction, teaching also includes faculty-led mentoring of students in the research laboratories, which can be evidenced by enrollment in Special Problems (MICR4990, MICR5990) and Thesis and Dissertation research courses and by co-authorship of manuscripts, presentations at scientific conferences, etc. Faculty members are expected to employ effective teaching strategies, state-of-the-art technologies, and to convey up-to-date information. The P&T document describes unit expectations for quality of teaching.

*Service expectations:* The P&T document describes expectations for service. In general, faculty are expected to make contributions to service in the department, college, and/or university. Moreover, a faculty member's service may include service to the scientific community relative to their expertise (e.g. peer reviews, panel service, editorial activities), as well as outreach activities that promote education in the community and broader society. In general, untenured faculty are expected to engage in minimal service, with increased service contributions by tenured faculty.

### **Alterations to Typical Workload**

In some circumstances, alterations to the typical workload may be appropriate. Over the course of their careers, faculty members are expected to mature and hence their talents and emphasized areas of scholarship are likely to evolve over time. If a faculty member is less active in one area (e.g., research), an expectation for more activity in another area (e.g., teaching) should be anticipated and that may require an alteration to the typical workload. These alterations may be requested by the faculty member to allow for additional focus in areas of strength and excellent performance or may be assigned by the Head when necessary to ensure equitable contributions or to compensate for unsatisfactory performance. Requests from the faculty must be approved by the Head. Faculty may appeal the Head's decision to assign an altered workload by requesting a review of the rationale by the P&T committee, but decisions of P&T committee regarding the appeal will only be considered advisory by the Head. The P&T committee can solicit whatever relevant information it deems necessary to consider an appeal, but appeals would typically require at minimum the faculty member's CV, last three year's A&Ds, and a written justification for the alteration from the Head as well as a written justification for the appeal from the faculty member. The faculty member should have an opportunity to see the Head's justification prior to submitting their written justification. Decisions that affect workload alteration are complex and involve more than just recent faculty performance but also department needs, historical performance of the faculty member, and mitigating circumstances, among other things. Final decisions about workload alterations will be made by the Head.

Workload assignments are considered for an academic year and are to be reviewed and considered as part of the annual A&D process. Assignments may change annually as situations merit such changes.

Examples of possible alterations to the typical workload might include:

*Research Emphasis:* Faculty who are consistently exceeding department standards for research productivity or with exceptional responsibilities (e.g., PI of one or more major grant-funded projects) may request a research emphasis workload assignment, with proportionally more workload dedicated to research responsibilities. Such requests would usually be accompanied by significant active research funding in which the faculty member is a principal investigator. In such cases, a reduced teaching load would be accomplished by a "buy-out" of teaching negotiated with the Head and funded by the external sources, consistent with College guidelines. In unusual circumstances, an emphasis on research will be considered, even in the absence of extramural funding, when there is other evidence of a sustained and significant research trajectory.

*Teaching Emphasis.* Tenured faculty may request an emphasis on teaching and de-emphasize research by teaching additional courses beyond the standard 1/1 regular course assignment. Teaching emphasis workloads are inconsistent with expectations for reappointment and tenure of Assistant Professors.

*Extraordinary Service Assignments:* Faculty undertaking an extraordinary service role may request a teaching load or research effort reduction. Examples might include assuming a leadership position in the college or university that demands substantial time commitment (e.g., an associate dean) or exceptional service to the profession (e.g., editor of a flagship journal, executive position in scientific society, etc). Such assignments should be negotiated with the Head in advance. If granted, teaching or research portions of the workload assignment will be adjusted accordingly.

*Mitigating Circumstances:* When circumstances warrant, the Head may consider requests from a faculty member or assign adjusted workloads to benefit the faculty member and the department. Examples, would include offering a temporary teaching reduction to:

- (a) newly-hired tenure-track faculty members
- (b) faculty in the first year of a major grant-funded project in the absence of buy-out
- (c) faculty engaging in major curricular changes (e.g., overhauling a core course or courses)
- (d) accommodations for parental leave
- (e) faculty facing a significant health or family crisis.

*Low Research Productivity:* Tenured faculty members who demonstrate a consistent pattern of low research productivity or a declining trajectory (as evidenced by low publication rates and lack of external support, for example) may be assigned by the Head to have an increased teaching assignment. Examples of of low research productivity that might trigger an alteration to workload include a rating of Satisfactory or Unsatisfactory over 3-5 years on A&Ds for Research and Scholarship. Such assignments can be reversed if the research productivity of the faculty member increases sufficiently.

### **Standard Workload for Non-Tenure Track Faculty**

The typical workload for non-tenure track faculty is comprised mostly of teaching and teaching-related activities. Thus, faculty in such positions will normally be assigned four courses per semester in areas deemed necessary for the department by the Head. All other expectations for teaching described above will apply.

*The MMG wishes to acknowledge the corresponding document from the OSU Department of Psychology for some of the language and ideas of this document.*