

DEPARTMENT OF BIOLOGICAL SCIENCES

Workload Statement

(Approved by unanimous vote of the Faculty May 3, 1994)

Philosophy:

Faculty workload in the Department is consistent with the goals of the College. These are: to educate and thereby cultivate Ohio's citizens; to advance and improve knowledge; to facilitate scientific and social progress; and to offer expertise and apply it to the service of society. To meet these multidimensional responsibilities, our faculty often work well above the traditional 40 hours per week. Typically they do their work in a variety of sites such as the class rooms, the laboratories, the libraries, the seminar rooms, the office, the off-campus research sites (as far away as Antarctica and Siberia), and so on. Unlike the various life sciences departments in the medical school, our department has the dual role of undergraduate and graduate education.

Expectation for balance among Research, Teaching, and Service:

All faculty are expected to carry out assigned teaching, maintain an active research program, train graduate students, seek external funds to support research, publish, participate in professional activities and serve the institution and the community. However, it must be recognized that for a variety of reasons, individual faculty have varying strengths, focuses and interests, and not all faculty will engage in these various efforts equally. To maximize the benefits to the department and its students, and achieve an equitable distribution of work, a policy of differential teaching loads will be followed. Individual faculty workload will reflect a balance based on different strengths, interests, and professional commitments. As a rule, individual assignments should take into account total contribution to the mission of the department. The distribution of teaching, research, and service efforts may vary but in the end all faculty should have comparable minimum workloads within the department.

Expectations for overall workload:

1. Instruction - In keeping with the fundamental differences among disciplines, and recognizing that the nature of instruction in the sciences may include preparation efforts beyond those of traditional college classes, we will define minimum workload as including: an average of one course per quarter, and the equivalent of one additional course each quarter by supervision of graduate and undergraduate research, and participation in the departmental graduate seminar program. One of the courses taught will normally be an introductory level/service course. In addition, we regard advising undergraduate and graduate students as an integral part of our instructional effort.

2. Analysis of type and number of courses by level for student demand:

The departmental mission is to offer students as comprehensive a curriculum as possible (given faculty expertise) at the undergraduate and graduate level. The Departmental Curriculum Committee will coordinate and monitor the course offerings by faculty in the department, and advise the Department Head concerning changing needs. The Department Head is responsible for identifying faculty most appropriate for specific courses and assigning teaching responsibilities. Every faculty member is expected to participate in at least one introductory level/service course and develop specialty courses in his/her own areas of expertise both at the upper undergraduate, and graduate levels.

The current breakdown of courses offered is approximately as follows:

100 Level Courses (Introductory)

200 - 400 Level Courses (Advanced Undergraduate)

500 - 600 Level Courses (Advanced Undergrad. and Grad. Students)

700 - 900 Level Courses (Grad. Students only)

3. Research - As a Ph. D. granting department at a comprehensive state university, we regard research as a major

component of faculty responsibilities, in many ways related to and overlapping with our instructional efforts. As such, research is an important consideration in promotion and tenure decisions (see Departmental Reappointment, Promotion, and Tenure Guidelines). Therefore, activities such as laboratory and field research, preparation of grant proposals and funding applications, administering grants and contracts, and publication of scholarly articles in refereed professional journals, will constitute the majority of the faculty member's non-instructional workload.

4. Service - all faculty are expected to contribute to departmental and university administration (e.g., service on committees) at some level -although in most cases expectations will be far less than for teaching and research. Contributions by faculty, in terms of professional service, are also important criteria in promotion and tenure decisions (see Departmental Reappointment, Promotion, and Tenure Guidelines). Service to the profession, (e.g., reviewing manuscripts and grant proposals, membership in NSF and NIH advisory panels, activities associated with professional societies, etc.), as well as service to the community (e.g., public lectures, assistance to community organizations, etc.) is also considered an important component of faculty workload, as it enhances the reputation of the department and university.

Policy and procedures:

Assignment of teaching and the scheduling of courses (quarters, days of the week, time of day etc.) are in the purview of the Department Head, consistent with the course policies of the department. The Faculty Workload Committee will advise the Department Head on matters concerning workload assessment and adjustment. Sabbatical leaves of less than a full academic year will require that courses be taught in those quarters that a faculty member is not on leave. When appropriate, additional teaching will be assigned to balance workloads according to the procedures outlined below.

Workload reporting and determination

Each year, faculty will be expected to assess their own workload -teaching, research and service commitments - and report activities. Faculty will use a form (see attached draft) to report activities for the previous, current, and upcoming year. The Faculty Workload Committee will review the information reported and will make recommendations to the Department Head (if adjustment of the workload seems appropriate). Once a year (Fall) each faculty member will meet with the Department Head to discuss the workload report, and agree on teaching assignments, adjustments to workload, etc.. If the faculty member requests further review, the Committee will assist the Head in adjusting workload assignments, and consider faculty appeals as needed. Appeals beyond the department will follow procedures in the current AAUP contract.

Criteria for workload assessment

Our goal has been to identify a "common currency~ with which to quantify workload in equivalent terms. Using this currency, the Committee will review and assess faculty workload, in comparable units of teaching/research/service based on current departmental policy. Individual faculty efforts in each of these areas can then be evaluated and adjusted as necessary.

Our department policy states that the standard minimum instructional workload is the equivalent of one formal course per quarter and one additional course equivalent per quarter in terms of supervision of students and participation in departmental seminar programs, as well as a research and service component.. We see a need to be a bit more precise in defining teaching workload equivalents, yet retain a balance between teaching, research, and service activities. While there will undoubtedly be exceptions (and perhaps some objections), we have chosen the 3 credit hour lecture course as the standard unit, and have estimated workload equivalents in terms that appear comparable.

The workload expected of all faculty will be based on a combination of instruction, research and service activities. Faculty with a greater effort in research, graduate training/tutorial instruction, and/or major professional service commitments may reduce classroom teaching commitments; faculty whose research and/or service activity

is less may be expected to increase their classroom teaching load.

Note: the units listed below are meant to be rough equivalents to be used in assessment of a faculty member's efforts, and **not** a required "point system". The Workload Committee will use these in determining whether adjustments in teaching load are appropriate. The list of faculty activities is by no means exhaustive; other activities may also be considered.

Type of**Workload****1. Instruction (3- 6 units):**

Faculty are expected to teach a minimum of 2 and a maximum of 6 formal courses/year. (Untenured faculty may teach less, at least in their first 2 years).

Formal courses:

Lecture course (3 cr.)	1.0 (<i>standard unit</i>)
Lecture/lab (4 cr.)	1.5*
Lecture/lab w/multiple sections (4 - 5 cr.)	1.5 - 2.0* ¹
Seminar course (1 gr. cr.)	1.0**

*courses in which faculty have considerable involvement in the lab/field component

**seminars maybe counted as a course once every 2 years only

¹ consideration of class size and preparation efforts may also be included in workload assessment

Graduate Training and Research Supervision:

Post-doc and/or Graduate Students	
Undergraduate Research Students	0.5-1.5
	0.5-1.5

2. Research (0 - 4 units):

External grant funding (NIH, NSF, DOE, etc.)	
Publications (peer-reviewed journals)	0.5-1.5
	0.5-1.5

3. Professional Service (0 - 2 units):

All faculty are expected to serve on Department, College, and/or University committees; faculty members with major administrative duty may be allowed to reduce teaching effort.

Departmental service – major committees	
Asst. Dept. Head	1.0-2.0
Graduate Affairs Director	1.0-2.0
Undergraduate Affairs Director	1.0-2.0
Graduate Admissions Chair	1.0-2.0
University Service	
Faculty Senate	1.0
Professional Service	
Journal Editor/Editorial Board	0.5-1.0
NSF or NIH Review Panel	0.5-1.0
Major Prof. Society Office (uncompensated)	0.5-1.0

Workload Weighting Criteria (2007; revised 2010)

I. Instruction

Faculty are expected to teach a minimum of 2 and a maximum of 6 formal courses/year. Untenured faculty may teach less, at least in their first 2 years. Faculty earn double workload points for the first time they teach a course.

Formal Courses

Lecture course (3 cr.)	1.0 (standard unit)
Lecture/lab (4 cr.)	1.5 units*
Lecture/lab with multiple sections (4 - 5 cr.)	1.5 - 2.0 units*
Topical Seminar course (1 cr.)	0.5 units/seminar**
Team –taught courses	0.75 units for each participant***
Department seminar coordinator	0.3
Undergrad Research Coordinator	0.5

*courses in which faculty have considerable involvement in the lab/field component. If no TA is assigned to a 4-cr lab course and/or course requires equipment management, calibration, preparation with no staff help = +0.5 units (maximum 2 units)

** 0.5 points/seminar; there is no stipulation on frequency of offering; Spring research progress seminar does not qualify for workload points

*** team-taught means each professor teaches about half the course and is present for discussions/input during the remainder of the course

Graduate Training and Research Supervision

Post-doc, graduate students, undergraduate students: 0.125 units/student/quarter supervised

2. Research

External grant funding (Score equals the highest category attained, plus an additional 0.25 for submitting any number of additional grants, whether funded or not.). Points are given for each year of an active grant; no points are given for no-cost extensions

- >one large multiyear external grant funded = 2.0 units
- one large multiyear external grant funded = 1.5 units
- one or more small external grant funded = 1.0 units
- one or more small UC funding, or submission of a major grant = 0.5 units

Publications in peer-reviewed journals

- 0.75 units per publication

3. Professional Service (0-2 units)

All faculty are expected to serve on Department, College, and/or University committees; faculty members with major administrative duty may be allowed to reduce teaching effort. If a major service activity is not included in this list, please describe fully including the number of hours/week committed to the activity.

Departmental service - major committees

(all duties associated with a single job are included in its point total)

Dept. Head	4.0
Asst. Dept. Head	3.0
Graduate Affairs Director	1.5
Undergraduate Affairs Director	1.5
Graduate Admissions Chair	1.5
Undergraduate Advisor	1.0
Chair of major committee	0.2
Each additional major committee	0.1

University Service

Chair of major committee	0.2
Each additional major committee	0.1
Professional service	
Journal Editor/Editorial Board	0.5§
NSF, DOD, EPA, or NIH Review panel	0.5§
Major Prof. Society Office (uncompensated)	0.5§
Ad hoc grant or manuscript reviews: 0-5 = 0 pts., 6-11 = 0.25 pts, >11 = 0.5 pts	
§ units are earned for each service (e.g., serving on multiple editorial boards)	

Deletion of strike-through portions adopted by faculty vote 9 November 2010

Course Workload Point Weightings

2007 (some new courses added 2009)

Course #	Credits	Course Name	Workload Units	Course #	Credits	Course Name	Workload Units
101/101H	3	Freshman Majors	1.0	625	3	Biodeg. Bioremed.	1.0
102/102H	3	Freshman Majors	1.0	626	3	Ecol Modeling	1.0
103/103H	3	Freshman Majors	1.0	630	3	Biol. Chem Soils	1.0
104	3	Freshman Non	1.0	640	3	Cell Metabolism	1.0
105	3	Freshman Non	1.0	641	3	Mo; Cell Biol	1.0
106	3	Freshman Non	1.0	642	3	Adv Cell Biol	1.0
107	5	Biol human Context	2	647	4	Vertebrate Zoology Behavioral	1.5
108	3	General Ed.	1.0	650/850	3/4	Ecology	1.5
111/111H	2	Freshman Lab	1.5	655	3	Microbial Diversity	1.0
112/112H	2	Freshman Lab	1.5	656/856	3	Biol Cancer	1.0
113/113H	2	Freshman Lab	1.5	660	4	Arachnology	1.5
121	3	Biology of climate change	1.0	666/766	3/4	Ecotoxicology	1.5
125	3	Color	1.0	668	4	Plant Classification	1.5
123	3	AIDS	1.0	669	3	Tropical Ecology	1.0
131	3	Genetics and Society	1.0	670	4	Plant Physiology	1.5
132	3	Plants and People	1.0	672	4	Plant Development Adv. Plant	1.5
133	3	Microbes and Society	1.0	673	3	Develop.	1.0
201	4	A & P	1.5*	674	3	Phy Prokaryote	1.0
202	4	A & P	1.5*	676	3	Bacterial Genetics	1.0
203	4	A & P	1.5*	677	3	Pop Genetics	1.0
271	3	Elem. Microbiology	1.0**	678	3	Microbial Ecology Vertebrate.	1.0
301	4	Sophomore	1.5**	680	3	Reproduction	1.0
302	4	Sophomore	1.5**	686	1	capstone	1.0
303	4	Sophomore	1.5**	690	4	Plant Ecology	1.5
321	1	Research/Careers	0.3	691/692	5	Limnology Physio Biomech	2.0
333H	3		1.0	693	4	Lab	1.5
365	3	Darwinian Rev	1.0	695	3	Immunology Human Comp	1.0
366	3	Neo-Darwinism	1.0	694	4	Anatomy Immune Dis and	1.5
372	3	Urban Ecology	1.0	697	3	Def	1.0
397/398	1	Honors	1.0	698	4	Anal. Env. Samp.	1.5
420	4	Microscopic Anatomy	1.5	707	3	Mol Biol Lab	1.5
460	4	Botany	1.5	720	1	Read Invert Biol	1.0
480	4	Vasc. Plant Diversity	1.5	765	4	Data Analysis	1.5
502	3	Micb Extreme	1.0	767	3	Evolution	1.0
520	4	Invertebrate Zoology	1.5	770	3	Protein Research Community	1.0
540	3	Neurobiology	1.0	773	4	Ecology	1.0
550	3	Ethology	1.0	775	5	Adv. Data Analysis	1.5
551	3	General Microbiol.	1.0	791	3	Mol Biol I	1.0
552	2	Gen Micro Lab	1.0	792	3	Mol Biol II	1.0
553	3	Pathogenic Microbiol.	1.0	795	3	Cellular Physiology	1.0
554/754	3	Phys. Prok. Cell	1.0	800	2	Grad Topics Advanced	1.0
559	3	Human Biomechanics	1.0	810	4	Limnology	1.5

565	3	Medical Botany	1.0	840	3	Sensory Physiol.	1.0
567	3	Human Embryology	1.0	850	1	Readings Beh Ecol	1.0
569	4	Human Genetics	1.5	871	3	Bioenergetics	1.0
571	3	Animal Physiology	1.0	876	3	Phyl. Syst.	1.0
572	3	Animal Physiology	1.0	888	3	Mol. Evol.	1.0
573	4	Develop. Biology	1.5	955	1	Res Progress	1.0
576	3	Human Embryology	1.0	985/986	1	Seminar	1.0
577	3	Evolutionary Biol	1.0				
578	4	Evolutionary Ecology	1.5	101	3	Environ Sci	1.0
581/781	4	Bryology	1.5	* 2004 reduced from 2 when hired full-time Lab Coordinator			
585	4	Biological Indicators	1.0	** 2007 271 reduced from 1.5 to be in line with other 3 cr courses; 301-3 reduced from 2 because staff and head TA help			
595	3	Protozoology	1.0				
590	4	Env Field Tech	1.0				
597	3	Mol micro	1.0				
598/798	3/4	Molecular Biology	1.5				
599	4	Molecular Genetics	1.5				