

Guidelines for Assessing Research Activity for Purposes of Delegating Teaching Assignments

Department of Chemistry and Biochemistry

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These guidelines are designed to promote the continuation and enhancement of excellence in the research mission of the Department. They are also meant to provide guidance in making teaching assignments to faculty who pursue research to varying degrees. To establish a teaching load for each faculty member, the criterion-based metrics described below will be considered. In the criteria that follow, the minimum requirements to be considered *research intensive* are based on performance statistics over a *three-year period*. If a faculty member is close to meeting the minimum performance statistics, a one-year grace period may be offered at the discretion of the Chair. Additionally, the Chair may consider unusual factors or circumstances not covered in this document when determining teaching load. Finally, it should be noted that workload guidelines articulated by the Collective Bargaining Agreement (CBA) supersede those of the Department.

The main purpose of this document is to provide guidelines for assessing research activity for purposes of delegating teaching assignments. However, for completeness, an inexhaustive definition is provided here for the term “service”. Depending on faculty category and rank, service activities may include: membership on department, college and university committees; participation in government and professional societies including committee assignments, elected positions, and conference organization; editorial and reviewing activities for scientific journals and granting agencies; public and community outreach; and, consulting activities.

Full/Associate Professors (tenured)

Research active tenured faculty are expected to maintain a nationally recognized research program in addition to their teaching and service duties. These faculty directed research programs are expected to meet all of the following minimum performance statistics over the three-year period.

Research

1. Publications
 - (a) Number: 4 (over a 3-year period)
 - (b) Quality: Impact Factor (IF) > 2
 - (c) Corresponding authorship: Required
2. Grants
 - (a) External
 - (1) Size: using NIH as an example, R01 (large), R21/R15/R03 (medium), \$5K-10K/year (small)
 - (2) Number: 1 large or medium grant or 2 small grants (\$10K/year minimum) (over a 3-year period)
 - (3) As a coPI of a grant, the funds received by the faculty member must meet the minimum of \$10K/year
 - (b) Internal grants alone will not meet the minimum funding requirement
3. Number of allowable students in research group if minimum performance statistics are not met
 - (a) Graduate: 1
 - (b) Undergraduate (DIS): 4

Teaching (these are maximum potential teaching loads)

Case 1: Research Intensive

6 credit hours per academic year... including 3 credit hours of senior or graduate course.

Case 2: Grace period

9 credit hours per academic year... including 3 credit hours of senior or graduate course once per academic year

Case 3: Non-research intensive

Faculty in this category do not meet the criteria for Research Intensive for more than one year after the three-year window of consideration

15 credit hours per academic year... no more than two large sections per academic year

Recommended Assignment

Research Intensive: (60 research – 30 teaching – 10 service) or (60 – 25 – 15)

Non-Research Intensive: (25 – 55 – 20) or (25 – 50 – 25)

Assistant Professors (tenure-track)

Faculty in this track are faced with the challenge of building a new research program. The success of this endeavor is evaluated during the three-year review and during the tenure and promotion decision (usually after Year 5). It is expected that performance guidelines for tenured faculty (see above) not be applied until at least after Year 3 and perhaps later at the discretion of the Chair.

Teaching: 6 credits per academic year over the five years

Recommended Assignment

(65 – 30 – 5)

Senior/Associate Scientist

The expectations for non-tenure-track (NTT) ranks such as Scientists are different from those in the tenure-track due to the former carrying a significantly higher teaching load. However, to fulfill the research assignment associated with this track, Senior/Associate Scientists are expected to meet the following minimum criteria over a three-year period.

Research

1. Publications

- (a) Number: 2 (over a 3-year period)
- (b) Quality: IF > 2 (possible exception for Chem Ed track)
- (c) Corresponding authorship: Required

2. Grants

- (a) External/internal: 1 (> \$3K) (over a 3-year period)
- (b) As a coPI of a grant, the funds received by the faculty member must meet the minimum of \$3K/year

3. Number of allowable students in research group if minimum performance statistics are not met

- (a) Graduate: 1
- (b) Undergraduate (DIS): 4

Teaching (these are maximum potential teaching loads)

Case 1: Research Intensive

9 credit hour per academic year... 3 credit hours of senior or graduate course once per academic year.

Case 2: Grace period

12 credit hours per academic year... 3 credit hours of senior or graduate course once per academic year

Case 3: Non-research intensive

Faculty in this category do not meet the criteria for Research Intensive for more than one year after the three-year window of consideration

15 credits per academic year

Recommended Assignment

Research Intensive: 40 – 50 – 10

Non-Research Intensive: 25 – 65 – 10

Assistant Scientist

Faculty in this track are faced with the challenge of carrying a higher teaching load while building a new research program than those in the tenure-track. Assistant Scientists are expected to adhere to the performance guidelines for Senior/Associate faculty after Year 3

Teaching (these are maximum potential teaching loads)

9 credits per academic year (for up to five years)

Recommended Assignment

40 – 50 – 10

University/Senior Instructor

Some University and Senior Instructors may have a small research mission (5% assignment) at the discretion of the Chair. In this case, to fulfil this research assignment, Instructors (all ranks) are expected to meet the following minimum criterion over a three-year period

- (a) Publication: 1
- (b) Quality: IF > 2 (possible exception for Chem Ed track).
- (c) Corresponding authorship: Not required

Teaching (these are maximum potential teaching loads)

Case 1: Research-involved

18 credit hour per academic year... no more than 3 large (>100) sections per academic year

Case 2: Non-research active

18 credit hour per academic year... no more than 4 large (>100) sections per academic year

Recommended Assignment

(5 – 90 – 5) or (0 – 95 – 5)

Instructor

As with University and Senior Instructors, those in the Instructor track may have a small research mission (5% assignment) at the discretion of the Chair. To fulfil this research assignment, Instructors (all ranks) are expected to meet the following minimum criterion over a three-year period

- (a) Publication: 1 (over a 3-year period)
- (b) Quality: IF > 2 (possible exception for Chem Ed track).
- (c) Corresponding authorship: Not required

Teaching (these are maximum potential teaching loads)

Case 1: Research-involved

18 credit hour per academic year... no more than 2 large (>100) sections per academic year

Case 2: Non-research active

18 credit hour per academic year... no more than 3 large (>100) sections per academic year

Recommended Assignment

(5 – 90 – 5) or (0 – 95 – 5)

Notes on Teaching Assignments

1. The teaching recommendations in these guidelines are based on a 9-month employment model. Note that the figures given in each category and rank are the maximum recommended teaching assignments. The Chair may assign lesser teaching loads.
2. It should be noted that labs course hours may not reflect contact hours.
3. In non-lab courses with multiple sections, at the discretion of the Chair, each section may be counted as a course for purposes of meeting teaching assignment credit hours.
4. In lab courses with multiple sections taught by GTA, the oversight of these TAs must be factored into the teaching assignment (scale factor to be determined).
5. It is recommended that other teaching activities such as student advising and significant course development should be included into the percent effort for Instruction Related activities.