

Faculty Workload Policy, Department of Earth & Atmospheric Sciences

Approved by the EAS faculty, 2 May 2016

This workload policy is based on the University Policy on Faculty Workload, version 1.0, effective March 1, 2016. The total yearly workload of a 9-month faculty is 24 units, where one workload unit is approximately equivalent to one credit hour spent in scheduled classroom teaching. A full time workload based only on teaching is defined as the equivalent of teaching 4 courses per semester (4-4).

The Department of Earth & Atmospheric Sciences is a research department with active graduate and undergraduate programs. It is expected that faculty will be actively involved in research and teaching of undergraduate and graduate students, and will, in addition, fulfill their service obligations. The normal teaching load of faculty in the department is expected to be the equivalent of teaching 2 courses per semester of 3 credit hours (i.e. 12 teaching units per year). This corresponds to an equal distribution between teaching and research. Nevertheless, research productivity varies between faculty in the department and also varies over time for individuals. In order to maintain a 100% workload, the teaching load will therefore adjust according to the research productivity of the faculty members. The workload distribution will be developed in consultation between the faculty and the department chair, subject to the teaching needs of the department. Scientific research develops over time: therefore, the workload distributions will normally be adjusted based on the previous three years of data. The workload policy applies to both tenure-track and non-tenure-track faculty, tenured and untenured faculty. The faculty in the department are on 9 month contracts which is the focus of this document. Faculty with contracts of different lengths will have pro-rated expectations as discussed in the university policy.

The following guidelines define the teaching, research and service expectation for a regular 100% workload in the department. Guidelines for varying the balance of teaching and research are described after the expectations.

Teaching Expectations:

The amount of effort involved in teaching a class can vary substantially depending on how the class is taught. The reference point for the course loads described above is a typical 3 credit hour lecture class of 10 to 19 students, which counts as 3 units of teaching.

Lecture, seminar, and journal club courses will count for the number of listed credit hours. A 1 credit hour lab course will normally count between 1 and 2 units if there are 2 contact hours, and between 1.5 and 3 units if there are 3 contact hours. A 2 credit hour field course will normally count the same as a 3 credit hour lecture course.

Large enrollment classes (e.g. 70 to 200 students) may count for more depending on the extra work required of the instructor and the degree of assistance from a teaching assistant. This would be the case for example if: 1. there are essay questions or problem sets that need to be graded individually; 2. there is group work and/or projects requiring additional contact with the instructor; 3. the instructor needs to coordinate tutoring sections of the class.

Graduate reading and independent study classes will not count as courses for the purposes of the teaching load. The effort involved in advising graduate students is part of the research and service workload.

Credit hours for team taught classes will normally be divided among the professors according to the division of work required for the course. Partial credit hours can be accumulated over several semesters to obtain an equivalent course release (e.g. Faculty teaching $\frac{1}{3}$ of a 3 credit hour graduate class every year may get credit for a full class once every 3 years). In cases where multiple faculty are actively teaching together and are attending all class sessions, they may apply for full credit in accordance with college policy.

The number of courses may be adjusted based on the demands of those courses on the instructor at the discretion of the chair. For example, the number of courses may be reduced if the instructor is involved in significant new course developments or if the instructor is involved in classes that are particularly demanding in time (e.g. field trips, extensive student advising and coaching, assignments that involve above average interaction with students).

Research Expectations:

Research in the department spans geophysics, geology, environmental science and atmospheric science. Some of these use mainly computers while others are based on laboratory and/or field work. The timescale involved in research programs can therefore differ significantly. These factors will need to be considered when evaluating the research productivity of individual faculty.

There are many factors that make up research. The department primarily recognizes the following: 1. Publications, 2. Graduate student theses supervised, and 3. External funding.

The following expectations for research correspond to 15 workload units and hence a teaching load of 2-1:

1. Publications: 1 to 2 papers per year.
2. Graduate student advising: 1 to 3 primary advisees in the faculty's research group.
3. External funding: support for 1 graduate student on an external grant most years or an equivalent amount of research funding for other purposes (currently this would be somewhere in the range of \$25,000 to \$75,000 per year).

Faculty meeting 2 out of the 3 criteria above would normally teach 2-2. For example, someone with 1-2 papers per year and 1-3 advisees but no research funding would teach 2-2.

Conference presentations, invited seminars at other institutions, proposals submitted, book chapters, textbooks, patents and other scholarly projects are encouraged and constitute a secondary contribution to research activity.

The point of reference for counting publications are first-author, corresponding-author, and papers authored by advisees published in quality peer-reviewed journals (for example journals in Q1 or Q2 in Web of Science).

Publications in journals deemed to be of lower quality according to the professional judgment of the department faculty and chair (for example journals in Q3 and Q4 in Web of Science) will count for less than publications in top journals. Journals not included in the "Science Citation Index Expanded" (i.e. in Web of Science) would not normally count, although there may be exceptions. Evaluating these will be done in consultation with the department faculty and chair.

Middle-author publications will count for less depending on the contribution of the faculty. In the

annual review, the faculty will include a brief statement of their contribution to the paper.

Research group: For the purposes of counting the advisees, postdocs will count like graduate students, and PhD students will count for more than MSc students. Undergraduate students, visitors and summer students will be counted according to the amount of time working on the research project and/or the amount of advising time required of the faculty.

If there are differences in a faculty's performance in the areas of publications, advising and funding for determining the workload productivity, then publications and advising will count for more. Secondary contributions to research will be evaluated in conversation with the chair but are not expected to contribute a significant fraction of workload units. Finally, the department may consider the current funding climate in a particular discipline when evaluating the external grants obtained by a faculty.

Service Expectations:

All faculty members are expected to participate in service activities at different levels: department, college, university, professional and community. Activities that contribute to normal service include, for example, peer-review of papers and grant proposals, chairing conference sessions, serving on graduate student committees, contributing to department tasks, and work on a college or university-level committee.

Major service activities may count as workload units and qualify the faculty for a course release. This could include program directors (especially for undergraduate students), significant professional service such as being a journal editor, and extraordinary committees or university-level service. In some cases determined by the Dean, the faculty could receive a stipend from the college as an alternative to a reduced teaching load. As a rough rule of thumb based on a full time teaching load of 4-4, service activities of around 10 hours per week would be required to qualify for a course release.

The department will seek to distribute service tasks equitably among the faculty. To assist with this, the department will keep track of the main service assignments of each faculty member and will share this with all the faculty in the department. This will be used to identify candidates for new service assignments as they occur.

At the departmental level, service that promotes a sense of community and that favors interactions between the undergraduate and graduate students, faculty and staff will be particularly encouraged. This includes field trips, conference trips, extra-curricular activities and social events.

Varying Workloads:

Faculty workloads may be adjusted according to research performance subject to the teaching needs of the department.

Most faculty would be expected to reach 2 of the 3 research criteria above and would correspondingly have a teaching load of 2-2. If a faculty meets all 3 metrics outlined above in research productivity then they would be eligible to teach 2-1 courses per academic year. Faculty exceeding the criteria would be eligible to teach 1-1 courses per academic year. The teaching load would not normally drop below 1-1. If a faculty does not achieve 2 of the 3 research criteria above, then they will be expected to teach more. For faculty not engaged in research, the maximum teaching load will be 24 teaching units which corresponds to 4 courses of 3 credit hours per semester. However, in this case, no more than 6 separate

course preparations (18 teaching units) will be expected per year.

New Tenure-Track Faculty are expected to develop their research. Consequently, they will receive a reduced teaching load for each of the first 2 semesters (course load of 1-1 in the first year). Furthermore, they could have 2 additional course releases while on the tenure track (for example one in either semester of the second year and one in the fourth year) either as part of a Provost's research leave, or arranged internally within the department.

Course buyouts would not normally be required with the current workload policy. However, there are times when funding is available and the research load of a faculty is particularly high. In these circumstances, a course buyout could be arranged with the department chair and the college dean. The cost of a course buyout would normally be 12.5% of the 9-month salary for a reduction in teaching of 1 course.

Faculty wishing to obtain a reduced teaching load in order to increase their research activity will submit a written proposal to the department chair outlining their proposed research project and listing the outcomes that will satisfy the research expectations of the department. The proposal will be reviewed in the department and the decision will be made by the chair in consultation with the dean.

Process for Varying the Workload and for Appeal:

The process for varying the workload expectations of individual faculty will normally be carried out in conversation between the faculty member and the chair at the time of the annual review. The interpretation of the guidelines are at the discretion of the chair, subject to the appeals process described below. The chair will document the outcome of the conversation, and the teaching load will be applicable for course schedules for the following academic year. Changes in policies and circumstances however may take place at different times and come into force for the following semester.

Based on current university policy, the primary authority for determining workload rests contractually with the department chair. In cases of disagreement, the faculty member will send the chair a written document outlining their plan for achieving a workload of 100% based on the expectations outlined in this document. The chair will respond to this document in writing. If the disagreement persists, a committee of three full, tenured professors shall be formed in the department to evaluate the workload distribution of the faculty member. The faculty will choose one member of the committee, the chair will choose one member and the full, tenured professors will choose one member by a method of their own choosing (e.g. consensus, election, at random). The purpose is to seek to resolve disagreements internally. If an agreement is not reached between the faculty member and the chair, then the final decision rests with the chair, and the faculty member may appeal to the dean.