

Faculty Workload Guidelines
Department of Biology
Saint Louis University
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The following are some guidelines for determining faculty workloads and for use in the annual faculty evaluation. Specific guidelines for the materials to be turned in for the annual evaluation will be distributed under separate cover. These guidelines are to be used to give faculty maximum latitude in determining the directions of their efforts in support of departmental goals. It also provides some quantitative guideline for each

- x Research 0 – 50%
- x Service 10 – 20%

It is also possible to have some percentage of administrative distribution. This would include roles such as Associate Chair and Graduate Program director.

2. Levels of research & scholarly activity

Data for determination of research activity level will be evaluated over a 3 year interval. This allows time for a group to initiate new projects, encounter problems and make adjustments, and carry the results to publication. The criteria for determining research activity are based on the following productivity indicators:

- x Publications (research papers, reviews, texts & monographs, including publications in teaching journals)
- x Grant submissions
- x Grants funded
- x Grants in force
- x Presentations (invited & contributed talks and posters, including scholarly presentations on teaching)
- x Patents (if applicable in your research area)

3. Criteria to be used to evaluate teaching load

- x Number of courses taught
- x Number of lab courses
- x Significant curriculum development
- x Number of courses
- x Level of enrollment
- x Number of graduate courses taught
- x Number of undergraduate students mentored
- x Number of graduate students mentored
- x Number of graduate theses directed

These data, along with teaching evaluations will be used to evaluate the overall teaching performance. If a faculty member is involved in substantial curricular development and/or changes there may be release time available based on current Departmental needs. This release time will reduce the faculty's annual course load during the development period.

Large lecture courses (>100) will be weighted differently than other courses, with these courses possible being equal to 1.5 to 2.0 times the effort of smaller enrollment courses. Large lecture courses (>100) that are taught by a single faculty member will be weighted at a 1.0 times effort for each faculty member involved in the curriculum delivery.

4. Service activities

Every faculty member is expected to participate in Departmental, College, University, and professional service activities. Advising, committee service, departmental instrument maintenance and monitoring, and community and professional service are important activities and are a part of this area. See as chair of a committee will be weighted more heavily as will professional activities requiring travel.

5. Administrative activities

Faculty members with administrative activities (such as Associate, Graduate Program Director or Undergraduate Program Director) will have some workload distribution for this activity and may be granted a teaching reduction based upon this activity.

*For most lab courses, instructors usually design and set up labs, meet with lab staff and TA, organize lab field trips, prepare and give lectures in the beginning of each lab, attend lab sections and supervise students' carrying out experiments, and write and grade the exams. Thus, lab courses will be weighted more than lecture courses. In general, teaching a stand-alone lab course of 1-2 credit hour is equal to 1 Annual Course Load, and teaching a lecture-lab course of 4-5 credit hour is equal to 2 Annual Course Load on Page 2. Since there are so many diverse lab courses offered in the Department of Biology, the exact amount of effort to teach a lab course varies from course to course depending on the lab credit hours, sections, enrollment, and instructor's involvement in teaching the lab course. Thus, the exact workload units of a lab instructor are at the discretion of

