Faculty Workload Guidelines
Department of Chemistry
Saint Louis University

The following are guidelines for determining faculty workloads and for use in the annual faculty evaluation for the Department of Chemistry. Specific guidelines for the materials to be turned in for the annual evaluation can be found in a separate document (Annual Evaluation Criteria). 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 guidelines for defining research activity.

1. Workload distribution

In consultation with the chair, faculty members operate under a workload distribution that reflects their activity level in each area.

- Teaching   30 – 80%
- Research   10 – 45%
- Service   10 – 20%

It is also possible to have some percentage of administrative distribution. This would include roles such as Associate Chair, Undergraduate Program Director, and Graduate Program director. As stated in the University-wide workload policy, each faculty member should be performing 24 workload units a year, with the maximum teaching workload for faculty per semester generally being 12 workload units.

2. Levels of research & scholarly activity

Data for determination of research activity level will be integrated over a 3 year period (see: Annual Evaluation Criteria document for more information). 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 the productivity indicators:

- Publications (research papers, reviews, texts & monographs, including publications in teaching journals)
- Patents
- Grant submissions
- Grant approvals (funded)
- Presentations (invited & contributed talks and posters, including scholarly presentations on teaching)

Also, to a lesser extent:

- Refereeing of publications/grants
- Editorial board membership
- Chairing sessions and symposia

Based on these criteria and the departmental Annual Evaluation Criteria, a "research activity level" is determined. Research activity can be identified as:

Level	Course load (Fall + Spring)	Teaching Units
A. 0-10% research workload	3 + 3	9 + 9
B. 20% research workload research = 3 units/year	2 + 3	6 + 9
C. 40% research workload research = 6 units/year	2 + 2	6 + 6

For this level, if the faculty member is actively working with undergraduate and graduate students, publishing papers, and writing external grant proposals, this course load may include 1 course credit for teaching in the research lab, so that the course load is effectively 2 + 1. This level of activity is equal to an extra 3 workload units for research in 1 semester

Level	Course load (Fall + Spring)	Teaching Units
D. major funding 45% research workload research = 12 units/year	1 + 1	3 + 3

Teaching loads will be balanced with research load to reach a total workload (teaching + research + service) of 100% for each faculty member. These are approximate numbers and distribution of loads will also depend, to some extent, on Departmental needs. As in the past, we will attempt to balance workloads in a reasonable manner. See the "Annual Evaluation Criteria" section for more information about how papers and presentations are weighted and assessed.

Assignment of "level D" research load requires the active monitoring of a major research grant (e.g. NSF, NIH, DOD) as PI as well as productivity in the other areas of research (publication rate of 2-4 papers per year, giving numerous presentations a year etc). For the other cases, the determination of activity level will be made in a relative sense within the Department based on total performance in the above areas.

Time release may also be possible for the preparation and submission of a major grant proposal (~$250K total cost) if the faculty member is the PI and the proposal is for an individual investigator. This release time will require that a proposal be submitted by the end of the semester during which the release time was granted. This will be dependent upon Departmental needs and the availability of resources.

As junior faculty members enter the Department we want to make every reasonable provision for their success. In line with this, the Department will provide two "course-load reductions" during the first six years of service (prior to obtaining tenure). In addition, new faculty in their first three years of appointment will automatically be

assigned to "level C" listed above for teaching assignments (unless they obtain major funding during this time – in which case they would enter "level D").

The teaching load for the Department Chair will be determined based on Chemistry Department needs and in consultation with the Dean of the College of Arts and Sciences.

3. Criteria to be used to evaluate teaching load

- Number of courses taught
- Significant curriculum development (should be pre-approved by the chair)
- Size of the courses (# of students)
- Number of graduate courses taught
- Number of undergraduate students mentored
- Number of graduate students mentored
- Number of graduate theses directed

In terms of the size of courses (# of students taught), the following equivalences will be used to determine the workload. This corresponds to class enrollment at the beginning of the semester:

# of students	# of course equivalents	Workload units
0-60	1.0	3
70-140	1.5	4.5
>140	≥ 2.0	≥ 6.0

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.

Due to the complexity of their operation, the need for constant updating, the instrument needs, the need for multiple sections (due to instrument/equipment needs) and the lengthy lab reports, upper level labs (2000-level and higher) that are assigned to a FT faculty member as the instructor of record are considered to be the same as a full 3-hour lecture course load.

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. Service as chair of a committee will be weighted more heavily as will professional activities requiring travel.

A normal service load will vary between 3 to 5 workload units a semester.

5. *Administrative activities*

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

Depending on the responsibilities and support, the administrative activity may be the equivalent of 3 workload units a semester.

6. *Summary of Workloads as a function of workload units*

These are reported as Fall + Spring and refer to the levels (A-D) noted in section 2.

Level	Teaching Units	Research Units	Service Units	Total Units
A.	9 + 9	0-1 + 0-1	3 + 3	24
B.	6 + 9	3 + 0	3 + 3	24
C.	6 + 3-6	3 + 3-6	3 + 3	24
D.	3 + 3	6 + 6	3 + 3	24

Annual Evaluation Criteria

Current Evaluation Guidelines, Department of Chemistry

Annual evaluation forms are provided by the Department to all faculty members. There are two required narratives. The first considers key accomplishments for the past year. This is the place to highlight any special efforts and accomplishments in the prior year. Include awards, and special research, teaching, service, and administrative efforts. You can address your success in completing your goals identified in the prior year's annual review. The second narrative will focus on goals in teaching, research, service, and administration for the next year.

Everyone should include an estimate of their workload distribution (% devoted to each area). Administrative effort is only for program directors, the Associate Chair, and those with specifically identified administrative roles on campus. The chair can provide the faculty member with guidance on how to determine this workload.

Teaching, research, and service activities for the past year are evaluated based on the point system outlined below. Points are assigned for each activity in a given category. For each area (teaching, research, service) each faculty member is ranked within the Department based on their point total and then assigned a score of 1 - 4 to each faculty member for each particular area (1 –below expectations, 2 – meets expectations, 3 – exceeds expectations, 4 – outstanding). Effort points across categories are not meant to correlate with total effort.

If you have an activity that you feel does not fit into a particular category, add it to the front of your annual report and briefly detail the activity under key accomplishments.

The numbers of points per each item for research teaching and service are listed in tables 1 through 3 below for all research faculty members. Teaching faculty members have a different form and evaluation system. Associated points systems for teaching faculty members are listed in Tables 4 through 6.

Table 1. Productivity Points for Research Activities for Research Faculty:

Item	Points
Presentations	
Contributed by student in group	0.25
Contributed by PI	0.5
Invited	1-2
Patent or Publication	
when paper appears in print*	3
Published Book	
when contract is obtained	2
when book is completed	3
total for book	6
Grants and Contracts	
Internal Proposal Funded	2
External Proposal Funded (< $80K) (as co-PI = 4)	7
External Proposal Funded (> $80K) (as co-PI = 6)	10
Submit Unsuccessful External Grant (as co-PI = 1)	3
Serving as PI on a currently externally-funded grant	5
Serving as co-PI on a currently externally-funded grant	3

For publications, the year of submission should be indicated for all articles published during the current year.

* To reward/incentivize publication in high impact journals, the following multiplication factor will be used based upon the journal impact factor:

Journal impact factor	Multiplication factor	Points when paper appears in print	Example Journals
<4.0	1	3	Tetrahedron Letters, Analyst, J. Phys. Chem B., Biochemistry, Journal of Chemical Education
4.0-7.0	1.25	3.75	Langmuir, Analytical Chemistry, JOC, Chem Comm., Physical Chemistry Chemical Physics, Journal of Medicinal Chemistry
>7.0	1.5	4.5	JACS, Angew. Chem., PNAS, Nucleic Acids Res.

Activity Insight has been edited to all you to enter the journal IF. For those in the pre-tenure period, please remember: The rate of publication should increase throughout the pre-tenure period, with a very rough estimate of 2-4 papers per year toward the end of this period.

Table 2. Productivity Points for Service Activities for Research Faculty:

Item	Points
Smaller Activity (ex.: meeting with prospective students, etc.)	0.25
Hosting Departmental Seminar speaker	1
Being in charge of Sigma-Aldrich Lecture Series	3
Committee Member (Department, College, or University)	2
Committee Chair (Department, College, or University)	5
Major Activity (significant administrative responsibility, lead or chair major initiative)	6-10
External service: reviewer for papers, grant proposals	0.5 - 1
External service: Chairing or organizing symposia, sessions at conferences	3
Leadership role in external/professional service	3
Undergraduate Mentoring	0.33 pts per student mentored

Extra weight will be given for committees with significant demands. For items with variable weights, assigned weight is determined by chair based on the demands and the payoff of the activity.

Table 3. Productivity Points for Teaching Activities for Research Faculty:

For teaching, all faculty members receive a base score based upon the number of courses taught and the results of the student evaluations. Onto this base score are additional points for the following teaching activities. These extra points are scaled across the faculty and the additional amount is added to the base score.

For teaching, all faculty members receive a base score based the rubric below.

Performance Exceeds Expectations (6-7 points)	Performance Meets Expectations (3-5 points)	Performance Needs Improvement (0-2 points)
In Addition to Requirements for "Performance Meets Expectations" • Chairs a teaching committee. • Recipient of teaching award • Evidence of extensive efforts to keep courses current and evidence of impact of innovations on teaching	• Completes teaching responsibilities (such as grading) and attends all lectures • Exhibits respectful relationships with students. • Is available during set office hours • Evidence of efforts to keep courses and delivery current and respond to assessment data	• Does not complete teaching responsibilities (such as grading) • Does not maintain respectful relationships with colleagues, staff and/or students. • Is not available for office hours • Cancels class often, has an unacceptable number of guest lecturers • Failure to make changes in courses in response to expressed concerns

Onto this score are additional points for the following teaching activities.

Item	Weight
Graduate Student Committee Member	0.5
Major course redesign	2 – 4
Developing New Course	6
Pedagogical Activity (attend conference, etc.)	1 – 5
Directing Undergraduate in Research	1/student
Directing Graduate or Postdoctoral in Research	2/student
Visiting Researcher in Laboratory	1/person

Table 4. Productivity Points for Teaching Activities for Teaching Faculty:

See Table 3 for other points in teaching (performance and evaluation data)

Item	Weight
Graduate Student Committee Member	0.5
Mentoring or co-Mentoring of Research Student	2
Oversight of Undergraduate Assistant	1/student
Oversight of Graduate Assistant	2/student
Oversight of Undergraduate Assistant	1/person
Oversight of Full-Time Staff	1-4/person (was 5)

Table 5. Productivity Points for Service Activities for Teaching Faculty:

Item	Points
Smaller Activity (ex.: meeting with prospective students, etc.)	0.25
Committee Member (Department, College, or University)	2
Committee Chair (Department, College, or University)	5
Major Activity (significant administrative responsibility, lead or chair major initiative)	6-10
External service: reviewer for papers, grant proposals	0.5 - 1
External service: Chairing or organizing symposia, sessions at conferences	3
Leadership role in external/professional service	3
Undergraduate Mentoring	0.33 pts per student mentored

Table 6. Productivity Points for Research and Pedagogical Development Activities for Teaching Faculty:

Item	Points
Presentations	
Contributed	0.5
Invited	2
Patent or Publication	
when paper is submitted	1
when paper appears in print*	3
Published Book	
when contract is obtained	2
while book is in process	1
when book is completed	3
total for book	6
Major course or curriculum redesign	2 – 8
Other Pedagogical Activity	1 – 5
Grants and Contracts	
Internal Proposal Funded	2
External Proposal or Contract Funded (as co-PI = 4)	8
Submit Unsuccessful External Grant (as co-PI = 1)	3
Serving as PI on a currently externally-funded grant	5
Serving as co-PI on a currently externally-funded grant	3

For publications, the year of submission should be indicated for all articles published during the current year.

* To incentivize publication in high impact journals, the following multiplication factor will be used based upon the journal impact factor. See Table 1 for this information.