

FACULTY OF ARTS AND SCIENCES - CAMDEN

FACULTY WORKLOAD POLICY

September 15, 2008

1. Introduction and Rationale

This workload policy shall apply to full-time tenure-track and tenured faculty of the Faculty of Arts and Sciences (henceforth collectively referred to as the FAS faculty). The workload of the FAS faculty encompasses teaching, scholarship, and service. All FAS faculty members are expected to engage in these activities in a meaningful and effective manner.

It should be recognized that no workload policy can take into account all the work that faculty members do, and that any workload policy that purports to do so will undoubtedly be extremely complex and very difficult, if not impossible, to administer. Furthermore, it should be realized that no policy can be completely fair. Some faculty members will spend more time than others even on activities in the same category. For example, some courses are more time-consuming to teach than others due to the nature of course delivery or the frequency at which course content needs to be updated. By the same token, because disciplines differ greatly in the methods and tools used for research or creative activity, faculty members will spend varying amounts of resources (e.g., time, effort, funding) to produce the same scholarly outcome (e.g., a book or journal article).

The primary purpose of this workload policy is to recognize the scholarly work of FAS faculty. As members of a major research university, FAS faculty members are expected to be highly productive scholars. Therefore, it is essential that they are accorded the time and opportunity to conduct scholarly activity as part of their regular workload, while being fully engaged in teaching and service activities, as is expected of faculty members of Rutgers University.

This policy shall be implemented as a three-year pilot program starting the fall 2009 semester. It will then reviewed and revised, if needed, and considered for adoption as the permanent workload policy of FAS.

2. Workload Policy Statement

FAS faculty members at the rank of assistant professor (i.e., junior faculty) shall receive a normative teaching load of 2+2 for the academic year (i.e., 2 courses in the fall semester and 2 courses in the spring semester). The 2+2 teaching load shall remain in effect for the duration of the faculty member's term as assistant professor.

FAS faculty members at the rank of associate professor and above (i.e., senior faculty) shall be assigned a teaching load based on the faculty member's level of scholarly productivity, as determined by the criteria described in Section 3:

- Senior faculty members who are *regularly productive* scholars shall receive a 2+2 teaching load.
- Senior faculty members who are *occasionally productive* scholars shall receive a 3+2 teaching load.
- Senior faculty members who are *not scholarly productive* shall receive a 3+3 teaching load.

3. Procedure for Evaluating Scholarly Productivity and Determining Teaching Load

Because of inherent differences across the disciplines in the artifacts used to demonstrate scholarship (e.g., books, journal articles, creative works), as well as in the manner they are used to measure scholarly productivity, different sets of criteria for scholarly productivity have been developed for the following clusters of disciplines:

- Arts and Humanities (Appendix A)
- Social Sciences (Appendix B)
- Math, Natural Sciences, and Computer Science (Appendix C)

The three sets of criteria are all based on the same evaluation framework: **Scholarly productivity shall be evaluated over a 3-year window consisting of the most recent 3-year period prior to the time of the evaluation.** (For example, evaluations done in the fall 2008 semester will be based on scholarly activity carried out over the 3-year period from July 1, 2005 to June 30, 2008.)

The procedure for evaluating faculty scholarly productivity and determining faculty teaching load shall be as follows:

1. In the fall semester of each academic year, the Department Chair shall submit to the Dean an evaluation of each faculty member's scholarly productivity over the most recent 3-year period. Based on the evaluation, the Chair shall make a recommendation for the faculty member's teaching load for the next academic

- year. (For example, evaluations done in the fall 2008 semester will determine faculty teaching loads for AY 2009-2010.)
2. The Dean reserves the right to review the departmental recommendations and has final approval on faculty teaching loads. The Dean shall inform the department chairs of the approved faculty teaching loads within four weeks of receipt of the departmental recommendations.
 3. At the departmental level, the department has the option to meet in appropriate peer groups to evaluate faculty members for scholarly productivity.
 4. The Dean shall evaluate the department chair.

4. Administrative Course Reductions

Faculty members who hold administrative appointments (department chairs, center directors, and program directors) shall receive additional course reductions according to criteria described in the following subsections.

4.1. Department Chairs

Department chairs shall receive a one-course reduction per academic year for the duration of his/her term, subject to satisfactory performance of the duties and responsibilities of a department chair, which include, but are not limited to, the following:

- Correct and timely scheduling of courses
- Long term planning of departmental offerings
- Prudent handling of all departmental accounts
- Economical budgeting of PTLs
- Effective hiring of new full- and part-time faculty
- Proper handling of re-appointments and promotions
- Mentoring of junior faculty
- Effective departmental advising program
- Regular attendance at required meetings
- Conscientious handling of necessary paperwork

A department chair shall receive an additional course reduction per academic year (for a maximum total reduction of two courses per academic year) if at least two of the following additional criteria are satisfied:

- 10+ full-time faculty
- 125+ majors
- Major responsibility for physical plant and equipment
- Major external grant for the department or the college

4.2. Center Directors

Center directors shall receive a one-course reduction per academic year for the duration of his/her term, subject to satisfactory performance of the duties and responsibilities of a center director, which include, but are not limited to, the following:

- Service to the community
- Service to the campus
- Prudent handling of budget and accounts
- Careful oversight of staff
- Conscientious handling of necessary paperwork

4.3. Graduate Program Directors

Graduate program directors shall receive a one-course reduction per academic year for the duration of his/her term, subject to satisfactory performance of the duties and responsibilities of a graduate program director, which include, but are not limited to, the following:

- Effective sustained recruitment
- Comprehensive advising and admitting of students
- Correct scheduling and staffing of courses in collaboration with the dept. chair
- Prudent handling of budget and accounts
- Conscientious handling of necessary paperwork

4.4. Undergraduate Program Directors

Course reductions for undergraduate program directors shall be granted at the discretion of the Dean based on the size of the program and the nature of the duties and responsibilities of the undergraduate program director.

5. Grace Period for Faculty Members Stepping Down from Major Administrative Appointments

Faculty members who serve in major administrative roles (i.e., dean, associate dean, and department chair) shall receive a one-year grace period after stepping down from the administrative role during which he/she will receive a 2+2 teaching load. After such time, the faculty member shall be assigned a teaching load according to the evaluation criteria for regular FAS faculty.

6. Additional Course Reductions

Under exceptional circumstances, the Dean may grant a faculty member an additional course reduction on top of what would normally be received by the faculty member. For example, a faculty member may be granted a one-course reduction for taking on a major

service role that would be of substantial value to the department, college or to the university. Such a course reduction will be determined in consultation with the Department Chair.

7. Minimum Teaching Load

No faculty member shall receive a teaching load of less than 1+1 per academic year for course reductions granted on the basis of scholarly productivity and/or administrative appointments as department chair, center director, or program director. The exception is a course release negotiated as part of a grant or contract awarded to the faculty member. Such course releases are subject to the FAS policy on Grant-Funded Released Time (see <http://www.camden.rutgers.edu/RUCAM/facinfo/FacultyHandbook01.html>).

Appendix A

Criteria for Scholarly Productivity in the Arts and Humanities

Productive faculty members in the Humanities contribute to the *mission* of the university not only when they publish scholarly research *or creative work* but also when they help advance, less directly, the growth of knowledge in their disciplines.

Productivity *of an original nature* is demonstrated by regular progress on original research that appears in monographs, notes and essays in refereed journals, chapters in edited books, scholarly editions of primary texts and of letters, and so on (*for creative writers, by regular progress on writing that appears in or as books and chapbooks, in magazines and journals, and so on*). It also includes, for scholars in Art History, organizing exhibitions and preparing related publications.

Important contributions can also be made by writing reviews of books and evaluations of manuscripts, editing collections of essays *or of creative work* by multiple authors, organizing scholarly meetings, serving on editorial boards, and so on.

Each year the departmental review committees will consider accomplishments during the previous three years.

1. Since the publication of *books (scholarly monographs, novels, collections of short stories and poetry, etc.)* is especially significant in the Humanities, faculty members demonstrating substantial progress on a book will be classified as "regularly productive." Progress on books should be demonstrated by

a) completion of manuscript pages in the context of a working prospectus, *outline, and/or* table of contents; and by

b) evidence of favorable reception of the project:

1) grants in support of the project; and/or

2) publications in journals *or magazines* or as chapters in edited books; and/or

3) conference papers and invited *readings and* lectures.

Guidelines for organizing exhibitions and preparing related publications, comparable in importance to **scholarly monographs**, are described in a separate Department of Fine Arts document.

2. Faculty members not demonstrating significant progress on a book project may be judged "regularly productive" notwithstanding if they are productive in both the following ways:

a) through the publication of original *work* in the form of notes, articles, and essays in scholarly journals and in conference proceedings; chapters in edited books; scholarly editions of primary texts and of letters; *creative contributions to magazines or journals or as chapters in edited books*; and so on.

b) by engaging in important activities that advance the state of knowledge in their field: writing reviews of publications and evaluations of manuscripts, editing collections of essays *or of creative writing*, editing conference proceedings, organizing scholarly meetings *or reading series*, serving on editorial boards, writing and receiving grants, *presenting work at conferences and as lectures*, and so on.

Faculty members productive in either a or b will be classified as "occasionally productive," those productive in neither a nor b as "not research-productive." In some cases, the strength of the achievements in category 2a alone, over the three-year period, may constitute sufficient grounds for a designation of regularly-productive.

Note: Scholar-artists may be classified as "regularly-productive" under section 1 if they demonstrate significant progress on either a scholarly or a creative book; they may be classified as "regularly productive" under section 2 if they are productive in both a (as scholars, artists, or both) and b (as scholars, artists, or both).

Appendix B

Criteria for Scholarly Productivity in the Social Sciences

Faculty will be evaluated for research productivity every year. Cumulative research publications, scholarly activity and external funding in the 3-year period prior to the evaluation will be taken into account. During this 3-year period a faculty member:

- With five or more activity points will be considered “Regularly Productive”
- With three or four activity points will be considered “Occasionally Productive”

For the purpose of determining faculty workload, “activity units” would be awarded for the following:

1. Activities Resulting in Scholarly Publications

- a. Publication of an article in a peer-reviewed journal (three units)
- b. Publication of one chapter in a scholarly, peer reviewed edited book (two units)
- c. Publication of a book (three units) Note: For the transition period, books published in 2007, 2008, and 2009 for which no book preparation units were awarded will receive 6 units)
- d. Editor of a scholarly book (two units)
- e. Guest editor of a special issue of a scholarly journal (two units)

2. Conference Activity and Book Preparation

- a. Peer-reviewed or invited papers and presentations at scholarly conferences and workshops or comparable venues (one unit) Note: a maximum of three units from unpublished papers and presentations may be counted in any three-year period.
- b. Completion of a chapter for a single author or co-authored scholarly book that is under contract or serious consideration by a publisher. (one unit).
Note: unpublished chapters may receive credit for a maximum of five years. No more than six units may be credited before a book is published.

3. External Support

- a. A faculty member will be considered regularly productive as long as she/he is the PI in an externally funded research grant from a source that uses a peer-review selection process for award (e.g., NSF, NIH) or from a foundation recognized for supporting scholarly research.

Appendix C

Criteria for Scholarly Productivity in Math, Natural Sciences, and Computer Science

Faculty will be evaluated for research activity every year. In doing so, cumulative research performance and sources/duration of external funding for the research in the 3-year period prior to the evaluation will be taken into account.

The evaluation will be done by the chairperson and a small elected group of faculty (constituted in a manner similar to the FCP peer evaluation committee). Unlike the FCP evaluation, however, all the department's faculty members will be evaluated by this committee without exception. Individual members of the committee will recuse themselves from their own evaluation.

For the purpose of determining research workload, one "activity unit" would correspond to one of the following:

1. A significant refereed publication, in a prestigious journal or in a premier conference in the faculty member's field. In the latter case, the department committee will need to justify the determination of said conference/publication being truly significant.
2. Two or more refereed conference papers in good conferences in the faculty member's field. It will be up to the department committee to assess the caliber of a conference.
3. One year of external research funding, or one year of service related to externally funded activity (e.g., being the Principal Investigator on a large education-related grant). Grant awards obtained after a rigorous peer-review process (such as those from NSF and NIH) will be given priority. Other types of funding activity will have to be evaluated by the committee for the purposes of assigning research activity units.

During the 3-year evaluation period, a faculty member:

- with less than 2 "activity units" will be considered insufficiently research active;
- with less than 3 "activity units" will be considered occasionally active; and
- will otherwise be considered research active.

Rationale

The policy should **not** be punitive; it is expected, for example, that a faculty member deemed insufficiently active – and hence possibly assigned a higher teaching load – will consequently be given special consideration for teaching-related merit raises in the FCP process.

The policy tries to factor out the significant discipline-specific “cultural” differences in assessing research productivity in the science disciplines; we realize that one size cannot fit all. To be consistent, refereed publications and peer-reviewed grants are given much more importance than all other activities that demonstrate research activity. However, details such as the relative ranking associated with a particular journal or conference, the relative contribution made by a faculty member to a specific publication, the amount of externally funded award, etc. are best judged (and justified in writing) by the relevant department committee.