



## Faculty Workload and Buydown Policy

Effective June 1, 2021

This policy intends to make expectations clear for faculty workload, including differentiated workload, in the College of Engineering, Design and Computing. It is intended to be consistent with existing campus policies and the Laws of the Regents.

### Tenure-Line (TL) Faculty

1. TL faculty are expected to effectively contribute to teaching, research, and service; the departments and College rely on a full contribution across these areas, and allow for differentiated workload across them to balance unit needs and individual faculty circumstances. Annual evaluations will include an assessment of performance in each of teaching, research, and service.
2. TL faculty nominal effort distribution in terms of percent effort is 40(T)/40(R)/20(S). Workload can be changed  $\pm 20\%$  from this baseline in research or teaching annually by agreement with the chair depending on individual circumstances and the particular needs of a faculty member's unit. A change of 10% in service is also allowable. Deviations beyond this require approval by the dean. Workload for the subsequent year will be declared each spring (agreed on by faculty member and chair) as part of the performance review; performance evaluations will include explicit assessments (with a numerical rating based on quantitative and qualitative input) of T/R/S and an overall rating using a weighting based on the declared workload. Expectations in T/R/S are expected to scale with weightings, i.e., a faculty member with a higher weighting in teaching is expected to teach more. Performance evaluations will be normalized across the College to support equity in faculty workload and compensation. Care must be exercised in the assignment of differentiated workloads for non-tenured faculty to ensure they have the opportunity to develop adequate records of teaching, research and service in line with primary unit tenure and promotion expectations.
3. Expectations for T/R/S in general are:
  - a. T – teach four course equivalents (called courses subsequently) per academic year with contributions to both undergraduate and graduate education over time in a manner that supports the department's goals, with contemporary content and high-quality instruction (as measured by multiple means including FCQs,...); mentor graduate students resulting in the award of MS and PhD degrees; continually upgrade technical and teaching knowledge, skills, and best practices. Departments may define a "course equivalent" with approval of the dean; this may include factors such as unusual laboratory intensity, large enrollments, new course development, online instruction, etc. New faculty in the early stages of their career are generally provided with a reduced teaching load and this should be reflected in the effort distribution.
  - b. R – lead an active research program that includes carrying out research and scholarly work that makes positive academic and broader impact; this includes disseminating outcomes of research to appropriate communities and high-quality venues; seeking and securing extramural support for research; securing financial support for graduate students; integrating research and teaching; contributing to interdisciplinary/convergence research efforts; generating broader impact of research outcomes through appropriate means, e.g., commercialization, policy guidance, etc. Publishing in lower-quality venues, predatory journals, etc. for the purpose of inflating publication counts is discouraged and will not be rewarded. Specifics (qualitative and quantitative) regarding what an active research program means vary across fields, but include

adequate levels of extramural support, dissemination of research outcomes, and supporting graduate students.

- c. S – provide high-quality service to the department, college, university, and professional community; faculty are encouraged to leverage service and teaching/research efforts to maximize impact. Faculty are expected to provide increasing leadership in service as their careers advance.

For tenured faculty whose engagement in research is less than the norm (e.g., as reflected in annual ratings of research), the chair may assign additional teaching or service responsibilities so that a full contribution to the needs of the unit is made. The dean will annually discuss such assignments with the chair, may suggest them, and must approve them. The College will provide norms annually to the departments to assist in their assessment of the level of research engagement. Departments should be sensitive to the ebbs and flows of research funding and associated productivity measures during a faculty career, but also cannot accommodate an unacceptable level of research activity over an extended period.

4. Teaching Buydown to Increase Research – departments can create policies that permit and/or require faculty to buydown from their nominal four-course teaching load in order to increase research intensity, but this should be done with no loss of effectiveness in teaching to the unit. If faculty do buy down, their workload distribution will be adjusted accordingly from the nominal 40(T)/40(R)/20(S). For example, buying down from one course would change the workload distribution to 30(T)/50(R)/20(S). In general, faculty will pay a fraction of their AY salary from extramural research grants to buy down; the exact cost can be determined by the department consistent with its goals, needs, etc. Revenue generated through buydowns will be retained by the department to be used to advance its goals; it is expected that this will support things like hiring of adjunct faculty, TA support, staff support, and startup costs for new faculty. Specific buydown criteria will be developed by each department, but faculty must teach at least two courses per academic year; departments can manage how teaching of individual faculty are distributed during the year.

The College recommends that the strategy to set the buydown cost be such that it increases the number of buydowns and research intensity across the department. Departments are expected to manage individual faculty buydowns in a manner that does not compromise the teaching effectiveness of the department, nor disadvantage the faculty member of the opportunity to build an adequate teaching record for tenure and promotion evaluation; of course the faculty member also shares responsibility regarding the latter.

5. Research Buydown to Increase Teaching – departments can create policies that permit faculty to “buydown” from their nominal research expectations through additional teaching. This would provide a less research active faculty member the opportunity to declare he/she would prefer to teach more and as a result not have his/her overall performance rating impacted by a low research rating.
6. Salary Recovery – full-time faculty with a nominal 40(T)/40(R)/20(S) workload distribution can recover a fraction of their academic year (AY) salary from overhead bearing extramural grants and contracts that have been properly routed through OGC (internal funding cannot be used for this purpose). This is intended to increase research intensity without compromising teaching impact. Subject to all prevailing sponsor and university rules, faculty may charge an amount of AY salary up to the research workload fraction, e.g., 40%, to grants or contracts. The salary recovered can then be used for approved official university business, e.g. supporting students, travel, equipment, etc. The salary recovered cannot be used to provide additional compensation during the academic year. Departments will establish a policy that determines how salary recovered will be split between the departments and the faculty member. The College will retain none of the salary recovery. Use of this mechanism alone or in conjunction with a teaching buydown to increase research must be consistent with the overall workload needs of the department and College.

7. The College and/or department may provide resources to buy faculty out of teaching for exceptional duties. If the College provides funds to a department for any buydown, it will be at a set rate adequate to compensate an adjunct, irrespective of department buydown policies.
8. Department buydown and salary recovery policies must be approved by the dean and administered consistently across all faculty within the department. Any agreements that deviate from approved policy, must be approved by the dean.