ISyE Department Workload Planning Document  
May 2011

Background

The Department of Industrial and Systems Engineering’s workload policy ensures our ability to meet the department’s mission and support the academic vitality of all faculty. Significant discussion and planning during the 2009 academic year resulted in the consensus that a broad, less-detailed policy was appropriate to make workload planning decisions for the upcoming year. This document replaces the *Principles and Definitions for Assigning Faculty Workload in Industrial Engineering* for faculty workload planning.

Objectives:

1. Confirm our commitment to research by explicitly accounting for effort allocated to scholarship.
2. Ensure that our students have access to a high-quality education experience and curriculum.
3. Align expectations for teaching, research, and service to be consistent with our peer institutions.

General Guideline for Workload Assignment

This statement assumes that faculty share responsibility for meeting department goals with respect to teaching research, and service. Ultimately, authority and responsibility for faculty workload is a departmental budget matter, and as such is vested in the ISyE Executive Committee. The ISyE chair acts as the Executive Committee's agent.

Our workload definition guides the efforts of faculty towards achieving the department’s goals and supporting their individual career aspirations. The diversity of the faculty in our department precludes specifying a “one-size-fits-all” faculty workload, and there many different ways in which faculty could meet expectation on teaching, research, and service.

A typical faculty workload is expected to devote 40% of his or her time to research & scholarship, 40% to teaching and 20% to service, regardless of source of salary support. A 40% research effort typically includes at least one extramurally funded project, dissemination efforts including publication and presentations, and development of new proposals. A typical 40% teaching effort includes three classroom sessions, supervision of at least three PhD students, and guiding independent study projects. Typically, a 20% service effort includes service to the department, the college, the campus and one’s profession.
Teaching expectations

Teaching expectations include a mix of classroom instruction, doctoral advising, and independent study direction. In order for the department to meet its teaching mission, each professor is expected to offer three (classroom instruction) courses per year. The courses offered by a professor under a typical workload should include at least 1 required undergrad course and 2 other courses negotiated with the Area Group and the Department. The faculty member may be relieved of the required course teaching requirement at the discretion of the department chair. The expected number of courses per year may be reduced for new faculty, for faculty who have significant service duties, or for personal issues. A reallocation of faculty effort to change the expected course teaching load from three courses to two courses requires a 25% of nine-month salary buyout. Independent study direction should be aligned with the research and teaching interests of the faculty member; independent study direction of sufficient magnitude may require negotiation with the department to offer a classroom course.

Research & Scholarship Expectations

Research and scholarship expectations include extramural funding, proposal development, center and consortia direction, doctoral research supervision, and publication and dissemination. While the exact activities will vary for each faculty member, attention to the research and scholarship indicators (grant funding, proposals, refereed publications, invited lectures, etc) should result from a 2-day a week contribution in this area. Faculty members who propose to reduce their research and scholarship efforts should negotiate with the chair and the department to shift workload allocation to teaching or service, upon the discretion of the department chair.

Service Expectations

Academic service insures the integrity of the academic mission, and is essential under our faculty governance model. Faculty are expected to devote an average of one day a week to academic service, which should include service to the department (active participation in at least one cluster, academic advising of undergraduate and graduate students, appointment to taskforces and committees, tenure reviews, etc), service to the college (committees, special assignment by the dean, etc), service to the campus (divisional committees, governance elected and appointed committees, etc) and service to the profession (journal reviews, editorships, NSF panels, etc). Indicators of service vitality should align with the department overall contributions.