

Department of Mechanical, Aerospace and Biomedical
Engineering

Faculty Workload and Departmental Expectations

September 2017

MABE Faculty Tenured/Tenure-Track Positions

Faculty Workloads and Departmental Expectations

Revised September, 2017

Teaching Workload

Based on Section 3.7 of the Faculty Handbook, the University's definition of a full-time teaching load for a tenured/tenure-track (T/TT) faculty member is four courses per *semester*. This guideline is used as the basis in establishing individual MABE faculty member workloads. Faculty in the Mechanical, Aerospace and Biomedical Engineering (MABE) department are expected to be engaged in scholarly activity, however, and thus a normal workload for a research-active faculty member starts at four regular, lecture-based courses *per year*. Tenured faculty, professors-of-practice, or lecturers with no significant research activity will normally start at six courses per year. Adjustments are then made according to the following criteria.

- 1) Service Work – Normal participation in MABE/TCE/University committees will count as one course. Thus, faculty participation in departmental or other significant internal and external service equivalent to teaching a course reduces the base load on MABE T/TT faculty to three courses per year. For those who do not actively participate in significant service, or do not arrange for other equivalent productivity with the department head (DH), the course load will remain at four courses per year.
- 2) PhD Students – The number of PhD students under a faculty member's supervision will be compared to the departmental average. At the discretion of the DH, faculty significantly exceeding the departmental average may have a reduction in course load.
- 3) Special Considerations (Course Development, Large Multi-University Proposal Leadership, Intensive Proposal Development Plan, etc.). These are to be negotiated with the DH before the coming year, so that plans can be made. If proposal development is the reason, submitting a proposal to a funding agency (but not necessarily receiving funding) will be expected or load levels will be rebalanced.

The end goal of the manifestation of this policy is to enable the faculty to grow and maintain large-scale internationally known research programs and matriculate world-class PhD students

and undergraduate engineers in state-of-the-art facilities, at levels commensurate with Top 25 public school programs in the three disciplines in MABE.

Yearly Expectations

Research and Scholarship

Every T/TT faculty member is expected to be actively engaged in research that fully supports graduate student research assistantships and competitive stipends, and is publishable in high-quality, peer-reviewed, archival venues such as established journals and conference proceedings. The number of graduate students being supported/advised and graduated in a given year are factors in establishing workload equivalent credit hours, as discussed above. Also considered are the overall current and recent (three-year average) historical funding level of the program, number of publications, presentations, proposals submitted to a funding agency, and the total research citations of the work. Externally funded educational development proposals are also considered as supporting research and scholarship goals.

Salary Recovery

MABE faculty are required to provide a minimum (set by the DH) of true salary recovery associated with effort expended on externally sponsored research each year. Faculty salary recovery and overhead recovery are critical to balancing the books, paying for the start-ups, and providing resources to execute the strategic vision of the department. Thus, summer salary pay for tenured professors will not be allowed until this minimum recovery requirement is met. UTK assistant professors can support their summer based on a 1:1 ratio up to the required minimum. (For example, a portion of the expected salary recovery can be matched with an equal amount of summer salary.) NSF CAREER Awardees can take full summer salary from the budget without recovery. Additional faculty recovery time beyond the required minimum can be used to reduce the teaching workload, as determined by the DH. Note that it is expected that faculty take salary recovery out of all budgets on proposals, at an appropriate percentage to cover the time that will be spent on the research.

Note that some smaller course sections may not be considered equivalent to an average size class, in which case some equivalency evaluation or postponement may be required both to ensure a fair distribution of course loads among colleagues and also to meet the needs of the department. Also, note that paying for a post-doc/research professor replacement to teach a faculty member's course will be at the same rate per course as would be required to reduce the faculty member's load by one course.

Teaching

Teaching assignments are made based on a particular faculty member's balance of research, scholarship and service activities, and the particular needs their students may have in terms of course offerings. Those not engaged in expected levels of research or service will be assigned up to three courses per semester based on the departmental teaching needs that semester and the faculty expertise. If there is little to no service or research involvement from faculty, teaching assignments would reach a maximum of four per semester. Those full-time faculty heavily engaged in research with extensive salary recovery still must teach a minimum of one course per year, regardless of recovery.

Service

Every T/TT faculty member is expected to perform some service assignments (internal and external). Faculty with no external service activities will be considered as underperforming expectations. At the discretion of the DH, additional service workload credit may be given for special assignments, such as Director of Graduate Studies or Associate Head positions. In order to promote nationally recognized achievements and service activities, additional workload credit may be given for high-recognition professional service activities at the national and international levels, at the discretion of the DH.

MABE Faculty Non-Tenure Track Teaching Positions

Faculty Workloads and Departmental Expectations

Revised September 2017

Teaching Workload

Based on the Section 3.7 of the Faculty Handbook, the University's definition of a full-time teaching load for a full-time faculty member is four courses per *semester*. This guideline is used as the basis in establishing individual MABE faculty member workloads for tenure-track/tenured and non-tenure track (non-TT) appointments. According to Section 4.2.1 of the Faculty Handbook, non-tenure-track teaching faculty are hired for specific teaching assignments. They generally are not expected to conduct research or perform service to the public or the discipline as a condition of their employment. However, after discussion with and at the discretion of the department head (DH), research or service activities may be included as part of a faculty member's effort, depending on the needs of the department and the skills and desires of the faculty member.

Non-tenure track teaching faculty in MABE are expected to be engaged in other activities such as service work for the department as needed, and thus a normal workload for a non-TT teaching faculty member starts at three regular, lecture-based courses *per semester*. Adjustments can be made according to the following criteria.

- 1) **Service work** – normal participation in MABE/COE/University committees will count as one course, as explained above. Thus, faculty participation in department or other significant internal service equivalent to teaching a course reduces the base load on non-TT teaching faculty to three courses per semester. For those that do not actively participate in equivalent service as requested, or do not arrange with the DH for other equivalent productivity, the course load for non-TT teaching faculty will remain at four courses per semester.
- 2) **Special Considerations** (Course development, educational proposal leadership, additional training, other career advancement ideas, etc.). These are to be negotiated with the DH

before the coming year, so that planning can be done. If proposal development is the reason, submitting the proposal to a funding agency (but not necessarily receiving funding) will be expected or load levels will be rebalanced to make up for the lost course. Note that as research is not required for educational faculty, course release based on proposal development must be explicitly in line with departmental needs (and agreed to in advance) for approval of equivalent course release.

The end goal of the manifestation of this policy is to foster a productive environment where the best possible instruction and continually improved pedagogy and educational facilities are maintained. *The department expects that faculty hired specifically for teaching will excel in this area and will work to continually upgrade and improve methods and curriculum, work to upgrade facilities, and be innovators in the classroom.* We seek to train undergraduate engineers in state-of-the-art facilities, at levels commensurate with Top 25 public school programs in the three disciplines in MABE.

Yearly Expectations

Teaching and Education

A non-TT teaching faculty member will be considered as meeting expectations in this category if he/she teaches a full course load with a relatively high degree of student satisfaction as expressed through online evaluations and other comments. Additionally, faculty peer review would be expected to be positive and, combined with student reviews, reflective of a classroom environment that is at least on par with TCE averages. Some items that could result in reviews exceeding expectations include development of new curriculum, upgrading of student labs, teaching a larger than normal course load to balance departmental needs, teaching awards, development of successful educational or facilities improvement proposals, publishing in educational journals or proceedings, and other additional items which enhance the educational mission of the department and university. If there is little to no service or other involvement from faculty as arranged with the department head, teaching assignments would reach a maximum of four per semester but be subject to the same evaluation expectations above. Note that some extremely smaller sections may not be considered equivalent to an average size class, in which

case some equivalency evaluation or postponement may be required both to ensure a fair distribution of course loads among colleagues and also to meet the needs of the department.

Service

Every faculty member is expected to perform some service assignments as requested by the department head (DH), up to an equivalent load of one course per semester. Additional service workload credit may be given for special assignments, such as Associate Head positions, TCE or University service, or professional external service, at the discretion of the DH. As determined by the DH, efforts that exceed expectations would include nationally recognized achievements and service activities, including high-recognition professional service activities at the national and international levels, such as leadership activities in ASEE meetings, invited presentations explaining pedagogy used.

MABE Faculty Non-Tenure Track Research and Hybrid Positions

Faculty Workloads and Departmental Expectations

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A non-tenure track research or hybrid research position is defined as a non-tenure track appointment with the department that requires yearly evaluation by the department head, but is not focused on teaching. A hybrid position could involve some aspect of teaching that is not a majority portion of the position's responsibilities.

Teaching Workload and MABE Expectations

For a non-tenure track research or hybrid research position, the expectations and workload for the position will be determined by the direct supervisor(s) for the position. This should be discussed and agreed to in writing before beginning the work assignment and re-examined yearly as a part of the annual review process. Before the official offer letter is sent, a copy of the workload and expectations document should be on file and given electronically to the department head for review and approval.