

## Department of Animal Science Workload Expectations

Workloads in the ANSC department consist of teaching, advising, research, extension, and service activities. Workload expectation (baseline expectations) as outlined in this document are for the purpose of the annual performance review only and is not intended for PTR purposes or appointment negotiations. It is the responsibility of the Department Head in consultation with the faculty member to establish workload assignments based on their appointment for the upcoming year during the annual performance review. Any workload adjustment should be based on the level of effort of the faculty member in each of these areas as determined by the department head in consultation with the faculty member. Any significant departure from documented effort allocation or expectations shall be made only after discussion with the member.

**1. Teaching.** For the purposes of workload, teaching includes in-class instruction and undergraduate student advising. Consistent with CAHNR Policy memo (PM16/1), a full teaching load (i.e., 100% teaching appointment) is 18 credits for an academic year. Workload credit hour equivalencies described below can be used to document additional time spent beyond the baseline course credit hours for efforts that require it. Faculty with teaching appointments are expected to advise a minimum of 20 undergraduate students. Faculty participation in independent study, undergraduate mentoring in research, honors thesis and university scholar advising, will be considered as going above and beyond their workload expectation.

<b>Workload Credits Equivalencies assigned to teaching activities (on average over a two-year period)</b>	
Activity	Workload credit hour equivalencies (CHE)
Lecture course	1 CHE per course credit hour
Laboratories (course connected)	Workload CHE for laboratory/discussion section shall be associated with the course, e.g., a 3-credit hour course with lecture and laboratory (2 h lecture, 2 h lab) has an aggregated workload CHE of 3.  1 CHE per additional lab/discussion section
Classes taught concurrently	No additional credit awarded for courses taught concurrently E.g., ANSC/SAAS; Undergrad/Grad
Practicum (non-credit bearing)	1 CHE per 2 hours of practicum
Team taught courses	0.5 CHE per course credit hour per instructor
Large classes (> 75 students)	1 additional CHE (e.g., large 3 credit course has a workload credit of 4 CHE)

Writing-intensive (W) courses	2 CHE per course credit hour
New assigned course (not self-elected)- first time teaching	2x CHE associated with the course with department head approval
Advising	1 CHE for every 20 additional students beyond the minimum

Examples:

One 3-credit lecture courses = 3 CHE

One 1-credit W course = 2 CHE

One large 3-credit lecture course = 4 CHE

**2. Service:**

All faculty are expected to serve on at least one committee (ANSC/CAHNR/UConn) per year related to the individual’s research, teaching, or extension appointment.

**3. Research expectations:**

Faculty with research appointments are expected to maintain active research programs or other creative activity that leads to scholarship based on the appointment defined in their original offer letter, needs of the department, and professional interests of the faculty member. Productivity measures include grant submissions and awards, peer-reviewed publications, advising graduate students and post-docs, and graduate committee memberships.

<b>Grants (Co-PI is acceptable), graduate students/postdocs, publications (manuscripts)</b>	
<b>Appointment</b>	<b>Workload expectations (on average over a three-year period)</b>
< 20%	<ul style="list-style-type: none"> <li>• 1 submitted grant (regardless of source)</li> <li>• 1 grad student (MS/PhD; associate advisory role is acceptable)</li> <li>• 1 publication (co-author is acceptable; submitted/published)</li> </ul>
> 20-35%	<ul style="list-style-type: none"> <li>• 1 active grant<sup>s</sup> (regardless of source)</li> <li>• 1-2 grad students (MS/PhD/postdoc)</li> <li>• 1 publication per year (co-author is acceptable; submitted/published)</li> </ul>
> 35-50%	<ul style="list-style-type: none"> <li>• 1 active + 1 submitted grant (external regardless of source, one should be federal competitive, one as PI)</li> <li>• 1-2 grad students (MS/PhD/postdoc)</li> <li>• 1-2 publications submitted/published per year*</li> </ul>
> 50-65%	<ul style="list-style-type: none"> <li>• 1 active + 1-2 submitted grants (external regardless of source, one should be federal competitive, one as PI)</li> <li>• 2-3 grad students (MS/PhD/postdoc)</li> <li>• 2 publications submitted/published per year*</li> </ul>
> 65%	<ul style="list-style-type: none"> <li>• 1-2 active + 1-2 submitted grants (external regardless of source, one should be federal competitive, one as PI)</li> </ul>

- 2-3 grad students (MS/PhD/postdoc)
- 2-3 publications submitted/published per year\*

\*At least 1 publication should come from data generated from faculty member's lab or with the corresponding author from the faculty member's lab

§Active grants include new and continuing projects.

#### 4. Extension:

The workload assignment for faculty who have a specific workload allocation for non-credit instruction and outreach through Cooperative Extension will be based on specific program development needs.

Appointment	Workload expectations (on average over a three-year period)
≤ 25%	<ul style="list-style-type: none"> <li>• Lead at least 1 program in their area of expertise (actively engage constituents multiple times per year)</li> <li>• Collaborate with others to bring extension components to research and education programs</li> <li>• Utilize current research-based information to develop and enhance extension programs</li> <li>• 1 publication that provides information to constituents (extension bulletin, fact sheet, or other relevant materials - does not have to be peer-reviewed).</li> </ul>
> 25-60%	<ul style="list-style-type: none"> <li>• Lead at least 1 program in their area of expertise (actively engage constituents multiple times per year)</li> <li>• Collaborate with others to bring extension components to research and education programs</li> <li>• Utilize current research-based information to develop and enhance extension programs</li> <li>• 1 publication that provides information to constituents (extension bulletin, fact sheet, or other relevant materials - does not have to be peer-reviewed).</li> <li>• 1 peer-reviewed publication related to extension work every 3 years</li> <li>• Documented effort to secure funds to support extension programs (can be within the university and/or from partner groups, such as extension councils, 4-H Development Fund, entrepreneurial and local associations).</li> </ul>
> 60%	<ul style="list-style-type: none"> <li>• Lead at least 1 program in their area of expertise (actively engage constituents multiple times per year)</li> <li>• Lead at least 2 other discernable programs that engage constituents at least once per year</li> <li>• Utilize current research-based information to develop and enhance extension programs</li> <li>• 3 to 4 publications that provide information to constituents (extension bulletin, fact sheet, or other related materials - does not have to be peer-reviewed) every two years.</li> </ul>

- 1 peer-reviewed publication related to extension work every 3 years
- Achieve program funding support (can be within the university and/or from partner groups, such as extension councils, 4-H Development Fund, entrepreneurial and local associations).
- Contribute to the implementation of a grant funded research project
- Identifiable effort to collaborate to bring extension element to ‘other’ research.

### **5. Faculty without specific appointments**

For those faculty members who have expectations defined in the original letter of appointment that differ from those described above without specified teaching, research, and/or extension appointments, specific workloads will be developed in consultation with the Department Head and agreement of the faculty member.

### **6. Adjustments to faculty workload:**

- If new faculty are expected to teach within their first year after hire, research and/or extension expectations will be reduced accordingly, in consultation with the Department Head.
- If new faculty are required to develop a new class (in absence of a requirement for them to teach an existing course), they will have the ability to develop the class in the first year and offer in the subsequent years. Effort towards creating and developing a new course will count towards their teaching load in year 1.
- New faculty will not be required to advise undergraduate students or teach W classes in the first year of their appointment.
- Some faculty members may have significant service or administrative roles with significant time commitments. These obligations should be documented, and an appropriate adjustment be made to their workload with approval of the Department Head and Dean.

**As outlined in article 30 of the AAUP contract, the document is intended to be consistent with all relevant by-laws of the University of Connecticut, University Policies and Regulations and applicable sections of the AAUP Collective Bargaining Agreement and CAHNR workload policy memo (PM16/1).**