

## **Workload Assignment Policy – Department of Biological Sciences**

In the Department of Biological Sciences at Northern Illinois University, the workload assignment policy is based on the three canonical components of “workload”: Research, Teaching and Service. As a Carnegie Doctoral/Research – Extensive institution, expectations for research, grant writing and scholarship at NIU are fairly robust and an integral component of our mission. Therefore, workload assignment policy starts with research engagement as a base – how much commitment does an individual invest in this endeavor, based on extramural grants, publications, and graduate students trained? Data gathered from equivalent biology departments across the country has been used to develop a model for appropriate teaching loads (i.e., discipline-specific norms) based on research activity. In this model, the number of 3- to 4-hour courses annually assigned to faculty members in Biological Sciences ranges from 2 to 5, based on research productivity and status ( untenured Assistant Professor vs. Tenured faculty vs. Non-tenure-track instructional faculty). Assistant Professors working toward tenure and highly successful research-active faculty receive lower teaching assignments (~2 courses per year), whereas non research-active faculty and non-tenure-track teaching faculty receive higher teaching assignments (3-5 courses annually). In addition to the research engagement-based teaching load reductions, course assignments are also adjusted based on service commitments. Faculty members with substantial service commitments (*e.g.*, Chair, Undergraduate Coordinator, Graduate Coordinator, **Teacher Certification Coordinator**) receive reductions in teaching assignments commensurate with efforts required for their service.

### **Teacher Certification Coordinator**

With regard to Teacher Certification in Biological Sciences, the Coordinator, Jon Miller, is responsible for **8** courses a year in various capacities (supervisor, instructor, coordinator, *etc.*) – all directly related to the Teacher Certification program. No “regular” biology courses are assigned to the Coordinator, given his substantial engagement in the Certification curriculum. Thus, his “Teaching” assignment is really divided between service (administration) and teaching. Jon also spends a great deal of time writing grant proposals for in-service and pre-service secondary school teacher education programs, and his record in this area is impressive. Thus, the “Research” component of his workload assignment would probably better be described as “Scholarship” in life science teacher education, and rounds out his expected annual workload assignment. To Jon’s credit, he also remains engaged in laboratory research as a cell biologist/endocrinologist.