Faculty in American universities and colleges have traditionally divided their professional responsibilities into three parts: teaching, service, and research. While the first two are common to all types of higher educational institutions, it is the last that distinguishes a university center. The development of new knowledge is an explicit part of its mission; indeed, some of its most active researchers are among its best teachers. Service, too, takes on a particular cast in a university center. Without departmental, school, and campus participation in governance and other activities, a faculty member is not fully a citizen. At a university center, there is an added expectation that faculty members are accountable for the three areas of responsibility and their performance in each is evaluated for continuing appointment, promotions, and discretionary increases in salary.

Too often the research and service roles of the faculty are misunderstood by those not familiar with the purposes of a research university such as Albany. Thus there have been questions raised by outside evaluators of the University, indeed even at times among faculty members, about the nature of faculty responsibilities and what appear to be disparities in the degree to which these are met by faculty.

A good deal of the problem may stem from the way that the responsibilities of faculty are formulated. Over the years there has existed a university-wide system for measuring the number of courses taught by faculty, but while informal norms exist, the means to assess the other two parts of a faculty member's responsibility, namely research and service, have not been clearly identified. It is a combination of the three that constitutes the total responsibility of the faculty, but only one has been systematically scaled. In order to help demonstrate that apparent differences are justified and to assure fairness across the campus, the University has articulated expectations with respect to the balance among teaching, research, and service.

Those expectations are based on the assumption that not all faculty in the University, nor indeed all faculty within individual departments, will be responsible for the same levels of teaching, research, and service. While a basic level of each is required of all faculty, responsibilities beyond this level may vary and indeed are expected to do so.

The following framework describes how teaching, research, and service are generally understood to be balanced in the University. Obviously, the framework must be made applicable to individual departments and modified as appropriate to take into account a variety of elements such as laboratory sections. While diverse learning technologies must be accommodated, the framework does provide a general basis for equitable assessment.
For purposes of this discussion, and with the understanding that equivalencies need to be specified, courses are assumed to consist of lectures or seminars for three hours a week and are semester-long in duration. Further, it is assumed that faculty may balance out responsibilities for teaching, research, and service over several semesters. Thus, for two years a faculty member might give extensive service to a department, and in the third and fourth years, efforts in this area may be proportionately modest. It is also assumed that faculty may be called upon to teach at both the undergraduate and graduate levels. Finally, it is assumed that departments will take into account the level of student demand in making decisions about the degree of responsibilities for teaching, research, and service for each faculty member.

The Framework

While all faculty are expected to attend faculty meetings, maintain office hours, advise a reasonable number of students, and provide independent study courses, there may be distinct variations in the amount of teaching, research, and service rendered by individual faculty. Essentially, there are three general patterns describing the distribution of professional responsibilities expected of faculty:

1) Faculty meet the responsibilities described above; teach three courses per semester; engage in scholarly activities appropriate to their discipline; and engage in University service and/or approved relevant extramural activities.

2) Faculty meet the responsibilities outlined in 1 above, except they teach five courses a year. In this case, they are also expected to be engaged in substantial research that results in significant scholarly products in the field or significantly involved in doctoral education.\(^1\)

3) Faculty meet the responsibilities outlined in 1 above, but instead teach two courses per semester. In this case, they are also expected to be significantly involved in doctoral education\(^1\) and engaged in substantial research that results in significant scholarly products recognized in their field of study.

In addition to the above, a course reduction may be granted by a Department Chair, with the approval of the Dean, when faculty members secure sufficient externally generated funds to allow them to offset a proportionate amount of course time or provide sufficient other benefits to the University to warrant such reduction, recognizing that except for the most unusual circumstances, all faculty are expected to teach at least one course a semester.

\(^1\) For these purposes, doctoral education is typically defined as chairing dissertation committees, administering doctoral qualifying examinations, and teaching at the graduate level.
A course reduction may be granted for unusual administrative or service requirements (e.g., serving as Associate Dean, or as the Undergraduate Advisor in a large department). This reduction is in addition to the service responsibilities described in the three patterns described above and requires the approval of the Dean and the Executive Vice President for Academic Affairs.

**Administration**

The successful administration of this distribution policy requires the assumption of primary responsibility by individual departments and their Chairs. While Deans are ultimately responsible for approving which pattern is appropriate for an individual faculty member or when further variations in responsibilities may be suitable, such decisions, as well as those affecting class size and course scheduling, are expected to be made collaboratively with the relevant department chair.

[Signature]

Vincent O'Leary, President
May 10, 1989