



DEPARTMENT OF THE NAVY  
OFFICE OF THE ACADEMIC DEAN AND PROVOST  
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ACADEMIC DEAN AND PROVOST INSTRUCTION 1531.51D

From: Academic Dean and Provost, U.S. Naval Academy

Subj: FACULTY WORKLOAD

Ref: (a) ACDEANNOTE 12451 (Faculty Performance Expectations: Practical Guidance)  
(b) ACDEANNOTE 12452 (Annual Performance Review Expectations)

1. Purpose. To publish policy of the Academic Dean and Provost regarding departmental faculty resources and workload for faculty members.
2. Cancellation. ACDEANINST 1531.51C.
3. Background. Military and civilian instructional faculty members of the Naval Academy are essential to support the institution's educational mission. Internal allocations of faculty positions and their associated faculty workloads must be responsive to enrollment demands of each academic major and core course, to specific disciplinary requirements and specialties, to different instructional methodologies in use, and to the balance of teaching, scholarship, and service contributions performed by individuals within each academic department.
4. Policy.
  - a. Within the limits of his budget authority, the Academic Dean and Provost will provide military and civilians faculty positions to academic departments according to their instructional resource needs.
  - b. Department of Defense (DOD) Directive 1322.22 and DOD Instruction 1402.06 regarding faculty positions gives broad guidance relating to the range of responsibilities for faculty members serving in DOD institutions such as the Naval Academy. Applying the principles outlined in those instructions to the undergraduate academic environment of the Naval Academy leads to some general observations relating to the requirements and expectations in teaching, research and scholarship, and service contributions of faculty members. Those requirements and expectations are:
    - (1) Teaching requirement: Primary among the requirements and expectations for all faculty members, both civilian and military alike, is the development of Midshipmen through the teaching and learning process, a process that is guided by extensive face to face interactions between faculty members and Midshipmen both in and outside of formal classroom instruction.

Excellence in teaching is a tradition among Naval Academy faculty and is expected of all faculty members. This expectation results directly from the unique Naval Academy mission; in this regard, Naval Academy standards are comparable to those of the nation's finest institutions of higher education. The Naval Academy's model for fulfilling teaching responsibilities includes small section sizes (typically no more than 20) along with a complete commitment on the part of the faculty member to the full teaching enterprise, including course development (if tasked), preparation, classroom instruction, grading, outside of class assistance/consultation with students, and contributions to the ongoing assessment of effectiveness of the academic program in reaching institutional and student-learning goals. Within this model, the teaching load for full-time, non-administrative faculty is usually nine to twelve classroom contact hours per week or equivalent. Typically, for research-active faculty the load will be on the low end of that range. For faculty who have discontinued active participation in research and scholarship or are not expected to so participate (including rotational, Junior Permanent Military Professor (JPMP), and recalled reserve officers), the load will be at the upper end of the range. Reductions from the normally expected load may occur, at the discretion of and under the direction of the chain of command, due to certain specific administrative or service assignments. An authorized list of such administrative and service duties which may impact teaching assignments is published and updated regularly. Additionally, specific details regarding faculty performance expectations and guidance that support outstanding teaching are provided in references (a) and (b).

(2) Research and scholarship: Excellence in research and/or scholarship appropriate to the discipline, like excellence in classroom teaching, is also a continuing expectation for all career faculty members (i.e. civilian and Permanent Military Professor (PMP) faculty) throughout a career at the Naval Academy. As an inherent part of these career faculty member's responsibilities, research and scholarship enhances currency in the discipline, provides opportunities to expand knowledge in the discipline, and frequently involving students in various ways. Compared to teaching and service, research and scholarship can be a more independent faculty-specific aspect of faculty work, and the chain of command generally attempts to provide ample opportunity for such activity through careful scheduling of teaching and service assignments. As with teaching, specific details regarding faculty performance expectations and guidance that support research and scholarship are provided in references (a) and (b).

(3) Service: Excellence in service is the third of the three major areas of expected faculty responsibility at the Naval Academy. Without the outstanding service that faculty members provide to the institution, and to its wide range of curricular and extracurricular activities, accomplishing the Naval Academy mission would be impossible. Specific details regarding faculty performance expectations and guidance that support service are provided in references (a) and (b).

c. In addition to these general requirements, more specific assignments or responsibilities for individual faculty members in teaching, research and scholarship (where applicable), and service may vary throughout a person's term of service or career, at the discretion of the academic chain of command, based on the needs of the Naval Academy. A key characteristic of this management process is that faculty members help shape their contributions by consulting with

their chain of command. Though specific assignments and responsibilities are frequently given by the chain of command, there are also many instances when faculty members may be invited to consider opportunities or may themselves see new opportunities to step forward to accomplish new tasks, develop new programs, or perform needed service. Faculty members are part of the departmental, divisional, and Academy-wide academic team, each attending to their part of the work at any given time, but recognizing the significance of collaboration, collegiality, and doing whatever it takes to accomplish the work at hand, for the purpose of helping Midshipmen develop and graduate as leaders.

d. Except for officially sanctioned exchange programs, teaching at another institution, outside consulting, and other such external activities do not qualify for a reduction in teaching responsibilities. These activities may be performed on the faculty member's own time within the limits established by reference (a).

5. Action.

a. Department Chairs will apportion semester workload assignments among the available departmental faculty consistent with the policies above and with highest priority given to teaching responsibilities. The Academic Dean and Provost may review departmental workload assignments each semester for equity and adequacy to support the Naval Academy mission.

b. Department Chairs and Division Directors will ensure that all faculty members are thoroughly aware of the policies enumerated in this instruction.



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