



Policy on Faculty Workload

Version: 1.0

Effective Date: September 26, 2017

1.0 PROLOGUE

This document replaces the corresponding policies related to faculty workload contained within the Faculty Manual of the former School of Public Health and the bi-laws of the School of Social Work. This policy was approved by majority vote of the College faculty council on April 22, 2016 to become the Faculty Manual of the College for Public Health and Social Justice. Forthcoming policies on faculty performance and tenure and promotion will be consistent with this workload policy. This policy was developed through a process of joint discussion between College faculty and administration and describes the following practices:

1. All tenured and tenure-track faculty are expected to be engaged in teaching, research and service.
2. At a minimum, allocation of effort should support advancement to tenure, promotion and career development.
3. Chairs/School Directors (SD) have flexibility to determine workload consistent with a faculty member's rank, goals, contracted responsibilities (e.g., research grants or contracts), performance expectations, faculty assets, areas of development, and department/school and college-level goals.
4. Chairs/SD have discretion to assign additional duties (administrative, teaching, service, research) when a faculty member is not meeting expectations in a performance area.
5. In the event that workload adjustments are required (e.g., a grant is awarded), the faculty member and their Chair/SD will negotiate the changes in effort; all changes to a faculty member's workload will be documented in writing.
6. If a faculty member does not agree with her/his chair/SD about either the allocation of effort or performance goals, the matter will be referred to the Dean. The Dean has the option of resolving the disagreement or referring it to a special committee on conflict resolution assembled by the College and faculty council leadership.

2.0. TEACHING

Effort for teaching a 3-credit hour course is estimated to be **12.5% FTE of a 9-month contract, which is the equivalent of 3 workload units as described in the SLU workload policy 1.0 dated March 1, 2016**. In some circumstances, specific effort allocated for teaching a course (and for other teaching activity) may be negotiated between the faculty and the Chair/SD and may depend on factors such as:

- Teaching experience
- Class size
- Type of students enrolled
- Prep time or contact time
- Need for course redesign
- Teaching support
- On-line or technology demand
- Community service components
- Whether or not the course being developed is new or being taught for the first time by the faculty member (i.e., “new prep”)

In consideration of Units’ summer teaching needs (including training programs or institutes), teaching over summer may be considered toward faculty workload for teaching. However, courses taught in summer will not be counted both toward the required academic year teaching load and also paid for summer salary; faculty requesting summer pay for teaching must have met their teaching responsibilities for the academic year as described herein.

For those faculty engaged in field education, workload for course equivalencies is determined at the departments/school level.

Tenured and tenure-track faculty. All faculty, regardless of rank, external funding or other responsibilities are expected to teach at least one course during the academic year. Workload for tenured and tenure-track faculty with no external funding or administrative buy-out who demonstrate productivity in scholarship includes teaching 4 courses (more if no evidence of scholarship productivity) during the academic year (12.5% FTE each, or 12 workload units; 50% total), actively engaging in scholarship (no less than 25% FTE (or 6 workload units) and contributing 25% time (or 6 workload units) to other professional responsibilities. Faculty who receive external funding will reduce their teaching load by one course for every 12.5% of salary received: 12.5% of salary recovery reduces teaching load by 1 course, 25% of salary recovery reduces teaching load by 2 courses and 37.5% of salary recovery reduces teaching load by 3 courses. Faculty generating salary recovery in excess of 37.5% (three course equivalents) will still be required to teach one course, but will negotiate reductions in other responsibilities to allow for the funded time for research to be allocated.

Faculty in the first two years of a tenure-track position may be given fewer responsibilities in order to establish programs of research, develop partnerships and hone their teaching skills. All attempts will be made so that these faculty will teach no more than two courses during their first year and no more than three courses in their second year before assuming the teaching load as described above. Because the circumstances of new faculty vary, exceptions to this practice may be made in discussions between the Chair/SD and the new faculty member. Faculty hired as associate or full professors may negotiate course accommodations with their Chair/SD.

Overload teaching assignments should be rare for tenure-track faculty. Overload teaching up to 12.5% FTE (or the equivalent of one class) should be approved by Chairs/SD or in some cases the Dean. Faculty asked to teach overload must consent and be compensated.

Non-tenure-track faculty. The standard teaching load for non-tenure track faculty is 7 courses per academic year (the equivalent of 21 workload units). The 3 remaining workload units for faculty teaching 7 courses will be determined by the faculty member and the Chair, but may include student advising, professional activities or service commitments. Because circumstances of non-tenure track faculty vary widely, the overall allocation of job functions may be different across non-tenure-track faculty and will vary based on specific positions (e.g., research faculty, clinical faculty). The workload allocation for non-tenure-track faculty will be determined by the Chair/SD with oversight from the Dean and must consider criteria for promotion.

3.0. RESEARCH, SCHOLARSHIP AND EXTERNAL FUNDING

College support is provided for all faculty to allocate 25% FTE to research. Each unit should specify research productivity expectations for this effort appropriate to its discipline. These expectations must be aligned with the College tenure and promotion criteria.

The workload of faculty with research support on grants or contracts will allow for budgeted time toward the research effort and will be offset by a reduction in teaching responsibilities as described in the previous section. Workload allocation should also account for circumstances where the budgeted FTE does not cover or fully cover faculty salary, for example a) unfunded research, b) internal research grants for which faculty salary is not an allowable cost or c) when the budgeted research time on a grant is not sufficient for the faculty member to perform the necessary research activities. This effort should be described as “in-kind,” and the faculty time and effort report must reflect this accordingly. Only in rare cases will teaching be offset by unfunded research activity and only with approval from the Dean.

Faculty who do not demonstrate productivity in scholarship will be required to assume greater responsibilities in other areas, including teaching responsibilities up to a maximum teaching load as described in the University workload policy.

It is not appropriate for pre-tenured faculty to have reduced expectations for research and teaching beyond already mentioned course reductions. As noted above in 2.0, faculty in their first two years of a tenure track position will have fewer teaching responsibilities in order to establish their research portfolio; these faculty will have clear expectations for research productivity during this time.

Non-tenure-track faculty. Each unit should specify research and grant expectations for non-tenure-track faculty, which may contribute to a total of 24 workload units. Such requirements must be clearly articulated in the letter of hire and may include:

- Research in the traditional sense,
- Scholarship in the form of presentations or others activities that facilitate faculty members remaining current on the research in their respective fields, or
- No research requirements.

4.0. SERVICE

Service requirements should be less for tenure-track faculty in their first two years and more for tenured faculty with particular emphasis on full professors.

Service includes any unpaid activities performed by faculty related to their area(s) of expertise to enhance

- The business of the unit, department or school

- The College
- The University
- The professional field at large and
- The community.

Examples of these include:

Unit / College / University:

- Development and alumni relations
- Communications (newsletter, media coverage, webinars, website development)
- Strategic planning and standing committees
- Chair of Strategic Planning Group
- Mentoring faculty in teaching, research and service
- Continuing education
- Admissions activities (directors and reps)
- Student advising and mentoring, club sponsor

- Internship/practice experience advisor
- Developing community resources
- Developing College programs (e.g., new degree programs or research initiatives)
- Preparation for appropriate accreditation (e.g., CSWE, CAHME, CEPH)
- Curriculum committees
- Various University committees / task forces (e.g., search committees)
- Faculty governance

For the professional field at large:

- Editorial boards
- Manuscript, book and proposal reviews
- Continuing education
- Unpaid consultation
- Professional organization committee
- Board member of professional organizations

For the community

- Advisory boards for community based organizations
- Governance boards
- Town hall meeting, community forum
- Media appearances
- Technical assistance
- Policy and procedure advisory committees
- Committee or task force

5.0. ADMINISTRATION

Workload units for administrative functions that cut across two or more of the four academic units will be determined by the Dean in consultation with the appropriate Associate Dean and Chair/SD.

Administrative activities include but are not limited to:

- Program director, assistant program director (at least 1-course release)
- Director of Field Education
- School Director/Department Chair (at least 2-course release)
- Associate Dean (at least 2-course release)
- Faculty Council President (at least 1-course release)

Chairs/SD should work with each faculty member to accurately account for the time commitment of each and should ensure that, taken together, administration and service (see above) commitments allow for faculty to be productive in other areas.

Chairs/SD should be particularly cognizant of these commitments for tenure-track faculty and should take care to distribute the administrative and service load across all members of the department, except when contracts specify otherwise.

6.0. REVIEW SCHEDULE

This policy will be reviewed by the Faculty Council in 2019.

7.0. APPROVALS

This policy was:

1. Approved by the CPHSJ Faculty Council: April 22, 2016
2. Reviewed by SLU Provost Nancy Brickhouse: May 13, 2016
3. Modified and Adopted by CPHSJ Dean Airhihenbuwa: June 8, 2016
4. Reviewed by the SLU faculty senate: November 11, 2016
5. Approved by the SLU Provost: September 26, 2017