

Doisy College of Health Sciences Faculty Workload Plan

Full-time appointment as a faculty member in the Doisy College of Health Sciences at Saint Louis University presumes participation in various duties and responsibilities including teaching, service, scholarship, and administration. While each faculty member might not be actively involved in all of these areas, the collective participation of the faculty in all areas is necessary to achieve the College's goals and fulfill our mission to improve health and health care by educating health professionals; contributing to the intellectual and clinical capital of our professions; and serving our students, university, professions, and communities.

Department chairs have primary responsibility for faculty workload assignments, in consultation with the dean. The unique requirements of the Doisy College of Health Sciences necessitate a flexible system in alignment with the University's policy on Faculty's Workload for determining individual faculty member work assignments. Therefore, individual workload assignments are established by the chair and the faculty member in a collaborative effort that takes into account (a) the goals and needs of the department; (b) available financial and faculty resources; (c) promotion and tenure requirements; and (d) the faculty member's talents, abilities, and career development plans.

The purposes of this workload plan are to:

1. Encourage coherence between the needs of the academic department, requirements for promotion and tenure, annual performance evaluations, and individual career development plans.
2. Maximize the contributions of faculty throughout the College.
3. Assure workload equity within and between departments in the Doisy College of Health Sciences.

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Procedures

1. On an annual basis and in conjunction with the annual performance evaluation, department chairs and faculty members should plan annual workload assignments for each semester in the year.
2. The workload assignment for all faculty members, full-time and part-time, are posted to the department's faculty Google workload site by June 1 of each year for review and approval by the Dean.
3. If assignments must be adjusted during the course of the academic year due to changed or unpredicted circumstances, the adjustments should be documented on the workload assignment form.

Faculty Workload Guidelines

Workload Units

Each full-time faculty member is expected to maintain the following:

Length of Contract	9 mo.	10 mo.	11 mo.	12 mo.
Total Yearly Workload Units	24 units	26.5 units	29 units	32 units

Please refer to the Specific Parts I-IV and Special Provisions section of this document for clarification of measures and units. The number of units is determined by the following values.

Faculty Workload Plan Summary Table

Work Assignment¹	Measure	Units
Teaching – Lecture	1.0 unit per credit hour	As assigned
Teaching – Lab	Workload units calculated per table in definitions	As assigned
Teaching – Team	Total units in course x % effort	As calculated
Teaching – Clinical	Variable - developed with the Chair and approved by the Dean	As assigned
Teaching – Capstone	Thesis Chair = .5 units per student	Up to 3 units per semester
Teaching – Capstone	Capstone Chair = up to .3 units per student	Up to 1.5 units per semester

Teaching – Independent Study	1 student = 0.25 per credit hour enrolled up to .75 unit per student	Up to 1.5 units per semester
Teaching – Continuing Education	1 CEU/CME = 0.05	Up to 1.5 units per semester
Scholarship ²	8-10 hours per week = 3.0 units	3.0 units per semester for T/TT faculty; additional time supported by grant activity
Service – Standard	Time commitment & responsibilities as defined (see “special provisions” for mentoring adjustment table); standard professional contributions are not assigned a workload value	Up to 1.0 unit per semester
Service – Clinical Practice	Developed with the Chair and approved by the Dean; 8-10 hours per week = 3.0 units	Up to 3.0 units per FA/SP; 2.0 units SU (3 mo.)
Administrative Responsibilities	Developed with the Chair and approved by the Dean; 8-10 hours per week = 3.0 units in the FA/SP and 2.0 units in the SU.	Up to 6.0 units per FA/SP; 4.0 units SU (3 mo.)

¹ Portions of the introduction to this plan were derived or copied from: UAMS College of Health Sciences Faculty Workload Policy (2012).

² At least 3 workload units are required for tenure-track and tenured faculty in the Fall and Spring semesters.

Part I. Teaching

A. Teaching – Lecture

Traditionally termed “didactic” teaching, lecture courses most often involve the presentation of

new information, in-class learning activities, and in-person assessment of students' learning. Usually, lecture courses meet for a set number of hours on a regular basis. Students are expected to spend substantial time on their own completing requirements for lecture courses. Faculty members are expected to evaluate students' performance, provide individual feedback to facilitate learning, and meet with students as needed outside of class hours.

B. Teaching – Lab

The varied disciplines in DCHS require our competency-based curricula to offer extensive laboratory experiences where individuals learn skill based procedures. These labs require assessment of a student's proficiency of stated skills in both the practical and written method in order to ensure quality outcomes and student and patient safety.

Many departments must utilize multiple faculty interdependently in courses for active and effective demonstration and assessment of the practical application of these skills.

Course Type	Credit Hour Equivalency	Contact Hours per week	*Associated Work Hours per week	Contact Hours + Associated Work Hours (column 3 + column 4)	Workload Units (column 5 divided by 3)
Lecture	1	1	2	3	1
Lab only (lead)	1	3	3	6	2
Lab only (secondary)	1	3	0.75	3.75	1.25
Lecture with Lab	3	5 (2 lecture hours +3 lab hours)	7 (4 lecture hours + 3 lab hours)	12	4

**Associated work hours include duties such as:*

- *Pedagogy and objective development*
- *Scheduling and coordination within a course and across courses*
- *Establishing methods of evaluation*

- *Development and execution of assessment to include: exams, practical's, problem based exercises, presentations, notebooks and portfolios*
- *Supervision of equipment maintenance, setup and acquisition of lab materials*
- *Demonstration of equipment and hands on practice*
- *Actively teaching and delivering curriculum during lab to ensure safety and competency of skills.*
- *Cleanup and inventory of materials*

Formula:

(Contact hours + associated work hours per week)/3 = workload units

For each contact hour of lecture, 2 additional associated work hours per contact hour may be added. This formula results in the 1 lecture credit = 1 workload unit as listed above.

For each contact hour of lab (for a person leading a lab), 1 associated work hour per contact hour may be added.

For each contact hour of lab (for a person assisting in a lab), 0.75 associated work hours per credit may be added.

C. Teaching – Class Size Adjustment

Teaching large classes provides additional work for the faculty member. To recognize this additional work, a workload adjustment is provided for large classes at both the undergraduate and graduate levels.

Undergraduate Class Size Adjustment	≤50	51-100	101+
	1.00	1.35	1.65

Graduate Class Size Adjustment	≤12	13-30	31-65	66-100	101+
	1.00	1.25	1.45	1.65	1.85

Formula for Class Size Adjustment:

Workload units for the course x size adjustment = total workload units for the course

Examples:

A. Lecture – Undergraduate

3 CH, 75 students

3 workload units x 1.35 = 4.05 workload units

B. Lecture with Lab – Graduate

3 CH (2 credits of lecture and 1 credit of lab), 45 students

2 lecture + 2 lab workload units (see the table above) x 1.45 = 5.8 workload units

Note: If the lab has assistants the assumed value for the lead should be less than 100% for the course. A team-teaching value must be applied.

D. Teaching – Team

Team teaching usually involves instruction shared with other faculty members. Workload units may be adjusted for team teaching, based on the relative percent effort of members of the teaching team. The percent effort is used to calculate the workload units for each of the respective faculty in the course.

The total units assigned among all faculty involved in teaching a single course should not exceed the course credits.

For example, if two faculty members co- teach a 3 credit course and each faculty member were responsible for 50% of the course, each faculty member would be assigned 1.5 units for the course.

Team taught courses must have percent effort documented in the University Banner system in order to complete these workload calculations.

E. Teaching – Clinical

Clinic teaching involves preparing, training, and directly supervising students in a real-world culinary, community, clinical, medical laboratory, or simulated medical settings. The student will provide the services or perform the tasks, although the instructor may model and provide additional direct support as needed. Workload includes preparation for clinical teaching, which will vary depending on the student's ability, the complexity of the case, and the structure of clinical teaching in each department. Preparation may include (but is not limited to) developing

exams, developing, proctoring, and grading student assessments, assessing student performance, managing the course, training and advising students, reading relevant literature, and traveling to and from sites. Clinical experiences vary widely between academic programs.

Workload unit assignments may vary among departments as developed by the Chair and approved by the Dean.

F. Teaching – Thesis & Capstone Project

Faculty who serve as the chair of a thesis or capstone project that is not part of a larger course are eligible for workload credit. Serving on a committee of a thesis or capstone project is typically considered departmental service and would not be eligible for workload assignment unless several students are being served.

Serving as chair of thesis = 0.5 units/student; Up to 3 units per semester

Serving as chair of capstone = 0.3 units/student = Up to 1.5 units per semester. Capstone projects that are part of a formal course where the faculty member assigned is responsible for the direct instruction will be assigned WLU credits for the course.

G. Teaching – Independent Study

Independent study (or directed study) is a unique learning activity that supplements the available curriculum. The faculty member and student agree on the study topic, requirements, and number of credit hours. Contact time and effort will range from minimal to substantial, depending on the topic, requirements, and student's abilities.

To qualify as a workload assignment, the student must enroll in the independent study as a course. A maximum of 1.5 units may be assigned to independent study per semester.

H. Teaching – Continuing Education

As leaders in their respective professions, faculty members have a special role in promoting their professions and educating practicing professionals about current scientific and clinical developments in their fields. Continuing education “consists of educational activities which serve to maintain, develop, or increase the knowledge, skills, and professional performance and relationships” that health professionals use to provide services for patients, the public, or the profession. Continuing education activities should be approved by the profession's agency that accredits continuing education.

A maximum of 1.5 units may be assigned to continuing education per semester.

I. Teaching – Online

Generally, workload units for teaching on-line courses are the same as for face-to-face courses, assuming that the on-line course includes substantial time for (a) interaction between the faculty member and students, (b) regular assignments that are graded by the faculty member, and (c) regular, weekly monitoring of students' performance by the faculty member.

If the on-line course does not include these elements (student interaction, regular assignments and weekly monitoring of student performance), workload units are decreased.

Part II. Scholarship

Scholarly activity entails contribution to the body knowledge in one's discipline/profession. To be recognized as scholarship, contributions must be shared with peers and subject to formal or informal peer review. Congruent with Boyer's (1990) framework, scholarship addresses four concerns of contemporary academic work: (1) scholarship of discovery, (2) scholarship of integration, (3) scholarship of application, and (4) scholarship of teaching. Research refers to various forms of scholarship and publication as well as creative activities. While basic and translational research are valued activities in the College, other forms of scholarship may and should be pursued by faculty as essential components of the college's and university's mission to contribute to the intellectual and clinical capital of our respective disciplines.

Workload units dedicated to scholarship can differ by faculty status and rank and level of grant funding/activity. At least 3 workload units are required for tenure-track and tenured faculty in the Fall and Spring semesters. Assignment of prescribed workload units for tenured faculty is contingent upon meeting performance expectations.

- *Productivity for 3 units of scholarship should result in meeting several tangible deliverables among the criteria from the Expected Performance category of the annual evaluation.*
- *Greater than 3 hours assigned for scholarship should result in several criteria from the Expected Performance category as well as meeting at least one of the tangible deliverables among the criteria from the Higher Performance category of the annual evaluation.*
- *Scholarship assignments of 1-2 units should result in reasonable expectations from the tangible deliverables among the criteria from the Expected Performance category of the annual evaluation.*

Part III. Faculty Service

A. Standard Faculty Service

Service encompasses a faculty member's contributions to departmental, college, or university activities or to a faculty member's academic community beyond SLU. It applies a faculty member's knowledge, skills, and expertise as an educator, a member of a discipline or profession, or a participant in an institution to benefit students, the institution, the discipline or profession, and the community in a manner consistent with the missions of the university and the campus. Faculty members are also expected to demonstrate the qualities of collegiality, such as the ability to work cooperatively and professionally with others, in all aspects of academic life.

Faculty members are encouraged to participate in shared governance. This may include serving on the appropriate committees of their Department, the College, the Faculty Senate, and the University. They are encouraged to participate in academic planning and formulation of University and College policies. In particular, it is the responsibility of the faculty to establish standards for the admission, transfer, and graduation of students. In their capacity as citizens of the University, faculty members are also expected to participate in the functional and ceremonial life of the institution. This includes, but is not limited to, service on academic and non-academic University advisory and disciplinary boards. These may differ between departments.

College Standard Service:

Faculty may be assigned 1 unit per term (2 total for 9/10 month appointment and 3 total for 11/12 month appointment) for student mentoring and participation in University, College and Departmental committee work.

Additional units may be assigned for special service responsibilities that expand beyond standard expectations.

B. Student Mentoring

The University regards teaching as incomplete if it is limited to the classroom, lecture hall, or laboratory. All faculty members are expected to mentor students about academic and professional matters, as the occasion arises either by formal assignment or as a necessary

supplement to classroom contact.

Mentoring refers to naturally occurring, supportive relationships students have with faculty. It involves the provision of general guidance and support and helping a student learn something new. The mentoring partnership is a structured one-to-one relationship that focuses on the needs of the mentee. Faculty members should provide ample scheduled office hours, as well as opportunities for informal discussions, and should encourage students to consult them about academic matters.

Included in the Standard College Service, mentoring 1-25 students is included in the base of 1.0 unit per semester supplemented by additional committee work expectations.

Additional work load units may be assigned for those individuals who have substantial mentoring loads who have other student support responsibilities. These may differ by departments, are developed by the Chair and approved by the Dean.

<i>Student Mentoring Adjustment</i>	26-50 students	0.5/term
	51-75 students	1.0/term
	76-100 students	1.5/term

C. Clinical Practice

Clinical practice refers to the provision of direct services, including treatment and diagnostics, as well as indirect service, such as consultation with clients and families. Depending on the client and site, varying degrees of preparation and follow-through will be required, for example, researching evidence-based practice, gathering and creating materials, writing reports, managing devices, and traveling to and from sites. Under unusual circumstances and with special permission from the department chair and dean, a faculty member may be allowed to practice clinically when the department has no faculty practice plan, i.e. moonlighting. However moonlighting may not be included in workload unit calculations. These may differ between departments as developed by the Chair approved by the Dean.

Up to 3.0 units per semester FA/SP; 2.0 units SU(3 mo.)

Part IV. Administrative Responsibilities & Special Assignments

A. Administrative Responsibilities

Faculty with substantial administrative responsibilities assigned by the department chair or dean may have other workload units adjusted accordingly. Caution should be exercised by department chairs and faculty members when assigning administrative responsibilities because they may interfere with the faculty member's ability to fulfill requirements for promotion and tenure. Assigned administrative roles must have a description of duties, assigned workload units/term and a plan for faculty assessment with regard to the role.

Up to 6.0 units per FA/SP; 4.0 units SU (3 mo.) may be assigned for Administrative Responsibilities.

B. Special Assignments

Faculty members may be assigned a special project as part of their workload. Such projects should be well defined to include expectations for outcomes and completion within a finite time period. New course development, major course re-designing or leading the development and completion of the self-study for accreditation may qualify as special projects.

Units for special assignments are variable and will be limited. They are developed with the Chair and approved by the Dean.

Part V. Special Provisions

A. Workload Variances

There may be times when a faculty member's workload exceeds or falls short of the expectation for a given semester. The difference may be made up in a smaller or larger workload in subsequent semesters. Likewise, when variances occur among faculty within a department or division, efforts should be made to achieve equity among faculty over a period of a year or two.

B. Workload Units

Workload unit limits may be adjusted in unusual circumstances and with adequate justification. For example, if a faculty member engages in mission-critical service activities that require substantial time on a regular basis, the department chair may assign workload units greater than 1.0

C. Grants and Contracts

Faculty with funded grants and/or contracts that exceed 20% effort may have other units adjusted accordingly.

D. Promotion and Tenure Considerations

Department chairs and faculty members should be cognizant of the impact of workload assignments on the faculty member's ability to meet requirements for promotion and tenure. Refer to the Doisy College Promotion/Tenure Guidelines and Procedures for more information.

References

Boyer, E.L' (1990) Scholarship Reconsidered: Priorities of the Professoriate. Lawrenceville, NJ: Princeton University Press.