I. Introduction

Faculty workload is distributed across teaching, research, service, and/or clinical domains based on the classification of each faculty position. Individual workload distributions should be set for each faculty member at the time of hire for a designated period of time. The distribution should be articulated in the faculty member’s letter of offer/initial contract and should also be stated in annual evaluation letters and letters associated with promotion and/or tenure. Academic units may revise individual faculty workload distributions in response to documented unit need. Faculty members may also request changes to workload distribution.

Schools/departments should establish and publish faculty workload policies consistent with the tenets described herein.

II. Standard Workload Definitions

Consistent with previous calculations in CHSP, a definition of faculty workload based on teaching activities with 15 semester hours of teaching per semester serves as the definition of fulltime work for faculty with no other research or service responsibilities. In all cases, fulltime faculty must either teach 15 hours of academic credit per semester or engage in approved activities that represent an equivalent offset of a portion of that time.

A. Group I faculty may negotiate a range of 40-60% of total workload being ascribed to teaching with 10-20% assigned to service, and the remainder to research. (This would result in a “standard” teaching load of 12-18 semester hours in a two-semester academic year.) Individual Group I faculty may request a teaching workload assignment outside the standard 40-60% range to reflect an extraordinary level of attention to research or teaching. Such requests must be approved by the school director/department chair and the dean. Typically, approval would be granted for a designated period of time with the opportunity for the unit to extend the negotiated extraordinary distribution.

B. Group II teaching faculty are generally expected to devote 80% of their total workload to teaching with 20% assigned to service. (This would result in a “standard” teaching load of 24 semester hours in a two-semester academic year.)

C. Clinical faculty are generally expected to devote 40 to 60% of total workload to teaching. Typically, this would be didactic or other teaching activities undertaken by Group I and/or Group II instructional faculty. The percentage of workload ascribed to clinical activity will be variable depending upon the nature of the clinical activity or direct clinical service in which the faculty member is involved. Clinical activity that is included in faculty workload is expected to be performed in clinical settings at which CHSP students are assigned. As a general guide, clinical activity should be a minimum of 30% of workload. The remainder of the workload will be devoted to scholarship and/or service activities. This distribution of workload assumes that the workload
ascribed to direct clinical service can be distributed between teaching, scholarship, and service depending upon the nature of the activities performed during clinical service. For example, the clinical service could be considered teaching if the faculty member is engaged in direct clinical supervision and teaching of students during the clinical service. Alternatively, it could be considered scholarship if the faculty member is involved in clinical research or development of a novel/creative approach to patient care.

**D. Faculty on 11 or 12 month contracts.** In all cases, assigned teaching workload would be adjusted upward for faculty on 11 or 12 month contracts. Individual faculty workload distributions should be assigned consistent with the guidelines described below.

### III. Teaching

**A. Standard teaching units.** A “standard” 3-credit hour didactic course is defined as reflecting 10% of total faculty workload. Each school/department should establish and publish criteria for assignment of teaching workload credit beyond the standard 10% for a three-credit hour didactic course. This may include criteria recognizing such factors as contact hours, course enrollments, availability of GA support, course structure, etc. Such criteria may address increases or decreases in workload credit assigned for various courses. Examples are provided on page 4 of this document.

**B. Additional teaching credit.** In proposing such additional criteria, the academic unit must show that the proposed criteria will not limit its ability to accommodate all necessary courses in its total assigned faculty workload. In other words, additional criteria cannot create an additional need for adjunct faculty instruction. In all cases, additional criteria defining teaching workload distributions must be approved by the dean. Such approval will typically be given for a five-year period with the criteria reviewed and maintained, revised or extended at the end of each five-year period.

### IV. Research

**A. Research activity.** Typically, research may comprise 30-50% of a Group I faculty member’s total workload. Over a three-year period, a faculty member would be expected to earn one research credit for each 10% of total workload assigned for research.

**B. Unit definition of research metrics.** Each academic unit should establish a menu of acceptable paths to earning a single research credit. These paths should reflect the research traditions and expectations in the faculty member’s discipline. Within the menu of acceptable paths to research credit, units must include a requirement for peer-reviewed publications in acceptable national or international outlets. Examples are provided on page 4 of this document.

**C. Dean’s Office approval.** In all cases, criteria for research credit must be approved by the dean. Such approval will typically be given for a five-year period with the
criteria reviewed and maintained, revised or extended at the end of each five-year period.

V. Service

A. Service activity. Typically, service may comprise 10-20% of a faculty member’s total workload. Faculty should be expected to achieve three service credits over a three-year period for each 10% of their workload assigned to service.

B. Unit definition of service metrics. Each academic unit should establish a menu of acceptable paths to earning a single service credit. These paths should reflect the service needs of the academic unit and the College as well as other service activities that may be relevant to the faculty member’s discipline. Examples are provided on page 4 of this document. Group I faculty should be expected to engage in service that is unit, college, university, and discipline-focused.

C. Dean’s Office Approval. In all cases, criteria for service credit must be approved by the dean. Such approval will typically be given for a five-year period with the criteria reviewed and maintained, revised or extended at the end of each five-year period.

VI. Clinical

A. Clinical activity. Workload for Clinical Faculty must include at least 30% and no more than 50% of their time assigned to activities that are clinical in nature. These may include supervision of students in clinical settings, instruction of clinical courses, or engagement in clinical work in settings in which students from their academic program are present. The remainder of their time should be assigned to teaching, research, or service activities following the guidelines described above.

B. Clinical activity metrics. As each Clinical Faculty member is likely to have very specific assignments and duties, workload distribution should be individually negotiated and specified at the time of hire with adjustments made as needed. When engaged in didactic course instruction, Clinical Faculty should follow the workload distribution guidelines described in the Teaching section above. Similarly, the above guidelines for research should be used to operationalize clinical faculty work in that area when research is part of the clinical faculty member’s workload. The academic unit should negotiate the metrics to be used to assign appropriate workload credit for clinical activities undertaken by the clinical faculty member. These metrics should reflect the needs of the unit and the nature of the clinical work undertaken by the faculty member as that work relates to the teaching enterprise. In all cases, workload criteria for clinical faculty must be approved by the dean. Such approval will typically be given for the specified term of the faculty member’s contract with the criteria reviewed and maintained, revised or extended at the end of each contract period.

10-06-14
Workload Credit Summaries and Examples

**Teaching Workload Summary & Examples:** Generally, faculty may negotiate a range of 40-60% of total workload being ascribed to teaching. A "standard" course would be defined as reflecting 10% of total faculty workload. A "Standard" course would be a 3-credit hour didactic course. Academic units may choose to provide additional teaching credit for activities they may define as appropriate (subject to approval by the dean).

Examples of such additional teaching credit might include but are not limited to:
- Teaching a 4-credit hour didactic course (1 additional credit hour)
- Teaching a course with a laboratory component without GA support (1 additional credit hour for each lab section taught)
- Teaching a course with over 50 students enrolled without GA support (1 additional credit hour)
- Dissertation/thesis advising (1 additional credit hour per completed dissertation or per three completed theses. Up to 3 credit hours total)

**Research Workload Summary & Examples:** Generally, research may comprise 30-50% of a faculty member’s total workload. Over a three-year period, a faculty member would be expected to achieve one research credit for each 10% of workload assigned to research. Academic units may choose to provide research credit for activities they may define as appropriate (subject to approval by the dean).

Examples of such additional research credit might include but are not limited to:
- At least three peer-reviewed publications in national or international outlets
- At least six peer-reviewed abstracts or presentations
- At least two external grant submissions
- At least one funded substantial external grant

**Service Workload Summary & Examples:** Generally, service may comprise 10-20% of a faculty member’s total workload. Faculty will be expected to achieve at least three service credits over a three year period for each 10% of total workload assigned to service. Academic units may choose to provide service credit for activities they may define as appropriate (subject to approval by the dean).

Examples of such service credit might include but are not limited to:
- At least one year of service on a University committee
- At least two years of service on at least one College committee
- At least two years of service on at least two school/department committees
- At least one year of service on a national organization in their discipline
- At least two years of service in a regional organization in their discipline
- At least one year of assumption of a coordination/leadership role in their program area.