

**Policy: Faculty Workload Plan**

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**Section: Business Affairs**

**Area:**

**Subject: Faculty Workload**

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## **BACKGROUND AND RATIONALE**

Full-time service as a faculty member in the College of Health Professions 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 care professionals; contributing to the intellectual and clinical capital of our professions; and serving our students, university, professions, and communities.

The purposes of this workload plan are to:

- Encourage coherence between the needs of the academic department, requirements for promotion and tenure, annual performance evaluations, and individual career development plans
- Maximize the contributions of faculty throughout the college
- Assure workload equity within and between departments in the College of Health Professions

## **POLICY**

Department chairs and program directors have primary responsibility for faculty workload assignments, in consultation with the dean. The unique requirements of the College of Health Professions necessitate a flexible system for determining individual faculty member work assignments. Therefore, individual workload assignments are established by the chair or director 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

## **PROCEDURE**

- 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.
- The Faculty Evaluation Form, which applies a weight factor to each category of one's workload, should reflect the faculty member's workload assignment as detailed on the workload assignment form.
- The workload assignment and Faculty Evaluation Forms for all faculty members, full-time and part-time, are posted to the department's Sharepoint faculty workload site by August 1 of each year for review and approval by the dean.
- 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 a **total workload of 5-7 units** each semester (fall, spring, and summer). The number of units is determined by the following values:

Work Assignment <sup>1</sup>	Measure	Units
Administrative Responsibilities	Variable	Up to 2.5
Clinical Practice <sup>2</sup>	8-10 hours per week	Up to 1.0
Scholarly Activity <sup>3</sup>	8-10 hours per week	1.0
Service	Based on time commitment and responsibilities	Up to 0.5
Teaching – Lecture	3-4 credit hour course; 0.33 per credit hour	0.33 per credit
Teaching – Lab	3-4 contact hours per week	0.5
Teaching – Clinic	3-4 contact hours per week	0.5
Teaching – Thesis, Dissertation Chair	6-12 credit hours	0.5
Teaching – Independent Study	1 student = 0.1	Up to 1.0
Teaching – Continuing Education	1 CEU = 0.02	Up to 0.5
Teaching – Peer Mentoring <sup>4</sup>	1-2 contact hours per week = 0.10	Up to 0.25

Special Provisions – At times, other responsibilities and conditions may impact on workload assignments, and adjustments to workload units may be required:

- 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.
- Workload Units: Workload unit limits under "Units" in the table above 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 0.5
- Grants and Contracts: Faculty with funded grants and/or contracts that exceed 20% effort may have other units adjusted accordingly. For example, a grant or contract requiring 40% effort may account for 2 workload units: 1 unit for scholarly activity and 1 additional unit in excess of 8-10 hours per week.
- Administrative Responsibilities: Faculty with substantial administrative responsibilities assigned by the department chair or dean may have other workload units adjusted accordingly. Examples of such administrative responsibilities include leading an academic department or degree program, coordinating clinical rotations, managing the department's admissions process, planning and managing the department's continuing education offerings, etc. 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.
- New Course Development: A department chair may choose to assign workload units for the task of creating a new course or major re-designing of an existing course, e.g., for on-line delivery. In general, the number of units will correspond to the units assigned to course delivery. That is, 1 unit would be given for the creation or re-design of a 3-4 credit hour lecture course. Routine updating of a course is considered part of regular teaching activity and no additional units are assigned.

<sup>1</sup> Definitions for work assignments may be found in the Appendix.

<sup>2</sup> Used only by departments with an established faculty practice plan.

<sup>3</sup> At least 1 workload unit is required for tenure-track and tenured faculty.

<sup>4</sup> Requires a formalized and approved mentoring plan that comprises specific goals, measurable objectives, and a defined time frame for achievement of the goals.

- Lab Sections of Didactic Courses: The credit hours for the lab portion of a course should be calculated separately from the didactic teaching portion. For example, a 4 credit hour course with 3 credits= hours of lecture and 1 credit hour of lab = 1.5 units [lecture (3 credit hours x .33 = 1.0) plus 0.5 units per 3-4 contact hours per week lab].
- Online Teaching: 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, workload units are decreased.
- Team Teaching: Workload units may be adjusted for team teaching, based on the relative effort of members of the teaching team. For example, a faculty member who has half-responsibility for a 3 credit hour course may be assigned 0.5 units for that teaching responsibility. The total units assigned among all faculty involved in teaching a single course should typically not exceed the course credits. For example, if two faculty members co- teach a 3 credit course and faculty member were responsible for 50% of the course, each faculty member would be assigned 0.5 units for the course.
- Scholarly Activity for Tenure-Track and Non-Tenure Track Appointments: All faculty members are expected to engage in scholarly activities, in addition to teaching and service. In general, expectations for scholarly activity are greater for tenure-track and tenured faculty members than for non-tenure track faculty members. When workload units are assigned for scholarly activity, the department chair and faculty member must establish annual goals for scholarship with measurable outcomes. (See the appendix for examples of measurable outcomes.)
- 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. For example, it is advisable to assign a lighter teaching workload for new tenure-track faculty so that they can establish their scholarly activity agenda. On the other hand, heavier teaching workloads may be assigned to non-tenure track faculty for whom expectations for scholarly activity are lower.
- Clinical Practice: Faculty may be assigned to practice in a clinical setting as part of the department's or college's faculty practice plan. Faculty practice plans do not allow for "moonlighting" or other forms of clinical practice outside the auspices of the plan. 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.
- 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.

## APPENDIX

Definitions – The following definitions apply to work assignments:

- Administrative Responsibilities: See above
- Clinical Practice: See above
- Scholarly Activity: “Scholarship/scholarly activity entails contribution to knowledge available to [one’s] discipline. . . To be recognized as scholarship, contributions must be: shared with peers; and subject to peer review.”<sup>5</sup> 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.<sup>6</sup> While basic and translational research are valued activities in the College of Health Professions, 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.
- Service: “Service 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.”<sup>7</sup> Service activities can range from sponsoring a student organization, to serving and/or leading a committee, serving as an officer of a professional organization, to leading a service group in the community that benefits from the faculty member’s professional knowledge and expertise.
- Teaching – Clinic: Clinic teaching is the direct supervision of students in a real-world clinical setting in which the student is working directly with patients and families or in a medical laboratory performing real clinical tasks. Typically, faculty preparation time outside of the clinical setting is minimal.
- Teaching – Independent Study:<sup>8</sup> Sometimes termed “directed study,” independent study is a learning activity undertaken by a student with little or no supervision by the faculty member. Typically, the student and faculty member agree on a topic, the end product, and the number of credits for the activity. Guiding students in independent study courses can range from minimal to substantial contact time and effort, depending on the interests, abilities, and sophistication of students’ independent study topics. To qualify as a workload assignment, independent study teaching activities must occur as part of an official course in which students enroll.
- Teaching – Lab: Laboratory teaching usually involves instruction on and demonstration of clinical or laboratory procedures. Typically, student assignments are completed within the time allotted for the laboratory, and faculty preparation time is usually considerably less than for lecture courses.
- 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 and provide individual feedback to facilitate learning. Workload units are based on the assumption that a lecture course requires the faculty member to devote substantial time and effort outside the classroom to course-related responsibilities, perhaps a total of 6-12 hours per week.

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<sup>5</sup> Adapted from Accreditation Council for Graduate Medical Education (2012). *Scholarly activity guidelines*, Review Committee for Family Medicine. [https://www.acgme.org/acgmeweb/Portals/0/PFAssets/ProgramResources/120\\_Family\\_Medicine\\_Scholarship\\_Guidelines.pdf](https://www.acgme.org/acgmeweb/Portals/0/PFAssets/ProgramResources/120_Family_Medicine_Scholarship_Guidelines.pdf).

<sup>6</sup> Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Lawrenceville, NJ: Princeton University Press. ISBN 0-9a31050-43-X.

<sup>7</sup> *Service at Indiana University: Defining, Documenting, and Evaluating* (1999). Indianapolis, IN: Center for Public Service and Leadership.

<sup>8</sup> Adapted from Wikipedia “*Independent Study*.” [http://en.wikipedia.org/wiki/Independent\\_study](http://en.wikipedia.org/wiki/Independent_study).

- Teaching – Thesis, Dissertation Chair: Chairing a thesis or dissertation committee is labor- and time-intensive and involves regular meetings with individual students, providing individualized feedback on proposals and manuscripts, motivating students, and advising students.
- Teaching – Continuing Education: As leaders in their respective professions, College of Health 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. The content of [continuing education] is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, [the professional’s discipline], and the provision of health care to the public.”<sup>9</sup> To qualify as a workload assignment, continuing education activities should be approved by the profession’s agency that accredits continuing education.
- Teaching – Peer Mentoring: Mentoring of junior faculty members by those who are more experienced is a valued activity in the College of Health Professions. Faculty members who are assigned workload units for peer mentoring must participate in mentorship training. As noted above, workload assignments for peer mentoring require a formalized and approved mentoring plan that comprises specific goals, measurable objectives, and a defined time frame for achievement of the goals.

#### Examples of Measurable Outcomes for Scholarly Activity

All full-time faculty members are expected to engage in scholarly activity, regardless of track (tenure-track and non-tenure track). As noted above, expectations for scholarly activity are greater for tenure-track faculty than for non-tenure track faculty. Such expectations are reflected in more workload units for scholarly activity. When workload units are assigned for scholarly activity, the department chair and faculty member must establish annual goals with measurable outcomes. Examples of such outcomes include:

- peer-reviewed presentation at a national or international conference
- manuscript in a peer-reviewed journal
- book or book chapter(s)
- manuscript on clinical practice in a trade journal
- policy analysis disseminated to the public or other audiences of interest
- application for research grant
- creation and dissemination of innovative teaching materials or methods
- consultation with professional or community organizations on health and healthcare topics
- development and publication of new clinical methods or procedures
- creation and distribution of computer applications or software
- grant proposal for service or service-learning program
- critical review article or presentation on a “hot” topic
- synthesis and interpretation of scientific findings for public audiences
- participation in the process of shaping public policy as it pertains to health care or education
- creation of data sets, data bases to be used for secondary data analyses
- service as a peer reviewer for grant applications
- creation of new evidence-based teaching modules, courses, or curricula

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<sup>9</sup> Accreditation Council for Continuing Medical Education. *CME content: Definition and examples*. <http://www.accme.org/requirements/accreditation-requirements-cme-providers/policies-and-definitions/cme-content-definition-and-examples>.