

2.0 Governing Principles

The principles on which this policy is based are as follows:

- 2.1 Saint Louis University (SLU) is a research university in the Jesuit tradition. Accordingly, SLU is committed to faculty excellence in:
 - teaching
 - scholarship, research, and creative endeavor
 - service to the University
 - professional service

identities, among other things. Ensuring diversity in the make-up of committees/task forces is laudable, and distinctive service of faculty members who enhance diversity, such as mentoring, is critically important. However, we must recognize that this often inequitably burdens such faculty members. Such faculty members should not be disproportionately expected to engage in service work. All such work should be recognized in individual workload assignments. Service assignments should be based on expertise, and not solely on identity.

2.7 7 Faculty diversity is a core value of the University. The University encourages this diversity among its faculty; it is a fundamental driver of faculty hiring, and s

further defined below):

teaching
scholarship, research, and creative endeavor
service to the University
professional service
administration /national/global communities
clinical work

Workload Unit: A numerical representation of the work of SLU faculty that facilitates the assessment of equity of faculty workload (in all forms: teaching, scholarship, service, etc.) across academic disciplines and units. A single workload unit represents the amount of work required for the successful conduct of one credit hour of teaching (as defined herein) in a given discipline.

This definition recognizes that one credit hour of teaching in Discipline A might require notably more faculty time/effort than one credit hour of teaching in Discipline B, for a variety of reasons, including (but not limited to) the following:

course enrollments
course level (e.g., undergraduate, graduate, professional)
course type (lecture, seminar, laboratory, art studio, internship/clinical supervision, etc.)
the nature of student work and associated assessment and grading (major essays, multiple-choice exams, etc.)
appropriate disciplinary pedagogy

Accordingly, disciplinary faculty and their academic unit leaders have the flexibility to calibrate their discipline-specific work—teaching, scholarship, and service (as defined herein, and in its various forms) —to the University standard workload unit accordingly.

IMPORTANT: The following definitions of the various types of University-sponsored work that could be part of the distribution of any faculty member's formally-designed workload are, as noted in Section 2.1, " *General, University-level definitions.*" *More specific, discipline-based definitions are required to be part of the faculty workload policies of each academic unit, as stipulated in this policy (see Section 6.4). Those more specific definitions are to align with the spirit (if not the letter) of these general, University-level definitions while allowing for disciplinary differences.*

Additionally, many of the examples of faculty work in the following definitions might also be examples of other types of faculty work. How faculty work is classified is the purview of the academic unit.

Teaching: A faculty member's multi-faceted responsibilities related to the teaching of courses, including (but not limited to) the following:

course/syllabus design (including such activity for independent study/research courses)
daily/weekly preparation for instruction (in-person, online, hybrid)

distinct category of work; see definition below.)
service as a reviewer of grant applications on behalf of a SLU unit/organization (e.g., Office of the VP for Research, Center for Service and Community Engagement)
formally-designated advising/mentoring of assigned students
assigned participation in the mentoring of faculty colleagues
clinical work in SLU-operated clinic (e.g., health care clinic, mental health clinic, legal clinic).
participation in the work of University centers or institutes
writing recommendation letters

basic faculty obligations such as regular participation in faculty meetings (at multiple levels) and academic ceremonies/convocations (unit- and University-level) that are often expected of all faculty. These are expectations of employment for all faculty.

Professional Service:

an equivalent higher education organization or formally organized scholarly community at a local, regional, national, or international level, via any of the following activities:

- service as an officer, or on a standing committee or task force, of a professional organization
- service as a reader/reviewer of peer manuscripts, projects, or creative products for a journal or publisher
- service as a reviewer of grant applications for a funding agency/organization (e.g., NIH, NSF, Lilly Foundation, Cortex)

University-level unit. Faculty are engaged in this work upon the academic/scholarly expertise upon which their SLU employment is based.

Faculty are not engaged in this work resulting in the receipt of any form of compensation (other than reimbursement of out-of-pocket expenses and honoraria).

Administration: University-level unit. Examples of titles of those engaged in administration work include (but are not limited to): program director, clinical coordinator, department chair, dean, assistant/associate dean, assistant/associate provost.

Clinical Work: University-level unit. Faculty are engaged in this work at a university-operated/sponsored clinic (e.g., health care clinic, mental health clinic, legal clinic).

5.0 University-Wide Workload Requirements

5.1 The University standards for total required annual workload units are based on the contract length (9, 10, 11, or 12 months) of each faculty member, and are as follows:

Faculty Contract Length	
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- 5.9 The workload assigned to faculty must be commensurate with the faculty member's contract and employment status, as well as with the governing promotion and tenure requirements.
- a. Annual faculty workloads for all full-time faculty must be commensurate with the faculty member's contract and/or tenure requirements.
 - b. Part-time faculty workloads must be commensurate with the faculty member's assigned workload, in accordance with each faculty contract and the governing promotion and tenure requirements.

6.0 Requirement for, and Requirements of, Academic Unit Workload Policies

- 6.1 All SLU colleges and schools must establish their own faculty workload policies that (a) are fully consistent with this University-level policy, and (b) best articulate the distinctive nature of faculty work and workload within the respective academic unit.
- 6.2 A college/school with formally-designated departments may choose to forego implementation of a college/school-level policy (per Section 6.1) and, instead, require each of its departments to establish department-specific workload policies. Any such departmental policy must also be fully consistent with this University-level policy.
- 6.3 Each academic unit-level faculty workload policy (per 6.1 and 6.2) must be recorded on the Academic Unit Faculty Workload Policy template included herein as Appendix I
- 6.4 Each academic unit policy must include the following:

clinical), at each distinct contract length (9 mo, 10 mo, 11 mo, 12 mo, per Section 5.1), in each of the domains of SLU faculty work referenced in 6.4.d.

- f. An equivalency table detailing how much of what specific type of faculty work equates to a single faculty workload unit, as defined in 4.0 above. If the academic unit considers the relationship between

11.0 Accountability for Administrative Oversight of Faculty Workload

Department chairs and deans will be reviewed annually by those persons to whom they report regarding the implementation of and compliance with all aspects of the University and their respective academic unit faculty workload policies, including equity.

12.0 References

[forthcoming]

Saint Louis University _____ (St. Louis Campus)

13.0 Approvals

1. Version 1.0 was developed by a Joint Faculty Senate-Provost Task Force; it was approved by the Faculty Senate on January 26, 2016; it was modified and adopted by Provost Nancy Brickhouse on February 29, 2016.