

Faculty Workload Document School of Education

Faculty workloads in the School of Education fit into 3 faculty classifications: Tenured/Tenure-Track; Non-tenure Track; and Clinical. Distribution of responsibilities for a faculty member is dependent upon each person's faculty classification. The following defines the typical responsibilities for faculty in each of the classifications. However, final responsibilities for each faculty member are determined in collaboration with the Dean.

- Tenured/Tenure-Track Faculty: 50% teaching, including mentoring/advising; 40% intellectual contributions; 10% service.
- Non-tenure Track Faculty: 75 - 100% teaching, including mentoring/advising plus required basic service obligations.
- Clinical Faculty: 50% teaching, including mentoring/advising; 40% administrative; 10% service.

A full time nine-month workload is defined as 24 credits per academic year. A three-hour course is equivalent to three workload units.

A general description of the process by which workloads are established for each faculty member will be shared among faculty members by the Program Directors on an annual basis. In addition, a dedicated T Drive folder will be established and maintained annually for the purpose of making all individual faculty workloads available for review by the faculty.

Teaching

Teaching methods can vary widely and may include co-teaching, traditional teaching, supervision of internships, supervision of student teaching and practica, online and blended course delivery and site-based courses.

Both undergraduate and graduate students taking Practica, Student Teaching, and Internship courses register for the appropriate number of credit hours for the course. Supervising faculty are given 1 workload credit for 2 students. If a faculty member is supervising 6 students, the faculty member receives an equivalent of 3 workload credits for 6 students.

Independent Study and Graduate Readings courses, which are defined as directed study not available as a typically offered course, but as a supplementary learning experience, are equivalent to .25 workload units. A maximum of 1.5 workload units of Independent Study and Graduate Readings courses is allowable each semester. A student must be enrolled in the appropriate faculty member's section number in order for the faculty member to receive workload equivalents.

<u>Number of credits</u>	<u>Workload</u>	<u>Percent of Time</u>	<u>Benchmark</u>
<u>18 -24</u>	<u>3/3, 3/4, 4/4</u>	<u>75 - 100</u>	<i>Typical load for non-tenure faculty with basic service obligations, e.g., School functions, Faculty Assembly meetings, faculty meetings, academic ceremonies and/or events, and convocations.</i>
<u>18</u>	<u>3/3</u>	<u>75</u>	<i>Typical tenured faculty load, not research active*; Undergraduate and/or Graduate Programs</i>
<u>12</u>	<u>2/2, 3/1, or 1/3</u>	<u>50</u>	<i>Typical tenure/tenure-track load, research active; Undergraduate and/or Graduate Programs</i>
<u>12</u>	<u>2/2, 3/1, or 1/3</u>	<u>50</u>	<i>Typical clinical faculty teaching load. Other administrative and service requirements apply</i>

*Research active is defined as pursuing research on a continuous basis as a significant part of a faculty member's academic activity.

Mentoring and Advising (a component of teaching)

Description: Faculty members in the School of Education are expected to mentor and advise students in their respective fields.

Undergraduate Mentoring and Advising: The integrated advising system for undergraduate students at Saint Louis University includes a professional staff advisor to aid with registration, course requirement functions, and retention efforts, working collaboratively with a faculty mentor who provides counsel in a specific area of academic study and vocation.

Graduate Advising and Mentoring: The integrated advising system for graduate students in the School of Education includes faculty members who serve as individual academic advisers and mentors to individual graduate students.

Mentoring/Advising Equivalencies: The expected graduate student advisee load for a faculty member is 12 or fewer. Additional Ed.D., Ph.D., and/or M.A. (Thesis) students will result the following workload equivalents:

- 13-24 – 1 Unit
- 25-36 - 2 Units
- 37-48 - 3 Units

In order for a faculty member to receive workload units for advising/mentoring, graduate students must be enrolled in coursework (includes dissertation, projects, study for exams, etc.).

Intellectual Contributions

Description: Intellectual contributions include research and scholarship (including creative works) essential for reinforcing and revitalizing teaching and service. The faculty of School of Education has chosen to use two of Boyer's (1990; 1996) categorizations: the Scholarship of Discovery and the Scholarship of Engagement, which correspond to the more common terms of research and scholarship.

Tenure track or tenured faculty are expected to dedicate 40% of their total workload to research and scholarship. On average, this is equivalent to two peer reviewed publications per year. Other forms of scholarship may

include, but are not limited to, academic presentations, books and book chapters, and drafting grant proposals.

Every year, each faculty member will determine with the dean what his/her individual Intellectual Contributions will be for the purpose of meeting his/her research and scholarship activities. Documentation of scholarship and research must be provided. These individual Intellectual Contribution expectations will be included in the faculty member's workload document and posted on the School's T drive.

Service

Description: Service encompasses a faculty member's contributions to departmental, college, and/or university activities and/or to a faculty member's academic and professional community beyond SLU. Required basic service obligations include participating in School functions, Faculty Assembly meetings, faculty meetings, academic ceremonies and/or events, and convocations.

Examples of service activities which count toward the 10% service expectation include, but are not limited to, serving on School or university committees, service to the individual faculty member's professional community, Faculty Senate, Faculty sponsorship of university programs or committees, student recruiting and participation in community organizations as a representative of the School or University.

These individual Service expectations will be included in the faculty member's workload document and posted on the School's T drive.

Administration

Description: Examples of administrative responsibilities include, but are not limited to: program director; professional development school coordinator; assessment coordinator; director of Internships; director of admissions; and certification officer.

Workload reductions appropriate for each of these positions shall be negotiated with the dean. The reductions will be included in the faculty member's workload document and posted on the School's T drive.

Policy Implementation

As part of annual strategic planning efforts, the Dean of the School of Education, in consultation with faculty, is charged with determining and explicating the specific, collective expectations for the faculty's teaching, research, service, or other activities in the School for the coming year. Typically, these expectations are established as multi-year expectations with little variation on a year-to-year basis.

From those expectations, the Dean of the School will develop, in consultation with each individual faculty member, a written workload plan for each year. The workload plan is documentation of a faculty member's complete responsibilities for an academic year that includes a distribution of duties relating to teaching (including mentoring/advising), intellectual contribution, service, and administration, if applicable. The workload plan must be equivalent in effort to the standard faculty workload for the appropriate classification of faculty.

Individual faculty workloads are to be reviewed annually by the Dean of the School, in consultation with the respective faculty member, and modified as needed to ensure distributed workload expectations align with annual reviews of faculty performance (*Saint Louis University Policy on Faculty Workload, Section 7.0, Policy Implementation*).

References

Boyer, E. L. (1990). *Scholarship Reconsidered, Priorities of the Professorate*. New York: The Carnegie Foundation for the Advancement of Teaching.

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Braskamp, L.A. & Ory, J.C. (1994). *Assessing Faculty Work*. San Francisco: Jossey-Bass.

Glassick, C. E. (2000). Boyer's expanded definitions of scholarship, the standards for assessing scholarship, and the elusiveness of the scholarship of teaching. *Academic Medicine*, 75(9), 877-880.

Shulman, L. S. (2000). "From Minsk to Pinsk: Why a scholarship of teaching & learning?" *The Journal of Scholarship of Teaching & Learning* 1.1. Faculty Colloquium on Excellence in Teaching, Indiana University. <http://www.iusb.edu/~josotl/contents.v2.htm>.