

College of Arts & Sciences
Faculty Workload

The Faculty Council of the College approved the following description (italicized) of teaching loads on February 5, 2009:

Faculty Teaching Assignments

In accordance with the mission of the University and in conformance with the spirit of its philosophy of striving for academic excellence, the College of Arts & Sciences recognizes the teaching role of the faculty as a central responsibility. Additionally, the College recognizes that active participation in original research and scholarship is a foundation for excellence in classroom instruction and is absolutely essential for graduate instruction. Therefore, the college policy on teaching assignments should promote the fulfillment of research expectations central to the academic excellence fundamental to the university mission. Each department has dual responsibilities of teaching and research, and the faculty should be fully involved in meeting both responsibilities.

As outlined in The Faculty Manual of Saint Louis University (Sec. III.G.1), Department Chairpersons, subject to review of the dean, are responsible for identifying the teaching obligations of the Department and for assigning individual faculty to meet them. To meet their responsibilities in teaching, research, and service, Department Chairpersons will assign faculty classes and course loads in accordance with written guidelines for teaching loads in the department that have been approved by the dean. Department Chairpersons will report annually to the Dean individual course load assignments as well as the justification for each of those assignments. The Chairperson of each department has the further obligation to ensure that teaching assignments are distributed fairly and in consultation with their faculty, and that the courses scheduled meet the curricular needs of both undergraduate and graduate programs, where appropriate.

To clarify what is meant by the concept “Each department has dual responsibilities of teaching and research, and the faculty should be fully involved in meeting both responsibilities” the college recognizes that all tenured and tenure track faculty have workloads that involve effort and time spent in teaching and related pedagogical activities; scholarship, research, and or professional creative endeavors; and professional service (to their professional discipline, their department, the college, or the University, or some combination of these). In addition, some faculty may have administrative responsibilities (e.g., chairpersons, program directors, or program coordinators). The college also recognizes that the combined effort across these domains of Teaching, Scholarship, Service, and (in some cases) Administration, cannot exceed 100%. The typical combined effort for most departments in the College is a workload split of 40% Teaching effort + 40% Scholarship effort + 20% Service effort to create a balanced effort at teaching and

scholarship (40% Teaching effort assumes a 2-2 annual teaching load, with each course counting as 10% of the total teaching effort).

As noted in the policy approved in 2009, though, department chairpersons may modify any individual faculty member's workload on an annual basis, in accordance with their own department-specific guidelines (all of which have been approved by the dean's office to ensure that all departments are engaged in both teaching and research), and with approval of the dean's office. Such modifications are made at the beginning of each calendar year during a consultation between the faculty member and his or her chairperson to discuss annual performance goals. As noted in the policy statement, chairpersons must ensure that the teaching needs of the department are considered along with the faculty member's performance goals to ensure a fair distribution of teaching across the faculty. This means that individual faculty may request, on an annual basis, a workload assignment that differs from the typical workload in his or her department, so that his or her assigned efforts at teaching, scholarship, and service reflect the actual efforts in these domains, as tied to performance goals. As an example, if the typical workload in a department is 40-40-20, a faculty member may request a workload of 30 (teaching)-50 (scholarship)-20 (service) if he or she wants to direct more effort at scholarship in that year than is expected (e.g., needs more time to complete a book manuscript than would be possible with a "full" teaching load). Such a modification is allowable if the chairperson is able to meet the curricular needs of the department in other ways (e.g., course reassignment). Such modifications require that the faculty member produce a tangible outcome related to this effort at the end of the year, and merit evaluations are weighted accordingly to reflect this workload distribution.

Similarly, faculty members may choose to engage in greater effort at teaching in a given year than is the norm for their department, and chairs are encouraged to establish larger teaching loads for faculty who engage in less research activity than is the norm in a department. Such modifications to individual faculty workloads create a balance across the department, and more closely link individual performance goals to actual workloads. All faculty workloads are reported to the dean's office annually as part of the faculty annual activity report, and individual faculty requests for modification to the typical department workload are considered at this time.