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# Public Health and Social Justice Faculty Workload Policy

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**Academic Unit: Department of Health Care Ethics**

**Responsible Official: Department Chair**

**Version: 1.0**

**Policy Effective Date: 6/5/26 pending stage II (research buyout and production policies being approved)**

## 1.0 Scope

This policy applies to all full-time faculty members (tenure-track, tenured, and non-tenure-track) within the College for Public Health and Social Justice (CPHSJ). Part-time and adjunct faculty are governed by separate provisions and are not covered by this policy.

## 2.0 Governing Principles

The purpose of the College for Public Health and Social Justice (CPHSJ) Workload Policy is to provide structure for, and promote consistency in, annual faculty workload assignments and evaluations within CPHSJ. In affirmation that diversity, inclusion, and equity are the cornerstone of our Jesuit mission at Saint Louis University, the workload policy is meant to support fairness and equity and to avoid bias based on gender, race, and other identities when considering workload assignments in the areas of teaching, research, service, and administration. Department chairs may recommend workload unit (WLU) deviations to support University and College mission priorities; the Dean is the final decision-maker for any deviation to ensure equity and alignment across the College.

The CPHSJ Workload Policy is meant to support and align with the mission, vision, values, and strategic priorities of CPHSJ. We value innovative and transformative education; research and application of knowledge improving health and justice for all, in particular communities from historically disadvantaged identities; and authentic service working towards impactful and just changes in our university, local, regional, and global communities. Annual workload assignments should be completed in a way to promote faculty professional development and growth in individualized areas addressing these values while meeting the needs of running the college and its associated departments and programs as well as the needs of the University.

The CPHSJ Workload Policy is written in accordance with the University Faculty Workload Policy (UWP; [Link](#)). Successful fulfillment of an approved annual workload assignment will keep the faculty member on pace with approved promotion and/or tenure requirements as specified in CPHSJ Promotion and Tenure Standards.

### 3.0 Faculty Designations and Definitions

For workload planning and evaluation, CPHSJ recognizes three designations that align with the UWP:

- a) Teaching Intensive: Primary emphasis on teaching with service expectations. Scholarship/research workload may range from 0–3 WLUs to support currency in the field but is not required.
- b) Teaching with Scholarship/Research: Primarily teaching but affording substantive work time for an active pattern of engaged scholarship/research, and service (typically 4–7 WLUs in research/scholarship).
- c) Scholarship/Research Intensive: Fairly equal distribution of responsibilities for scholarship/research (10–13 WLUs) and teaching with service expectations.

Note: All tenure-track faculty who are maintaining satisfactory progress toward tenure will be assigned workloads consistent with the Scholarship/Research-Intensive designation until tenure status is finalized; the Dean may request exceptions from the Provost.

### 4.0 Workload Units and Category Ranges

One workload unit (1 WLU) equates to the amount of work required to teach one credit hour in CPHSJ. For a standard 9-month contract, the annual full-time workload equals 24 WLUs (100% FTE); longer contracts are pro-rated proportionally.

#### 4.1 Teaching

The CPHSJ definition of teaching is consistent with university workload policy, including course design, instruction, grading, and student advising and mentoring.

Teaching workload may range from 10 to 24 WLUs per year. WLUs towards teaching for faculty with research funding or administrative responsibilities may be adjusted. All faculty must teach at least one 3-credit hour course per year regardless of other workload assignments.

Teaching WLUs will be assigned within the following ranges to fully overlap with the UWP:

- Teaching-Intensive: 21–24 WLUs per year.
- Teaching with Scholarship/Research: 15–19 WLUs per year.
- Scholarship/Research Intensive: 10–14 WLUs per year.

#### 4.1.1 Exceptions to the 1 credit-to-1 WLU equivalence

**BST/HMP/PUBH 3910: Internship** sponsorship will count as 0.1 WLU per student.

**PUBH 5910: Practice Experience in Public Health** includes year-long oversight of student practice experience, which is considered advising. WLUs for advising are provided below.

**HMP 5901, 5902, 5903: Health Management and Policy Rounds** counts for 1-2 WLUs per credit hour depending on cohort size. Includes oversight of all MHA student's professional development, internship placement, and post-graduation placement. Requires several individual appointments in addition to course time to ensure student success.

**HMP 5910: HMP Internship** counts for 1-2 WLU per credit depending on number of site visits required.

*Multipliers:* Courses with enrollment of over 50 students: 1.5 WLU per credit. Courses with enrollment < 6 students: 0.5 WLU per credit. *Independent study/directed research:* 0.33 WLU per credit (with chair approval). *Team-taught courses:* WLUs split equitably among instructors.

#### 4.1.2. Additional Teaching Workload

New course development or major course revision should be given half the WLUs associated with teaching the course and should require work beyond keeping material current, which is an expectation of all faculty. Examples of revisions worth additional WLUs include new mode of delivery and changing at least 50% of topics covered. All WLUs associated with course revisions should be agreed upon with the department chair.

As student advising and mentoring may take varying amounts of time depending on the expectations of advising/mentorship and the student's program, WLU devoted to advising/mentoring should be related to the amount of faculty time spent mentoring using the service definition of one WLU equivalent to 1 hour 40 minutes per week. As guidelines, faculty should use the following, recognizing that this differs based on the approach the faculty member uses to advise/mentor:

- Undergraduate mentoring: 0.2 WLU for every 5 students
- Undergraduate honors advising: 0.6 WLU per student
- Master's academic advising: 0.6 WLU for every 5 students
- MPH APEX advising: 0.6 WLU for every 5 students
- MPH Capstone/Master's thesis advising: 0.6 WLU per project
- PhD mentoring (as primary mentor): 0.5 WLU per student (max 2 WLU)

WLUs associated with professional development should depend on the time commitment needed for the activity and should be agreed upon with the department chair. Long-term Reinert Center programs which suggest a course release or significant reductions in other obligations may count for up to 3 WLUs.

#### 4.2 Scholarship/Research

Scholarship/Research comprises the generation, integration, and/or application of new knowledge in the field, including peer-reviewed dissemination (e.g., journal articles, scholarly books/chapters), externally reviewed grants and contracts, and publicly engaged scholarship that produces documentable intellectual contributions. Consulting for external compensation does not count toward research effort, though resulting peer-reviewed products may count toward research productivity.

Faculty may devote 0 to 13 WLUs to unfunded research, as per the university workload policy. Faculty with salary recovery from external funding may have their recovered percent effort translated to WLUs and added to the WLUs devoted to unfunded research.

Research WLUs will be assigned within the following ranges to fully overlap with the UWP:

- Teaching Intensive: 0-3 WLU per year.
- Teaching with Scholarship/Research: 4-7 WLU per year.
- Research Intensive: 10-13 WLU per year.

Within these totals, externally funded effort (AY percent effort converted to WLUs) and unfunded scholarly effort are jointly counted; funded effort is **\*\*not\*\*** added on top of research WLUs. AY percent effort is converted using:  $(AY \% \text{ effort}) \times 24 \div 100 = \text{research WLUs}$ .

#### 4.2.1 Research Equivalencies (indicative, not exhaustive)

For purposes of setting expectations for and evaluation of research productivity, the following can be used. Annual evaluations should assess workload productivity on a three-year rolling average.

	Articles	Grants Submissions	Reputation-Building
<i>Teaching Intensive</i>	<ul style="list-style-type: none"> <li>• Does not meet criteria for Research Active definition</li> </ul>	No grant submissions; no active funding	Notable activities focused on teaching success
<i>Teaching with Scholarship/Research</i>	Two articles / year (at least one of which must be first or senior author) <ul style="list-style-type: none"> <li>• If no first or senior author publications, must be three articles / year</li> <li>• Presentations representing progress towards publication may stand in for submitted manuscripts</li> </ul>	One grant / year (at least every other year, must be PI or Co-PI) <ul style="list-style-type: none"> <li>• If no PI or Co-PI proposals, must be two grants / year</li> </ul> NOTE that this requirement may be deferred for faculty while they are already grant funded.	At least one notable activity every year
<i>Research Intensive</i>	Four articles / year (at least two of which must be first or senior author) <ul style="list-style-type: none"> <li>• If no first or senior author publications, must be six articles / year</li> </ul>	Two grants / year (at least one / year must be PI or Co-PI) <ul style="list-style-type: none"> <li>• If no PI or Co-PI proposals, must be four grants / year</li> </ul> NOTE that this requirement may be	Notable activities every year

		deferred for faculty while they are already grant funded.	
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The above will be considered the standard thresholds for being considered as Teaching with Scholarship/Research, Research Intensive, or Teaching Intensive. It is possible, however, that a faculty member would prefer to focus more effort in one or two of the categories and less in another. For example, a faculty member may determine that for a year or two, the best use of their time is submitting grants, even if that comes at the expense of publishing articles. In that case, replacement of the expectation for articles may be made by doubling the expectation for grants or vice versa. Reputation-building activities may also be replaced with manuscript submissions, grant submissions, or presentations. Faculty may not, however, replace articles or grants by doubling expectations for reputation-building activities.

The exceptions to substitutions are as follows:

- Teaching with Scholarship/Research faculty may not *fully* substitute for publishing. In order to be research active, faculty must publish at least one peer-reviewed article / year over a three-year period [in any place of authorship]
- Research intensive faculty may not *fully* substitute for submitting grants. In order to be research intensive, faculty must submit at least one external grant or contract / year over three-year period [in any role on the grant / contract], unless they are continually grant funded during that period.

The Appendix defines research products more fully.

### 4.3 Service to University/College/Department and Profession

As an institution that values teaching and communal life, all CPHSJ faculty are expected to perform service to the university. Service to the university consists of contributions to shared governance and operation of SLU academic programs, departments, CPHSJ, or the university itself. This work includes chairing or sitting on committees at any of these levels and similar work under the name of a college or university unit, center or institute. Serving on doctoral committees, reviewing doctoral exams, and program admissions constitute common service activities. Other work dedicated to the continuing running of the university not explicitly assigned to another area of workload may be considered service to the university.

Service WLUs range from 0-3 annually; however, service typically ranges from 1–3 WLUs annually among all faculty designations, with reduced expectations for pre-tenure faculty as appropriate. One WLU of service is approximately 1 hour 40 minutes per week across the AY (~53 hours/year). Administrative service counted under formal administrative roles is not double-counted as service. Basic obligations (e.g., attending faculty meetings and academic ceremonies) are not counted as service.

#### 4.4 Administration

Administrative roles (e.g., Associate/Assistant Dean, Chair, Program Director) receive WLUs as established in role descriptions approved by the Dean. Approximately half of administrative WLUs reduce teaching, with remaining reductions from research and/or service, determined with the Dean or Chair. Assignments are revisited annually to reflect accreditation and academic cycles.

#### 4.5 Clinical Work and Librarianship

CPHSJ does not currently assign WLUs for clinical work or librarianship; if applicable in the future, definitions and equivalencies will be established consistent with the UWP and incorporated into this policy.

#### 5.0 Overload

Any assignment exceeding the required annual workload units is an **overload** and requires **Provost approval**. Overload is compensated either through additional pay or through current or future workload reduction, consistent with University policy. Overload assignments should be rare and justified by unit need.

#### 6.0 Annual Workload Planning, Assignment Artifacts, and Transparency

The workload planning/evaluation period is the calendar year. Faculty submit evaluation materials and a proposed workload plan each January. Chairs norm across departments to ensure equity, then meet individually with faculty to finalize plans; the Dean reviews all plans for alignment and equity.

Each **individual annual workload assignment** record will include: (a) a link to the University Faculty Workload Policy; (b) a link to the governing CPHSJ workload policy posted on the Provost's website; and (c) a signature (or electronic acknowledgment) line for the faculty member. Approved plans are archived in a secure, shared workspace accessible to CPHSJ faculty (excluding evaluative narratives). Mid-year adjustments (e.g., new funding, new roles) are documented, approved by the Dean, and archived.

#### 7.0 Internal Appeals Process

A faculty member who disagrees with their workload assignment may submit a **written appeal** to the Dean within 10 business days of receipt, specifying the contested elements and proposed remedy. The Dean will review the appeal (and may consult the Chair) and issue a written decision within 20 business days. The Dean's decision is final for workload assignments.

#### 8.0 Policy Development and Revision

CPHSJ Faculty Assembly may convene an ad hoc committee to propose revisions at least every three years or as needed for UWP alignment. Drafts will be circulated for faculty feedback (including at least one Faculty Assembly discussion). The committee forwards a

recommendation to the Dean. The **Dean and Provost are the ultimate authorities** for approval of the workload policy; faculty votes are advisory. Once approved, the policy is archived and effective for the next workload cycle.

### **Appendix: Definition of Research Activity**

There are many products that could be considered indicators of one's research activity. The following, while not comprehensive, will be considered when measuring faculty research activity. Given the well-known challenge of defining activity across faculty, chairs will employ discretion to ensure that the activity meets the spirit of what is intended by these definitions. If a faculty member wishes to have other activities considered, that may be done in conversation with the faculty member's chair. This must be discussed *in advance* and will be shared with other chairs in order to ensure equity across the College.

- Submitted peer-reviewed articles
- Authoring academic books
  - Does include book chapters in academic press books
- Research presentations (oral, poster, etc.) at a professional conference
- Submitted grants, including:
  - Foundation funding, regardless of level of indirect recovery
  - Contract funding, regardless of level of indirect recovery
  - Grants that are submitted but not funded
  - Grants funded internal to the university
- Other research-focused, reputation-building activities – largely intended to encourage activities that help “demonstrate a national or international reputation in scholarship” and/or “demonstrate significant impact on their disciplinary field” per the CPHSJ P&T guidelines. Activities include:
  - Serving on study sections
  - Serving on editorial boards of reputable journals
  - Serving in professional associations or other organizations that are research-focused (but not those associations with foci other than research)
  - Public health practice activities; community-engaged policy; program and research collaborations; technical assistance tasks.
  - Significant efforts to disseminate research findings in a public-facing manner. Examples include: event/speaking invitations; community/public lectures; non-peer reviewed publications and media appearances; legislative engagement; advocacy.

### Definitions

Any faculty member in the College – non-tenure track, tenure-track, or tenured – *may* have some amount of workload associated with research. Nevertheless, “research active” or “research intensive” are defined by research output and not workload, although the latter ideally leads to the former. Therefore, faculty may have some research activity but not be considered “research active” according to this policy.

Although faculty annual reviews and workload are determined on an annual basis, whether one is teaching intensive, research active, or research intensive is better determined over a longer period of time. Therefore, the definitions below are based on a 3-year rolling average. This allows for faculty to invest in projects that take longer than 1 year to yield products. In cases where a 3-year rolling average may not be appropriate, such as a faculty member stepping out of an administrative role, the expected productivity below can be reduced by an amount commensurate with the reduced research workload during the years in question.