



Doisy College of Health Sciences Faculty Workload Policy

Academic Unit: Doisy College of Health Sciences
Version: 3.0

Responsible Official: Dean Tricia Austin
Policy Effective Date: 07/14/26 pending stage II
research buy out and productivity review

1.0 Introduction

This policy defines the Doisy College of Health Sciences (DCHS) framework for faculty workload, ensuring alignment with the [University Faculty Workload Policy](#). The purpose of this policy is to align the needs of the academic department with [promotion and tenure](#) requirements, annual performance evaluations, and individual career development plans. In addition, the plan promotes equity between units and between DCHS departments.

2.0 Governing Principles

All governing principles of Doisy College of Health Sciences workload policy shall align with the current [University Faculty Workload policy](#).

This policy is grounded in commitment to excellence, flexible distribution, equity, and fairness. It supports diversity and respects the evolution of faculty roles. *Equitable*, in this context, means that all faculty work is distributed in a way that avoids bias related to gender, race, or other aspects of identity. The unique mission and operational needs of the Doisy College of Health Sciences require a system for determining individual faculty work assignments that accommodates departmental and programmatic variations while maintaining excellence of the student experience. The approved workload assignments must align with the broader needs/priorities of the academic unit(s) to which each faculty member is assigned, as well as of the University as a whole, as determined by the Provost. Therefore, individual workload assignments are established by the Chair and the faculty member in a collaborative effort that takes into account (a) the faculty member's talents, abilities, and career development plans; (b) the faculty member's contract and employment status; (c) the goals and needs of the department; (d) available financial and faculty resources; and (e) [promotion and tenure requirements](#).

3.0 Scope

This policy applies to all faculty within the Doisy College of Health Sciences under Dean's oversight.

4.0 Definitions

Workload unit: A single workload unit represents the amount of work required for successful conduct of one credit hour of teaching in a given discipline for assignments that have been approved by the chair.

Teaching Intensive: Exclusive or nearly exclusive teaching responsibilities.

Teaching and Service/Administrative: Varied responsibilities with teaching and/or research but affording substantive work time for active patterns of administrative and service activities.

Teaching and Research/Scholarship: Varied responsibilities with teaching but affording substantive work time for an active pattern of engaged scholarship/research/creative endeavor.

Scholarship/Research Intensive: Equally distributed responsibilities for teaching and scholarship/research/creative endeavor: however, this designation entails a level of sustained, peer reviewed scholarship/research (including associated outcome/impact) consistent with professional or discipline-specific R1 standards.

Table A: Annual Workload Teaching Ranges

Typical Workload Ranges			
Workload Type	Teaching	Research/Scholarship/ Creative Endeavor	Service/Clinical/ Administrative
Teaching Intensive	21-24	0-1	0-3
Teaching and Scholarship/Research	12-20	3-9	0-3
Scholarship/Research Intensive	10-14	10-13	0-3
Teaching and Service/Administrative	12-20	0-3	3-12

Note: The University standard for research faculty can be adjusted downward when funding line items compensate for teaching coverage.

5.0 Faculty Workload Requirements

All work in teaching, service and administration, and research/scholarship/creative endeavor are highly valued in the Doisy College of Health Sciences. The unique requirements of the college necessitate a flexible system in alignment with the current [University Workload Policy](#) for determining individual faculty member work assignments. Successful fulfillment of faculty workload assignment will keep the faculty member “on pace” with approved promotion and/or tenure requirements. All annual evaluations must be based on each faculty members formally assigned workload, in accordance with their contract and the Faculty Manual.

Allocation of workload units across teaching, service, research/scholarship, and, when appropriate, assignments required in the administration of a department’s academic programs (e.g., program director, director of clinical education), should not exceed 24 workload units/yr. (9-month appointments). Each full-time faculty member is expected to maintain the following:

Table B: Workload Requirements

Length of Contract	9 mo.	10 mo.	11 mo.	12 mo.
Total Yearly Workload Units	24	26.5	29	32

Note: If an instructor teaches more than one section of the same lab course, the second and any subsequent sections will be assigned 1.25 workload units per semester.

Teaching – Class Size Adjustment

Teaching large classes requires additional faculty workload, while smaller classes entail less time for grading and student feedback. To account for the impact of class size on teaching effort, workload adjustments are applied at both the undergraduate and graduate levels.

Table D: Class Size Multipliers

Undergraduate Class Size					
Number of Students	≤9	10 - 40	41-60	61- 100	101+
Workload Multiplier	.75	1.00	1.25	1.50	2.00

Graduate Class Size Adjustment

Number of Students	≤5	6 - 30	31 – 65	66-100	101+
Workload Multiplier	.75	1.00	1.50	1.75	2.00

5.1 Teaching

A. 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. Faculty members are expected to evaluate students’ performance, provide individual feedback to facilitate learning, and meet with students as needed outside of class hours. Faculty workload may be adjusted based on the contribution of guest lecturer(s) to the course.

Table C: Workload Assignments for Lecture Courses

Course Modality	Course Credit Hour	Weekly Contact Hours (Instructional contact hours)	Additional Faculty Effort (Hours per week)	Total Weekly Effort (Weekly Contact Hours + Additional Faculty Effort)	WLU Conversion Factor (Conversion of Workload hours to Workload units)	Assigned Workload units
Lecture	1	1	2	3 (1+2)	3/3	1
	2	2	4	6 (2+4)	6/3	2
	3	3	6	9 (3+6)	9/3	3

B. Teaching – Lab

The varied disciplines in DCHS require our competency-based curricula to offer extensive laboratory experiences where individuals learn skill-based procedures through instruction, demonstration, and hands-on practice with individual feedback. These labs require active teaching and written practice assessment of a student’s proficiency to ensure competency and student/patient safety. Faculty members are also expected to manage lab materials (acquire, maintain, set up, clean, and inventory).

Many departments also rely on multiple faculty who work collaboratively within courses to deliver effective demonstrations and assessments of practical skills, which is essential for meeting

accreditation standards.

Table D: Workload Assignments for Lab Courses

Course Modality	Course Credit Hour	Weekly Contact Hours (Instructional contact hours)	Additional Faculty Effort (Hours per week)	Total Weekly Effort (Weekly Contact Hours + Additional Faculty Effort)	WLU Conversion Factor (Conversion of Workload hours to Workload units)	Assigned Workload units
Lab (lead)	1	3	3	6 (3+3)	6/3	2
	2	6	6	12 (6+6)	12/3	4
	3	9	9	18 (9+9)	18/3	6
Lab (secondary)	1	3	0.75	3.75 (3+0.75)	3.75/3	1.25
	2	6	1.5	7.5 (6+1.5)	7.5/3	2.5
	3	9	2.25	11.2 (9+2.25)	11.25/3	3.75

C. Teaching – Team

Team teaching usually involves instruction shared with other faculty members. Workload units may be adjusted for team teaching, based on the relative percent effort of members of the teaching team. The percentage effort is used to calculate the workload units for each of the respective faculty in the course.

The combined workload units allocated to all instructors must not exceed the total workload units assigned to the course after multipliers. *Team taught courses must have percent effort documented in the appropriate University course management system (e.g. Courseleaf) in order to complete these workload calculations.*

D. Teaching – Clinical

Clinic teaching involves preparing, training, and directly supervising students in real-world culinary,

community, clinical, medical laboratory, or simulated medical settings. The student will provide the services or perform the tasks, while the instructor directly observes, models and provides additional direct support as needed. Workload includes preparation and debriefing after clinical teaching, which will vary depending on the student's ability, the complexity of the case, and the structure of clinical teaching in each department. Preparation may include (but is not limited to) developing exams, developing, proctoring, and grading student assessments, assessing student performance, managing the course, training, and advising students, reading relevant literature, and traveling to and from sites. Clinical experiences vary widely between academic programs and in maintenance of accreditation standards. Therefore, workload will take into consideration accreditation requirements for teaching and supervision. Program-specific clinical workload allocations are determined by the department chair and approved by the dean.

E. Teaching – Projects (e.g. Thesis, Independent Study, Capstone)

Faculty who serves as *chair* of summative degree projects (e.g. thesis, dissertation, capstone) that are not part of a larger course are eligible for workload allocation. Serving on a *committee* of a summative degree project is considered a basic faculty obligation and would not be eligible for workload assignment.

Summative projects that are part of a formal course where the faculty member assigned is responsible for the direct instruction will be assigned workload units.

Independent study (or directed study) is a unique learning activity that supplements the available curriculum. The faculty member and student agree on the study topic, requirements, and number of credit hours. Contact time and effort will range from minimal to substantial, depending on the topic, requirements, and student abilities. To qualify as a workload assignment, the chair must approve, and the student must be enrolled in independent study as a course.

Table E: Project Workload Adjustments

Work Assignment	Measure
Teaching – Independent Study	Faculty supervising independent study, where the student is enrolled in a course for the independent study receive 0.25 Workload unit per 3 credit hours per student For courses carrying fewer than 3 credit hours, 0.1 workload unit will be assigned per credit hour per student.
Teaching – Thesis/ Dissertation	0.25 workload units per 3 credit hours, per student for active thesis/dissertation For courses carrying fewer than 3 credit hours, 0.1 workload unit will be assigned per credit hour per student.
Teaching -	0.25 workload units per 3 credit hours, per student for active capstone/summative

Capstone/Summative Project	project for project chair For courses carrying fewer than 3 credit hours, 0.1 workload unit will be assigned per credit hour per student.
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F. Teaching – Online

Workload units for teaching online courses are the same as for face-to -face courses if they comply with [University policy for Distance Education](#).

G. Mentoring Students

The University regards teaching as incomplete if it is limited to the classroom or laboratory. All faculty members are expected to mentor students about academic and professional matters, as the occasion arises either by formal assignment or as a necessary supplement to classroom contact.

Mentoring refers to naturally occurring, supportive relationships students have with faculty. It involves the provision of general guidance and support and helping a student learn something new. The mentoring partnership is a structured one-to-one relationship that focuses on the needs of the mentee. Faculty members should provide ample scheduled office hours, as well as opportunities for informal discussions, and should encourage students to consult them about academic matters.

Mentoring 1-25 students across all cohorts is a basic faculty expectation. Additional workload units may be assigned for those individuals who have substantial mentoring loads or who have other student support responsibilities.

Table F: Student Mentoring Assignments

Student Mentoring Assignments			
Number of Students	26-50	51-75	76-100
Workload Multiplier	0.5/semester	1./semester	1.5/semester

5.2 Research/Scholarship/Creative Endeavor

Research, scholarship, and creative endeavor entail contributions to the body of knowledge and practice within one’s discipline or profession (e.g. publications, grants, community-based scholarship, research and creative works). To be recognized in this category, contributions must be shared with peers and subject to formal or informal peer review appropriate to the field. Assignment of prescribed workload units is contingent upon meeting performance expectations. Faculty are expected to engage in a sustained program of inquiry or creative work that demonstrates intellectual rigor, ongoing

productivity, and disciplinary relevance.

Evidence may include peer-reviewed publications, presentations, externally or internally funded projects, creative or applied works, program development, or other forms of dissemination that reflect the standards and evaluative processes of the discipline.

Evidence of sustained scholarly productivity demonstrates notable and ongoing contributions to the faculty member's field or discipline, with particular emphasis on peer-reviewed scholarship and other academically recognized creative achievements. Supporting evidence of productivity includes the following:

Research Intensive:

- Three to four publications on average per year in academic peer-reviewed journals with significant intellectual contributions.
- And principal investigator or co-investigator status on secured, external research funding from major funding agencies or demonstrated record of consistent submission of competitive proposals to major funding agencies.

This level of productivity reflects expectations for faculty with substantial research workload allocation at a R1 institution.

Teaching and Scholarship/Research:

- Expectations for research and scholarly activity proportional to the amount of workload units and include publications and presentations at regional, national, and/or state conferences.
- And consistent internal/external applications for grant(s).

5.3 Service

Service encompasses a faculty member's contributions to departmental, college, university, professional, and community activities that extend beyond their primary teaching, scholarship, and administrative responsibilities. Service reflects the application of a faculty member's expertise, knowledge, and skills as an educator, scholar, and professional to advance success of students, support the mission of the university, strengthen the discipline or profession, and contribute to the broader community. All service activities should align with and promote the mission and values of the University and campus. Faculty should refer to the current University Faculty Workload Policy for the official definitions and expectations related to service.

For faculty on a nine-month contract, one service workload unit is equivalent to approximately 65 hours of documented and approved service activity. Only service activities that are approved by the chair and/or dean as part of a faculty member's assigned workload may be credited towards workload assignment. Voluntary service activities that have not received prior approval shall not be counted as workload and do not create entitlement to workload credit in the current or subsequent academic years.

5.3.a. University/College/Department Service

Service contributions to the department, college, and/or university that extend beyond the baseline faculty responsibilities outlines in the [University Workload Policy](#) shall be eligible for workload credit. For faculty on a nine-month contract, one workload unit is defined as approximately 65 hours of service.

5.3.b. Professional Service

A faculty member's contributions to a professional/disciplinary association or an equivalent higher education organization or formally organized scholarly community at a local, regional, national, or international level.

5.3.c. Public Service

Reflecting on the University's commitment to "service to humanity" and community-engaged scholarship, a faculty member's contributions—explicitly on behalf of the University, and for the purpose of advancing specific University community outreach commitments—to the local/regional/national/global communities that the University serves. "Public Service" explicitly excludes work resulting in the receipt of any form of compensation (other than reimbursement of out-of-pocket expenses and honoraria).

5.3.d. Clinical Practice

Clinical practice refers to the provision of direct services, including treatment and diagnostics, as well as indirect service, such as consultation with clients and families. Depending on the client and site, varying degrees of preparation and follow-through will be required, for example, researching evidence-based practice, gathering and creating materials, writing reports, managing devices, and traveling to and from sites. 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. However, these unusual circumstances may not be included in workload unit calculations. The unusual circumstances may differ between departments as developed by the Chair and approved by the Dean;. See current University Workload Policy for further detail.

5.3.e. Program Administration

Faculty with substantial administrative responsibilities assigned by the department chair or Dean will have workload units assigned accordingly with consideration of accreditation requirements and class size. Assigned administrative roles must have a description of duties, assigned workload units/term, and a plan for faculty assessment regarding the role.

5.4 Special Assignment

Faculty 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 period.

5.5 Requirement for Provost Approval of Overload Assignments

Variances may occur in unusual circumstances with adequate justification. Any prescribed overload beyond the required annual workload must be negotiated and agreed upon by the chair with the faculty member and shall require prior approval of the Dean. Efforts should be made to achieve equity over a reasonable period. Any assignment exceeding the required workload units is considered overload, requiring Provost approval and compensated either through additional pay or current or future workload reduction. Payments due to any associated faculty overload will be determined and paid during the spring semester and prior to the end of the academic year.

6.0 Faculty Workload Processes

Department chairs have primary responsibility for faculty workload assignments in consultation with the Dean. The discussion and determination of workload assignments for the upcoming academic year are held prior to the end of the spring semester. Workload allocation is shared with the faculty members during the spring semester, and opportunities are presented to discuss workload and address items as needed to reach a collective common understanding between the faculty member and chair and/or Dean.

1. 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 of the year.
2. Faculty members must be given the opportunity to provide written and oral feedback on a draft of their workload assignment prior to its final approval.
3. The department chair will share draft workload assignment for all faculty members, full-time and part-time, with the Dean electronically during the spring semester for review and approval. Workload assignments will be shared on the college intranet (e.g., SharePoint) for all faculty in the unit before the start of each academic year.
4. If assignments must be adjusted during the academic year due to changed or unforeseen circumstances, including but not limited to the cancellation of a course, the adjustments should be documented on the workload assignment form and submitted to the Dean's Office. Department chairs shall reallocate workload to meet the needs of the department and ensure equitable workload allocations across faculty.
5. Final workload assignments will record a link to the [University Faculty Workload Policy](#), [Doisy College of Health Sciences Faculty Workload Policy](#), and signature line for faculty

acknowledgment.

6. If the faculty disagrees with their workload allocation and believes that workload policy has not been followed, they may file a written appeal to the dean within two weeks of receiving the workload assignment.

7.0 Equitable Distribution of Work

All workload assignments in the college shall be consistent with the [University Faculty Workload Policy](#). The plan maximizes the contribution of faculty throughout the college and promotes reasonable equity between DCHS departments.

8.0 Accountability for Administrative Oversight of Faculty Workload

All workload assignments in the college shall be consistent with the [University Faculty Workload Policy](#) and approved by the Dean. The DCHS workload policy shall be reviewed every three years to adjust policy based on changing needs, feedback, and evaluation data.

9.0 Approvals

Version 1.0 approved 12/19/16

Version 2.0 approved by Dean 03/01/24, sent to Provost 5/10/24 (not approved as new University Policy published 01/01/25; DCHS Workload assignments for AY 2026 used with this version)

Version 3.0 approved 12/08/25 by Dean and 07/14/26 by Provost **pending stage II (research buyout and production policies being approved)