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## Academic Unit 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 Introduction

This policy outlines the approach to assigning and managing faculty workload in the Department of Health Care Ethics, a unit in the College of Arts and Sciences (CAS) at Saint Louis University (SLU). This policy aims to be consistent with SLU's [Faculty Workload Policy](#) and the [CAS Faculty Workload Policy](#). Faculty responsibilities and workloads are assigned by the department chair (in consultation with faculty) and reviewed and approved by the dean. This policy emphasizes equitable distributions aiming to avoid biases in workload assignments related to gender, race, and other aspects of identity.

The professional goals of faculty members in Health Care Ethics are diverse, which the Department and College embraces, values, and encourages as fundamental drivers of faculty hiring and professional well-being. The diversity of faculty members' professional goals shall inform the distribution of work for individual faculty, as determined by the department chair in consultation with each faculty member, but shall not guarantee that faculty professional goals or input on workload will be manifested in all workload assignments. The broader needs/priorities of the Department of Health Care Ethics (as determined by the department chair and/or dean), as well as those of the University as a whole (as determined by the Provost), shall take precedence. This policy recognizes the College's organizational complexities and financial constraints and prioritizes its commitment to serving students.

As a key contributing member of SLU, a Jesuit research university, the Department of Health Care Ethics is committed to faculty excellence in:

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

The policy:

- covers all individual contracts, College policies, and workload assignments.

- promotes a diverse distribution of workloads while maintaining fairness, helping to prevent faculty from becoming overburdened.
- is not prescriptive about the amount of work but provides guidelines for the fair distribution of work.

## 2.0 Governing Principles

This policy is grounded in the following principles:

- **Commitment to Excellence:** The Department and College are committed to excellence in teaching, research/scholarship/creative endeavor, service, and when applicable, administration, clinical work, and community-engaged work.
- **Flexible Distribution:** Workload assignments vary based on faculty category, qualifications, level of expected contribution in different workload areas, and departmental/program needs. This flexibility allows department chairs and program directors to develop procedures that create transparent and adaptable expectations around which they assign faculty workload.
- **Equity and Fairness:** Workload distributions should be equitable, ensuring fair evaluation and opportunities for merit increases and promotions.
- **Commitment to Service:** The Department and College expect its faculty to participate in service and actively work to support the academic environment for students and faculty. This work should show consistent and sustained dedication.
- **Support for Diversity:** The Department and College recognize faculty who are disproportionately involved in service roles and aims to balance this while valuing their contributions.
- **Engagement:** All faculty are expected to be engaged in the life of the University by participating regularly in faculty meetings (at multiple levels), academic ceremonies, and convocations (college- and university-level). These are expectations of employment (not service) for all faculty.
- **Respect for “Faculty Lifecycle” Evolution:** Faculty workload assignments should reflect the evolution of faculty interests and abilities driving their various work commitments (teaching, research, service, etc.).

## 3.0 Scope

This policy applies to all faculty assigned to Department of Health Care Ethics under the CAS Dean’s oversight.

## 4.0 Definitions

**Workload Unit:** A single workload unit represents the amount of work required for the successful conduct of one credit hour of teaching (as defined in the University Faculty Workload policy) in a given discipline.

**Teaching-Intensive:** Teaching-Intensive Faculty workloads are those comprised either exclusively or nearly exclusively of responsibility for teaching

Under University policy, faculty under this designation *typically* are assigned workloads featuring:

- 21-24 workload units of teaching
- 0 workload units of research/scholarship/creative endeavor

- 3 workload units of service/clinical/administrative activities

Given the College's high expectations that faculty participate in regular and sustained service activities, assignment of 1 to 3 workload units of service for Teaching-Intensive Faculty is typical. Exceptions to this would be faculty who take on significant service obligations to the University, the profession, or the community. Although the balance of teaching, research/creative endeavor, and service will vary from week to week, one workload unit of service would be consistent with an average of 1.7 hours spent on service in a work week.

**Teaching and Scholarship/Research:** Teaching and Scholarship/Research Faculty workload designations are those comprised primarily of teaching but affording substantive work time for an active pattern of engaged scholarship/research/creative endeavor. Under University policy, faculty under this designation *typically* are assigned workloads featuring:

- 15-20 workload units of teaching
- 4-7 workload units of research/scholarship/creative endeavor
- 0-3 workload units of service/clinical/administrative activities

A faculty member in the Teaching and Scholarship category in HCE produces scholarship equivalent to two-thirds of what is expected of a Research-Intensive faculty member.

Primary evidence of Teaching and Scholarship output is publishing, on average over a 3-year period, either:

- 1 peer-reviewed article as sole or primary author every 2 years in a bioethics journal or journal from one's primary discipline (e.g., philosophy, theology, medicine, law), or
- Steady progress toward a peer-reviewed academic monograph as sole or primary author
- Other evidence may be taken into account as specified below for a Research-Intensive faculty member.

Given the College's high expectations that faculty participate in regular and sustained service activities, assignment of 1 to 3 workload units of service for Teaching and Scholarship/Research Faculty is typical. Exceptions to this would be faculty who take on significant service obligations to the University, the profession, or the community. Although the balance of teaching, research/creative endeavor, and service will vary from week to week, one workload unit of service would be consistent with an average of 1.7 hours spent on service in a work week.

**Scholarship/Research-Intensive:** Scholarship/Research-Intensive Faculty workload designations comprise roughly equally distributed responsibilities for teaching and scholarship/research/creative endeavor; however, this designation contemplates a level of sustained, peer-reviewed scholarship/research/creative endeavor (including associated outcomes/impact) consistent with professional- or discipline-specific R1 standards. Under University policy, faculty under this designation *typically* are assigned workloads featuring:

- 10-12 workload units of teaching
- 10-13 workload units of research/scholarship/creative endeavor
- 0-3 workload units of service/clinical/administrative activities

Research-Intensive faculty members will typically have a 2/2 teaching load per academic year on a 9-month contract.

Primary evidence of research-intensive scholarship is publishing, on average over a 3-year period, either:

- 1 peer-reviewed article as sole or primary author per year in a bioethics journal or journal from one's primary discipline (e.g., philosophy, theology, medicine, law), or
- 1 peer-reviewed academic monograph as sole or primary author

If appropriate, other types of publications will count toward this evidence, although the amount of these publications will need to exceed the amounts specified above. These may include:

- Co-authored peer-reviewed academic monograph
- Co-authored peer-review publications
- Selective but not peer-reviewed publications
- Selective invitations to speak at academic conferences

Finally, other types of research evidence will serve as supplemental evidence of research intensiveness but cannot replace those enumerated above. These may include:

- Second or subsequent author in a monograph or peer-reviewed articles
- Articles in non-refereed journals or professional journals
- Encyclopedia articles
- Chapters in scholarly books
- Edited collections of scholarly essays
- Public scholarship (e.g., op-eds, blogs)

Given the College's high expectations that faculty participate in regular and sustained service activities, assignment of 1 to 2 workload units of service for Scholarship/Research-Intensive Faculty is typical. Exceptions to this would be faculty who take on significant service obligations to the University, the profession, or the community. Although the balance of teaching, research/creative endeavor, and service will vary from week to week, one workload unit of service would be consistent with an average of 1.7 hours spent on service in a work week.

*Note: All faculty (a) on the tenure track and (b) maintaining satisfactory progress toward the earning of tenure must be assigned workload consistent with the Scholarship/Research-Intensive designation above until tenure status has been finalized. The CAS Dean may request exceptions to this stipulation from the Provost.*

## 5.0 Faculty Workload Requirements

Faculty workload is measured in workload units, with a standard of 24 units per academic year for a 9-month contract. Longer contracts have proportional requirements. The level of workload contribution should be determined by the department chair in consultation with the faculty member (and reviewed and approved by the dean) as part of the workload allocation process.

5.1 Workload units encompass all faculty activities (i.e., teaching, research, service, and, when applicable, administration, and clinical work) and can vary by unit, discipline, and other factors.

- **Teaching:** Typically includes student advising and mentoring, course design, instruction, and grading of undergraduate, graduate and professional courses, except in cases where faculty freely choose to plan and teach courses outside their 24 units (e.g., in summer and/or winter terms). In addition, HCE faculty are expected to mentor students through, for example, providing career advice, writing letters of

recommendation, or offering feedback on papers under preparation for scholarly presentation or publication.

- Typically, 1 credit of teaching for a graduate or undergraduate course is equivalent to 1 workload unit, regardless of enrollment cap. Supervision of a chair-authorized independent study is .25 workload units. Chairing a graduate student's Ph.D. or MA thesis amounts to .25 workload units per active student per semester.
- **Research/Scholarship/Creative Endeavor:** Typically includes research, publications, creative works, grants, and community-based scholarship. Emphasis will be placed upon the quality of scholarly research and publication per the standards of each faculty member's scholarly domain. Note that additional publications beyond the specified expectations will not result in additional workload units being allocated to research.
- **Service:** Typically includes contributions to professional and/or community service, as well as contributions to the faculty member's department, the College, and/or the University. Department-recognized service includes but is not limited to chair or membership of faculty committees or officer positions within faculty governing bodies, officer or board positions within academic societies, as well as editorial board membership or peer review for academic journals, local non-profit organization service, community-based public speaking engagements.
- **Administration:** Consists of primary leadership roles (e.g., program director/coordinator, department chair, etc.). The CAS Administrative and Extraordinary Service Roles document outlines workload expectations for administrative positions.
- **Clinical Work:** Typically includes engagement in work within university-operated clinics (e.g., healthcare, legal clinics, etc.).

5.2 Any assignment exceeding the required workload units is considered an overload, requiring Dean and Provost approval and compensated either through additional pay or current or future workload reduction.

5.3 This department workload policy (a) is fully consistent with college- and university-level policies, and (b) articulates the distinctive nature of faculty work and workload within the Department of Health Care Ethics.

5.4 The workload assigned to each faculty member must be consistent 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 ensure that the faculty member's successful fulfillment will keep the faculty member "on pace" with approved promotion and/or tenure requirements.
- b. All annual faculty evaluations must be based on each faculty member's formally-assigned workload, in accordance with each faculty contract and the Faculty Manual.

## 6.0 Faculty Workload Processes

## **Annual Faculty Workload Assignment**

The distribution of workload units for faculty for each academic year will be determined annually by the Department Chair after consultation with the faculty member and taking into consideration the needs of the Department, existing commitments, and the strengths and goals of the individual faculty member. Ultimately, workload is assigned by the Department Chair and approved by the Dean in conjunction with discipline-specific calibrations outlined in Department workload policies. Individual faculty workload expectations can be recalibrated each year, taking into consideration teaching, research/creative endeavor, and service activities in recent years and plans for teaching, research/creative endeavor, and service in the upcoming academic year. Workload expectations can potentially be modified mid-cycle with approval of the Dean.

The Department Chair will have an annual meeting with individual faculty to discuss their past work activities and future plans. The Department Chair will record the workload expectations for the next academic year on the Individual Faculty Annual Workload Assignment template. This document will be shared with each faculty member, signed by them to acknowledge receipt, and then passed on to the Dean's Office for approval. Individual faculty workload assignments will be recorded in a manner consistent with section 6.0 of the University Faculty Workload Policy. Workload assignments will be available to all faculty within the academic unit via a secured Google Site.

### **Appeals Process**

Faculty members who disagree with their workload expectations can submit a written appeal to the Dean's Office.

## **7.0 Equitable Distribution of Work**

Consistent with the University Faculty Workload Policy, workloads should be assigned based on faculty expertise, departmental needs and goals, available resources, promotion and tenure guidelines, career development plans, and institutional priorities. Distribution of tasks must align with university standards while accommodating specific department and college needs. While institutional needs take precedence, faculty professional goals are considered.

## **8.0 Accountability for Administrative Oversight of Faculty Workload**

Deans and department chairs are responsible for ensuring that workloads meet university standards and are equitably distributed. Regular reviews are conducted within the College to adjust assignments based on changing needs, feedback, and evaluation data.

## **9.0 Approvals**

9.1 This version was approved by the dean on November 4, 2025 and approved by the provost on June 6, 2026.