
Academic Unit Faculty Workload Policy

Academic Unit: Mathematics & Statistics

Responsible Official: Anneke Bart (Chair)

Version: 1.0 (2025)

**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 Mathematics and Statistics in the College of Arts and Sciences (CAS) at Saint Louis University (SLU). We follow the CAS Faculty Workload Policy, which is based on the University Workload Policy.

The 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 are diverse, which the department of Mathematics and Statistics 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 academic unit leaders 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.

This policy recognizes the department's organizational complexities and financial constraints and prioritizes their commitment to serving students.

Saint Louis University is a research university in the Jesuit tradition. Accordingly, the department of Mathematics and Statistics is committed to faculty excellence in:

- teaching
- scholarship, and research.
- service to the University
- professional service
- public service to local/regional/national/global communities
- administration

The policy:

- covers all individual contracts, unit 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 principles as stated in the CAS and SLU workload policies. The SLU workload policy referenced here is available online: <https://www.slu.edu/provost/policies/faculty/faculty-workload-policy-2-1-25.pdf>

- **Commitment to Excellence:** The University is committed to excellence in teaching, research, service, and, when applicable, administration and clinical work.
- **Flexible Distribution:** Workload assignments vary based on faculty category, qualifications, level of expected contribution in different workload areas, and departmental needs. This flexibility allows academic unit leaders to develop procedures that create transparent and adaptable expectations around which they assign faculty workload.
- **Equity and Fairness:** Workload distribution should be equitable, ensuring fair evaluation and opportunities for merit increases and promotions.
- **Support for Diversity:** The academic unit recognizes faculty who are disproportionately involved in service roles and aims to balance this while valuing their contributions.
- **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.).

The workload policy supports our **strategic goals**. In mathematics, statistics and data science, we serve students in our major and minor programs, as well as students in programs that have significant mathematics and statistics requirements. Students are well served by faculty with significant expertise in their profession.

Important strategic goals include:

- Student success at all levels
- Faculty research
- Student research and mentoring of our students
- Successful program delivery for our majors and minors, as well as courses required by other programs
- Program delivery for the Core (Quantitative Reasoning)

3.0 Scope

This policy applies to all faculty assigned to the Department of Mathematics and Statistics under the Dean’s oversight.

4.0 Definitions

A Workload Unit is defined as the amount of work required for the successful conduct of one credit hour of teaching.

Scholarship/Research-Intensive status refers to sustained, high-level scholarly or research productivity over a multi-year period, evidenced by a record of peer-reviewed publications and/or externally funded research. This status reflects consistent engagement in research activities that contribute meaningfully to the discipline.

Scholarship/Research-Intensive Status may be demonstrated through multiple forms of productivity, including but not limited to peer-reviewed publications and competitive research grants, as illustrated in the examples below.

- Publication of 4 papers or more over the previous 5 years
- Publication of 3 or more papers in combination with a grant for some of the years over a 5-year period

Faculty under this designation typically are assigned workloads featuring:

- 10-14 workload units of teaching
- 10-13 workload units of research/scholarship/creative endeavor
- 0-3 workload units of service/clinical/administrative activities

Being research-intensive includes more than articles in peer-reviewed journals and grants. Research-intensive faculty should also be engaged in a selection of secondary examples of research activity such as, for instance, other publications, grant writing, work related to conferences, and research mentoring.

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 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. Deans may request exceptions to this stipulation from the Provost.

Teaching and Scholarship/Research status refers to a sustained engagement in both teaching and scholarly or research activity. Evidence of scholarship or research typically includes two to three peer-reviewed research articles within the past five years, along with additional indicators of ongoing scholarly activity. These secondary indicators may include, but are not limited to, other publications, grant proposal development, conference-related work (presentations, organization, or participation), and research mentoring of students or junior colleagues. Collectively, these activities reflect continued professional growth and meaningful contributions to the faculty member's discipline.

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

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.

Teaching-Intensive faculty include our non-tenure-track faculty as well as tenured faculty who publish one or less paper over the period of 5 years. Teaching-intensive faculty are encouraged to be engaged in a selection of secondary examples of research activity such as, for instance, other publications, grant writing, work related to conferences, and research mentoring. It is rare to have faculty exclusively engaged in teaching.

Faculty under this designation typically are assigned workloads featuring:

- 21-24 workload units of teaching
- 0-3 workload units of research/scholarship
- 0-3 workload units of service/ 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.

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 will 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).

Teaching

- Typically includes student advising and mentoring, course design, instruction, and grading, except in cases where faculty freely choose to plan and teach courses outside their 24 units (e.g., in summer and/or winter terms).

- Teaching can include coordination of multi-section courses. In some courses we need course oversight, including but not limited to exam review and onboarding new instructors. This work is *typically* assigned 1-2 workload units. One workload unit would be consistent with an average of 1.7 hours spent on the work in a week.
- The 3-credit courses are assigned 3 workload units and similarly the 4-credit courses are assigned 4 workload units.

Research/Scholarship

- Typically includes research, publications, grants, and community-based scholarship.

Service

Service typically includes contributions to professional and/or community service, as well as contributions to the department, the College, and/or the University. Consistent with the College of Arts and Sciences workload policy, one workload unit of service is consistent with an average of 1.7 hours spent on service each work week over the course of the academic year (recognizing that the balance of teaching, research/creative endeavor, and service will vary from week to week over the course of a year).

Administration

Consists of primary leadership roles (e.g., program director/coordinator, department chair, etc.). Members of the faculty holding administrative appointments will have adjusted workloads to accommodate their administrative duties. The CAS Administrative and Extraordinary Service Roles document outlines workload expectations for administrative positions.

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 We are committed to established faculty workload policies that (a) are fully consistent with college- and university-level policies, and (b) articulate the distinctive nature of faculty work and workload within the respective academic unit.

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.

<https://www.slu.edu/arts-and-sciences/-pdf/mathematicsandsatisticsrankandtenure.pdf>

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 during at the beginning of a semester, with approval of the Dean, based on department needs.

The Department Chair will have an annual meeting with individual faculty in the Spring semester 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 late Spring, 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](#). They will be available via OneDrive to all faculty.

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 Version 1.0 (2025) was approved by the dean on February 2025 and approved by the provost on November 19, 2025.