
School of Education Faculty Workload Policy

Academic Unit: School of Education

Responsible Official: Dean Gary Ritter

Version: Fall 2025 Version

Policy Effective Date: 6/8/26 pending stage II
(research buyout and production policies being approved)

1.0 Introduction

This policy outlines the School of Education’s approach to establishing guidelines for the equitable distribution of faculty responsibilities across teaching and advising, research and scholarship, and service. The policy aims to support faculty success while meeting SLU’s mission by providing a clear framework for assigning faculty work. Faculty responsibilities are assigned by the dean (in consultation with faculty).

2.0 Governing Principles

Our goal in this policy is to align faculty strengths with the unit’s needs in balancing teaching, service, and research productivity, in addition to the SLU strategic goal of pursuing equity of workload among faculty. This policy has been developed in accordance with the University Faculty Workload Policy, available [here](#). [UWP 2.0 and Appendix A 1.4a]

3.0 Scope

This policy applies to all faculty assigned to the School of Education under the Dean’s oversight. [UWP 3.0]

4.0 Definitions

Definition of Workload Unit [UWP 5.2]

The School of Education definitions for faculty work are consistent with corresponding definitions in Section 4.0 of the University Workload Policy, including related minimum work expectations [UWP 4.0 and Appendix A 1.4c].

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.

Definitions for the Terms Used in Section 5 Below

1. **Category of Work:** These are the fundamental categories of work to which SLU commits its faculty.
2. **SOE Description of Work:** This is how the department or college/school more specifically defines each workload category for its academic discipline(s).

3. **Workload Unit Equivalency:** This is the academic unit’s articulated equivalency of work in each category to the University standard of “one workload unit” – which, per the University Faculty Workload Policy, equates to the amount of work required to teach **one** credit hour in the discipline(s) of the academic unit.
4. **SOE Annual Standard:** This is our schoolwide standard work expectations for all faculty in the SOE for each Category of Work, as expressed in workload units.
5. **Workload %:** This is a statement of the SOE Annual Standard (if applicable) expressed as a percentage of the total annual workload for all faculty members. This percentage will be based on a total of 24 workload units for 9-month faculty and will be based on a total of 32 workload units for a 12-month faculty member.

5.0 Faculty Workload Requirements

The rank and tenure procedures and criteria for the [School of Education](#) can be found [here](#). [UWP Appendix A 1.4e]

- *Teaching-Intensive*

This category refers to Teaching-Intensive Faculty whose workloads are those comprised either exclusively or nearly exclusively of responsibility for teaching.

- *Teaching and Scholarship/Research (also referred to here as Research Active)*

Research Active Faculty workload designations are those comprised primarily of teaching but affording substantive work time for an active pattern of engaged scholarship, research, or creative endeavor.

- *Scholarship/Research-Intensive*

Scholarship/Research-Intensive Faculty workload designations comprise roughly equally distributed responsibilities for 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.

- All annual faculty evaluations are based on each faculty member’s formally assigned workload [UWP 5.4b]

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.

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

Section 5.0: School of Education Faculty Workload Policies, Reviewed by SOE Faculty Assembly, October 2025

Table 5a: Workload Policy related to Teaching and Advising

Category of Work	SOE Description of Work	Annual Standard Workload Unit	SOE Annual Standard	Workload %
Teaching and Advising	Consistent with Definition in Section 4.0 of University Workload Policy related to Teaching and Advising , instruction of courses and student advising are awarded workload units and are the primary function of most full-time faculty.	<p>Each credit hour of teaching to which School of Education faculty are assigned in a given term equates to 1 workload unit, with the following:</p> <ul style="list-style-type: none"> • Generally, every credit hour of teaching = 1 workload unit. Thus, a 3-credit hour class = 3 workload units. Minimum enrollments* for undergraduate courses is 10 for undergraduate and 8 for graduate courses. Enrollment lower than these minimums will count as follows: Undergraduate courses: 10+ = 1 unit per credit hour; 8 – 9 = .8 per ch; 5-7 = .6 per ch; 3-4 = .4 per ch; 1-2 = .2. Graduate courses: 8+ = 1 unit per credit hour; 6-7 = .8 per ch; 4-5 = .6 per ch; 2-3 = .4 per ch; 1 = .2 per ch. • Mentoring and advising of undergraduate and graduate students are important responsibilities for the success of our programs. In keeping with our promotion documents, advising is considered part of the teaching role. • The expected student advisee load for a faculty member is 10 or fewer. Each additional student mentee or advisee is equal to .1 workload unit (i.e. 10 additional advisees = 1 workload unit). • For Ph.D. dissertations and Ed.D. projects, which are directly associated with student credit hours, workload units will be awarded based on number of completed degrees within the year. The workload credit for this advising will be determined by the Dean in consultation with the faculty member. Current estimate is one workload unit awarded for completed dissertation chaired and one workload unit for every three students completing the EdD final project. 	<p>Typical load for faculty with few other responsibilities to SOE (required basic service obligations, e.g, faculty meetings, academic ceremonies, and convocations) 100% time is equivalent to a 4/4 load = 24 credits</p> <p>Teaching Intensive: typical load (for undergraduate and graduate faculty) is 18 -24 workload units (this may differ for faculty with administrative responsibilities. See administration section for guidelines.)</p> <p>Tenure-track faculty: typical load is 10 to 14 workload units (research leave, research buyouts may impact this maximum)</p> <p>Tenured, research-intensive faculty: typical load is 10 to 14 workload units (research leave, research buy-outs may impact this maximum)</p> <p>Tenured, teaching and research/scholarship faculty: typical load is 15 to 20 workload units (this category is for those with active lines of research but are not yet reaching the impact level expected at an R1).</p>	At least 50% (12 workload units of the total 24 required)

Table 5b: Workload Policy related to Scholarship, Research, and Creative Endeavor

Category of Work	SOE Description of Work	Annual Standard Workload Unit	SOE Annual Standard	Workload %
<p>Scholarship, Research, and Creative Endeavor</p>	<p>Consistent with Definition in Section 4.0 of University Workload Policy related to Scholarship, Research, and Creative Endeavor, the following scholarly activities are awarded annual workload units:</p> <ul style="list-style-type: none"> ● Intellectual contributions include research and scholarship (including creative works) essential for reinforcing and revitalizing teaching and service. ● Research/writing of scholarly manuscripts (for publication* as books, in journals, etc.). ● Research/other activity related to the writing of a grant application. ● Research/other activity related to the conduct of an awarded grant. 	<p>Pre-tenure faculty are assigned a minimum 10 or 13 workload units (approximately 40% time).</p> <p>Tenured faculty who are research-intensive are assigned a minimum 10-13 (approximately 40% time).</p> <p>Tenured faculty who are research-active (but not up to the level of research-intensive) are assigned a minimum 4-7 units (approximately 25% time)</p> <p>Tenured faculty who are teaching-intensive and non-tenure track faculty have no obligations with respect to this category and will typically be assigned 0 workload units in this area.</p>	<p>In keeping with tenure and promotion expectations, tenure track and research-intensive tenured faculty are assigned 9 or 10 workload units (approximately 40%) for research and scholarship.</p> <p>Identification of a faculty member as research-intensive is based on promotion and tenure guidelines for the School of Education. Operationally, this means that faculty should produce scholarly outputs that add up to approximately 10 ‘points’ per year based on a 3-year rolling average of productivity. (see Rank and Tenure Document).</p> <p>Tenured, teaching and research/scholarship faculty are those with active lines of research but are not yet reaching the impact level expected at an R1 University. Operationally, this means that faculty should produce scholarly outputs that add up to approximately 6-8 ‘points’ per year based on a 3-year rolling average of productivity</p> <p>Teaching-intensive faculty and non-tenure track faculty have no research expectations; however, they may negotiate with the Dean the opportunity to allocate workload time/units to scholarship. The typical workload units would range from 0 to 3.</p>	<p>Tenure track and research-intensive tenured faculty are expected to dedicate approximately 40% of their workload to research and scholarship toward Intellectual contributions.</p> <p>Research-active faculty are expected to dedicate approximately 25% of their workload to research and scholarship toward Intellectual contributions.</p>

Table 5c: Workload Policy related to Service

Category of Work	SOE Description of Work	Annual Standard Workload Unit	SOE Annual Standard	Workload %
Service to the University	Consistent with Definition in Section 4.0 of University Workload Policy, Service to the University encompasses a faculty member’s contributions to departmental, college, or university activities or to a faculty member’s academic and professional community beyond SLU. All faculty are expected to attend regular departmental, schoolwide meetings, annual meetings, school and university convocations, etc.	As described above, the time commitment attached to one workload unit of service (or of any work) is approximately 53 hours over the course of the year (which equates to about 1.7 hours per week). Of course, it is understood that the balance of teaching, research/creative endeavor, and service will vary from week to week over the course of a year.	Each faculty member in the School of Education is expected to dedicate approximately 10% of their total workload to program, college or university service activities. There is no minimum required service. Generally speaking, the metric for evaluating the workload assignment for service is “time spent” engaged in the service activity.	Between 8% and 12.5% allocated amongst each of these areas of service. (0 to 3 workload units of the total 24 required) There is no minimum required for any particular type of service as all are valued.
Professional Service	Professional service includes activities such as serving on leadership boards or editorial boards at professional organizations related to the discipline of the faculty member; service to such organizations in organizing events, gatherings, or publications; lectures given at events sponsored by these organizations; or other similar activities not listed here.	Approximate workload unit equivalency is described above – one workload unit of service equates to approximately 53 hours over the course of the year, or 1.7 hours per week.	Generally speaking, the metric for evaluating the workload assignment for service is “time spent” engaged in the service activity. Additionally, the faculty member should feel free to make an argument for the impact or importance of the service work in the faculty member’s profession or professional organizations.	See above
Public and Community Service (related to your faculty work)	Public and community service that specifically supports the mission of both the School of Education and the University Mission may be considered. An example in this category could be the delivery of professional development in a local school or service on a school board.	Approximate workload unit equivalency is described above. Extraordinary service, particularly relevant to the School and University mission, should equate to workload units as negotiated with the Dean.	Generally speaking, the metric for evaluating the workload assignment for service is “time spent” engaged in the service activity.	See above
Other Service	Other forms of service not specifically listed here may well also be relevant in the service category.	The workload assigned for this category will depend on the particular work done by the faculty member and will be consistent with the description above.	This section is reserved for service types not already listed here but that specifically supports the mission of the School of Education.	See above

Table 5d: Workload Policy related to Administration and/or Clinical Work

Category of Work	SOE Description of Work	Annual Standard Workload Unit	SOE Annual Standard	Workload %
Administration	<p>There are several leadership positions (Associate Dean, Assistant Dean, Director of Graduate Programs) in the SOE and several programs operating within the SOE that require administrative leadership and support (e.g. the Billiken Teacher Corps). <u>The Administration category</u> will capture this type of work.</p> <p>Often, compensation for this type of work can include extra pay for summer work or stipends for additional work during the academic year. There is no standard method for designing such positions and incorporating them within faculty workloads; due to the diversity of the work done in these roles, flexibility is the preferred route.</p>	<p>Each of these administrative responsibilities and workload allocation will be decided in conversations between the faculty member and the Dean.</p>	<p>There is no standard expectation for faculty to take on administrative or leadership roles, but many faculty will take on such roles from time to time.</p> <p>The fraction of time (and accompanying workload) for each of these distinct roles will be articulated clearly before the faculty member takes on such a role and will be re-evaluated during the annual review meeting (or more often if needed).</p> <p>These positions may well require the faculty member to work more than 9 months and be paid for that additional summer work.</p>	<p>No expected workload percentage; when faculty take on administrative roles, they will be assigned a workload connected to this work and reduce their workload allocated to other categories accordingly.</p> <p>These workload % decisions will be made collaboratively between the faculty member and the Dean.</p>
Clinical Work	<p>There are several opportunities for administrative work often considered clinical. Examples of these include a Certification Officer, Assessment Coordinator, or Field Office Coordinator. <u>The Clinical category</u> will capture this type of work.</p> <p>Often, compensation for this type of work can include extra pay for summer work or stipends for additional work during the academic year. There is no standard method for designing such positions and incorporating them within faculty workloads; due to the diversity of the work done in these roles, flexibility is the preferred route.</p>	<p>Each of these administrative responsibilities and workload allocation will be decided in conversations between the faculty member and the Dean.</p> <p>As of 2026, the Assessment Coordinator is assigned 3 workload units for that role, as is the Certification Officer. The Field Office Coordinator serves in a 50% clinical role, with the remaining time allocated to teaching and service. This corresponds to 16 workload units out of 32 total annual workload units for this 12-month faculty member.</p>	<p>There is no standard expectation for faculty to take on clinical roles, but many faculty will take on such roles from time to time.</p> <p>The fraction of time (and accompanying workload) for each of these distinct roles will be articulated clearly before the faculty member takes on such a role and will be re-evaluated during the annual review meeting (or more often if needed).</p> <p>These positions may well require the faculty member to work more than 9 months and be paid for that additional summer work.</p>	<p>No expected workload percentage; when faculty take on clinical roles, they will be assigned a workload connected to this work and reduce their workload allocated to other categories accordingly.</p> <p>These workload % decisions will be made collaboratively between the faculty member and the Dean.</p>

6.0 Faculty Workload Processes

Annual Faculty Workload Assignment

- By January 15 of each year, SOE faculty submit to the Dean a self-analysis of the previous year's workload assignment as outlined in the Annual Review document.
- By February 15 of each year, the Dean and each faculty member will meet to discuss the previous year's workload assignment and the faculty member's contributions, addressing work for which full commitments were not met, as well as work that exceeded the amount established in the workload assignment. The goal is for transparency about the realities of the assignment from both parties to inform the upcoming annual assignment.
- Tentative workload assignment will be decided for the upcoming academic year during the annual review conversations that occur in the preceding Spring.
- By March 15 of each year, the Dean will share with each faculty member the individual workload assignment for the upcoming academic year. Faculty have two weeks to respond, as desired; the Dean will then respond within one week to address those concerns as they deem appropriate.
- By April 15 of each year, all SOE individual workload assignments are to be signed by the faculty, signifying receipt of the assignments
- After the assignments are made in April, the workload assignments will be shared on our SOE password-protected shared drive for all faculty to review. [UWP 6.2]

Appeals Process

After a workload has been assigned, if the faculty member wishes the dean to reconsider, the faculty member will submit their request in written form. The dean will review and respond in writing. The dean has the final say in all matters of workload assignment.

7.0 Equitable Distribution of Work

As noted in the introductory section, the goal of the SOE workload policy is to ensure that our shared responsibilities are equitably allocated among all faculty, including tenure-track, tenured, and non-tenure-track faculty. In addition, the goal of this workload policy is to ensure the SOE can meet all of its obligations with respect to serving students effectively, serving the community successfully, and conducting meaningful research. [UWP 7.0]

8.0 Accountability for Administrative Oversight of Faculty Workload

The School of Education is in a relatively privileged position with respect to administrative oversight of faculty workload. Because all faculty are directly supervised by the Dean, the accountability for equitable and efficient faculty workload allocation lies squarely in the office of the Dean. [UWP 8.0]

9.0 Approvals

9.1 Policy was approved by the dean May, 2026 and approved by the provost on June 8, 2026.