



SAINT LOUIS UNIVERSITY
SCHOOL OF SOCIAL WORK

Faculty Workload Policy

Academic Unit: School of Social Work

Responsible Official: Dean, School of Social Work

Version: 2.0

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

1.0 Introduction

The School of Social Work Faculty Workload policy was developed in accordance with the University Faculty Workload Policy version 3.0, available [here](#), and the School of Social Work's (hereafter referred to as SSW) tenure and promotion policy, available [here](#).

2.0 Governing Principles

The School of Social Work's workload policy provides a consistent framework for assigning faculty responsibilities in ways that support the School's mission, vision, values, and strategic priorities. This policy is developed in alignment with the [University Faculty Workload Policy \(UWP 3.0\)](#) and its appendices.

The policy is designed to:

- **Advance Strategic Priorities** – Ensure that workload assignments contribute to the School's goals in teaching, research, service, and community engagement, and align with broader University priorities.
- **Promote Equity and Inclusion** – Uphold Saint Louis University's Jesuit commitment to diversity, equity, and inclusion by ensuring that workload assignments are fair, transparent, and free from bias related to gender, race, or other identities.
- **Support Faculty Strengths and Development** – Recognize the diverse strengths and career trajectories of faculty, allowing flexibility in balancing teaching, research, service, and administrative responsibilities over time.
- **Foster Shared Governance** – Reflect a collaborative process between faculty and administration, grounded in transparency, accountability, and mutual responsibility for achieving School and University goals.

- **Align with Promotion and Tenure** – Ensure that the successful fulfillment of faculty workload assignments positions faculty to remain on pace with approved promotion and/or tenure requirements, consistent with University policy (UWP 5.4a).
- **Provide the Basis for Evaluation** – Affirm that all annual faculty evaluations are based on each faculty member’s formally assigned workload (UWP 5.4b).

3.0 Scope

This policy applies to all faculty assigned to the School of Social Work under the Dean’s oversight. This policy includes all types of work assigned to faculty in the School of Social Work.

4.0 Definitions

Workload Units

Per the University Faculty Workload Policy, one workload unit (WLU) equates to the amount of work required to **teach** one credit hour in the disciplines of the academic unit. For purposes of the School of Social Work workload policy, this definition is affirmed.

To promote consistency across other domains of faculty responsibility:

- **Service, Administration, and Field Liaison Responsibilities** – One WLU is understood to be approximately equivalent to 53 hours of work per academic year. This provides a time-based benchmark for translating activities into workload units that are more concrete and are further defined as needed in Section 5.0.
- **Research and Scholarship** – Because research productivity is better captured through **scholarly outputs and impact** rather than hours worked, research WLUs are defined by **tangible deliverables** (e.g., publications, grants, dissemination, recognition) as outlined in the table in Section 5.0.

Faculty classifications within the School of Social Work

Tenure-track (TT) faculty – TT faculty are at the rank of Assistant Professor, although a faculty member who enters with time toward tenure may enter as an Associate Professor, and are appointed on a 9-month contract. TT faculty have an expectation of 24 Workload Units (WLU) annually, with 12 WLUs designated for teaching, 9-12 WLUs for research, and 0-3 WLUs for services.

Tenured Faculty – Tenured faculty are at the rank of Associate Professor or Professor and are appointed on a 9-month contract with an expectation of 24 Workload Units (WLUs) annually. Within this classification, faculty may be designated as *Research Intensive (RI)*, *Research Active (RA)*, or *Teaching Focused (TF)*. Designations are determined through the annual evaluation process in consultation with the Dean, taking into account the needs of the School and the faculty member’s

ongoing scholarly productivity and output. WLUs assigned for research and service will be balanced to reflect these designations, with teaching assignments adjusted accordingly.

Research Intensive (T-RI) Tenured Faculty- Faculty designated as Research Intensive are expected to demonstrate a high and sustained level of research productivity and impact. Indicators of research productivity and impact are described in section 5.0.

Research Active (T-RA) Tenured Faculty- Faculty designated as *Research Active* are expected to sustain a consistent, ongoing program of scholarship. Indicators of an ongoing program of scholarship are described in Section 5.0

Teaching Focused (T-TF)- Faculty designated as Teaching Focused are expected to demonstrate sustained excellence and impact in teaching. This includes high-quality instruction and meaningful contributions to curriculum development. Indicators of teaching effectiveness and educational impact are described in Section 5.0.

Non-tenure-track teaching faculty (hereafter “teaching faculty”) – Faculty hired on renewable contracts without tenure eligibility, primarily focused on teaching. Teaching faculty are typically assigned a 9-month contract with an expectation of 24 WLUs annually.

Non-tenure-track clinical faculty assigned to field education (hereafter “clinical faculty”) – Faculty hired on renewable contracts without tenure eligibility, primarily focused on field education. Clinical faculty are typically assigned a 12-month contract with an expectation of 32 WLUs annually, comprising primarily supervising students in field and practicum planning as well as teaching.

Administrative Faculty Assignments – Tenured, tenure-track, teaching, or clinical faculty may hold formal administrative roles (e.g., Program Director, Field Director, Associate Dean). In such cases, workload units will be allocated to administration (3–24 WLUs) and reductions made to teaching, scholarship, or service expectations accordingly.

Course Design, Redesign and Preparation

Regular course preparation for an established course is considered a normal component of teaching and does not receive additional WLU credit. However, WLU credit may be assigned for the following:

- **New Course Design** – The initial development of a course needed to meet curricular or program requirements (e.g., new required courses or courses added as part of an approved program revision) as determined by the appropriate curriculum or program committee. New course design includes creating the syllabus, lectures, assignments, assessments, and instructional materials/videos that can be adopted by other instructors as needed. New course design may be credited at 1–2 WLUs with prior approval by the dean, with higher credit reserved for courses requiring extensive

development (e.g., courses with multiple delivery formats or those that rely heavily on in-class activities, role plays, case examples that must be developed). Courses developed solely at the initiative of a faculty member (e.g., a new elective not identified as a programmatic need) do not automatically qualify for WLU credit unless approved by the Dean.

- **Course Redesign/Overhaul** – The substantial redesign of an existing course when required to meet curricular, accreditation, or programmatic needs as determined by the appropriate curriculum or program committee. Redesign may be warranted when the course requires major changes to delivery method, content, or structure (e.g., converting to online, aligning with new accreditation standards, or curriculum revision). Course redesign includes revising the syllabus, lectures, assignments, assessments, and/or instructional materials in a way that substantially updates/modifies the course and can be adopted by other instructors as needed. Course redesign may be credited at 1-2 WLUs with prior approval by the dean, depending on the extent to which the course may need to be redesigned. Course redesign undertaken solely at the discretion of an individual faculty member, without a curricular or programmatic need, does not automatically qualify for WLU credit.
- **Multiple New Preparations** – While the preparation for teaching an established course is expected as part of teaching, faculty who teach six or more courses in an academic year and are assigned more than four new preparations in a year may receive additional WLUs to account for workload equity. Such assignments will be reviewed and approved as part of the annual workload planning process with the Dean.

5.0 Faculty Workload Requirements for Each Category of Faculty Work

Academic unit definitions for faculty work, consistent with corresponding definitions in the University Workload Policy, including related minimum work expectations

Category of Work	Department or College/School Definition	Workload Unit Equivalency	Academic Unit Annual Standard
<i>These are the fundamental categories of work to which SLU commits its faculty.</i>	<i>This is how the department or college/school more specifically defines each workload category for its academic discipline(s).</i>	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.	<i>These are the unit-wide minimum work expectations for all faculty in the unit or for all unit faculty in certain classifications (tenured/tenure track/non-tenure track, or instructional/research/ clinical), at each distinct contract length (9 mo, 10 mo, 11 mo, 12 mo), as expressed in workload units.</i> <i>If there are none for a given category of work, enter "n/a". This does not preclude a unit awarding workload units for an individual's work in categories with an "n/a" designation here. It just means that, unit-wide, there are no minimum expectations for work in such categories.</i>
Teaching	Teaching of credit-bearing courses. Includes preparation, delivery, grading, academic advising, and student support.	Courses taught , 1 unit = 1 credit hour; apply enrollment multiplier Standard (10-50) x 1.0 Small (≤ 9) x 0.75 Large (51-100) x 1.25 or Graduate Student support Other teaching related WLU equivalents: 12 Dissertation credit hours = 1	TT- 12 T-RI- 12 T-RA- 15-18 T-TF- 21 Teaching Faculty- 21 Clinical Faculty- 3-9

		<p>Independent or directed study (1-5 students) = .25</p> <p>New course design or substantial redesign of existing course = 1-2</p> <p>Note: The Dean must approve class sizes with fewer than 10 students. Faculty must have dean approval for independent/directed studies and may not teach more than 2 independent/directed studies in an academic year toward teaching workload.</p>	
<p>Scholarship, Research, and Creative Endeavor</p>	<p>Scholarly activities such as publications, research impact, presentations, and externally or internally funded research consistent with discipline standards.</p>	<p>3 WLUs of Scholarship (Research Active - lower range)</p> <p>Faculty assigned 3 WLUs for scholarship are expected to achieve tangible deliverables. Examples may include:</p> <ul style="list-style-type: none"> ● One peer-reviewed publication (substantial authorship contribution; 3 year rolling average) in a respected or moderate to higher average ranked journal within the respective field, OR a combination of two of the following: ● 1+ publications per year (3-year rolling average) with moderate authorship roles (fourth-sixth) in respected or moderate to higher average ranked journals within the 	<p>TT- 9-12</p> <p>T-RI- 9</p> <p>T-RA- 3-6</p> <p>T-TF- 0-3</p> <p>Teaching Faculty- N/A</p> <p>Clinical Faculty- N/A</p>

		<p>respective field.</p> <ul style="list-style-type: none"> ● Book chapter, applied research report, or policy brief. ● Submission of a competitive external grant proposal. ● Presentation of research at regional or national conferences. <p>6 WLUs of Scholarship (Research Active - higher range)</p> <p>Faculty assigned 6 WLUs for scholarship are expected to achieve two or more tangible deliverables at a higher level of engagement and impact. Examples may include:</p> <ul style="list-style-type: none"> ● Average of one peer-reviewed publication per year (3-year rolling average), with significant authorship roles (first-third author or supervising author for student work) in respected or moderate to higher average ranked journals within the respective field. ● Submission of competitive external grant proposals and/or participation as co-investigator on funded projects. ● Regular dissemination of research at 	
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		<p>national or international conferences, with active presentation roles (e.g., first author, panelist, symposium organizer, or invited speaker).</p> <ul style="list-style-type: none"> ● Evidence of applied research contributions with influence on practice or policy. <p>9 WLUs of Scholarship (Tenure-Track and Research Intensive)</p> <p>Faculty assigned 9 WLUs for scholarship are expected to demonstrate a high and sustained level of research productivity and impact, with several tangible deliverables annually. Examples may include:</p> <ul style="list-style-type: none"> ● Average of two or more peer-reviewed articles per year (3-year rolling average) in highly respected or higher average impact journals (field relative), with significant authorship roles (first-third, senior, or supervising author) ● Serving as PI or Co-PI on major externally funded research grants or contracts, or consistent submission of competitive proposals to major funders. ● Additional high-impact scholarly products (e.g., scholarly books, edited volumes, major reports, development of measures, 	
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		<p>datasets, or software tools).</p> <ul style="list-style-type: none"> ● Regular dissemination of research at national or international conferences, with active presentation roles (e.g., first author, panelist, symposium organizer, or invited speaker). ● Recognition through invited national or international presentations, prestigious fellowships, or research awards. ● Evidence of influence through citations, uptake in policy/practice, or other demonstrable impact indicators. <p>External funding: Faculty are encouraged to pursue external funding through grants and contracts to support their scholarship, collaborations, and student opportunities. For grants or contracts that include salary recovery, the Dean of the School of Social Work will work individually with faculty who obtain external funding to determine appropriate workload adjustments, including possible course releases, in alignment with University and School policies. Regardless of external funding or salary recovery, all faculty are expected to teach at least one course per academic year.</p>	
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Service to the University, Profession, and Public	Participation in service to the School, University, community, or profession. This includes participation on committees, serving as members on graduate student committees, providing continuing education, club sponsor, service to the profession (editorial boards, peer review), field instructor training	1 unit ≈ 65 hours of service work per year unless otherwise noted below for specific service activities.	TT- 0-3 T-RI- 0-3 T-RA- 0-3 T-TF- 1-3 Teaching Faculty- 1-3 Clinical Faculty- 1-3
Administrative Responsibilities	Administrative assignments such as Program Director, Associate Dean, Field Director, or Coordinator roles.	1 unit ≈ 65 hours of administrative work per year.	As assigned/negotiated. No unit-wide minimum for any classification of faculty.
Field Liaison Responsibilities	Field specific responsibilities include year-round field visits, practicum planning, practicum site development.	Students in field: 6-8 students per semester = 1 Planning for Practicum with students: 6-8 students per semester = 1 Practicum site vetting and development: Up to 1 WLU depending on number and complexity of sites.	TT- N/A T-RI- N/A T-RA- N/A T-TF- N/A Teaching Faculty- N/A Clinical Faculty- 20-24

Note: TT = Tenure-Track Faculty; T-RI- Tenured, Research Intensive; T-RA- Tenured, Research Active; T-TF- Tenured, Teaching Focused

6.0 Faculty Workload Processes

Annual Faculty Workload Assignment

In the School of Social Work, individual faculty workload assignments are established as part of the annual evaluation process with the Dean of the SSW, which typically occurs in January and February, to establish workload for the following Academic Year. Consistent with Section 6.2 of the University Faculty Workload Policy, this is a collaborative process between the faculty member and the Dean (or their designee) that reflects the principles of subsidiarity and shared governance.

In determining workload assignments, the Dean and faculty member consider:

- The prior year's workload allocation and documented outputs.
- The faculty member's contract and employment status.
- Faculty plans to adjust teaching, scholarship, or service emphases.
- Curricular needs of the School and University.

Each faculty's workload assignment will be finalized and recorded no later than the end of the spring semester prior to the next academic year. The annual workload assignment will include a link to the University Faculty Workload Policy, the SSW Workload Policy and a signature line for the faculty to acknowledge the workload assignment.

Workload designations may remain stable, change annually, or gradually evolve in response to the needs of the School and University and the faculty member's development. Final workload assignments are documented in the annual evaluation, and the Dean is responsible for ensuring implementation and equity in alignment with both University and School of Social Work workload policies.

The School of Social Work will make all individual faculty workload assignments available to current faculty on an annual basis. These assignments will be compiled into a spreadsheet maintained on the School of Social Work's SharePoint site, which is password protected and accessible only to current faculty. The spreadsheet will be updated each year following completion of the annual evaluation process and will serve as the official record of workload assignments for the academic year.

Workload Overload

In the School of Social Work, workload is designed to be balanced across teaching, research, service, administration, and field liaison responsibilities (depending on faculty classification), with the further expectation that workload will be balanced across the academic year (AY). An increase in one semester or category is offset by a reduction in another so that the total annual workload does not exceed the standard (24 WLUs for 9-month contracts; 32 WLUs for 12-month contracts).

A workload overload occurs only when a faculty member is assigned responsibilities that, in total, exceed the standard WLU expectation for their contract length. Overload assignments are exceptional

and not routine and must be approved in advance by the Dean.

- Timing of overloads. Because the annual workload standard covers fall, spring, and (for 12-month faculty) summer, overload compensation is typically limited to spring or summer assignments that clearly exceed the annual workload total.
- Forms of compensation. Faculty approved for overload will normally receive additional compensation at the School's established overload rate. However, alternative arrangements may be made, such as a reduced workload assignment in a subsequent term or year, or other creative adjustments mutually agreed upon with the Dean.
- Workload reconciliation. In cases where courses are cancelled too late to reassign teaching, or where other circumstances result in a faculty member falling below the annual WLU standard, additional WLUs may be made up in the spring or summer terms so that the faculty member fulfills the full contract expectation (24 or 32 WLUs).

Appeals Process

In the School of Social Work, the Dean is responsible for determining annual workload assignments. In accordance with University policy, the following internal process provides faculty with an opportunity to raise concerns or request reconsideration of their assignments:

- Following the annual evaluation, the Dean will share with each faculty member their individual workload assignment for the upcoming academic year.
- Faculty will have one week to provide a written response outlining any concerns or requests for adjustment.
- The Dean will review the response and provide a written reply within one week, addressing the concerns as they deem appropriate.
- The Dean's decision will constitute the final determination of the workload assignment.

7.0 Equitable Distribution of Work

In accordance with the University Faculty Workload Policy, the School of Social Work assigns faculty workloads in a manner that ensures compliance with University standards and promotes the equitable distribution of work. Workload assignments are designed to balance the needs of the School with the expertise and professional goals of faculty, while reflecting institutional priorities and available resources.

Workload distribution is guided by the following principles:

- **Faculty Expertise and Classification.** Assignments take into account the faculty member's classification (tenure-track, tenured, instructional, research, or field), areas of expertise, and strengths in teaching, research, service, administration, and field liaison duties.

- **Programmatic and School Needs.** Curricular demands, enrollment patterns, accreditation requirements, and program goals are central factors in determining workload distribution.
- **Institutional Priorities and Resources.** Assignments reflect institutional priorities, the mission of the School, and the resources available to support faculty work.
- **Promotion and Tenure Guidelines.** Workloads are structured to provide opportunities for faculty to progress in rank and meet expectations for promotion and tenure.
- **Career Development Plans.** Faculty career goals and development plans are considered during the annual evaluation and workload assignment process, allowing for flexibility as faculty careers evolve.
- **Balance of Priorities.** While institutional and programmatic needs take precedence, faculty professional goals and interests are incorporated whenever possible to promote engagement, productivity, and equity.

8.0 Accountability for Administrative Oversight of Faculty Workload

In accordance with the University Faculty Workload Policy (UWP 3.0), the Dean of the School of Social Work holds primary responsibility for ensuring that faculty workloads comply with University standards and are equitably distributed across the academic unit. This responsibility may be delegated to program directors or other administrators for purposes of day-to-day workload planning, but the Dean retains ultimate accountability.

Deans and designated administrators are responsible for:

- Ensuring that faculty workloads meet the annual WLU standards for the appropriate contract length (24 WLUs for 9-month contracts; 32 WLUs for 12-month contracts).
- Reviewing workload assignments annually as part of the evaluation process to confirm that individual faculty loads are balanced across teaching, research, service, administration, and field liaison responsibilities, and to ensure that individual student-facing responsibilities (e.g., advising, field liaison responsibilities) are distributed equitably so that no individual is routinely assigned at the maximum ranges across all responsibilities.
- Monitoring equity in workload distribution across faculty classifications (tenure-track, tenured, instructional, research, and field faculty).
- Adjusting assignments as needed to respond to changing curricular, research, or service needs, as well as to faculty evaluation data and feedback.

The School of Social Work will maintain transparent records of workload assignments on its secure SharePoint site, accessible to all current faculty. These records provide a mechanism for accountability and equity review across the academic unit.

9.0 Approvals

Version 2.0 was approved by the dean on October 2, 2025 and approved by the provost on June 8, 2026.