
Faculty Workload Policy

Version: 2.0

Responsible University Officials: Provost

Effective Date: June 1, 2021

1.0 Introduction

Faculty work—the nature of the work, types of required responsibilities, and the distribution of those responsibilities in any given academic term or year—is assigned by the chair (and reviewed by the dean) according to the terms of each faculty member’s contract, the [Faculty Manual](#), and the discipline-based terms of the faculty workload policy of the academic unit (department, if applicable), and college/school, center, or library to which the faculty member is primarily assigned per the terms of their contract.

This policy codifies the University-level definitions of and requirements for faculty work upon which all of the following are premised:

- all individual faculty contracts
- the *Faculty Manual*
- all academic unit workload policies (which are a requirement of this policy, and must be in full compliance with this policy per the Office of the Provost)
- all individual faculty workloads

Diversity, inclusion, and equity are the cornerstone of our Jesuit mission at Saint Louis University. Workload assignments should avoid potential bias based on gender, race, and other marginalized identities.

IMPORTANT: This policy is explicitly not designed to address how much of any type of work any faculty member should be assigned; that is the responsibility of the faculty member’s chair, with the approval of their dean.

NOTES:

¹For brevity, all references to “colleges, schools, centers, and/or libraries” hereafter have been shortened to “colleges/schools.”

²For brevity, all references to “deans and directors” of colleges/schools, in any variation, have been shortened to “dean” or “deans.”

2.0 Governing Principles

The principles on which this policy is based – *which are themselves statements of University policy* – are as follows:

2.1 Saint Louis University (SLU) is a research university in the Jesuit tradition. Accordingly, SLU is committed to faculty excellence in:

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

Note: *General, University-level definitions of this work are presented in Section 4.0; more specific, discipline-based definitions are presented in the governing faculty workload policies of each academic unit, as required by this policy (see Section 6.0).*

2.2 Excellence in each of these initiatives requires highly-trained faculty, each committed to their role in advancing this multi-faceted portfolio of institutional expressions of the University's Jesuit educational heritage.

2.3 Each faculty member, however, need not be an expert in each such initiative (see 2.1), nor necessarily engage equally in them. While the work of the faculty *collectively* must ensure excellence in *all* these initiatives, the distribution of work for any *individual* faculty member will vary, per the parameters established in the *Faculty Manual*, based on:

- each faculty member's contractual appointment/position
- each faculty member's academic and experiential qualifications
- the needs of the faculty member's assigned academic unit(s)
- the needs of the faculty member's governing college/school (or equivalent)
- the needs of the University as a whole (as determined by the provost)

This results in innumerable and unique distributions of faculty work (including the possibility that some amount of work of a faculty member will be conducted outside the academic unit to which the faculty member is primarily assigned).

2.4 That differently-distributed work (per 2.3) must, nonetheless, be *equitable* – throughout academic departments, throughout colleges/schools, and throughout the University as a whole. *Equitable*, in this context, means that all faculty work meets the requirements of this policy and, in particular, the requirements of Section 5.0.

2.5 Workload equity is fundamental to equity in performance evaluation, the distribution of merit increases, and the awarding of academic promotions and tenure.

2.6 Faculty members of color and other faculty members who contribute to the diversity of the faculty often perform a disproportionate amount of service work, for example, to ensure committees and task forces are diverse in their make-up or to mentor students or junior faculty members of shared

identities, among other things. Ensuring diversity in the make-up of committees/task forces is laudable, and distinctive service of faculty members who enhance diversity, such as mentoring, is critically important. However, we must recognize that this often inequitably burdens such faculty members. Such faculty members should not be disproportionately expected to engage in service work. All such work should be recognized in individual workload assignments. Service assignments should be based on expertise, and not solely on identity.

- 2.7 Faculty members' professional goals are diverse. The University embraces, values, and encourages this diversity among its faculty; it is a fundamental driver of faculty hiring, and supporting it promotes faculty professional well-being generally.
- 2.8 The diversity of faculty members' professional goals (per 2.7) shall inform the distribution of work for individual faculty, as determined by academic unit leaders in consultation with each faculty member (see Section 9.1) – 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 academic unit(s) to which each faculty member is assigned (as determined by the department chair and/or dean), as well as of the University as a whole (as determined by the provost), shall take precedence. This position recognizes SLU's organizational complexities and financial constraints, and prioritizes SLU's commitment to serving students.
- 2.9 The University mission also emphasizes "service to humanity." This policy acknowledges that such service may manifest in multiple ways, across areas of research, scholarship, and service, especially when framed using the Carnegie Foundation's terminology of community engaged scholarship, which emphasizes "processes in which academics recognize, respect, and value knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose..."
- 2.10 This policy—and the unit-level policies it requires—is itself the University's expression of its definition of equitable work.

3.0 Scope

This policy applies to all faculty assigned to colleges, schools, centers, or libraries governed by a dean or director reporting to the provost. However, this policy does not apply to SLU's Madrid campus faculty, who are under the jurisdiction of Spanish labor law and its own campus policies, not the St. Louis Campus *Faculty Manual*.

4.0 Definitions

Academic Unit: An academic department, college, school, center, library or other organization under the leadership of a dean, director, or other administrator who reports directly to the provost.

Faculty Workload: The formal, documented articulation of a faculty member's SLU work responsibilities for an academic term or academic year, as determined by the faculty member's supervisor (or higher-level academic administrator, such as a dean/director, or the provost). Each individual faculty workload assignment shall specify, at a reasonable level of granularity that facilitates clarity among all parties, the

distribution of the faculty member's work responsibilities in each of the following areas (which are further defined below):

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

Workload Unit: A numerical representation of the work of SLU faculty that facilitates the assessment of equity of faculty workload (in all forms: teaching, scholarship, service, etc.) across academic disciplines and units. A single workload unit represents the amount of work required for the successful conduct of one credit hour of teaching (as defined herein) in a given discipline.

This definition recognizes that one credit hour of teaching in Discipline A might require notably more faculty time/effort than one credit hour of teaching in Discipline B, for a variety of reasons, including (but not limited to) the following:

- course enrollments
- course level (e.g., undergraduate, graduate, professional)
- course type (lecture, seminar, laboratory, art studio, internship/clinical supervision, etc.)
- the nature of student work and associated assessment and grading (major essays, multiple-choice exams, etc.)
- appropriate disciplinary pedagogy

Accordingly, disciplinary faculty and their academic unit leaders have the flexibility to calibrate their discipline-specific work—teaching, scholarship, and service (as defined herein, and in its various forms) —to the University standard workload unit accordingly.

IMPORTANT: The following definitions of the various types of University-sponsored work that could be part of the distribution of any faculty member's formally-designed workload are, as noted in Section 2.1, "*General, University-level definitions.*" *More specific, discipline-based definitions are required to be part of the faculty workload policies of each academic unit, as stipulated in this policy (see Section 6.4). Those more specific definitions are to align with the spirit (if not the letter) of these general, University-level definitions while allowing for disciplinary differences.*

Additionally, many of the examples of faculty work in the following definitions might also be examples of other types of faculty work. How faculty work is classified is the purview of the academic unit.

Teaching: A faculty member's multi-faceted responsibilities related to the teaching of courses, including (but not limited to) the following:

- course/syllabus design (including such activity for independent study/research courses)
- daily/weekly preparation for instruction (in-person, online, hybrid)

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- thesis and dissertation supervision (although in some units this is classified as a form of “departmental service”)
- responding to course-related inquiries from students, advisors, etc.
- assessment of student achievement of course and program-level learning outcomes
- provision of course assessment data to colleagues to facilitate program-level assessment
- grading (and the formal reporting/submission of mid-term and final grades to the University Registrar)
- monitoring and evaluation of performance of students enrolled in internships, practica, and various forms of clinical experiences, experiential learning, service learning, etc.
- professional development (e.g., Reinert Center workshops on online pedagogy)
- *other teaching-related activity as determined by the academic unit*

Scholarship, Research, and Creative Endeavor: (*Referred to hereafter collectively as “scholarship”*) The collection of work that both expresses and advances a faculty member’s professional expertise. These responsibilities include (but are not limited to) the following:

- preparation and writing of scholarly publications (in their variety of lengths and formats across the spectrum of academic disciplines and interdisciplinary norms)
- preparation and performance of creative endeavors (e.g., theatre productions, musical compositions, works of art, museum exhibitions, library exhibitions)
- preparation for and participation in scholarly presentations
- preparation of applications for grants or other forms of support for funding of any form of scholarship; submission of related reports/materials/results to funding organizations
- post-award reporting and related responsibilities required of grant funding organizations
- preparation/submission of applications for patents
- community-based scholarship or participatory research
- *other scholarly activity as determined by the academic unit*

Service

NOTES:

¹The definitions of “service” (in its multiple forms) offered below present lists of *example* service activity that are not exhaustive. Additionally, some service activities classified by an academic unit under one form of service (e.g. “professional service”) might be classified by another academic unit under a different form of service (e.g. “service to the University”). Units are free to define service as it befits the unit.

²Service considered part of a faculty member’s SLU workload must be approved by the supervisor as such; service work not expressly approved by the supervisor as part of an assigned workload shall not be considered part of the faculty member’s workload.

Service to the University: A faculty member’s contributions to the shared governance or operation of their SLU academic program, department, college/school, or the University as a whole, via any of the following activities:

- service on a department, college/school or other standing committee or *ad hoc* task force, or working group
- administration of an academic program, department, college/school, or University-level unit

(Note: Administrative service might be classified by some units not as “Service to the University” but as its own, distinct category of work; see definition below.)

- service as a reviewer of grant applications on behalf of a SLU unit/organization (e.g., Office of the VP for Research, Center for Service and Community Engagement)
- formally-designated advising/mentoring of assigned students
- assigned participation in the mentoring of faculty colleagues
- clinical work in SLU-operated clinic (e.g., health care clinic, mental health clinic, legal clinic). (Note: Clinical work might be classified by some units not as “Service to the University” but as its own, distinct category of work; see definition below.)
- participation in the work of University centers or institutes
- writing recommendation letters
- *other University service as determined by the academic unit*

Note that this definition of “Service to the University” explicitly *excludes* basic faculty obligations such as regular participation in faculty meetings (at multiple levels) and academic ceremonies/convocations (unit- and University-level) that are often casually referred to as “service.” These are expectations of employment for all faculty.

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, via any of the following activities:

- service as an officer, or on a standing committee or *ad hoc* task force, of a professional association in the faculty member’s academic discipline
- service as a reader/reviewer of peer manuscripts, projects, or creative products for a professional association/institution in the faculty member’s academic discipline
- service as a reviewer of grant applications for a funding agency/organization (e.g., NIH, NSF, Lilly Foundation, Cortex)
- service as a peer reviewer or other official for a professional/disciplinary accrediting organization (e.g., LCME, ABET, AACSB) or a national/institutional accreditor (e.g., HLC, SACS)
- *other service to the profession as determined by the academic unit*

Public Service: Reflecting SLU’s commitment to “service to humanity” and community-engaged scholarship, a faculty member’s contributions—explicitly on behalf of SLU, and for the purpose of advancing specific SLU community outreach commitments—to the local/regional/national/global communities that SLU serves, via activities such as:

- service on committee, task force, or governing board of a non-profit or civic agency
- clinical care for a health care organization
- service on a panel or for an event to support a non-profit or civic agency
- preparation and/or delivery of oral, written, or creative materials in support of a non-profit or civic agency
- provision of technical expertise to community organizations
- *other local/regional/national/global public service as determined by the academic unit*

Note that engagement in “Public Service” activities may or may not require faculty to draw explicitly upon the academic/scholarly expertise upon which their SLU employment is based.

“Public Service” explicitly *excludes* work resulting in the receipt of any form of compensation (other than reimbursement of out-of-pocket expenses and honoraria).

Administration: A faculty member’s leadership of an academic program, department, college/school, or University-level unit. Examples of titles of those engaged in administration work include (but are not limited to): program director, clinical coordinator, department chair, dean, assistant/associate dean, assistant/associate provost.

Clinical Work: A faculty member’s work in a SLU-operated/sponsored clinic (e.g., health care clinic, mental health clinic, legal clinic).

5.0 University-Wide Workload Requirements

5.1 The University standards for total required annual workload units are based on the contract length (9, 10, 11, or 12 months) of each faculty member, and are as follows:

Faculty Contract Length	9 mo.	10 mo.	11 mo.	12 mo.
Total Required Annual Workload Units	24 units	26.5 units	29 units	32 units

Note: For simplicity, the remainder of this policy generally references faculty serving on 9 month contracts. All policy statements herein apply, proportionately, to all faculty on all contract lengths, per the table above.

5.2 All faculty must be assigned and fulfill an annual workload according to the scale in 5.1 above (e.g., the total annual workload units associated with assigned faculty work must, in the case of all 9 mo. faculty, be 24).

5.3 The formal assignment and subsequent fulfillment of workload units beyond the required amounts as described herein constitutes an “overload.”

- All overload assignments require the prior approval of the provost.
- All overload assignments approved by the provost shall be compensated for via either additive pay or a workload reduction in a subsequent academic term no longer than one calendar year from the term in which the overload was completed (unless a previously-approved sabbatical, leave, or other workload arrangement warrants a revised time frame).

5.4 The specific distribution of work assigned for an individual faculty member in any academic year is not prescribed at a University level, but must include the assignment of at least one of the following types of University work (as defined in Section 4.0):

- teaching
- scholarship, research, and creative endeavor
- service to the University
- professional service (locally, regionally, nationally, and internationally)

- service to the local/regional/national/global community
- administration
- clinical work

Guidance: Historically, SLU has been rooted in the traditional “three-legged stool” of faculty work: teaching, scholarship, and service. Some distribution of these three types of work in a single year is *likely* to be the most common distribution for faculty – but it is *not* a required distribution per this policy. Note that such a distribution is, however, likely to be required by most academic unit workload policies for tenure-track faculty. Those policies must be written to ensure alignment between required work for tenure-track faculty and the unit’s rank and tenure requirements.

5.5 The specific distribution of work assigned for an individual faculty member in any academic year, or across multiple years, may vary, based on the following:

- each faculty member’s contractual appointment/position
- each faculty member’s academic and experiential qualifications
- the needs of the faculty member’s assigned academic unit (department (if applicable), college/school), as determined by the leader of that academic unit (chair or dean)
- the needs of the faculty member’s governing college/school, as determined by the dean
- the needs of the University as a whole, as determined by the provost
- the professional goals of the faculty member (see Section 2.7)

5.6 While Section 5.2 notes that those responsible for the assignment of faculty workloads generally make such decisions on an annual basis, there are times when modifications to faculty workloads (either individual workloads or workloads for all faculty in the academic unit) must be made outside of that regular, annual cycle, for reasons including (but not limited to):

- significant enrollment fluctuations
- significant financial duress
- natural disasters
- health pandemics
- change in faculty personal or academic circumstances
- significant changes in external funding

As soon as it is determined that a need exists for such a “mid-cycle” workload modification, faculty shall be afforded reasonable written notice of and input on the potential changes to be made. Additionally, the chair or dean shall provide timely written updates as to the duration and/or continued need for any such modifications. The University is responsible for ensuring that any such modifications do not jeopardize future merit raise, promotion and/or tenure decisions, e.g., this could require the extension of a faculty member’s “tenure clock” or similar decisions.

5.7 In any single academic term (Fall, Winter, Spring, Summer) work responsibilities (a) should not exceed 12 workload units, and (b) may not exceed 15 workload units.

5.8 For faculty whose specific distribution of assigned work includes teaching, in any single academic term (Fall, Winter, Spring, Summer) those teaching responsibilities may not include more than six separate course preparations.

- 5.9 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 Requirement for, and Requirements of, Academic Unit Workload Policies

- 6.1 All SLU colleges and schools must establish their own faculty workload policies that (a) are fully consistent with this University-level policy, and (b) best articulate the distinctive nature of faculty work and workload within the respective academic unit.
- 6.2 A college/school with formally-designated departments may choose to forego implementation of a college/school-level policy (per Section 6.1) and, instead, require each of its departments to establish department-specific workload policies. Any such departmental policy must also be fully consistent with this University-level policy.
- 6.3 Each academic unit-level faculty workload policy (per 6.1 and 6.2) must be recorded on the Academic Unit Faculty Workload Policy template included herein as Appendix I.
- 6.4 Each academic unit policy must include the following:
- a. A statement of any governing principles upon which the policy is based.
 - b. A statement of the specific strategic directions that the workload policy is intentionally designed to help the unit achieve.
 - c. A web link to this University *Faculty Workload Policy*, as this policy is the basis on which all academic unit policies must be developed.
 - d. Academic unit definitions of each of the following domains of faculty work, consistent with the spirit (if not the letter) of the corresponding definitions in Section 4.0):
 - teaching
 - scholarship, research, and creative endeavor
 - service to the University
 - professional service
 - service to the local/regional/national/global community
 - administration
 - clinical work
 - e. The minimum work expectations for all unit faculty (or for all unit faculty in certain classifications, such as tenured/tenure track/non-tenure track, or instructional/research/

clinical), at each distinct contract length (9 mo, 10 mo, 11 mo, 12 mo, per Section 5.1), in each of the domains of SLU faculty work referenced in 6.4.d.

- f. An equivalency table detailing how much of what specific type of faculty work – *in each of the domains of faculty work referenced in 6.4.d.* – equates to a single faculty workload unit, as defined in 4.0 above. If the academic unit considers the relationship between “time on task” and work outcomes as part of the workload unit calculation, address how it does so.
- g. A web link to the academic unit’s promotion and tenure standards (**to be posted on the provost’s website**), with which the unit faculty workload policy must be fully consistent (per Section 5.9).
- h. A detailed description of the process (including associated timelines) by which workloads for individual faculty are established annually.
- i. A detailed description of how/where individual annual workload assignments will be made available annually to all faculty in the respective academic unit.

NOTE: Individual faculty workload assignments must be made available to all faculty within the academic unit, but are not to be made available to any other faculty outside the unit. The only exception to this stipulation is if a college/school adopts a workload policy that grants college/school-wide access across its own departments. All authorized access to individual workload assignments must be password-protected or otherwise appropriately secured.

- 6.5 If units desire, they may develop a written, internal appeals process to address disagreements between individual faculty and the person responsible for formally determining their annual workload assignment. Final determinations are made by the dean.

7.0 Academic Unit Workload Policy Development and Approval

- 7.1 The following stipulations of the current *Faculty Manual* inform the subsequent sections of this policy addressing academic unit workload policy development and approval:
- Per Section II.C.2.a: “Faculty workloads are proposed by the [Department] Chairpersons or comparable administrators and by the [College/School/Center/Libraries] Faculty Assembly or equivalent group and are approved by the Dean.”
 - Per Section II.C.2.C: “After consultation with the appropriate faculty members, the Department Chairperson or comparable administrator makes recommendations to the Dean of the College or School for ...faculty workloads.”
 - Per Section II.B.2: “The Provost is the chief academic officer of the University and reports directly to the President. The Deans of the University’s Colleges, Schools (except for the School of Medicine and the Center for Advanced Dental Education) and Libraries report directly to the Provost, as do...several directors.”

7.2 In accordance with the principles of subsidiarity and shared governance, academic unit workload policies must also be developed with substantive involvement of faculty and the respective faculty assemblies (or equivalent bodies) of the colleges/schools. The nature of that involvement will be subject to the norms and faculty governance policies/processes in the respective academic units. Minimally, however, “substantive involvement” must include (a) reasonable opportunity for individual faculty (or self-designated groups) and faculty assemblies (collectively) to provide written and oral feedback on a draft of any such policy prior to its approval, and (b) evidence that all such feedback was received and considered by those approving the policies (including, but not limited to, minutes of the academic unit meetings at which the policies and related faculty feedback were openly discussed).

This requirement for substantive faculty and faculty assembly involvement in academic unit workload policy development shall not supersede the responsibilities for approvals and implementation of such policies per the *Faculty Manual* and Section 7.3 of this policy.

7.3 Accordingly, those involved in the development and approval of all academic unit workload policies are detailed in the table below:

Level of Academic Unit Workload Policy	Must be Substantively Involved in Policy Development	May Formally Propose Academic Unit Workload Policies	Approval and Implementation Responsibility
Department-Level Policy (if applicable)	Department Faculty Department Chair	Department Chair	Dean/Director Provost
College/School-Level Policy	College/School Faculty Department Chairs Faculty Assembly Director/Dean	Department Chairs Faculty Assembly	Director/Dean Provost

7.4 As part of a dean’s obligation to review and approve all departmental-level academic unit policies (see Section 7.3), the dean may request from the highest faculty governance body of the department (or, if no such body exists, the faculty as a whole) substantiation of the faculty’s involvement and input in that department’s policy development process. If that involvement and input is deemed by the dean to be less than substantive, the dean shall return the policy to the department for further deliberation, with specific instruction to the department chair regarding what additional forms of faculty engagement would satisfy the dean’s concerns.

7.5 As part of the provost’s ultimate review and approval of all academic unit policies for compliance with this University *Faculty Workload Policy* (see Section 7.3), the provost may request from the highest faculty governance body of an academic unit (or the faculty as a whole, if no such body exists) substantiation of the faculty’s involvement and input in that unit’s policy development process. If that involvement and input is deemed by the provost to be less than substantive, the provost shall return the policy to the academic unit via the dean for further deliberation, with

specific instruction to the governing dean regarding what additional forms of faculty engagement would satisfy the provost's concerns.

- 7.6 All academic unit faculty workload policies must bear applicable approval dates.
- 7.7 All academic unit faculty workload policies must be submitted to the facultyaffairs@slu.edu email account for the provost's review, with "Faculty Workload Policy – Name of Unit" in the subject line.
- 7.8 All academic unit faculty workload policies must be reviewed every three years, with the initial review done at the unit level.

8.0 Requirement for, and Requirements of, Individual Faculty Workload Assignments

- 8.1 All SLU deans (or department chairs, if applicable) shall determine—with appropriate faculty input, per Section 9.0—the annual workload assignments for all their respective faculty.
- 8.2 Each individual faculty annual workload assignment must be recorded on the Individual Faculty Annual Workload Assignment template, included herein as Appendix II.
- 8.3 Per Section 2.3, the annual distribution of work for any individual faculty member will vary, per the parameters established in the *Faculty Manual*, based on:
 - each faculty member's contractual appointment/position
 - each faculty member's academic and experiential qualifications
 - the needs of the faculty member's assigned academic unit(s)
 - the needs of the faculty member's governing college/school (or equivalent)
 - the needs of the University as a whole (as determined by the provost)
- 8.4 Each individual faculty annual workload assignment must include the following:
 - a. A web link to this University *Faculty Workload Policy*, as this policy is the basis on which all academic unit policies and individual annual workload assignments must be developed.
 - b. A web link to the governing academic unit policy (posted on the provost's website), on which all individual work assignments must also be based.
 - c. Space for the faculty member to sign the final workload assignment indicating their understanding of (but not necessarily agreement with) the assignment.

9.0 Individual Faculty Workload Assignment Development and Approval

- 9.1 In accordance with the principles of subsidiarity and shared governance, individual faculty annual workload assignments must be developed with substantive involvement of the respective faculty member. The nature of that involvement and input will be subject to the norms and faculty governance policies/processes in the respective academic units. However, minimally, "substantive involvement" must include an opportunity for the individual faculty member to

provide written and oral feedback on a draft of any such workload assignment-prior to its approval.

- 9.2 If the academic unit to which an individual faculty member is primarily assigned is a department within a college/school, the person responsible for formally determining the annual workload assignment is the department chair.
- 9.3 Accordingly, those involved in the development and approval of all individual faculty annual workload assignments are detailed in the table below:

Level of Academic Unit Workload Policy	Must be Substantively Involved in Development	Formally Determines Individual Workload Assignments	Approval and Implementation Responsibility
Individual Faculty Annual Workload Assignment	Faculty Member Department Chair (if applicable) Director/Dean	Department Chair (if applicable) Director/Dean	Department Chair (if applicable) Director/Dean

10.0 Policy Review Schedule

- 10.1 The provost shall conduct a review of this *Faculty Workload Policy* every three years.
- 10.2 In accordance with the *Faculty Manual*, (Section II.E), the provost shall ask the Faculty Senate to review and provide input on this *Faculty Workload Policy* and on any subsequent revisions to it in a timely manner (as specified by the provost) prior to their endorsement by the Council of Academic Deans and Directors (CADD) and approval by the provost. That input shall come in multiple forms:
- via the regular participation of the president of the Faculty Senate in all work of the CADD (the president of the Faculty Senate is a regular, voting member of CADD).
 - via a dedicated, triennial review of this policy conducted as part of, and informing, the provost’s review per Section 10.1. The results of the Faculty Senate’s review are to be presented by the president of the Faculty Senate at a CADD meeting.
 - via a review of any proposed amendments to this policy, between triennial reviews, deliberated by CADD, the results of which are to be presented by the president of the Faculty Senate at a CADD meeting prior to CADD entertaining a motion to endorse the proposed amendments.

11.0 Accountability for Administrative Oversight of Faculty Workload

Department chairs and deans will be reviewed annually by those persons to whom they report regarding the implementation of and compliance with all aspects of the University and their respective academic unit faculty workload policies, including equity.

12.0 References

Faculty Assignment Policy [forthcoming]

Saint Louis University [Faculty Manual](#) (St. Louis Campus)

13.0 Approvals

1. Version 1.0 was developed by a Joint Faculty Senate-Provost Task Force; it was approved by the Faculty Senate on January 26, 2016; it was modified and adopted by Provost Nancy Brickhouse on February 29, 2016.
2. Version 2.0 was developed by a task force comprised of representatives of the deans, department chairs, faculty, and provost's office staff. A draft was offered for a 30-day public comment period during which feedback was obtained via a Qualtrics survey, open fora, email, and discussion with the deans.

Approved by CADD: May 26, 2021

Approved by Provost: May 26, 2021