

College of Public Health Faculty Workload Guidelines

Approved December 13, 2022

Annual faculty workload is determined on an individual basis by the Division Chair in consultation with the faculty member, the Vice Dean for Academic Affairs and Academic Administration, and the Assistant Dean for Finance and Administration and Chief Administrative Officer. Expectations stated in guidelines align with provisions of the college's POA, APT, annual faculty productivity and performance reviews, and criteria for receiving annual merit compensation adjustments. Faculty workloads will be assigned according to the college's Pattern of Administration (POA), and Appointment, Promotion, and Tenure (APT) documents as well as approved Memorandums of Understanding (MOUs) and these guidelines. Division Chairs are responsible for ensuring that on average over a period of two years, faculty in their division are meeting workload expectations in an equitable manner. This requires accounting for potential differences in workload based on factors such as but not necessarily limited to the size of class, grading demands, supervision of teaching assistants, role in the class, and the nature of the class. It includes ensuring that for faculty who have MOUs, these agreements are updated and finalized in a timely fashion. Assigning teaching, further, requires that chairs confirm and consider other elements in the work portfolios of individual faculty members (e.g., teaching and other work laid out in MOUs, administrative appointments, etc.) and division needs. To help promote equity across the college, chairs will meet at least once a year to compare and discuss their approach with an eye to achieving broad alignment across divisions.

A. Teaching Expectations

1. Tenure-Track (Probationary)

- i. Tenure-track faculty with nine-month appointments are expected to teach the equivalent of three courses (9 credits) per academic year.
- ii. Tenure-track faculty with twelve-month appointments are expected to teach the equivalent of four courses (12 credits) per fiscal year.
- iii. Tenure-track assistant professors are expected to teach one course during their first year, two courses their second year, and three courses per year thereafter.
- iv. Adjustments to teaching load may be made, though tenure-track faculty have a minimum expectation of teaching the equivalent of at least one course (3 credits) per year.

2. Tenured

- i. Tenured faculty with nine-month appointments are expected to teach the equivalent of four courses (12 credits) per academic year.
- ii. Tenured faculty with twelve-month appointments are expected to teach the equivalent of five courses per year (15 credits) per fiscal year.
- iii. Adjustments to teaching load may be made, though tenured faculty have a minimum expectation of teaching the equivalent of at least one course (3 credits) per year.

3. Clinical/Teaching Faculty

- i. Clinical/Teaching faculty with nine-month appointments are expected to teach the equivalent of six courses (18 credits) per academic year.
- ii. Clinical/Teaching faculty with twelve-month appointments are expected to teach the equivalent of eight courses (24 credits) per fiscal year.

4. Circumstances that may warrant adjusting the teaching workload

- i. For the purpose of course buy-out or a reduced teaching workload, each three-credit course is equivalent to 20% of a faculty member's total annual workload (course preparation, development, and management are included)
 1. For tenured faculty, 20% is equivalent to one course buyout and 40% is equivalent to two course buyouts, etc. Example: Tenured faculty



workload with 20% eligible funding teaches three course per 9-month academic year.)

2. Because tenure-track (probationary) faculty already have a course buyout with reduced baseline course load, 40% is required to buyout one course and 60% total to reduce the workload by two courses. Example: Tenure-track faculty workload with 40% eligible funding teaches two courses (or with 60% one course) per 9-month academic year.
 - ii. The Division Chair may consider individual circumstances that constitute substantial deviations from the normal faculty workload.
5. Exceptions to these teaching workload guidelines will be documented in appointment letters or annual review letters and reviewed annually with Division Chairs.
6. Refer to the Appendix for example of 9-mo and 12-mo contract teaching workloads.

B. Research Expectations

1. Faculty with nine-month appointments are generally expected to secure funding for at least 33% of their annual salary/effort. This is not a strict threshold that must be met uniformly by all faculty. This percentage of funded effort may vary depending on the division's and college's teaching and research needs. But it underscores that we are a research university and, at a minimum, faculty are spending at least a third of their time on funded research. Although funded research is one measure of scholarly impact and endorsement by external peer reviewers and in many disciplines peer reviewers will expect to see funding levels comparable to a candidate's peers, per college APT guidelines, there is no funding threshold that individuals must meet for tenure and promotion.
2. Faculty with twelve-month appointments are generally expected to secure external funding for at least 50% of their annual salary/effort. Again, it is not a strict threshold that must be met uniformly by all faculty. This percentage of funded effort may vary depending on the division and college's teaching and research needs.
3. Research faculty are expected to secure external funding for 90% of their annual salary/effort.
4. Faculty can have up to 90% of their effort committed to externally funded projects; the exception is that faculty whose responsibilities focus on research (i.e., do not hold teaching or administrative responsibilities) can have up to 95% of their effort committed to externally funded projects. This provides for 5-10% salary/effort to be allocated as appropriate for college committees, grant proposals, teaching, or administrative functions unrelated to effort on active external research grants.
5. Faculty members who contribute effort to sponsored projects or receive some portion of their compensation from sponsored projects are required to account for and certify their total time and effort in accordance with university policies and federal regulations. Salary/effort charged to external funding sources should reflect the reasonable effort devoted during the actual period of performance to clearly show that the faculty member has met their commitment to the sponsored project.
 - a. For example, faculty working an average of one day per week on a sponsored project during spring semester should be documented and certified as 20% salary/effort on the external funding source from January 1 – May 15.
 - b. Faculty on 9-month appointments who work on sponsored projects during their off-duty period will receive off duty payments for work performed during the off duty period. Work performed during the off-duty period is not eligible for release time salary/effort during the academic year.

C. Service Expectations

1. All tenure-track, clinical/teaching, and research faculty members are expected to support the operations of the College and University through active membership and contribution



to standing and ad hoc committees.

- i. Expectations for committee workload may be negotiated with the Division Chair and Dean annually. While service obligations extend to every member of the faculty, individual expectations should reflect the developmental trajectory and current teaching and research obligations of the faculty member.
- ii. As a general, but not mandatory, principle, faculty members' leadership and contributions on both standing and ad hoc committees should increase with their length of time on the faculty.
- iii. Quality of participation shall include attendance, active participation, and service to the committee as described by the Committee Chairs.

2. Administrative Appointments

- i. The effort associated with administrative appointments (deans, division chair, director, etc.) may vary but will typically be no less than 20%. The commitment will be documented in the appointment letter or annual review letter. Commitments will be reviewed (and possibly adjusted) annually by the respective supervisor for administrative faculty.

D. Administrative Attachments, Supplemental Compensation, and Off Duty Pay

1. Administrative Attachments, Supplemental Compensation, and/or Off Duty Pay may be provided for work that is above and beyond the position's regular duties.
2. Administrative attachment, supplemental compensation and/or Off Duty Pay commitments that are funded by the college will be documented in a formal letter and reviewed annually with Division Chairs.
3. Division Chairs must make the case for faculty administrative attachments, supplemental compensation, and off duty pay requests and be prepared to provide justification to the Dean for them.
4. The Dean, Vice Dean for Academic Administration, and Assistant Dean for Finance and Administration must approve these arrangements in advance.



Appendix: Rationale and Example 9-month and 12-month Teaching Workloads

Rationale for a 1 x 3 credit Course being Equivalent to 20% FTE

- For a 3-credit course, experience shows, and it is widely accepted, that time for course management, module (including assessment) preparation, module delivery, and grading/assessment require approximately 1-day per 5-day workweek (20% FTE). It is possible that the time required may be slightly higher for new course preparation.
- Traditional weekly workload for a university professor is 4 x 3 credit courses per week (80%) plus 1-day (20%) for activities such as meetings and research/scholarship each autumn and spring semester . . . This varies, but it is a common model, except, for example, at Research 1 (R1) universities where the teaching workload is typically less to allow more time for writing proposals for external research funding, implementing research projects, managing the external research grants and contracts awarded, and writing a higher number of research-based manuscripts for publication in journals.
- Refer to the Table below for examples of the number of 3 credit equivalent courses per term for 9-month and 12-month faculty contracts.

Tenure-track/ Tenured Faculty Contract Duration per Calendar Year	AU Term 3 Credit Equivalent Courses (Percent FTE)	SP Term 3 Credit Equivalent Courses (Percent FTE)	SU Term 3 Credit Equivalent Courses (Percent FTE)	Approximate Equivalent Number Courses per 9mo v. 12mo Contract
9-Month	2 (40%)	2 (40%)	NA	4 courses/9mo
12-month	2 (40%)	2 (40%)	1 (20%)	5 courses/12mo