

Approved by Faculty, March 24, 2009 (Revision Approved May 2, 2016)
Approved by Dean, June 2016; Approved by Provost, October 9, 2018

Faculty Workload Policy

Department of Psychology

Mission Statement

Our mission is to educate students in the discipline of psychology and its applications. We accomplish this by integrating empirical science, theory, and practice, focused toward the understanding of the behavior and experience of individuals and groups, including the family, organizations, and institutions. We encourage intellectual curiosity, critical thinking, and ethical responsibility in our teaching, research, and practice. Our commitment to value-based, holistic education and our enthusiasm for psychology is realized in the products of our research, in our graduates, and in service to others locally, national, and globally.

We seek to contribute to the improvement of the human condition and to promote human welfare through understanding past knowledge, discovering new knowledge, and disseminating our knowledge through teaching, publication, and service. We educate students to be professionals and challenge them to be ethically responsible, to be committed to serving others, and to respect human diversity in all its forms. We seek to sustain ourselves as a community of scholars, in which all are teachers and all are learners, in an environment that fosters scholarly, professional, and personal growth.

1. General Department Expectations

Recognizing that the SLU Psychology Department places a high value on excellence in teaching, and also houses three separate doctoral programs within a research-intensive university, equal weight is normally given to teaching and research commitments. Service expectations make up the remainder of the normative faculty workload. The three categories that constitute faculty workload are weighted as follows, unless otherwise stipulated, in the conduct of annual evaluations as well as the computation of salary recommendations: 50% for teaching, 40% for research, and 10% for service. Expected activities and relative distribution of effort across these three domains is outlined below.

Teaching

Consistent with our mission "... to educate students in the discipline of psychology and its applications...", teaching in the department of psychology includes the provision of high quality undergraduate and graduate courses. A 2-2 teaching load is the normative assignment for tenured and tenure track faculty members with significant research expectations. Additional requisite courses for which students enroll but which are not typically counted as part of the 2-2 load include supervision of undergraduate practica and research. As a doctoral granting department, we have the added responsibilities of supervising and mentoring graduate students in their research (e.g., coordinating Research Vertical Teams, serving as chair for preliminary examination, doctoral orals, theses, and dissertation committees), and external practica (e.g., supervision of internships, Professional Activity Groups), that are not counted as part of our 2-2 teaching load.

Research

In support of our mission to integrate "...empirical science, theory, and practice..." our faculty need strong publication records and nationally recognized research programs. To achieve these defining criteria of a doctoral research program, an additional 40% of our time is dedicated to research. Refereed journal publications, book chapters, books, and grant/contract proposals are the primary measures of research productivity; conference presentations, published abstracts, and non-refereed publications are among the secondary measures.

Service

Finally, service expectations account for 10% of our workload and include service to the profession (e.g., editorial board membership, manuscript/grant application reviews, conference organization/preparation, local and national level membership of practice and governing bodies), university (e.g., university level committees), college (e.g., college level committees), department (e.g., departmental level committees), and programs (e.g., membership on preliminary examination, doctoral orals, theses, and dissertation committees).

The specific activities and expectations associated with these three domains are determined in conjunction with the needs of the department and five core programs within the department (clinical, experimental, industrial/organizational, undergraduate, and neuroscience) as achieved by discussion among the department chair, program directors, and faculty members. While the majority of these tasks occur during the regular 9-month contract period, many graduate program expectations, such as graduate student mentoring/supervision and research activities, continue in the summer months. The department chair conducts an annual review of teaching quality, research productivity, and service provision using information provided in the annual faculty activity reports. Overloads will be recognized in the form of additive pay or subsequent workload reductions. Consideration of teaching quality, research productivity, service contributions, and workloads is made in promotion and tenure decisions and in the determination of merit salary increases.

2. Workload Unit and Departmental Expectation Equivalencies

The University Policy on Faculty Workload (Version 1.0; approved March 1, 2016) uses the workload unit, defined as “...approximately equivalent to one credit hour spent in scheduled classroom teaching...” as the primary measure of faculty workload; faculty on 9 month contracts should be responsible for 24 workload units per year. The University Policy also encourages departmental flexibility in workload policy and notes that departments “...may express the total number of workload units for each faculty in other ways.” To maintain the flexibility necessary to guide our Department’s unique faculty contributions and to be consistent with our Department’s promotion and tenure guidelines, we continue this practice

of outlining faculty requirements in terms of percent effort. We include in Table 1 a conversion of our percentage effort into a rough estimate of workload units.

Category	Expected Percent Effort	Workload Unit Conversion
<i>Teaching</i>	50%	12.0 units
<i>Research</i>	40%	9.6 units
<i>Service</i>	10%	2.4 units
Totals	100%	24 units

Table 1: Percent effort to workload unit conversion

Our departmental policy reflects the faculty requirements necessary to maintain the activities of a doctoral degree granting academic department containing a number of academic units. These units include our Undergraduate Program with a large number of psychology majors seeking B.A. and B.S. degrees as well as the undergraduate Neuroscience Program (co-administered with the Department of Biology). Additionally, our department includes the Psychological Services Center devoted to providing clinical psychological services to the St. Louis community and the Center for the Application of Behavioral Science, which is devoted to providing consulting services to the region. Finally, our department maintains three separate doctoral programs; all faculty members contribute to the mentorship of our graduate students.

3. Teaching Assignment in Relation to Research Productivity

For a tenured faculty member who does not engage in the expected level of research or wants to put his/her effort into pedagogical activities, or otherwise has minimal research expectations, a 3-3 teaching load is the normative assignment. For a full-time faculty member on a continuing non-tenure track appointment focused exclusively on teaching, a 4-4 teaching load is the normative assignment. A 50% teaching load is defined as the normative 2-2 teaching load. A 40% research load is defined as research engagement consistent with criteria outlined in the Department's Promotion and Tenure criteria (as indexed by refereed journal publications, book chapters, books, and grant/contract proposals). A 10% service load may include participation on standing committees (departmental, college, or university level), professional

organization committees/task forces and editorial boards, and participation in departmental events (e.g., special events, task forces, serving on graduate student committees, etc.).

4. Workload Releases/Supplemental Pay

One course reduction per year is provided to each of the Directors of the Clinical, Experimental, and Industrial/Organizational Doctoral Programs and to each of the Directors of the Undergraduate Program and the Neuroscience Program. The teaching duties of the Department Chair are individually arranged with the Dean.

Grant funding may be used to release faculty from assigned teaching responsibilities for up to two courses per year. The released salary dollars are used in part by the College to hire an adjunct replacement instructor for each released course.

Reductions in Faculty Workload will be recognized for faculty on sabbaticals, research leaves, and other types of leaves (e.g., family, medical, etc.) in accordance with the policies set forth in the guidelines for each.

Other releases or supplemental pay (e.g., due to overload beyond the maximum Faculty Workload) are individually arranged with the Chair, consistent with University and Department guidelines.

5. Teaching Assignments for New Tenure-Track Faculty

New tenure-track faculty are assigned a two course reduction during their first year of employment, normally resulting in a 1-1 or a 0-2 teaching load.

6. Provisions for Cancelled Classes

A class may be cancelled because of insufficient enrollment, with the faculty member's time reassigned (a) to another class on an immediate or deferred basis, or (b) to increased research or service activities for the semester. However, an under-enrolled course may be kept in the schedule in special circumstances, including but not limited to accreditation requirements.