

Definitions: College (College of Health), Chair (Department Chair), Dean (Dean, College of Health), University (University of Utah), Full-Time Faculty (Tenure-line and Career- line faculty with  $\geq 0.5$  FTE appointment)

### Preamble

The purpose of this policy statement is twofold. First, it provides guidance to the faculty and Chairs in making workload assignments to full-time faculty. Second, it assists in an effort to equitably distribute responsibilities across faculty in the College over time. It is acknowledged that there is rich diversity across units and individual faculty members in the College, and that simplistic approaches to equity in workload will not work to accurately represent individual faculty effort and contribution to the College and to the University. This document, therefore, is purposefully flexible, yet targeted to assist all those involved in making equitable workload decisions so that all full-time faculty provide comparable total effort while still recognizing that the individual distribution of teaching, scholarship (research and creative activity), service, and clinical contributions may vary across faculty members, across semesters, and between units in the College. Further, we support the research mission of the University and College while also striving for excellence in our many teaching and clinical training programs. We expect faculty to be engaged in administering a curriculum that is reflective of current research and practice. This policy recognizes that Department and College goals are often best met when faculty contributions are made through different combinations of teaching, scholarship (research and creative activity), service, and clinical activities.

The total workload of each Tenure-line faculty member in the College will include, at the least, the three traditional areas expected of the professorate: teaching, scholarship (research and creative activity), and service. This policy also acknowledges that the absence of activity in any of these traditional areas by Tenure-line faculty on a continuing basis is unacceptable. Career-line faculty workloads may be assigned in these and/or additional areas (i.e., clinical) according to the Retention and Review Statement for Career-Line, Adjunct, and Visiting Faculty. **It should be noted that Tenure-line faculty are subject to the College's RPT guidelines for promotion and tenure and workload allocations should be developed that are consistent with these guidelines.**

### Procedures

Workload will be determined annually in a conference between the faculty and the Chair as part of the annual review process. The timing of this annual meeting is at the discretion of the Chair to enable appropriate planning and budgeting. Faculty will be evaluated each year for merit and salary increases (when available) based on their performance within the focus area(s) agreed upon from the previous year's review process. Each faculty member is encouraged to initially determine a workload balance (teaching, scholarship (research and creative activity), service, and/or clinical) that best matches her or his productivity, strengths, career goals, and Department needs. From that point forward, faculty will, in consultation with the Chair, adjust the workload balance as part of the annual review process, thus allowing for change as circumstances dictate. Faculty may also request a mid-year meeting with the Chair to reevaluate workload if necessary, which will allow for a more accurate annual review at the close of the academic year.

Following are the typical steps taken by a full-time faculty member in consultation with the Chair in determining her or his workload:

1. Faculty establishes her or his goals for the coming year and consider which workload balance best helps meet her or his goals and those of the Department.
2. The faculty member consults with the Chair and requests this workload balance.
3. If agreement cannot be reached, the faculty member and Chair should consult the Department's Faculty Appointments Advisory Committee which will provide its assessment of the workload balance proposals and suggestions for alternatives. The Chair will make the final determination of the workload balance.

Table. **Example** workload distribution by faculty rank. Note: This policy addresses full-time faculty in both Tenure-line (pre- and post-tenure) and Career-line positions.

	Teaching	Scholarship (Research and Creative Activity)	Service	Clinical
<b><u>Tenure-line (Teaching and Research Balanced)</u></b> A strong focus on research that is documented in the vita and annual reports suggesting an active research program as evidenced by an acceptable combination of peer-reviewed publications, grant funding, refereed conference presentations, and graduate student research committee participation as determined in conference with the Chair as part of the annual review process.	40%	40%	20%	
<b><u>Tenure-line (Research Focus)</u></b> With approval of the Chair for extraordinary research productivity and/or with salary support from internal/external funding sources that support the research mission of the College.	20%	60%	20%	
<b><u>Tenure-line (Teaching Focus)</u></b> A stronger focus on teaching that is documented in the vita and annual reports with an acceptable combination of publications, grant funding, conference presentations, and graduate student research committee participation as determined in conference with the Chair as part of the annual review process.	60%	20%	20%	
<b><u>Career-line</u></b> Recognizing that all full-time core faculty are engaged in some level of scholarship that supports the mission of the College and Department, these Career-line positions will demonstrate scholarship that is documented in the vita and annual reports in addition to their respective focus areas (teaching, research, or clinical). These workload distributions are to be determined in conference with the Chair as part of the annual review process.				
<b><u>Lecturer</u></b>	80%	10%	10%	
<b><u>Research</u></b>	10%	80%	10%	
<b><u>Clinical</u></b>	10%	10%	10%	70%

\* Note that some Career-line faculty may have service appointments of up to 50% for program administration responsibilities. Remaining assignments will be negotiated with the Chair.

Teaching, scholarship (research and creative activity), service and clinical responsibilities that equate with percentage time vary between Departments and should be included in the yearly Chair/faculty discussion. The agreed upon workload, with clearly defined expectations, should then be documented in an annual letter to the faculty member.

It should also be acknowledged that administrative appointments often require additional time commitment that may exceed or are not specifically included in these guidelines. Significant administrative responsibilities should be considered on an individual basis and may require modifications this policy.