

Faculty Workload Policy
Department of Pharmacy and Health Systems Sciences
School of Pharmacy and Pharmaceutical Sciences
Bouvé College of Health Sciences

GOALS AND PURPOSE OF THE POLICY

The goals of the workload policy are to fulfill the responsibilities of the department by recognizing and supporting faculty members’ diverse strengths, talents, and contributions to the department, school, college, university and the profession. A typical workload for faculty includes teaching, research/scholarship/creative activities/professional development (collectively referred to hereafter as “research/scholarship”), and service. This policy is designed to ensure transparency and equity in overall workload, rather than equity in just one or two components of the workload and serves as the basis for faculty merit review.

FACULTY APPOINTMENTS AND WORKLOAD

This policy applies to faculty in the Department of Pharmacy and Health Systems Sciences (DPHSS) that include faculty types of tenure-track/tenured (TT/T), non-tenure track (NTT), and fully or jointly appointed. The department chair, after consultation with each faculty member will be responsible for determining workload assignments. Workload assignments are planned according to the calendar year, with planning occurring in the fall semester for the upcoming calendar year.

The department chair will meet with each faculty member to discuss their present and future workload assignments. Ongoing teaching responsibilities and department teaching needs; research and scholarship, including current research funding and planned grant submissions; current faculty service, including future departmental/college/university needs, and faculty development needs including continuing education and mentoring by senior faculty, will be discussed at this time. Adjustments may be made throughout the year as needs arise with notification and discussion with the individual faculty.

Faculty may use the *Workload Estimator Tool* found in the Departmental Teams folder titled “Faculty Workload” as a mechanism to calculate their respective percentages for each area (teaching, research/scholarship, service) in consultation with the department chair. This allows for consistency between the faculty percent efforts and the work / outcomes generated amongst all faculty.

Typical workload expectations, by faculty type, are listed in Table 1 below for teaching, research/scholarship, and service. Individual workload may vary by faculty-type, faculty rank, and appointment (fully appointed, jointly appointed). All faculty must teach in a minimum of one didactic course per academic year.

Table 1: Typical Workload Distribution

Faculty Type	Teaching	Research/ Scholarship	Service	Contract Term
TT/T (Research active [†])	40%	40-50%	10-20%	39 weeks
TT/T (Research inactive [†])	60%	20%	20%	39 weeks
NTT	60-80%	5-10%	10-30%	12 months

[†]Defined within table 2.

Joint Appointments: The workload of a jointly appointed (i.e., interdisciplinary or clinical) faculty member will be commensurate with the faculty member's appointment percentage in the Department. The chair of the department will be the conduit/liaison through which workload discussions are held between departments and internal/external partners.

MODIFICATIONS OF WORKLOAD

1. **Course buy-out.** All faculty members may reduce their teaching loads to devote more time to research, if they have external grant funding to support a portion of their base salary. Regardless of the amount of funding secured, all faculty must teach a minimum of one course per academic year. Buy-out of service obligations is not allowed. Course buy-out rates are set by the Bouvé Office of the Dean.
2. **Approved leaves.** Workload expectations for faculty who take family, medical, fellowship, or sabbatical leaves from the university will be adjusted by the department chair based on time away and in accordance with prevailing university policies.
3. Protected time for training grants as designated for award.

WORKLOAD DETAILS

A. Teaching: Teaching is defined as student instruction, support, and/or contact that is conducted while delivering the curriculum. Instruction may be delivered in a variety of formats, including (but not limited to): course coordination, engaged classroom delivery/lecture, small group facilitation, practice labs, simulations, objective structured clinical exams (OSCE), thesis/dissertation/directed study advising, interprofessional education, and precepting at clinical practice sites.

The Doctor of Pharmacy program has an integrated, competency driven curriculum that emphasizes a student's mastery of specific skills and knowledge rather than just time spent in coursework. The workload for this type of program is:

- (1) Outcome-focused: students' progress is based on demonstrated proficiency rather than fixed schedules / assessments;
- (2) Application-heavy: emphasizes hands-on learning, real world application, assignments often requiring student critical thinking, problem-solving and collaboration;
- (3) Assessment intensive: frequent formative assessments, practical demonstrations and competency check-in,

all of which require faculty to move from content experts to facilitators of knowledge and skills. This results in an increased workload related to inter-faculty collaborations for planning, execution and formative/summative feedback and assessments.

The university's undergraduate baseline for course credits is 4 credits/class. Because classes in the DPHSS and SOPPS Doctor of Pharmacy program are integrated and competency driven, requiring intensive engaged learning in the classroom, with seminar and clinical laboratory activities to formative and summative assessments, the *Workload Estimator Tool* takes into consideration these components to clarify and approximate equity across faculty.

B. Research/Scholarship: All full-time faculty are expected to participate in research/scholarship activities.

The NTT expectations of scholarship involve any research, creative endeavor, or professional

development related to their field of expertise which serves to advance the department, school, college, university, or discipline/ profession at the regional, national, or international level. Examples include (but are not limited to): original research, author book chapters, presentations, professional skill development.

All TT/T faculty are expected to seek and obtain grant funding from funding sources consistent with their area(s) of research. TT/T faculty must demonstrate a record of scholarly productivity (i.e., peer-reviewed journal articles, patents, successfully funded grants, discoveries of new knowledge) in their area of expertise, at a level that is consistent with expectations for peers and aspirational schools at Research-1 universities. Non-research active tenured faculty, as defined below, must be assigned a minimum of 5% scholarship.

Research/Scholarship Workload Adjustment: For modifying to align one’s workload due to significant research and scholarship output, all faculty must follow the College’s course buy-out policies.

Table 2: Definition of research activity

	Accepted Peer-Reviewed Publications		Share of Active or Awarded External Funding
Research Active	≥3/year	or	≥\$100K/year
Research Inactive	<3/year	and	< \$100K/year

C. Service: Service within a faculty member’s workload refers to the active participation, involvement, and contributions of faculty members to the academic institution, their professional community, and the broader society. It encompasses activities beyond teaching and research/scholarship, including administrative duties, committee work, mentoring, public engagement, and other endeavors that contribute to the functioning and advancement of the department, school, college, university, and profession.

Examples include (**but are not limited to**):

To the institution (program, department, school, college, university):

- Service on department, school, college, and/or university committees
- Mentoring faculty to promote a culture of success
- Administrative duties assigned to faculty by the department chair or school dean
- Attendance and engagement at faculty meetings
- Advising at the undergraduate and/or graduate level
- Faculty and student recruitment
- Student group mentorship

To the Profession:

- Clinical practice in a health care setting
- National board certifications or awards
- Expert panel or committee membership
- Participation in local, state, regional, national, or international professional activities and publications (e.g., journal reviewer, service on editorial boards)
- Service on relevant regional, national and/or international committees
- Service to professional boards or societies

To the Community/Public:

- Health-related community service projects
- Invited presentations to the public
- Consultation with community healthcare agencies

Service to the institution is expected of all faculty. While service to the profession and community/public are valued by the department they may not take the place of service that is needed to the department, school, college, and university.

POSTING OF WORKLOADS AND WORKLOAD POLICY

In the interest of transparency, the workload policy and the workload of each faculty member will be posted on the Departmental Teams site.

REVIEW OF THE WORKLOAD POLICY

This policy will be reviewed at least every three years by the DPHSS. The department chair will also have shared responsibility of ensuring that the policy is being followed by the DPHSS. Any recommendations will first be advanced to the Dean of the School of Pharmacy and Pharmaceutical Sciences, and then to the Office of the Bouvé College of Health Sciences (BCHS) Dean.

APPEALS OF WORKLOAD

Faculty have the right to bring forward concerns regarding their workload assignment. Faculty can appeal by providing a formal letter written by the faculty member and given to the department chair within ten (10) business days of receiving their individual workload assignment.

A formal meeting with the faculty member and department chair will be scheduled within ten (10) business days to discuss the concern(s). The department chair will review the letter and applicable documentation to make a determination regarding an adjustment within ten business days of the meeting.

If the faculty member does not agree with the department chair's decision at that time, they may then forward their concern to the SOPPS Dean within ten (10) business days. A formal meeting will be scheduled within ten (10) business days to discuss the concern with the faculty member and the SOPPS Dean. The SOPPS Dean will review the letter and applicable documentation to make a determination regarding an adjustment within ten business days of the meeting.

When the matter is not resolved at the school level, further appeals will be directed to the Dean of BCHS for review.

Approvals:

Policy modified: AY 2021-22, AY 2025-26

Policy approved by the Department: February 2, 2026

Next department review date: September 2028

Policy approved by BCHS Dean: February 9, 2026

Policy sent to the Provost office: February 10, 2026

Policy approved by the Provost: February 13, 2026

Checklist for Unit Workload Policy Documents

Each unit's chairperson and/or dean should initial each point on the checklist. By doing so, he or she attests that the full-time faculty workload policy document satisfies each of these requirements.

JWL	Document is consistent with published College and University policies.
JWL	Document clearly reflects the goals/aspirations of the unit as these relate to workload.
JWL	Document clearly defines the types of activities that constitute each of teaching, research/scholarship/creative activities/professional development, and service for the unit.
JWL	Document describes the different types of full-time positions in the unit.
JWL	Document clearly defines the teaching, research/scholarship/creative activities/professional development, and service expectations for the different types of appointments.
JWL	Document describes all unit policies related to workload for full time faculty.
JWL	Document describes criteria in which workloads may be modified, including pre-tenured minimum course reductions, family leaves, maternity/adoption leaves, and medical leaves.
JWL	Document states how frequently the workload policy document will be reviewed.
JWL	Document indicates where and how the unit's current workload policy document can be found.
JWL	Document indicates where and how the workload assignments for each full-time faculty member can be found.
JWL	Document describes the process for faculty to address any concerns with their workload in the unit.
JWL	Document indicates date of approval, any subsequent modifications by the unit, and anticipated date of next review.
JWL	Document indicates date of approval of the unit's dean.
JWL	Document indicates when it was sent to the Provost's Office to be included in the master list of policies for all units, and date of approval of the provost.
JWL	Document defines how the workload policy changes for faculty members with an appointment of less than 100% in the unit, including impact of tenure home.
JWL	Document describes how the unit will coordinate workload policy decisions with other units for faculty members with joint appointments, and how differences in workload expectations across units will be handled.