College of Health Professions
Workload Principles and Guidelines

Principles

All faculty activities must be covered financially and all work for a unit (Division, Department, etc.) must be accomplished. **Effort distribution must be conducive to the development of faculty members and serve the missions of Division, Department, College, University and the needs of the State.** In addition, the process of negotiating both short-range and long-range workload needs to be transparent and substantive. Workload distribution can change over time.

As individuals and as a group, the Workload Task Force has surveyed many models, and has agreed that there is no one model that will fit perfectly all the time for all units. The consensus of the Taskforce is to try to keep guidelines/principles from being too prescriptive. Our model must be transparent, simple, understandable, fair and flexible. The workload requirements will not be identical for all units within the College. This is particularly true for smaller units where two or three people are dividing up all the work for the unit.

Determination of workload distribution for a faculty member should start with the faculty member’s major role(s). For example, if teaching is the primary mission of that faculty member, the teaching load discussion occurs first, and then other roles will complete the remainder of the workload distribution.

The guidelines presented below represent a common starting point for the discussion between faculty and supervisor. This starting point allows for the flexibility warranted by different situations. For example, some teaching takes less effort for the same number of credits than other teaching, or a new course may take more effort for a year or more. A faculty member is required to work as many hours as needed to successfully perform in his or her position, although no faculty position should require an unreasonable number of hours.

Guidelines

**Teaching:** Determination of teaching load may vary across departments, divisions and/or programs. The types of classes, numbers of students and whether there are teaching assistants could alter the calculation. However, within a unit transparency and consistency in determination of teaching load should occur based on these guidelines. Twenty-seven (27) credits per academic year (or 432 contact hours per academic year of a total 1808 hours given a 40-hour work week) is the starting point for 100 percent workload. Below are guidelines for how the teaching load can be adjusted.

1. Extensive laboratory courses may require more effort while other courses may be co-taught and require less effort. Therefore, it may be more accurate to calculate contact hours instead of credit hours for lab courses.
2. New courses or major modifications of a course may temporarily take greater effort and this should be considered an increase in teaching load. This adjustment should only be used for the first or, at most, second time a course is taught or majorly modified.
3. Effort may vary based on the size and/or format of a class, including types of exams.
4. Hybrid and distance education may require more effort (unlikely less), based on faculty experience and technical expertise.
5. Graduate student mentoring should not be burdensome and should be given realistic effort recognition. Often, the experience of the mentor and/or the quality of graduate student can result in more or less effort. Mentorship should be associated with a course number, so that appropriate credit is given.

**Research:** Workload percentage should be equal to the actual percent time (or parts of a day) spent on research activities. New junior hires with a research emphasis will usually be given 2-3 years to acquire funding. Typically, by the end of 3 years, it will be expected that at least 50% of research time will be supported by grants (again, this could be affected by the budget of the department or division). After that time, the amount of salary covered through grants and contracts will be some average over a 3-5 year period and may vary based on available resources.

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Ultimately, there should be a clearly stated expectation of salary support for percent effort, which will be negotiated with the supervisor.

**Faculty Practice:** As with research, faculty practice should be equal to actual percent time (or parts of a day) spent on this activity. Faculty practice covers actual salary and fringe costs, unless the faculty member is also acting as preceptor, which may allow some salary coverage under tuition for teaching. Someone who is “practicing” twenty percent of his or her time is in the clinic one full day per week.

**Administration:** Workload devoted to administration must be negotiated with the supervisor and, like research and teaching, may need to allow time for acquiring the necessary skills for the role. No one should be 100% administration.

**Clinical Coordination:** Should be considered administration with workload negotiated between the faculty member and the division director. The effort for clinical coordination will vary between programs based on the number of students in the clinical area; number of clinical sites/preceptors; and the definition of the duties in this category. There may be times when a portion of a clinical coordinator effort falls under teaching and/or scholarship. This will be negotiated with their supervisor and clearly justified.

**Service:** Service is expected of all faculty members and should be 5% of workload. Service should include committee work supporting the Division, Department, College and University, and in addition can include work with national, state and local professional associations and other activities such as grant and manuscript reviews. Percentage of workload should be negotiated with supervisor. The percentage should be on the lower end for most faculty members. Only very rarely and with highly extensive hours dedicated should service be granted more than 5% of effort.

**Scholarship:** Some degree of scholarship is expected of all faculty members regardless of track. Therefore, scholarship should be designated as 5-10% of time, based on negotiations between faculty and supervisor. Unfunded scholarship should be no more than 10% of workload except in extenuating circumstances. The faculty requesting workload support for scholarship should have established expectations for scholarly productivity detailed in their targeted outcomes.

**Please note:** As an example of “non-funded teaching”, MUSC has IPE as one of its special emphases for SACS accreditation. IPE is also considered critical in the future of health professions. Thus, teaching IPE courses is considered critical to the College of Health Professions and although these courses are not tied to a university tuition exchange line they are covered out of Division operating budgets. The same may be the case for some teaching in the PhD program.

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