I. BACKGROUND

The Department of Community and Environmental Health considers a full-time faculty workload to consist of:

A. Teaching

Definition of Teaching
Teaching is the preparation and delivery of academic courses. This includes the application of assessments related to student performance and other administrative and pedagogic activities associated with the successful delivery and sustainability of a given academic course, internship, or clinical practicum.

B. Research

Definition of Research
Research is an activity that involves the intellectual and creative process in a way that brings credit to a faculty member and/or the department and college in a significant way.

Examples of research include, but are not limited to:
- The collection and analysis of data and the presentation and/or publication of findings;
- Publication of text books or chapters, essays, letters, review articles, case presentations, book reviews, abstracts, or brief communications;
- Written contributions, the development and/or assessment of programs, or the performance of presentations that further the advancement of health policy;
- Other activities that involve intellectual or creative (unique) analysis and documentation of an issue related to the health sciences.

Note: Mentorship of student scholarly activities is captured under the area of research.

C. Service and Professional Development

Definition of Service and Professional Development
Service is the application of health-related knowledge, skill, and expertise for the benefit of the university and/or community. Professional development is the acquisition of new skills and/or updating old skills within a specific health-related discipline.

Examples of service include, but are not limited to:
- Contributions as a member or leader of a Department/College/University Committee;
- Representing the University in community forums;
- Serving as an appointed or elected officer of a professional organization;
- Serving on an organizer of workshp, panels, or meetings in areas of professional competency;
- Serving as a member of an accreditation team;
- Student advising;
- Other contributions that benefit the university and/or community through the utilization of health-related knowledge, skill, and expertise.

Examples of professional development include, but are not limited to:
- Acquisition of professional certification;
- Attendance at professional conferences, webinars, workshops;
- Attendance at community/regulatory forums focused on the clarification of health-related policy.

The Department recognizes the need to maintain flexibility when evaluating faculty workload related to teaching, scholarship, and service/professional development.

II. TEACHING LOAD

The Department requires an annual determination of faculty teaching load each academic year. This determination is made during annual meetings held between the Department Chair and individual faculty each spring semester. The Department
recognizes three types of teaching loads, which are negotiable depending on a faculty member's projected research, service, and professional development commitments and satisfactory fulfillment of expectations in the previous year.

A. Standard Teaching Load

The teaching load typical of tenure-track faculty is equivalent to 9 credit hours per semester. Faculty members with a standard teaching load are expected to conduct research and publishing at least one peer-reviewed manuscript per year. This teaching load accounts for 60% of the total workload. Research and service combine to account for the remaining 40% of effort.

B. Heightened Teaching Load

The teaching load for full-time lecturer/clinical faculty is equivalent to 12 credit hours per semester, which accounts for 80% of the total workload. The performance of service and/or research activities account for the remaining 20% of work load effort.

C. Reduced Teaching Load

Faculty members who are principle investigators on extramural funded projects and oversee thesis/project work of graduate or undergraduate students, in addition to publishing at least one peer-reviewed manuscript per year, are considered to have a heightened research load. The teaching load of such faculty shall be reduced by one or two courses per year as negotiated during discussions with the Department Chair. Further reduction to a teaching load of three courses per year may be possible for faculty serving as principle investigators on large externally funded research projects that involve multiple research personnel. Faculty members needing this additional release time for research (e.g., 2-1 teaching load with no additional service obligation such as department chair), will either need to buyout teaching from a grant or satisfy the requirements for 2-2 load in addition to funding multiple Ph.D. students. A reduced teaching load will normally account for approximately 40-50% of workload effort. Research and service will combine to account for the remaining effort.

Additional reductions in teaching load may be negotiated with the Department Chair on a case by case basis. Examples of such circumstances include, but are not limited to:

- Teaching buyout from grants and contracts;
- Administrative roles in the Department, College, or University;
- Mentorship of a significant number of graduate students in the research and write-up phase of a thesis, and;
- Serving as the Course Director for large course sections.

> Because the Department offers several large section courses having different modes of delivery (i.e. in-person vs. online) and the level of effort to deliver these courses varies by mode and content, the level of reduction in teaching load will be negotiated between the Department Chair and the affected faculty member during the assigned annual meeting to determine workload.

Any reduction in standard teaching load below 9 credit hours per semester is subject to review and approval by the Dean.

III. PERFORMANCE EVALUATION

Performance according to teaching load type and overall workload is evaluated each spring by means of the annual Faculty Activity Plan and an evaluation performed by the Department Chair. University Policy 4290 on Performance Evaluation specifies these processes. The effects of faculty performance review on the promotion and tenure processes is specified in the Department's Promotion and Tenure policies. This workload policy is in accordance with University Policy 4560.

Chair, Department of Community and Environmental Health

Dean, College of Health Sciences

provost, Boise State University

7/8/2013
Date

7/11/13
Date

7/15/13
Date