

Table of Median Times for Carrying out Common Research Activities

Overview:

These time allocations in the table are drawn from two sources:

Review of research literature on Faculty Research Load. A central theme in the literature is the need to support faculty by fully accounting for all phases of effort on scholarship. This is reflected in the table, as well as in our TL Agenda template. (Please see the main studies referenced here: [Reference List \(six studies\)](#))

Review and discussion by an NLU working group of faculty and administrators convened during AY 2-24-25 to create guidance on faculty TL load.

Importantly, these allocations are not mandates but instead a consistent starting point for load discussion. Further, the list of activities is not exhaustive and may grow as we develop our thought leadership load practices, particularly in public scholarship.

The categories in the table follow the NLU TL indicators, adding the category of Enacting Research and Building Expert practice to capture effort.

- Dissemination: Publications and presentations
- Dissemination: Public Practice
- Leadership in the field
- Obtaining and enacting external grants
- Enacting Research and Building Expert Practice

Median Time For Completion of Common Research Activities	
The times are shown in clock hours, and may span years. The translation to Semester and Quarter hours is: 1 SH = 50 Clock hours; 1 QH = 30 clock hours)	
Activities listed may exceed annual standard load, and may span across academic years. The total time and load allocation would be distributed across years.	
Academic and Expert Practice Publications and Presentations	Median Time for Completion (Shown in Clock Hours)

Writing a peer-reviewed journal article	100
Writing a book chapter	100
Writing a book	300- 500
Preparing Internal Reports, white papers, other formats providing expert guidance on NLU practice	50-100
Submitting, Preparing and presenting presentation for peer-reviewed conference	50
Preparing presentations for practice-based events and conferences	25- 50
Preparing and giving Research/Expert practice based presentations at NLU conferences and institutes	25 - 50
Mentorship of junior colleagues in research or scholarship that results in a presentation	25 - 50
Public Scholarship	Median Time for Completion (Shown in Hours)
Public Scholarship: dissemination of new knowledge in multiple external channels	50 - 300
Leadership in the Field	Median Time for Completion (Shown in Hours)
Acting as Invited reviewer, conference and external funding proposals	25- 50
Editorial roles: academic journal, conference volumes, other	50 - 150
Enacting Leadership roles in relevant professional organizations (multi-year appointments constitute one instance of thought leadership for each year served)	50 - 150

Preparing and delivering external addresses: keynotes, invited address,	25
Preparing and delivering external PD and training	25 - 50
Preparing and delivering PD activities to advance teaching and learning in the program, college, and/or university; includes leading workshops, systematic coaching programs, non-teaching supports of clinical practice	25 - 50
Obtaining and Enacting External Funding for TL Work	Median Time for Completion (Shown in Hours)
Leading a proposal for external funding	100 - 150
Contributing to proposal for external funding	50 - 100
Enacting a Grant	150 - 300
Enacting Research and Building Expert Practice	Median Time for Completion (Shown in Hours)
Enacting SoTL Fellowship	150
Enacting internal Seed Grant	50 - 150
Research Activity: Literature review	50
Research Activity: Building partnerships and obtaining research sites	50 - 100
Research Activity: IRB proposal	25
Research Activity: Data Collection	50 - 300
Research Activity: Data Analysis	50 - 300

Building Expert Practice: Internal inquiry/data collection	50 - 300
Building Expert Practice: Collaboration with industry partners	50

Research Process



Development of Expert Practice



Additional Considerations:

- Variability by Discipline: Adjust time allocations for specific disciplines where research activities may take significantly more or less time.
- Adjustments for Academic Level: Early-career faculty (e.g., Level A or assistant professors) may require more time for some tasks, while senior faculty may complete tasks more efficiently.
- Planned vs. Actual Workload: Ensure workload allocations account for planned research input activities, not just outputs like publications or grant success.
- Size/scope of project - examples
 - NLU classroom based-inquiry, such as SoTL and Faculty Research Residencies and pilot studies, such as NLU Seed grants, are done within one calendar year and assigned 3SH.
 - Studies at external sites require extensive coordination for data collection, that needs to be accounted for
 - Accounting for project management on larger studies

This table can serve as a starting point, and adjustments can be made based on faculty feedback and institutional priorities.