

Faculty Workload Guidelines Department of English Saint Louis University

As per the *Faculty Manual*, it is the responsibility of the Chair, with the oversight of the CAS Dean, to establish workload assignments for faculty members. Departmental workload assignments are subject to a number of considerations, including but not limited to:

- developing the research of individual faculty as well as the department's overall research profile;
- supporting student learning in the graduate and undergraduate programs;
- recognizing the demands of professional, university, college, departmental and community service;
- performing administrative tasks, where applicable.

The workload guidelines outlined below are designed to provide guidance to the departmental Chair. The exigencies of time and place mean that these guidelines cannot be considered guarantees or entitlements regarding workload assignments. In any given year, the Chair has the discretion to adjust workloads to accommodate unique situations or address diverse realities.

Moreover, while the equivalences listed below pertain to the *quantity* of the faculty member's activity, the *quality* of that activity necessarily plays a role in faculty workload and annual evaluation. This is in keeping with the department's guidelines for tenure and promotion, which require "five full-length articles, or a monograph, or a substantial scholarly edition," with the stipulation that all publications or creative work to be counted towards workload should be peer-reviewed or equivalent, and published in venues of "stature in the discipline." Quality likewise necessarily plays a role in workload assignment and evaluation of teaching and service.

Specifications of Workload

Research

As a doctoral-granting degree program at a Research I university, the English department regards research excellence as foundational in assigning workloads, both as a good in and of itself and as a precondition to ongoing innovation and development in teaching.

According to University policy, the total number of yearly workload units for each faculty member on a nine-month contract is 24. The department's baseline expectation is that **40%, or 9.6 units**, of each tenured and tenure-track faculty member's annual effort should be classified in some way as evidence of research. While this effort could be achieved in a variety of ways,

the expectation is that faculty members on a 40% research allocation publish or submit for publication at least one full-length article a year, or a monograph, translation, edition, or major digital project or creative equivalent every 5 to 7 years. Further, normally, this research workload expectation should be considered a minimum for tenured and tenure-track faculty who teach regularly in the graduate program, given that keeping abreast of and producing cutting edge research in one's field is essential to effective graduate mentoring and instruction.

Teaching

Faculty whose research workload allocation is 40% would normally further be expected to devote **40% of their effort to teaching, or typically 4 courses over the course of year, or a further 9.6 units of workload**. Exceptions to this guideline would obtain for endowed chairs, who are typically on a 1/1 teaching load, and whose research expectations are correspondingly higher than 40%. Other exceptions could include faculty seeking course relief to complete a major research project; faculty with a particularly heavy graduate advising load; directors of programs or centers; and department coordinators, depending on the nature of their administrative efforts.

It is the responsibility of the faculty member to thoroughly document the quality and quantity of their extra effort for the Chair, as well as (where appropriate) the Dean of CAS, when a course release is part of the yearly workload plan. Note that basic university service is not grounds for a course release. Chairing a CAS or university committee, or taking on special duties outside the typical scope of one's yearly role could be, provided again that the faculty member documents their efforts in such capacities.

Junior faculty will receive a maximum course load of 2/2 until they receive tenure and promotion.

Tenured faculty may be assigned higher teaching loads if they do not have an active research agenda and/or a full-length article either accepted or under consideration in any given year. At a minimum, tenured faculty on a 2/2 load should have produced (i.e. had accepted for publication) a full-length peer-reviewed publication, such as would count for a colleague going up for tenure or promotion, every 3 years.

- Tenured faculty who have not produced a significant peer-reviewed publication or equivalent in the previous three years, or a significant larger project (e.g. a monograph, translation, creative work, or major digital project) in the previous five years, will assume a 3/2 load.
- Tenured faculty who have not produced a significant peer-reviewed publication or equivalent in the previous six years will assume a 3/3 load, the maximum for tenured faculty in the English department.¹

¹The expectations for publication are slightly lower for tenured faculty than for tenure-track faculty under this policy. These adjusted expectations reflect the fact that a) tenured faculty typically assume heavy service

Course load increases may be renegotiated in the coming academic years if a faculty member fulfills the minimum publication expectations codified above.

Service

Faculty whose research allocation is 40% would normally be expected to **devote 20%, or 4.8 units of their effort, to service**. This category includes, at a bare minimum

- attendance at departmental meetings;
- staffing and consistently attending meetings of departmental, college, university and/or professional committees;
- supporting student recruitment and placement; and
- attending functions central to the intellectual life of the department, such as research presentations by colleagues and visitors, and readings of creative work.

Such tasks are not optional but are part of service, as they constitute ongoing opportunities for professional enrichment and play a role in workload equity. Exceptional service beyond this minimum will result in workload allocation adjustments. Such examples of exceptional service would include particularly time-consuming leadership posts in college, university, or professional venues.

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commitments that tenure-track faculty are shielded from; b) tenured faculty are publishing in journals where lead time between submission and acceptance and/or publication can be in excess of a year.