Department of Women's and Gender Studies
Policy on Faculty Workload

The Women's and Gender Studies Department at Saint Louis University is well situated in the College of Arts and Sciences, and as part of a research university in the Jesuit tradition that emphasizes, as does our unit, social justice and education of the whole person. We strive to offer an excellent education to our undergraduate and graduate students, and to allocate the workload in a way that a) is equitable to all members of the faculty, b) supports their professional success; and c) contributes to the strength and integrity of our program.

Tenure-track appointments:

Tenure-track faculty are guaranteed a 2-2 teaching load. In addition, we expect them to apply for an internal research leave to maximize their chances for success in the promotion process (at the discretion of the chair, they may be given leave if their research leave is not granted).

Research activity consistent with promotion criteria is based on the general guideline that tenure in WGS requires the publication of 4-6 refereed articles, or a book and 1-2 refereed articles not incorporated in the book. *Roughly* this means that a junior faculty member should be producing the equivalent of a single-authored, peer-reviewed journal article almost every year, or a book in 5 years plus 1-2 articles. Faculty members also generally present at professional conferences 1-2 times a year. In addition, various amounts of credit are given for non-peer reviewed publications, etc., as detailed below.

Scholarship ideally includes an ongoing research program that situates individual accomplishments. We aspire to do justice to a faculty member's work and to recognize and reward the variety of forms that scholarship takes. We understand and equally value the many outlets in which our faculty publish and present their work.

Teaching is discussed below.

Service, discussed below, is especially emphasized at the departmental level for junior faculty.

Tenured faculty:

The normal 2-2 course-load requires

- Equitable participation in student advising and mentoring.
- Research and scholarly activity approaching that of tenure-track faculty.
- Increased service activity at the departmental, college, and university levels.
- Professional and community service.

Tenured faculty who do not meet these requirements have an increased teaching load, with a maximum of 3-3.

Non-tenure-track appointments:
The promotion guidelines for non-tenure-track faculty members state that their workloads may differ from each other, according to the terms of their appointment, which should be specified in a Memorandum of Understanding and kept up-to-date. Nonetheless, a couple of universals hold across all such appointments. First, because we do not offer large numbers of introductory courses, we do not offer non-tenure-track positions that are teaching only, which usually come with a 4-4 teaching load. All of our full-time faculty members are expected to be research active and to teach a variety of courses. Further, because we are a small unit with a full calendar of events and declared students numbering around 90, all of our full-time faculty are expected to advise students and participate in service, especially at the departmental level.

The "normal" workload for non-tenure-track faculty members is a 3-3 teaching load, though the terms of appointment may vary for a number of reasons. Depending upon whether a course is repeated, this teaching load may account for 70 or 80% of the faculty member's time. Accordingly, both the research and service requirements vary from 10-15%. Like their tenure-track colleagues, non-tenure-track faculty members may be asked to undertake duties such as administrative roles or supervising interns that serve as course equivalents. In the end, then, an individual not on the tenure track may have a workload that resembles that of tenure-track faculty, or one that focuses more heavily on teaching. Variations in teaching load are at the discretion of the chair.

The research expectations for non-tenure-track faculty can vary, but all are expected to be research active. At one end of the continuum, the research expectation may be for an annual conference presentation and a publication (from peer-reviewed articles to book reviews) approximately every two years. At the other end, the research expectation may approach that of tenure-track faculty. We support their professional growth and expect them to pursue promotion.

Normal distribution of workload for tenured and tenure-track faculty:[1]

Tenured & tenure-track faculty: 40 credit total	Normal 2-2 load
Teaching (includes advising, prep time, office hours, etc.)	40% x 24 = 9.6
Scholarship	40% x 24 = 9.6
Service (departmental, college, university, professional, community)	20% x 40 = 4.8

[1] With a 24-credit total, 1 unit *cannot* equal an hour spent in scheduled classroom teaching for someone with a 2-2 teaching load and a 40-40-20 workload distribution.

<u>Examples</u> of variations in distribution of workload, for tenured and non-tenure-track faculty (again, tenure-track are guaranteed a 2-2 load):

24 credits	2-2 load w/new prep	2-3 teaching load w/ no repeats	2-3 teaching load w/course repeated	3-3 teaching load w/ no course repeated	3-3 teaching load w/course repeated
Teaching	50% = 12	60% = 14.4	50% = 12	80% = 19.2	70% = 16.8
Scholarship	40% = 9.6	20% = 4.8	30% = 7.2	10% = 2.4	15% = 3.6
Service	10% = 2.4	20% = 4.8	20% = 4.8	10% = 2.4	15% = 3.6

Research credit guidelines:

- Sole-authored, peer-reviewed publication = 5 credits
- Multiple-authored, peer-reviewed publication = 2-5, depending upon degree of responsibility, length, etc.
- Sole-authored book = 12-18 credits, depending upon length, complexity, originality, etc.
- Editing a scholarly book or journal = 7-11, based on amount of work (original article editing vs. reproducing published works; length of introductory material, originality, etc.)
- Non peer-reviewed publication (book review, encyclopedia entry, invited chapter) = 2-5 credits, depending upon length, location, quality, etc.
- Technical report = 2-5, depending upon research required, etc.
- Creative production = 2-6
- Professional (generally conference) presentation = 2 credits for a paper, 1 for being a discussant
- Community presentation of scholarly work = 1-2 credits, depending upon work required for particular audience
- Grant application = 1-2 credits

Teaching equivalent guidelines:

As discussed in our rank and tenure guidelines, we view the education of our students as our principal mission, understand that teaching responsibilities range from arousing curiosity in beginners to aiding advanced students in producing original work, and are committed to the establishment of a classroom environment where students with different backgrounds, strengths, identities, and viewpoints are respected and able to learn. We expect our faculty to use feminist pedagogy, to keep course materials updated, and to be

available to students. We encourage interdisciplinary connections, intersectional analysis, and conversation between theory and practice.

What can count as a course equivalent in determining one's teaching load? (Note that course reductions are not guaranteed, given the teaching needs of a small department, but may be available at the discretion of the chair. Either way, we intend to acknowledge the accomplishments in faculty evaluations and workload distributions.)

- Serving as director of graduate students or director of undergraduate students
- Teaching a dual 400/500-level course may count as a 4-credit class, given the extra prep required for graduate reading groups, etc.; thus 3 of these amount to a course equivalent on a 5-year rolling term.
- Supervising 12 undergraduate interns or 6-8 graduate interns (these can accumulate over rolling 3-year periods. Depending upon the faculty work involved in an internship, the credit may vary at the discretion of the chair.)
- Independent studies with 10 undergraduate or 5 graduate students (accumulated—3 year rolling, some variety allowed based on work involved)
- A very demanding service task, such as serving as president of the Faculty Senate or serving as editor of a journal.
- Demanding service tasks that are not the equivalent of a course may, over 3-year rolling periods, add up to the equivalent.
- Serving on a PhD committee counts as .5, so that 6 = 1 course; PhD exam committee = .2.
- MA capstone committee member =.25 (12 = 1 course); chair = additional .1-.25, depending upon workload.

Other notes on teaching

- At present, our courses do not vary significantly enough in size, demands on the professor, or degree of preparation to require that we count any of them differently from the others. We will amend this document if that changes.
- New preparations get recognition in overall workload distribution.

What counts as a service credit? (8 credits a year based on 40-40-20 workload distribution)

In general, credit is based on the responsibility and time demands of the work, as well as the importance to WGS. Thus, credit is variable depending upon how the work is described.

- Chairing a WGS committee = 1 credit
- Attending Board meetings, faculty meetings, WGS events, etc. = 2 credits
- Organizing a SLU conference = 2-3 credits, depending on size, workload, etc.
- Serving as a senate or faculty council representative = 1

- Serving on a senate or FC committee = 1 (+1 if chair)
- Serving on a College of Arts & Sciences Committee = 1 (+1 if chair)
- Serving on a University Committee = 1 (+1 if chair)
- Serving on a community board, etc. = 1-3
- Working for a community organization = 1-3
- Participation in professional associations (conference organizing; reviewing papers for journals, presses, and conferences; serving as an officer) = .5-3 credits, based on how demanding the task is.
- Performing significant tasks at the request of the chair (reports, search committee, etc.) .5-2

BASED ON 24 credits	40-40-20	60-20-20	50-30-20	80-10-10	70-15-15
Teaching	9.6 (4.8 per semester)	14.4	12	19.2	16.8
Research	9.6	4.8	7.2	2.4	3.6
Service	4.8	4.8	4.8	2.4	3.6

Teaching = in-class instruction, advising, supervision of students, course development. With 24 credits, a 3 hour course = 2.4 credits

BASIC service doesn't "count" → faculty meetings, academic ceremonies

This doesn't make sense to me. Teaching 2 classes a semester = 10 hours of classroom time a year, so we'd need the teaching to account for 50%.

24 credits	50-40-10	
	12	
	9.6	
	2.4	

OR

24 credits	41.2/41.2/16.6				
	10	15			
	10	5			
	4	4			

BASED ON 30 credits	40-40-20	60-20-20	50-30-20	80-10-10	70-15-15
Teaching	12 (6 per semester)	18	15	24	21
Research	12	6	9	3	4.5
Service	6	6	6	3	4.5