



Academic Unit Faculty Workload Policy

Academic Unit: Department of Women's and Gender Studies

Responsible Official: Department Chair

Version: 1.0

Policy Effective Date: 6/5/26 pending stage II (research buyout and production policies being approved)

1.0 Introduction

This policy outlines the approach to assigning and managing faculty workload in Department of Women's and Gender Studies at Saint Louis University (SLU). This policy aims to be consistent with [SLU's Faculty Workload Policy](#) and the [CAS Faculty Workload Policy](#). Faculty responsibilities and workloads are assigned by the department chair (in consultation with faculty) and reviewed and approved by the dean. This policy emphasizes equitable distributions aiming to avoid biases in workload assignments related to gender, race, and other aspects of identity.

The professional goals of faculty members are diverse, which the department embraces, values, and encourages as fundamental drivers of faculty hiring and professional well-being. The diversity of faculty members' professional goals shall inform the distribution of work for individual faculty, as determined by academic unit leaders in consultation with each faculty member, but shall not guarantee that faculty professional goals or input on workload will be manifested in all workload assignments. The broader needs/priorities of the academic unit(s) to which each faculty member is assigned (as determined by the department chair, program director, and/or dean), as well as those of the University as a whole (as determined by the Provost), shall take precedence. This policy recognizes the College's organizational complexities and financial constraints and prioritizes its commitment to serving students.

As a key contributing member of SLU, a Jesuit research university, the Department of Women's and Gender Studies is committed to faculty excellence in:

- teaching
- scholarship, research, and creative endeavor
- service to the University
- professional service
- public service to local/regional/national/global communities
- administration

The policy:

- covers all individual contracts, College policies, and workload assignments.
 - promotes a diverse distribution of workloads while maintaining fairness, helping to prevent faculty from becoming overburdened.
 - is not prescriptive about the amount of work but provides guidelines for the fair distribution of work.
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2.0 Governing Principles

This policy is founded upon the following principles that align with the strategic directions and values of the Women's and Gender Studies Department:

- **Commitment to Excellence:** The department is committed to excellence in teaching, research/scholarship/creative endeavor, service, administration, and community-engaged work.
 - **Flexible Distribution:** Workload assignments vary based on faculty category, qualifications, level of expected contribution in different workload areas, and departmental/program needs.
 - **Equity and Fairness:** Workload distributions should be equitable, ensuring fair evaluation and opportunities for merit increases and promotions.
 - **Support for Diversity:** The department recognizes faculty who are disproportionately involved in service roles and aims to balance this while valuing their contributions.
 - **Engagement:** All faculty are expected to be engaged in the life of the university by participating regularly in faculty meetings (at multiple levels), academic ceremonies, and convocations.
 - **Respect for Faculty Lifecycle Evolution:** Faculty workload assignments should reflect the evolution of faculty interests and abilities driving their various work commitments (teaching, research, service, etc.)
 - **Recognition of Feminist Epistemologies:** The department values not only highly ranked research contributions but also creative work, community engagement, and other forms of knowledge not always recognized in patriarchal academic structures.
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3.0 Scope

This policy applies to all faculty assigned to the Department of Women's and Gender Studies under the Dean's oversight.

4.0 Definitions

Workload Unit: A single workload unit represents the amount of work required for the successful conduct of one credit hour of teaching in Women's and Gender Studies, consistent with the University Faculty Workload Policy definition.

Scholarship/Research-Intensive: Scholarship/Research-Intensive Faculty workload designations comprise roughly equally distributed responsibilities for teaching and scholarship/research/creative endeavor; however, this designation contemplates a level of sustained, peer-reviewed scholarship/research/creative endeavor (including associated outcomes/impact) consistent with professional- or discipline-specific R1 standards. Under University policy, faculty under this designation *typically* are assigned workloads featuring:

- 10-14 workload units of teaching
- 10-13 workload units of research/scholarship/creative endeavor
- 0-3 workload units of service/clinical/administrative activities

Given the College's high expectations that faculty participate in regular and sustained service activities, assignment of 1 to 2 workload units of service for Scholarship/Research-Intensive Faculty is typical. Exceptions to this would be faculty who take on significant service obligations to the University, the profession, or the community. Although the balance of teaching, research/creative endeavor, and service will vary from week to week, one workload unit of service would be consistent with an average of 1.7 hours spent on service in a work week.

Research-Intensive Faculty maintain the highest level of scholarly productivity. Over a three-year period, Research-Intensive Faculty should produce, on average, at least two of the following unless one is a monograph: one peer-reviewed article, peer-reviewed book chapter, or peer-reviewed edited collection in a venue related to women's and gender studies or one's primary academic discipline; a creative body of work published or exhibited in juried venues; one peer-reviewed monograph; demonstrated progress toward a peer-reviewed publication or monograph, which could include manuscripts under consideration or in press, submitted grant applications, and substantial data collection and analysis necessary to a given project; or awarding of a competitive major external grant. Additional evidence may include non-peer reviewed editorship of collected volumes, selective but not peer-reviewed publications (e.g., textbooks or creative publications), academic conference presentations, articles related to pedagogy, articles in non-refereed or professional journals, encyclopedia articles, public scholarship, or competitive external grant proposals.

Teaching and Scholarship/Research: Teaching and Scholarship/Research Faculty workload designations are those comprised primarily of teaching but affording substantive work time for

an active pattern of engaged scholarship/research/creative endeavor. Under University policy, faculty under this designation *typically* are assigned workloads featuring:

- 15-20 workload units of teaching
- 4-7 workload units of research/scholarship/creative endeavor
- 0-3 workload units of service/clinical/administrative activities

Given the College's high expectations that faculty participate in regular and sustained service activities, assignment of 1 to 3 workload units of service for Teaching and Scholarship/Research Faculty is typical. Exceptions to this would be faculty who take on significant service obligations to the University, the profession, or the community. Although the balance of teaching, research/creative endeavor, and service will vary from week to week, one workload unit of service would be consistent with an average of 1.7 hours spent on service in a work week.

Teaching and Scholarship Faculty maintain an ongoing commitment to scholarship while balancing other responsibilities. Over a three-year period, Teaching and Scholarship Faculty should demonstrate substantial data collection or progress toward a peer-reviewed article, book chapter, or edited collection in women's and gender studies or one's primary academic discipline, and produce one peer-reviewed article, book chapter, or edited collection; creative work published or exhibited in juried venues; one peer-reviewed monograph; or awarding of competitive major external or internal grant. Supporting evidence may include the same activities listed for Research-Intensive Faculty.

Teaching-Intensive: Teaching-Intensive Faculty workloads are those comprised either exclusively or nearly exclusively of responsibility for teaching. Under University policy, faculty under this designation *typically* are assigned workloads featuring:

- 21-24 workload units of teaching
- 0 workload units of research/scholarship/creative endeavor
- 0-3 workload units of service/clinical/administrative activities

Given the College's high expectations that faculty participate in regular and sustained service activities, assignment of 1 to 3 workload units of service for Teaching-Intensive Faculty is typical. Exceptions to this would be faculty who take on significant service obligations to the University, the profession, or the community. Although the balance of teaching, research/creative endeavor, and service will vary from week to week, one workload unit of service would be consistent with an average of 1.7 hours spent on service in a work week.

Note: All faculty (a) on the tenure track and (b) maintaining satisfactory progress toward the earning of tenure must be assigned workload consistent with the Scholarship/Research-Intensive designation above until tenure status has been finalized. The CAS Dean may request exceptions to this stipulation from the Provost.

5.0 Faculty Workload Requirements

Faculty workload is measured in **workload units**, with a standard of 24 units per academic year for a 9-month contract. Longer contracts have proportional requirements. The level of workload contribution should be determined by the department chair in consultation with the faculty member (and reviewed and approved by the dean) as part of the workload allocation process.

5.1 Teaching

Faculty activities encompassed in teaching workload units include course instruction and preparation, student advising and mentoring, thesis and dissertation supervision, development of interdisciplinary curricula that reflect women's and gender studies methodologies, integration of feminist pedagogical approaches, as well as mentoring activities.

Research/Scholarship/Creative Endeavor

Peer-reviewed publications, creative works, grant activities, conference presentations, community-based scholarship, and interdisciplinary scholarship that draws upon multiple academic disciplines and methodological approaches characteristic of women's and gender studies. Community-Engaged Scholarship includes academic work that connects faculty expertise with community needs through partnerships that are mutually beneficial and that strengthen the university's teaching and research mission while addressing societal issues.

Service

Faculty activities encompassed in service workload units include departmental service such as curriculum committees, search committees, and graduate admissions; college and university service; professional service including journal editing, manuscript review, and professional organizations.

Administration

- Faculty activities encompassed in administration workload units include department chair responsibilities and program coordination, including coordination of cross-listed or attributed courses.
- The CAS Administrative and Extraordinary Service Roles document outlines workload expectations for administrative positions.

5.2 Any assignment exceeding the required workload units is considered an **overload**, requiring dean and provost approval and compensated either through additional pay or current or future workload reduction.

5.3 This policy (a) is fully consistent with college- and university-level policies, and (b) articulates the distinctive nature of faculty work and workload within the Department of Women's and Gender Studies.

5.4 The workload assigned to each faculty member must be consistent with the faculty member's contract and employment status, as well as with the governing promotion and tenure requirements, which are available [here](#).

- a. Annual faculty workloads for all full-time faculty must ensure that the faculty member's successful fulfillment will keep the faculty member "on pace" with approved promotion and/or tenure requirements.
- b. All annual faculty evaluations must be based on each faculty member's formally assigned workload, in accordance with each faculty contract and the Faculty Manual.

6.0 Faculty Workload Processes

Annual Faculty Workload Assignment

The distribution of workload units for faculty for each academic year will be determined annually by the department chair after consultation with the faculty member and taking into consideration the needs of the department, existing commitments, and the strengths and goals of the individual faculty member. Ultimately, workload is assigned by the department chair and approved by the dean in conjunction with discipline-specific calibrations outlined in department workload policies. Individual faculty workload expectations can be recalibrated each year, taking into consideration teaching, research/creative endeavor, and service activities in recent years and plans for teaching, research/creative endeavor, and service in the upcoming academic year. Workload expectations can be modified mid-cycle with approval of the Dean.

The department chair will have an annual meeting with individual faculty to discuss their past work activities and future plans. The department chair will record the workload expectations for the next academic year on the Individual Faculty Annual Workload Assignment template. This document will be shared with each faculty member, signed by them to acknowledge receipt, and then passed on to the dean's office for approval. Faculty members who disagree with their workload expectations can submit a written appeal to the dean's office.

Individual faculty workload assignments will be recorded in a manner consistent with section 6.0 of the [University Faculty Workload Policy](#). Individual Faculty Workload assignments will be available through a password-protected OneDrive file that will be made available to all faculty.

7.0 Equitable Distribution of Work

The Department of Women's and Gender Studies is committed to the equitable distribution of work among faculty members. Workload assignments consider faculty expertise and career development goals, departmental needs and strategic priorities, available resources and course enrollment patterns, promotion and tenure timeline requirements, the interdisciplinary nature of women's and gender studies scholarship, the importance of community-engaged work and public scholarship, and attention to preventing disproportionate service burdens on faculty from underrepresented groups. The department recognizes that equity may not always mean identical workloads but rather fair distribution that accounts for different career stages, specializations, and contributions to the department's mission.

8.0 Accountability for Administrative Oversight of Faculty Workload

Deans and department chairs are responsible for ensuring that workloads meet university standards and are equitably distributed. Regular reviews are conducted within the college to adjust assignments based on changing needs, feedback, and evaluation data.

9.0 Approvals |

9.1 Version 1.0 was approved by the department faculty on October 15, 2025, approved by the dean on October 31, 2025, and approved by the provost on June 6, 2026.