

WORKLOAD DISTRIBUTION AND FAIRNESS, PHILOSOPHY DEPARTMENT.

Principle: Fair distribution of workloads for faculty is not a function of mere distribution, but of the effective distribution of labor aimed at the fruitful and creative development of both faculty and students, undergraduate and graduate. In so doing, a fair distribution of the workload is aimed at fulfilling the fiduciary obligations and mission of the Department in serving the Jesuit Catholic mission of the University.

Principal Application of the Principle of Fairness:

Every faculty member possesses those special qualities of mind and discipline that enables him/her to advance knowledge in their relevant specialties and subspecialties in Philosophy and so to teach both undergraduate and graduate students at the highest level of expertise possible. As such, the principal motivation for teaching and research distribution is the enhancement of the research and creative efforts of the faculty: faculty development is the principal goal affecting decisions as to the distribution of labor, that is, courses taught or to be taught at all levels. Faculty development through research and writing not only enhances the quality of the research itself as a value in itself, the pursuit of truth, but elevates the level of pedagogical excellence as well. Therefore, the distribution of workloads, here understood as teaching in the classroom, is a derivative of the principal goal of enhancing the intellectual life of the University through quality research by the faculty. Assignments, therefore, are made on the basis of faculty development and student need, both generic (core) as well as specific to the major(s), minors and graduate studies. The direct correlation between research and teaching, therefore, is the principal motivator for assignment designation and distribution.

The judgment concerning both course designation (courses to be taught) and distribution (number of sections) belongs to the Chair of the Department, with the approval of the Dean. The Chair alone has the authority to assign accordingly and in each and all cases makes his or her decision based up 1) faculty developmental needs, 2) student needs, 3) department and College needs...in that order. The reason for this ordering is the following: students benefit directly and indirectly by the expertise of the faculty, and so do the College and Department benefit. Priority of faculty development leads to 1) excellence in the classroom in terms of content and currency, and 2) the quality and standing within the profession of the Department and College. The College is only as good as its departments and the departments are only as good as the faculty. In a Research I University such as SLU, there cannot be excellence for the College or University, and thus its mission to the students and the Church, apart from the excellence of the faculty. Reduce the latter, diminish the former.

Actual Overall Distribution: in principle and practice with appropriate qualifications and caveats.

1. Endowed Chairs: the principal role of the endowed chairs is to lead the department through exceptional research and publication, setting the highest standards for intellectual and scholarly achievement. The Endowed Chairs are the academic leaders of the Department establishing through their research and publications, the “pedigree” of the Department within the field, nationally and internationally. As a result, their research and teaching must be at the highest level of expectation including and especially at the graduate level where they are preparing future scholars, philosophers and teachers in the field. Hence, their

teaching load typically, though not necessarily, is 1/1, one graduate seminar per semester, in their areas of research and publication. Endowed chairs may choose to teach on the undergraduate level as well. Endowed chairs are also encouraged to conduct reading groups attended to by graduate students, occasional undergraduates and faculty from SLU as well as Washington U and UMSL. These are extremely important teaching venues and opportunities and count significantly as part of the Endowed Chairs teaching responsibilities. Finally, dissertation direction is the ultimate form of pedagogy on the part of all faculty, but especially the Endowed Chairs.

The normal expectation for an endowed chair is to publish 4-5 articles a year and a book, roughly, every 5-6 years. These numbers are flexible, but the expectation must be that which is expected at the highest levels of the profession. Papers should be given nationally and internationally (all by invitation) at least 5 or more times per year... It is difficult to quantify this because in a given year an endowed chair may produce 6-8 articles and give 8-10 papers, while in another year, one in which the faculty member is writing his or her book, may see considerably less. The bottom line is this: publications at the highest level. Should there be a considerable drop off over the course of a few years, then, upon the review of the endowed chair's appointment, termination of the contract may be in order.

2. Regular Full Time Faculty, Tenured and Tenure Track, Assistant, Associate and Full Professors: the principal role of full time faculty at all ranks is to do research and publish in a manner commensurate with and contributive to their obligation to teach

at all levels of the curriculum, from introductory courses to graduate seminars, depending on their research interests and their expertise and the needs of the Department. The normal and expected teaching load is 2/2, two courses per semester, at all levels, again, depending on their expertise, student requirements at undergraduate and graduate levels.

The normal expectation should reflect the requirements for tenure: 1-2 articles per year in refereed journals or collections. A book ought also to be expected in approximately a 5-7 year span since the book is required for promotion to full professor. Under normal circumstances failure to publish in any three year period will or ought to require a reallocation of faculty time to additional teaching responsibilities. However, the chair's role throughout this period ought to be or ought to have been to encourage and help facilitate the required publications. Should all of that fail, then the faculty member may be asked to increase his or her teaching responsibilities from 2/2 to 3/2 or 3/3.

3. All faculty are expected to mentor graduate and undergraduate students. This includes advising graduate students throughout their program as well as mentoring graduate students who are writing their theses and/or dissertations; these faculty are often on dissertation prospectus committees as well. All full time faculty, including the Endowed Chairs when appropriate, are expected to mentor undergraduate students (majors and minors) as well as directing senior projects.

With all of this in mind, in terms of percentage of workload "hours", the percentages run typically: 1) Endowed Chairs: 60% research, 30%

teaching/mentoring/directing, 10% service: 2) Tenure track and tenured faculty: 40% research; 40% teaching; 20% service. These percentages may often fluctuate depending on research projects, special teaching assignments, mentoring etc., and extensive service commitments. The percentages, therefore, are approximate, not determinate.

In line with the "University Policy on Faculty Workload," faculty on a standard 40-40-20 annual workload are expected to teach a 2/2 load, with each course roughly counting approximately 10% of one's annual effort. Although some courses require more effort to prepare, grade, etc. than others, one can roughly think of what one would spend on an average course, multiply that by four and include one's mentoring---- and all that effort should amount to 40% of one's annual workload. If one teaches a course that will require lengthy preparation, perhaps one's other courses ought to be less demanding. One would be expected to expend about half as much of that effort on service over a year. Should one find oneself taking more effort than that, it might be advisable to seek a workload reallocation. Depending on how much service one is engaged in, one could ask the Chair for an annual 30-40-30 workload, teaching a 2/1 course-load per year. Or if one needs more time because of service expectations, one might end up teaching a 1/1 load and one's workload might be 20-40-40 over the year. This last workload configuration would imply that one expends twice the effort on service that one would spend on teaching a 1/1 load. One would be expected to allocate 40% of one's effort on research over the nine months of one's contract, although this is somewhat artificial since most faculty use summers, when they are not on contract, to work on research. Quantifying one's effort is always a hypothetical, inexact

process, often measured by the amount of time one more or less spends in the different areas. The variation possibilities suggested in this policy represent ways of faculty member might think about arranging a workload in collaboration with the Chair to make sure that one is not putting forth excessive effort (more than 100%) and that one is able, as deliberately as might be possible, to dedicate oneself to the areas one wishes to and are needed by the Department, College and University. Tentative application of this policy is as follows:

- a. The basic principle warranting possible reductions from 2/2 to 2/1.
 - i. Certain conditions or opportunities or services may exist, either long term or short, that may warrant a teaching reduction. The reduction in teaching is to help sustain the research agenda of the faculty member while not sacrificing teaching effectiveness or shortcoming the service to the Department, College, or University.
- b. Possible applications:
 - i. Editing *Res Philosophica*, given the enormous demands this journal makes on the editor. *Res Philosophica* produces four (4) issues a year and also sponsors a speaker series and an annual conference. These are demanding chores/obligations and thus require some relief without sacrificing the research agenda of the editor or his or her effective teaching.
 - ii. Chairing or being President of major services to the University, College or Department: e.g. chairing University or College committees or Taskforces, the

Faculty Council (President), President of the Senate or even at times membership in the Executive Council of the Senate, special ad hoc committees such as the University Judicial Hearing Committee, University task forces or committees etc. Others might be membership on advisory boards; for example: Center for Health Care Ethics, African American Studies, Women and Gender Studies, Pre-Law Program, Catholic Studies, etc. These commitments vary in time and work and thus the need for course reduction is relative to the time/work these commitments demand. This is the judgment of the department Chair with the faculty member and final approval by the Dean.

- iii. Coordinators of Departmental programs, such as undergraduate and graduate education/curriculum, the Prison Program, etc..
- iv. Chairing Strategic Planning Committee for the Department, or the External Review Committee, Outcomes Assessment Committee....etc.
- v. Grants: Faculty who earn significant grants often have course reductions built into the grant, especially research grants. If such is the case, and even if not mandatory, such a reduction is within the province of the Chair to make if it enhances the faculty member's contribution to the grant and the success of the grant.
- vi. Unique research or publishing opportunities that may need more time in order to complete a significant project. An example might be the completion of a

monograph already under contract by a major press. Given a one-course reduction, the faculty member may more expeditiously finish the monograph or ready it for final publication. This is negotiated with the Chair with the sole purpose of completing a major research, scholarly task.

- c. In many of these instances, there may only be a temporary, one-semester need for course reduction. In other instances, it may be for the entire year or beyond, depending....These are discussed and negotiated with the Chair of the Department with final approval from the Dean.
- d. Conditions warranting an increase from 2/2 to 2/3 or 3/3.
 - i. Failure to publish scholarly articles in appropriate level academic journals or Collections over a reasonable period of time, such as three (3) or four (4) years. There may be an exception to this standard if a faculty member has a book length project underway and is able to show significant and verifiable progress on the manuscript.
 1. Appropriate journals generally refer to top tier journals in the field relative to the topic and focus of the article.
 2. Collections refer to invited papers by leading scholars in the field that focus on very specific topics at the forefront of the discipline. Such collections, normally, are organized and edited or co-edited by leading scholars in the field and published in top tier academic presses

3. Top tier presses, while often ranked by specialization, normally are identified as the most competitive and most selective. Oxford U Press, Cambridge, Routledge, Notre Dame, MIT, Yale, Princeton, Columbia come readily to mind.
4. The normal expectation for regular faculty should be 1-2 articles per year and a book in 5-7 years, thus reflecting the criteria for tenure and promotion. The normal expectation for Endowed Chairs is for 4-5 articles per year, international and national presentations, a book every 4-5 years. Should there be a drop off in quality publications and numbers, then the Endowed Chair's appointment may be terminated. This should be evident through Annual Activity Reports and chair evaluations. The role of the department chair in these matters is to foster research for both regular and endowed faculty but also to evaluate the progress for both regular and endowed faculty.