

## **University of Connecticut Department of English**

### **Policy on Professional Responsibilities (adopted 2/3/2010)**

Faculty members in English, as in all departments of the university, are responsible for maintaining active commitments to teaching, research, and service, the three areas that determine department quality. The success of the department depends on excellence in all three areas, and department function and morale depend on each faculty member taking on an equitable share of the overall workload. One responsibility of the department head is to work with faculty to ensure such equity. This document articulates a set of principles to facilitate communication between the department head and faculty to encourage excellence and fairness.

### **Teaching**

As recognition of the time necessary to pursue an ongoing, active research program, the basic teaching load of all faculty members is four courses per year. The teaching load generally anticipates regular engagement with the graduate program through advising, serving on dissertation committees, and offering graduate seminars. Some faculty, such as the Department Head, the Director of the Graduate Studies, the Director of Freshman English, and the Director of the University Writing Center, for example, teach fewer courses, usually two per year. The editors of major journals and those with joint appointments that require administrative work outside the department also teach less. Given the administrative complexity of such a large department, which also has an extensive service mission through Freshman English, the largest single instructional unit in the university, and given the comprehensive editorial demands necessary to maintain the quality of major journals, the basic teaching arrangement is both fair and necessary. Tenured faculty are expected to have a record of active research and/or creative work and to be engaged in the graduate program; otherwise, they may expect an increased teaching load.

### **Scholarship and Creative Work**

Because research in English is published in a wide range of forms—books, refereed articles, notes, scholarly editions, encyclopedias of literature and culture (or other reference works), novels, poetry, creative non-fiction, and so on—it is impossible to define what “normal” scholarly productivity looks like. Faculty members are, nonetheless, expected to be active researchers and to publish their research, and their record of publication can be assessed in both quantitative and qualitative terms. Publishing refereed articles in top tier journals (both print and on-line) and books with major university presses or other significant academic publishers is one measure of quality. Reviews in the major journals, refereed book chapters, creative works, edited volumes, scholarly editions, scholarly notes (particularly in areas such as Medieval

studies), editorships of journals and of a books series—all are significant measures of quality. Invited lectures or readings at conferences and at colleges and universities as well as awards of research fellowships and grants indicate the quality of a scholar's work. Conference papers, review essays, book reviews, and participation in professional associations also indicate scholarly activity. Faculty members thus have a wide range of forms in which to demonstrate concrete evidence of their research. Evidence of scholarly activity and creative work is a pre-condition for eligibility to maintain a four course per year teaching load. (See "English Department Faculty Scholarly Activity Checklist" for a more comprehensive definition of scholarly activity.)

### **Service**

Participating in the intellectual life of the department through attendance at invited lectures, faculty presentations and symposia, and related social activities should be a matter of course for faculty members, as attendance at all department meetings should be. Committee work is a more complicated matter. Some committees, such as the Committee for Tenure and Promotion, are highly labor intensive, is most years requiring the reading of files over the summer months and intensive discussion over multiple meetings through much of the fall term while other committees may meet three or four times over a semester. As a general rule, however, faculty members should serve on two committees or their equivalent each year. They should also serve on dissertation committees or as directors of dissertations for the graduate program. Consideration should be given, however, to service on CLAS and university committees and service on the University Senate. In no case will there be release time for committee assignments. However, faculty with joint appointments or who take on responsibility to direct institutes and programs outside of the department, can expect release from teaching commensurate with their expanded responsibilities.

### **Workload**

Even though the department expects excellence across all three areas of faculty responsibility, faculty may devote more time and energy to one or two areas during a particular time period; developing a series of capstone or honors courses, for instance, or working intensely on a long-term book project, or serving on a university committee to develop a new program may all require an imbalance during the period of focused effort. In addition, faculty members who hold joint appointments with, for instance Asian-American Studies or the Human Rights Institute, may have extensive administrative and scholarly commitments that extend beyond the department. So while quantity of work plays a significant role in the evaluation of a faculty member's contributions to the department and any subsequent changes in workload, quality and depth of achievement are equally and potentially more important.

Initiative to change a faculty member's workload may come either from the faculty member or the Department Head.

A tenured faculty member may ask for an adjustment in workload in order to pursue a well defined project or develop a specific area of professional activity. After developing a plan, in consultation with the Department Head, that fits into the goals and standards of the Department, the faculty member may be assigned duties that require emphasis on a single work area over an agreed upon period of time. An agreed upon reduction in workload in other areas may be part of this plan. The plan must be reviewed by the Department Executive Committee and then approved by the Department Head. The Department Merit Committee will also be advised of the plan to protect the faculty member from being penalized for a negotiated change in expectations.

The Department Head may also initiate a change in a faculty member's workload. Each year the Department Head, in preparation for the composition of the Department's annual report, will review faculty members' scholarly productivity and professional engagement as outlined on the "English Department Faculty Scholarly Activity Checklist." The initial review in 2010 will consider the previous five years of scholarly activity for each faculty member in order to establish a richer context for defining a baseline of reasonable expectation for that faculty member's scholarly productivity. Should a faculty member not meet the required minimum for a two year period, the Department Head will meet with that faculty member for a workload review, in which they will together develop a plan to enable the faculty member to meet the minimum requirements over the following two years. Should the faculty member not meet the requirements in the allotted time, the teaching load will be increased and will remain that way until the faculty member meets the minimum requirements. At that point the teaching load will be reduced to four courses per year.

## ENGLISH FACULTY SCHOLARLY ACTIVITY CHECKLIST

Over a two-year period the minimum requirement for scholarly activity can be met by:

**ONE** from the following list:

Single authored scholarly monograph, novel, biography, volume of poetry, book of essays, full-length play or screenplay published or accepted for publication. (NB: publication of a book counts for three years of activity.)

Publication or acceptance of two peer reviewed articles or one peer reviewed article and one book chapter or two books chapters, as long as the book chapter's length is equivalent to a peer-reviewed article's length.

Publication or acceptance of a scholarly edition

Receipt of a major external or UCHI fellowship, with "major" defined by the fellowship's coverage of enough salary to justify a full year leave.

or

**TWO** from the following list (no single item may be double up):

**A:**

Completion of two or three chapters in well-developed draft form for a book in progress.

Publication or acceptance of an edited book or anthology.

Publication or acceptance of a co-authored textbook.

Publication or acceptance of a peer reviewed article.

Publication or acceptance of a book chapter.

Publication or acceptance of a substantial review essay.

Publication of two book reviews in scholarly journals.

Publication or acceptance of a significant poem, short story, or piece of creative nonfiction in a peer reviewed publication.

Publication of an introduction or foreword to a scholarly/teaching edition of a significant work.

Receipt of a Provost's fellowship or another one semester buyout fellowship.

Receipt of a research grant (e.g. RF Large Faculty Grant, research collection grant, etc.)

**B:**

Paper presentation as a major national conference (general conference such as MLA or the annual national conference in your field).

Paper presentation at an international conference.

Invited lecture or reading for a scholarly audience (e.g. university).  
Two paper presentations at smaller regional or local conferences.  
Two instances of serving as a respondent/discussant at a scholarly conference.  
Serving as editor of a scholarly journal.  
Program chair for a scholarly conference.  
Hold a major office in a national/international professional association.  
Invited reading of creative work in national or regional venues.  
Serving on a major prize committee for an academic association.  
Reviewer for significant national fellowship awards (e.g. NEH fellowships).  
Significant scholarly public intellectual activity.

NOTES:

1. This list is not coordinated with annual review or merit guidelines. It is intended to provide a fair and responsive measure of scholarly activity worthy of support.
2. Pre-tenure faculty are exempt from these requirements insofar as they affect teaching load.
3. The requirement is halved for Department Head, Director of Graduate Studies, Director of Freshman English, Writing Center Director, and Institute or Center Directors.
4. Any changes or clarifications to the above list, such as scholarly activity or substantial service commitment, for any individual must be agreed upon with the Department Head in advance of the two-year period.
5. Any changes to regional campus faculty member's teaching load will be made in conjunction with the campus AVP/Director.