

# **Department Of English Workload Policy**

Approved by the Faculty 22 October 2003

Approved by Administration November 17, 2003

## **1 Departmental Expectations: tenured & tenure-track faculty**

All full-time tenured and tenure-track faculty members in the Department of English are expected to engage in teaching, scholarship, and service. Although faculty members are normally required to teach only during the spring and fall semesters, as the Faculty Handbook makes clear (III.A.1), responsibilities of faculty members do not cease at other times of the year. In particular, it is expected that the summer months will be used “for reading, study, research, and travel related to the professional development of the faculty member as well as providing a reasonable period for relaxation.”

### **1.1 Teaching Expectations**

The typical administered teaching load for tenured and tenure-track faculty active in research or creative work is six credit-contact hours (i.e., two three-credit courses) each semester, in areas deemed necessary by the Chair. It is understood that, as specified in the Collective Bargaining Agreement, Article 11.9, this assigned teaching load constitutes 50% of a faculty member’s total workload, per semester for the academic year. It is further understood that faculty members will be expected to advise students in accordance with their individual roles in the department’s curricular programs, and that they will therefore schedule and keep a minimum of three office hours per week for this purpose. It is also understood that faculty members will be expected to undertake such other teaching-related activities as are typical of research faculty at a major American university, including direction of theses and dissertations and sponsorship of independent study and special problems projects for students. Increases in percentage of overall effort devoted to teaching that result from non-classroom teaching-related activities will be calculated by the Chair in accordance with the Collective Bargaining Agreement, Article 11.9, n. 3.

### **1.2 Research/Scholarship Expectations**

The production of original scholarship and creative work, its publication or presentation in such venues as scholarly journals, monographs, books, and professional conferences, or other intellectual work that generates disciplinary knowledge and can be evaluated by peers is a significant component of faculty workload. Each faculty member assigned an administered teaching load is expected to engage in scholarly research or creative work

---

that leads to publication or other appropriate presentation on a regular basis. Further, faculty members on administered teaching loads are expected, as may be consistent with their roles in the undergraduate and graduate programs of the department, to participate in the supervision of undergraduate and graduate research, including theses and dissertations. It is understood that these responsibilities, taken together, typically constitute from 35% to 40% of a faculty member's total workload, per semester for the academic year.

### **1.3 Service Expectations**

Each member of the faculty is expected to serve the Department, College, University, and broader community in ways best suited to the faculty member's talents and the needs of the Department, College, and University. All faculty are expected to attend Department meetings and to participate in departmental activities related to instruction such as curriculum planning, professional development, and the like. Beyond this requirement, service obligations include, but are not limited to, participation in faculty governance, membership on Department, College, and University committees, and participation in the development and effective conduct of the academic program. Service activities typically constitute from 10% to 15% of a faculty member's total workload, per semester for the academic year.

## **2 Modified Tenure/Tenure-Track Workloads**

The Chair may approve requests for variations from the typical overall workload described above, in Section I, provided these variations are consistent with the Collective Bargaining Agreement and with University policies and procedures. The Chair may also assign non-typical workloads as long as such assignments are consistent with the Collective Bargaining Agreement and with University policies and procedures. Examples of such non-typical workloads for tenured and tenure-track faculty are summarized below.

### **2.1 Emphasis on Teaching**

A tenured or tenure-track faculty member may propose to the Chair a temporary workload assignment emphasizing teaching and de-emphasizing research in his or her overall workload, thus asking to teach one or more additional courses during a given semester or academic year. If the Chair accepts the proposal, the faculty member will be assigned an additional course or courses for the period requested and the percentage of total effort devoted to teaching will be adjusted accordingly.

## **2.2 Low Research Productivity**

The Chair will assign one or more extra courses per semester beyond the typical administered teaching load to faculty members whose research or creative productivity has been low and who are not actively engaged in scholarship and publication. The Chair has discretion in making this determination. In general, low productivity is defined as the failure to do either of the following in any consecutive four-semester period: (a) publish (or have accepted for publication, for performance, or for dissemination in some other appropriate print or electronic form) any scholarship or relevant creative work of high merit; or (b) demonstrate active research and composition on a project of high merit. The minimum expectation for the four-semester period is the completion of two article-length scholarly essays or book chapters (or the equivalent in appropriate alternate forms) of sufficient quality to warrant publication or other presentation in refereed venues; or compelling and measurable evidence of substantial ongoing work on a publishable larger project.

## **2.3 Modifications for Service Contributions**

A faculty member who undertakes an extraordinary service role may request a teaching load or research effort reduction. If the request is granted, the faculty member's workload percentages will be adjusted accordingly. "Extraordinary service" may be defined as a single, large service obligation or several smaller ones. The Chair has discretion in making this determination. The Chair will assign one or more extra courses per semester, beyond the typical administered teaching load, to faculty members who fail to meet the standard service expectations as defined in I. C, above.

## **2.4 Other Modifications**

As long as he or she acts in ways that are otherwise consistent with the Collective Bargaining Agreement and University policies and procedures, the Chair retains the flexibility to average or modify workloads over semesters or years. Such action most likely will occur when a faculty member takes on significant administrative duties, or when it is necessary to assign courses to cover for faculty who are on sabbatical or other leave, or to account for co- or team-taught courses whose total time requirements are substantially more (or less) than the 12 credit-contact hours (per academic year) constituting a typical administered teaching load. In no case will the Chair assign a workload that exceeds the limitations specified by the Collective Bargaining Agreement without the formal consent of the faculty member. If a teaching assignment results in an overload, extra compensation will be given at the prevailing rate.

### **3 Summer Program of Sponsored and Un-sponsored Scholarship and Research**

Tenured and tenure-track faculty on 9-month academic appointments may request that performance in a summer program of sponsored or un-sponsored scholarship and research or creative work be included in the annual faculty evaluation. The faculty member must make the request for inclusion of such a program to the Chair on an annual basis during the workload planning process. If the request is approved, the agreement must be documented as part of the individual's workload plan for the subsequent year.

Documentation must include a statement of the summer program of scholarship and research, and the expected products of that program, and it must stipulate the duration of the summer program up to three months. When it has been an agreed part of the faculty member's annual workload plan, the summer program of scholarship and research must be considered in computing the overall percentage distribution of faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program.

The summer program of sponsored or un-sponsored scholarship and research or creative work is an option available to tenured and tenure-track faculty on 9-month academic appointments. However, this program is not required in order for a faculty member to be rewarded for research and scholarship that may in whole or in part be carried out during the summer. The English Department continues to recognize that, as the Faculty Handbook states, "many faculty on 9-month academic year appointments utilize the summer to concentrate on programs of scholarship and research" and that this work is "reviewed and accorded weight in decisions on contract renewal, promotions and tenure, and merit allocations" (III, F, 4).

### **4 Workload for Non-Tenure Track Faculty**

The typical workload for continuing non-tenure track faculty members in the Department of English is twelve credit-contact hours of teaching per semester (i.e., four three-credit courses), fall and spring. In addition, these faculty members are to provide a minimum of three office hours per week during the semesters for student consultation. They are expected to attend department meetings and to contribute to departmental activities related to instruction such as curriculum planning, professional development, and the like.

### **5 Modified Workload For Non-Tenure-Track Faculty**

The Chair may adjust the workload for continuing non-tenure-track faculty members under special circumstances, consistent with the Collective Bargaining Agreement and with University policies and procedures. Such action will most commonly occur in the form of a reduction in teaching responsibilities to offset assigned administrative duties.

Other ad-hoc types of assignments requiring an extraordinary commitment of time and effort may be compensated with a course reduction as deemed appropriate by the Chair.

## **6 Reassignment of workload**

When any faculty member—tenured, tenure-track, or continuing non-tenure track—does not perform the work that has been assigned during the annual planning process, the Chair is responsible for assigning alternative work that in his or her judgment is appropriate to ensure that the faculty member meets his or her obligations to the department. Such reassignment may occur, for instance, when a scheduled course fails to enroll a sufficient number of students. The Chair may, in such circumstances, assign the faculty member to teach a new section of an oversubscribed course for which he or she is qualified or assign the faculty member additional teaching in a subsequent semester. Reassignment to alternative work can occur whenever the Chair determines that a faculty member is unable or unwilling to fulfill teaching, research, or service obligations according to the original workload plan.