

Revision: 2010

## **Department of English and Comparative Literature**

### **Expectations of Faculty:**

#### **A Workload Description and Policy**

The Department of English is a comprehensive, complex unit with multiple missions involving scholarship, service teaching for baccalaureate students, teaching of undergraduate majors, teaching and guiding the research of graduate students, and professional and community service. This workload description and policy supports these missions and helps to guarantee that our obligations to them will be met.

Full-time faculty members in the Department of English have a wide range of responsibilities. At a minimum, each faculty member is expected to fulfill obligations arranged under three broad and traditional headings: (1) scholarly, creative, and journalistic activity; (2) classroom and other forms of teaching; and (3) service to the profession, department, college, university, and community. The Department views these three areas as integrated and inseparable.

#### **1. Scholarly, creative, and journalistic activity.**

Full-time faculty members are expected to engage in such activity. This work is distinct from and in addition to the activity required to keep abreast of the current state of one's discipline. Publication is the primary evidence of such activity. Tenure-track faculty should endeavor to publish major projects and shorter works on a regular basis, such as a major work every 5 – 8 years and a shorter piece each year or two. This work should actively contribute to the mission of the Department and make a contribution to the field; it may appear in conventional print or electronic form. Other evidence of scholarly, creative, and journalistic activity includes editing of professional journals, individual volumes, or book series, organizing conferences in one's field, presenting at professional conferences, giving invited readings and lectures, writing successful fellowship and grant applications, presenting exhibitions, productions, and other work for peer review and contributing to the field.

Field service faculty are hired primarily for teaching and service and are expected to do high quality work in these areas. They are also expected to stay current in their field and to pursue opportunities for professional development and activity with the time available given their teaching loads. In order to move toward promotion, increased engagement in high quality teaching, service, and professional activity needs to be demonstrated.

#### **2. Classroom and other forms of teaching.**

- a. Each faculty member will meet all assigned classes, be prepared for them, and be on time to them. All unexpected absences require timely notice to the departmental office. Each faculty member will note on his or her syllabus any expected absences due to conference presentation, lectures, reading, and the like, and so notify the departmental office.

- b. At the beginning of each course, the faculty member will provide students with a syllabus, on paper and/or electronically, containing the faculty member's grading standards and expectations, an attendance policy, and other items as are appropriate (for example, course goals, discussion topics, statements pertaining to academic integrity/plagiarism and special needs), and a clear calendar presenting major assignments. Faculty should examine the Faculty Senate's "Resolution on Course Syllabi" at <http://www.uc.edu/facultysenate/syllabl.html> .
- c. Faculty are expected to make use of Blackboard or other on-line learning platforms to post syllabi, assignments, and other classroom materials and communicate with students when necessary. Faculty are encouraged to upload their course descriptions to the Registrar's list of classes using the "Course Preview Tool" on Blackboard.
- d. Some form of writing, normally several short papers or a longer one, should be expected of all students in a class. (This standard may not always be applicable, e.g. in some language and linguistic courses.) Excepting journals and similar informal writing assignments, all written work should be evaluated in accordance with the goals of the course and, when returned to the student, contain clear comments explaining the faculty member's evaluation.
- e. Each faculty member will be available to students during regular office hours that are indicated both on the course syllabus and in the departmental office. Faculty will also respond to student inquiries in a timely manner.
- f. Tenure-track faculty members will normally be involved with directing or serving as readers for doctoral dissertations and examinations, masters theses, honors theses, independent study projects, and the like. Some will be asked from time to time to take on such duties in other departments and other universities.
- g. Advising students is an essential faculty activity. Faculty need to be knowledgeable about the structure of departmental programs and requirements. Other tasks which will be performed as necessary include writing recommendations for employment, professional schools, or awards, giving career counseling, orienting new students, and suggesting other university resources for students who need, for example, help with their writing, English as a Second Language classes, financial assistance, counseling, etc. This role assumes familiarity on each faculty member's part with the resources available in the university.
- h. Each faculty member should be prepared, if asked, to teach courses according to the department's needs, particularly in the specific area of expertise for which the individual faculty member was hired. As appropriate, each faculty member will be available to teach graduate-level seminars, undergraduate major courses, certificate courses in or pertinent to creative writing, journalism, professional writing, and primary and secondary education, undergraduate service courses, and composition courses. In order to teach at the graduate level, faculty are expected to be active publishers in their area of specialization.
- i. Because courses offered by this department fulfill a variety of departmental, college, and university requirements (e.g. major distribution, A&S Literature,

General Education), teachers must design their courses explicitly to address those different requirements.

- j. Each faculty member will regularly seek student evaluation of his/her teaching, will consult with peers about teaching effectiveness, and will use this information for reflection and improvement as a teacher—as well as presenting it for tenure, promotion, reappointment, and annual review decisions.

### **3. Service to the profession, department, college, university, and community.**

- a. Faculty members may serve the profession through such activity as becoming involved in the work of professional organizations, editing professional journals or book series, serving on editorial boards, consulting, reviewing manuscripts and proposals, directing academic conferences, serving as a juror or judge in a competition in one's field, and performing similar functions.
- b. Each faculty member should attend and take an active part in departmental meetings whenever they are called.
- c. Each faculty member will regularly serve on committees in the department: RPT, Steering, Undergraduate Studies, Graduate Studies, search, and the like; service on these committees is crucial.
- d. Other departmental service needs arise regularly and require the assistance of each faculty member as appropriate. These include interviewing candidates for positions, judging awards, evaluating applications (e.g. for scholarships, employment, teaching assistantships, etc.) hosting visitors to the department, mentoring new colleagues, arranging programs such as reading and lectures.
- e. Monitoring the university's library holdings in one's specialty is an important area of faculty service; such service facilitates the continuing research of faculty colleagues, graduate students, and undergraduates.
- f. Advising student groups or publications is a valuable form of faculty service.
- g. Faculty members will also participate in college and university governance and programs. Such participation includes service on the Taft and Library Committees, with the AAUP and the Faculty Senate, on College RPT, and on various other college and university committees, participation in Center for the Enhancement of Teaching and Learning activities, orientation and university retreats, meeting with prospective students and colleagues, etc.
- h. The Department offers numerous readings, lectures, and other events. Attendance at these, when possible, is part of our professional and collegial responsibility.

### **Workload Policy—Implementation**

In accordance with the Collective Bargaining Agreement, workloads for individual faculty members will be decided by the Head in consultation with the faculty member—in terms of the faculty member's balance of scholarly, creative, or journalistic activity, classroom and other forms of teaching, and service. The usual teaching load for tenure-track faculty will be two courses a term; some faculty members may teach more or less depending on certain variables outlined below.

Tenure track faculty members who are not actively and successfully engaged in scholarly, creative, or journalistic activities, as defined in Section 1, or who do not take part in departmental or other forms of service, or who are not involved in the graduate program, may be asked to teach additional courses to a maximum of three per term.

Field service faculty will generally teach three courses a term, but may teach up to four courses depending upon program need and area of specialization. A field service faculty member engaged in departmental administration may teach fewer than three courses per term.

The workload policy will be overseen by the Steering Committee. This committee, minus the Head, is authorized by the department, in the case of a disagreement between the Head and a faculty member over workload, to consider the issue and to advise the Head.

Other exceptions to a faculty member's assigned teaching load occur as follows: a) a faculty member may apply to the Head for a course reduction in a given academic year because of an exceptional writing commitment or obligation, membership on the AAUP bargaining team, or other substantial professional commitment as negotiated between the faculty member and the Head; b) instructors, adjuncts in the bargaining unit, and visiting faculty will typically have differing loads, to a maximum of three courses per term, as may be appropriate to the nature of their appointment; c) faculty members who hold the following positions will normally be assigned a reduction of one course per term: Head, Director of Graduate Studies, Director of Undergraduate Studies, Director of Journalism, Director of English Composition, Director of Professional Writing; Assistant Department Head; the Associate Director of English Composition and the Assistant Director of Journalism will be assigned two classes per term; d) assistant professors preparing for tenure may have two quarters without teaching as needed to complete research and writing projects.

The overriding factor determining individual teaching assignments is the department's responsibility to its professional mission as described at the beginning of this document.

**(Original Document Approved by the Department of English, May 2, 1994)  
(Draft Revision/for the English faculty, May 11, 2010)**