

Department of Geography, University of Connecticut
Bylaws, Policies, and Procedures

APPENDIX 4: WORKLOAD POLICY

Passed unanimously, November 2, 2022. Revised September 29, 2023.

Professional Responsibilities

In general, the professional responsibilities of members of the department include research, teaching, and service. The department faculty must contribute in all three areas, as should each individual. Proportionate effort across the three areas is likely, however, to vary among individual members of any department.

The satisfactory fulfillment of professional responsibilities on an annual basis is expected of all full-time faculty members of the department, including the Department Head. Continued reappointment and awards of tenure and/or promotion, however, require the demonstrable fulfillment of their responsibilities at a sustained level of excellence well above that indicated as *satisfactory*.

Research responsibilities: All tenure-track members of the department are expected to be active in research and in the dissemination of their findings. Evidence of research effort and dissemination may include publication of papers in peer reviewed journals, publication of books, publication of book chapters, publication of book reviews, presentation at meetings and publication in proceedings of scholarly societies, successful solicitation of external funding for research, and direction of master's theses and PhD dissertations to completion. In some circumstances, as described below, increased teaching responsibilities may offset decreased research effort in fulfilling total professional responsibilities. In-residence faculty may also pursue research that will be counted toward merit and promotion, at their discretion.

Satisfactory fulfillment of research responsibilities during a reporting year normally requires the submission of at least one manuscript for a refereed journal article or book chapter containing original research or a comprehensive review of the literature (not simply a book review) and the presentation of a paper or poster at a scholarly meeting or conference. Such work may be collaborative or individual in its authorship.

Faculty members also are encouraged to submit proposals for external funding. Proposals that would result in enhancing the department's research infrastructure by funding graduate student research, purchasing scientific equipment, or providing indirect cost recovery are especially encouraged.

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Teaching responsibilities: As stated in the By-Laws of the University of Connecticut, teaching loads are determined by the Department Head and the Dean in consultation with the faculty member. The Undergraduate Director and Graduate Director will also be consulted about teaching load assignments and course assignments. All members of the department are expected to teach courses across the department's offerings from introductory to advanced graduate-level courses. In addition to regular courses, department members can expect to direct Independent study projects and internships, advise students, and prepare PhD students to assume independent teaching responsibilities. Those holding joint appointments are expected to fulfill their teaching responsibilities in proportion to their appointment and as specified in their MOU.

Generally, in accordance with College guidelines, the baseline course load is four (4) courses per year for tenured or tenure-track faculty who are actively engaged in research programs. The standard teaching load for tenure-track members of the department who are not actively engaged in research is three courses per semester. Tenured faculty who choose to not be actively engaged in research should discuss their plans with the department head. Associate professors who choose this path should be aware that promotion is unlikely. In these cases, the tenured faculty member can apply for merit in teaching and service as normal, but with research expectations evaluated similar to in-residence faculty.

The baseline course load for In-Residence faculty is seven (7) courses per year. No In-residence faculty member will be expected to teach courses involving more than five (5) unique preparations per year.

Adjustments can be made to faculty teaching loads based on the following guidelines:

- 1) Generally, serving as the primary advisor for either the GEOG or GIS major, may be credited with a 1-course reduction in teaching. By primary advisor, we mean someone who advises students from 1st to 4th year independently of help provided by CLAS and serving 25 or more majors.
- 2) Generally, serving as an internship or honors advisor is credited as a 1-course reduction per 30 credits advised over a 3-year period (10 x 3-credit honors thesis, 30 1-credit internships, etc.).
- 3) Generally, no faculty member shall be expected to teach more than 2 unique large classes (of 120+ students) per year, particularly if these involve more than one preparation.

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- 4) For multiple lab sections, each additional lab section taught by a faculty member, rather than a TA, counts as an additional 0.5 class toward a person's teaching load.
- 5) Four-credit lab courses are counted by total credits taught. This means that a person teaching three 4-credit courses (12 credits) would be credited with a load equivalent to four 3-credit courses (12 credits).

The maximum course release reduction offered by the department for teaching in a given year across items 1 to 5 is 2 for in-residence and 1 for tenured and tenure-track faculty, except in special circumstances agreed to by the Department Head (e.g. major research projects or substantial University service).

Teaching assignments can be appealed to the director of undergraduate studies, the director of graduate studies, and the head of the department C&C committee. If the appeal is made by one of these individuals, then the head of the PTR committee will serve.

To help attract students to our program, including honors students, faculty have the option of leading First Year Seminars (UNIV 1820), First Year Honors Seminars (UNIV 1784), or the Senior Year Experience (UNIV 4800). These are 1-credit seminars coordinated, respectively, by the Academic Center for Exploratory Students (ACES); Honors Program; and Center for Career Development. These courses are usually taught in Fall terms. Three sections of any of these courses taught in a single semester, or within three years, will be credited as one 3-credit course. This option must be planned in consultation with the Department Head, Curriculum Coordinator, and Undergraduate Coordinator to make sure that all other teaching needs of the program are met.

While faculty are encouraged to collaborate with colleagues inside and outside the department on course content and teaching, current CLAS policy does not allow for "team teaching" where more than one faculty member would get credit for teaching a given class. An alternative that approaches a team-teaching model might include "trading" lectures or other teaching resources between classes. Faculty may also coordinate content with other professors teaching courses in series or parallel with a class they are teaching.

Faculty may teach classes in other programs as part of their teaching load only if such teaching is stated in an MOU with another unit or with approval from the Department Head, in consultation with the Graduate or Undergraduate Program Directors, as appropriate.

In the case that a Fall or Spring course is canceled because of low-enrollment, the faculty member must make up that course. Courses may be made up by

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teaching an additional class during a regular semester or by teaching a class during Winter, May, or Summer session and having the compensation for that class credited to the department, with approval from the Department Head, in consultation with the Graduate or Undergraduate Program Directors, as appropriate.

Faculty may teach classes for the Department during Winter, Summer, and May Term sessions for additional compensation. Compensation for classes taught during Intersessions will be determined according to the agreement laid out in the AAUP Collective Bargaining Agreement. Geography classes taught during these sessions must be coordinated with the Administration, Department Head and Administrative Assistant to ensure equitable distribution of intersession assignments and opportunities for senior graduate students to get experience teaching these classes.

For many classes with advanced content, it is beneficial to teach a joint 4000/5000 level section. The benefits of teaching graduates and undergraduates together are many, but having assignments with different standards for undergraduates vs. graduates, or additional reading and research expectations for graduates can make the merging of sections involve additional work on the part of the faculty member. If the enrollment of such a class exceeds combined numbers of more than 25 students, the additional section should be treated as an additional lab section, as described in Point 4 above. If a combined 4000/5000 class reaches enrollment greater than 40 students, it is recommended that it be split into two classes, unless there is a compelling reason to keep the undergraduates and graduates together.

Satisfactory fulfillment of teaching responsibilities for faculty members in non-tenure track positions is determined by the instructional needs of the department as determined by the Department Head in consultation with the Undergraduate and Graduate Directors and in the context of faculty expertise and interests. Satisfactory fulfillment of teaching responsibilities for faculty members in their probationary periods is determined by the professional development needs of the faculty member and the instructional needs of the department as determined by the Department Head. At the discretion of the Department Head, junior faculty members can be awarded a reduction of up to two courses over their probationary period. The best semesters for scheduling these reductions can be determined by the faculty member and department head.

Every member of the department typically should expect to teach a total enrollment of at least 50 students during the academic year. This means that, in balance, each faculty member should generally teach a mixture of small, medium, and large enrollment courses from year to year, in a way that meets the needs of the department. Further, except in special circumstances, faculty are expected to meet their students every scheduled class period and to make

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an effort to find a substitute from within the department if a conference, professional meeting, illness, or emergency prevents them from attending class. When a faculty member cannot be present in person, an online, synchronous, class meeting or recorded lecture of equivalent substance to the missed class is an adequate substitute. Faculty members will notify the Department Head and Administrative Assistant when it is necessary to cancel a class meeting.

Graduate advising is an essential part of maintaining a thriving graduate program. All tenure-track faculty are expected to participate in the graduate program through advising and teaching. The expectation for graduate advising, particularly doctoral advising, is that it should be evenly divided among faculty. In-Residence faculty are welcome to serve on graduate committees, advise MA students, and/or co-advise PhD students with compatible interests, but doing so is reflected in merit, not as part of their workload.

Service responsibilities: All members of the department are expected to be active in service in at least one of three areas: 1) service to the public, especially to the citizens of Connecticut, based on the faculty member's professional expertise; 2) service to scholarly societies, especially those concerned with geographical scholarship; and 3) service to the university and its constituent parts such as the College of Liberal Arts and Sciences and the Department of Geography. Those holding joint appointments are expected to fulfill their service responsibilities in proportion to their appointment. Satisfactory fulfillment of internal service responsibilities during a reporting year typically requires regular attendance at departmental faculty meetings, and service on departmental committees. Faculty who have been promoted to the associate or higher level (tenure track and in-residence) are expected to serve in leadership roles in the department, University, and/or discipline. Departmental committee assignments should rotate on a regular basis, as discussed in the bylaws.

Satisfactory fulfillment of external service responsibilities during a reporting year typically requires organizing sessions at a professional conference or meeting; organizing a professional conference, workshop, or meeting; serving as an officer of a professional organization; editing or serving on the editorial board of a scholarly journal; serving as a reviewer of internal or external grant proposals; reviewing papers for publications in refereed journals; serving on a review panel for agency funding, service to a local, state, national, or international agency; and reviewing faculty members for tenure and promotion at peer universities. In-Residence faculty are encouraged to engage in all of these activities, but they will be counted toward merit, not expected as part of their workload.