Faculty Professional Responsibility Policies and Documentation

Neag School of Education
University of Connecticut
UNIVERSITY OF CONNECTICUT
NEAG SCHOOL OF EDUCATION

Faculty Workload Policy

The Neag School of Education is committed to enhancing both its research and teaching efforts as top priorities. In addition, the Neag School of Education seeks to increase its outreach efforts by forging partnerships with alumni and the educational community in Connecticut, the nation, and the world. While these efforts necessitate a partnership among all involved constituents, it is the faculty in the Neag School of Education who are primarily responsible for engaging in scholarly activity, teaching classes, participating in the governance of the department, School and University, and sharing their expertise with the external community in effective and collaborative ways.

The principles expressed in this document set forth the collective expectations and understanding of the faculty of the Neag School of Education with regard to professional obligations, and summarize existing policies in the Neag School of Education regarding faculty staffing and development. It should be noted that these principles represent our collective interpretation of the University of Connecticut Laws and By-Laws and that, in all cases of conflicting interpretation, the University of Connecticut Laws and By-Laws take precedence.

General Principles

Tenure-track faculty members in the Neag School of Education are expected to produce specific evidence of strong performance in both scholarship and teaching, and to demonstrate superior achievement in at least one of these two areas. In addition, service and outreach contributions are valued and expected of all faculty members. Although individual accomplishments and emphases will vary, all faculty members are expected to contribute to each activity. Merit awards will recognize exceptional accomplishments in all three areas, with contributions to teaching and scholarship being equally valued.

As researchers, faculty are expected to engage in continuing intellectual development and to produce scholarly works that enhance the knowledge base of their discipline. While the primary focus in scholarship is on basic and applied scholarship, instructional development-related contributions (such as the writing of textbooks in the faculty member’s discipline) are also valued. As teachers, faculty are expected to engage in activities that enhance student learning, including curriculum development, delivery of effective instruction, and accessibility to students outside the classroom.

Both the University of Connecticut and the Neag School of Education are committed to playing a greater role in outreach to the external community. To that end, faculty are encouraged to interact with the educational community in areas related to their fields of expertise. In addition, faculty involvement with their professional societies and participation in departmental and Neag School of Education-sponsored activities are important. Faculty involvement is also critical to the governance of the Neag School of Education and the University. Continuous improvement in all of the Neag School of Education’s activities is dependent upon active faculty participation in the management of the School and its departments.

Scholarship

Faculty members in the Neag School of Education must be actively engaged in and contribute to their
discipline and profession. Simply staying current with the literature or technology is not sufficient. A faculty member should communicate basic, applied or instructional development scholarship to his/her academic peers and practitioners on a continuing basis. Faculty members also should strive to enhance their own professional development by continuously engaging in scholarly activities (e.g., conference attendance, publications, presentations, active participation in professional/academic societies, etc.).

Teaching

All faculty members in the Neag School of Education are expected to make a high-quality and ongoing contributions to the teaching mission of their department, the Neag School of Education, and the University. These contributions may be made within various degree programs, in different geographic locations, and via distance learning. All faculty have the responsibility to:

- diligently and competently fulfill all their teaching obligations;
- develop and continuously improve their course offerings;
- use appropriate up-to-date technology and instructional materials in their teaching;
- provide effective delivery of instruction and actively pursue personal, professional development to improve teaching effectiveness; and
- be accessible to students for outside-the-class assistance, academic advising or discussing career issues.

In addition to these core activities, teaching contributions also include:

- advising student organizations;
- supervising an independent study or internship;
- supervising doctoral dissertations (this contribution is a combination of teaching and research); and
- developing instructional innovations.

Service and Outreach

Every faculty member in the Neag School of Education is expected to engage in service activities as part of his/her normal responsibilities. More is expected than nominal participation in service activities. These activities include academic service to the department, the Neag School of Education, and the University (e.g., committee assignments, mentoring of junior faculty, attendance at graduation, etc.), professional service (e.g., service on editorial boards or as a reviewer for academic/professional journals, leadership in an academic or professional society, etc.) and public service (e.g., outreach to schools and other educational institutions, alumni, civic and governmental organizations, etc.).

Faculty Development Process

As part of the annual faculty planning process, each faculty member, in cooperation with his/her department head, will prepare and carry out an individual development plan for the following academic year. This plan will indicate individual development activities with respect to research, teaching and service. Examples of individual development plan activities may include conference attendance, involvement in professional societies and participation in teaching enhancement activities. Outcomes of faculty development activities will be reported as part of an individual’s annual activity report.

Specific Guidelines
The general principles outline above have been translated into the following guidelines, and are provided solely as a frame of reference. The intention here is to specify, to the extent possible, how the general principles should be interpreted. In all cases, the guidelines are subject to interpretation, based upon individual circumstances.

Scholarship

Consistent with the Neag School of Education’s Annual Professional Development Report and NCATE Accreditation Standards, intellectual contributions by faculty members are understood to include:

**Basic Scholarship**
The creation and dissemination of new knowledge.

*The principal output of basic research at the University of Connecticut is publication in refereed journals. Other outputs from basic scholarship activities may include research monographs, scholarly books, chapters in scholarly books, papers presented at scholarly meetings, and proceedings from scholarly meetings.*

**Applied Scholarship**
The application, transfer and interpretation of existing knowledge to improve educational and professional practice and teaching.

*Outputs from applied scholarship activities may include publication in professional journals, professional presentations, public/trade journals, book reviews and papers presented at faculty workshops.*

**Instructional Development**
The enhancement of the educational value of instructional efforts of the institution or discipline.

Outputs from instructional development activities may include textbooks, publications in pedagogical journals, written cases with instructional materials, and instructional software.

Given the Neag School of Education’s research mandate and its Ph.D. program, our portfolio of intellectual contributions has a substantial emphasis on basic scholarship with less emphasis on applied research and tertiary emphasis on instructional development. However, all three forms of output are valued.

Teaching

The nominal full-time teaching load for a faculty member in the Neag School of Education is three courses (9 hours) per semester (3/3). The 3/3 load is generally assigned to faculty members whose primary contributions are both heavier teaching and service loads, as well as a smaller, yet sustained level of intellectual contribution. Extensive scholarly productivity may be used to justify reduced teaching loads. Among the criteria to be employed in assessing researcher productivity are:

- Level and quality of scholarly output;
- Grant development for academic research; and
- Extensive involvement in a Ph.D. program.

In addition to superior research productivity, reductions from a 3/3 teaching load may also be based on
extraordinary service contributions and administrative assignments. Faculty members whose intellectual and service contributions fall short of the stated criteria will be assigned a 4/4 teaching load.

Whatever an individual member’s assigned teaching load, it is understood that the faculty member’s instructional responsibilities can be configured in a flexible manner, such as team teaching, offering courses for less than three credits, teaching enhancement modules, etc. Additional teaching load adjustments or the assignment of assistance to a faculty member can be based on such factors as extraordinary travel to teaching assignments, extensive new course development or the class size of the assigned courses.

An external grant recipient, with prior approval of the department head and the Dean’s Office, can, and are encouraged to, “buy-out” his/her time at a general rate of 12 1/2 percent of a 9-month salary, per course. A buy-out of teaching time does not translate into reduced research or service/outreach expectations, nor is it automatically renewable.

A reduced teaching load (one-course reduction) for service will only be considered for extraordinary service (e.g., major officer of AAUP, chairperson of the Senate Executive Committee, Editor-in-Chief of a premier academic journal, administrative appointment or extraordinary and visible outreach service) with the prior permission of the Dean’s Office, in consultation with the department head.

A review of the teaching loads of each Neag School of Education faculty member will occur in the fall semester of each academic year. This review will be made by a committee consisting of the Dean, Associate Dean and the department heads. The purpose of the evaluation will be to determine the appropriateness and equity of individual assignments and to ensure the efficiency of the Neag School of Education’s instructional delivery.

Service and Outreach

In addition to participation in normal Neag School of Education and departmental service activities and scholarly functions such as academic conferences, faculty members are expected to regularly attend, as their schedules allow, Neag School of Education and University-sponsored external functions. While efforts will be made to accommodate individual preferences, it may be necessary to assign faculty to attend specific outreach functions. Given the geographic dispersion of our outreach responsibilities, faculty should anticipate attending functions in various parts of the state. This participation may include attendance at meetings of statewide or local professional organizations made up primarily of practitioners, alumni networking or social events, speeches or panel discussions by the faculty member, etc.

Consulting

During the nine-month academic year, the University allows faculty to consult up to one day per week (20% of their time) with prior approval and under clearly defined circumstances. Under no circumstances are faculty members permitted to engage in consulting that in any way prevents them from accomplishing in a satisfactory manner their professional obligations to the University. For faculty who receive additional summer compensation from the University, the one day per week rule (with prior approval) continues to apply during the period covered by that compensation.

Non-credit teaching

During the academic year, faculty are eligible to earn up to ten (10) percent of their salary for participating in University-sponsored, non-credit continuing education and public service activities, under defined conditions. This figure is 13.2 percent for the calendar year.