

School of PPM: TTF Assignment of Professional Responsibilities

I. Purpose

This policy outlines the Assignment of Professional Responsibilities for Tenure Related Faculty members (TTF) in the School of Planning Public Policy and Management (PPM). TTF are expected to attain—and maintain—a full spectrum of accomplishment in research, teaching, and service. They are evaluated according to rigorous academic standards typical of other major American research universities. The occupational security and flexibility that TTF enjoy reflect the combination of sustained, disciplined effort and intellectual freedom indispensable to the creation and dissemination of new knowledge and ways of knowing, which are cardinal missions of any research university.

II. Workload expectations for TTF

- A.** Besides teaching their courses and guiding students in other ways, TTF should be engaged in research, scholarship, or creative activity during the academic year. Service duties are generally secondary, in particular for assistant professors, but increase significantly with each advance in rank. As a rough guideline, full-time TTF should spend 40% of their effort on research, 40% on teaching, and 20% on service over the academic year. Individual workload assignments shall reflect a realistic balance of duties consistent with the criteria for review. **Research**

Tenure-track faculty are expected to pursue an active program of research, scholarship, creative and/or professional activity appropriate to their qualifications, expertise, and evolving interests; and to disseminate the fruits of this effort to appropriate scholarly, professional, and lay audiences through publication and other forms of presentation. Individual faculty research programs are monitored, evaluated, and rewarded through established contract review, promotion and tenure, post-tenure review, and merit review processes and through peer review, are held to the national and international standards of the relevant disciplines.

B. Teaching

- 1. Inclusive Components.** The responsibilities for teaching a course is inclusive of the efforts required to prepare relevant course materials, update curriculum, teach, examine/review, grade, provide regular office hours, supervise affiliated Graduate Employees (GE), and provide mentoring/advising as it relates to classwork.

Course Load. The standard course load for TTF in the school is 5 courses at 4 credit hours each during the academic year. Normally, 2 credit hour classes are counted as one-half of a course toward the total

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course load. Each credit hour above the standard 4 may be “banked” and accumulated for a course load reduction, as described in section IV below. Internship and variable credit hour courses will be addressed on a case-by-case basis. The Program Head may adjust the course load provisions under special circumstances, such as teaching a higher enrollment class without a GE in response to unexpected student demand or curriculum needs.

TTF are expected to be able to teach a full range of courses, from introductory undergraduate surveys through advanced graduate seminars, on both broad and specialized subjects. The importance of TTF contributions to the General Education curriculum, where a TTF’s broad command of a scholarly field is especially valuable, should not be overlooked.

- 2. Course revision.** TTF are expected to revise their courses as needed to incorporate advances in academic content and pedagogy, to incorporate evolving standards of multicultural and global perspectives where appropriate, and to ensure that their courses continue to promote the learning outcomes of the departments and programs (including General Education) of which they are a part.
- 3. Independent Study Courses.** In addition to the standard course load, TTF may choose to supervise students, both graduate and undergraduate, in independent study courses. PPM students are encouraged to enroll in elective courses and PPM faculty are under no obligation to offer independent study opportunities. In these courses, faculty members are expected to maintain standards of student work and student-instructor engagement appropriate to the awarding of academic credit.
- 4. Course load reduction.** Course load reduction for major school service and for other approved reasons shall be allocated in compliance with the course load reduction procedures described in section IV below.
- 5. Team-teaching.** A course team-taught by two faculty members will typically count as half a course for each unless both contribute nearly full effort as part of a special educational opportunity for students. In the latter case, a team-taught course may count as a full course for each faculty member with the approval of the school head and so long as the school can meet its curricular and enrollment needs with existing resources. Generally, the faculty members’ other teaching assignments should generate sufficient enrollments to compensate for any loss created by the team-teaching arrangement.

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- 6. Course or service load increase for unsatisfactory research productivity.** UO aspires to be a preeminent and innovative public research university. In order to fulfill this aspiration, all our tenured faculty members must be actively engaged in research, scholarship, and/or creative or professional practice (hereafter referred to as research) throughout their careers. This policy is intended to address concerns about research productivity after tenure, and resultant workload equity issues, by providing support for faculty and guidance for addressing unsatisfactory research productivity.

If concerns about research productivity arise or persist during any three- or six-year post-tenure review, and the Provost or their designee concludes that the faculty member's research productivity is unsatisfactory, the department or unit head will consult with the faculty member and recommend to the Provost a development plan for demonstrable improvement. The development plan can include mentoring support and suggest directions for research, as well as time lines and measurable goals intended to enhance research productivity. Upon approval by the Provost or designee, the development plan will be implemented as soon as possible with the goal of reaching satisfactory performance by the next scheduled post-tenure review. The faculty member is responsible for regularly consulting with their department or unit head.

Should the Provost or designee conclude that the faculty member's research productivity remains unsatisfactory at the post-tenure review following the implementation of the development plan, the faculty member's standard workload may be adjusted to increase teaching and/or service. This gives the faculty member an opportunity to continue making a full-time contribution to the department's mission. The faculty member's workload reallocation should be recognized in the merit raise process with appropriate adjustments to the percentage of the merit raise determined by teaching and/or service. The department head will remain open to discussions with the faculty member about ways to support the faculty member in achieving their research goals, which may include future changes to teaching and service loads.

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C. Advising and student contact

- 1. General advising expectations.** TTF are expected to advise and mentor students who take their courses insofar as this is considered a normal part of teaching any course. They may also be called upon to provide academic advising for students they have not taught in courses but who are enrolled in the degree programs for which they serve as faculty. They should be willing to write recommendation letters and serve as references for students whom they are qualified to evaluate on the basis of coursework or other contact.
- 2. Office hours and student contact.** TTF should hold regular office hours every week and be available by appointment during the terms in which they teach. They should also make themselves reasonably available to students via email and/or other appropriate points of contact.
- 3. Thesis committees.** TTF should expect to serve as chairs or members of both undergraduate and graduate terminal project, thesis and dissertation committees, as appropriate to their expertise, the nature of their disciplinary program, and the needs and interests of their students. Because students register for credit hours to complete a thesis or terminal project, faculty who chair a thesis or terminal project may be eligible for credits to be “banked” and accumulated for a course load reduction, as described in section IV below.
- 4. Graduate education.** Extensive advising and mentoring of graduate students, both inside and outside of formal coursework, are a particular responsibility of TTF, and often inseparable from a TTF’s own research program. In addition to writing recommendation letters and serving as references, TTF customarily help their graduate students secure postgraduate positions and connect them to appropriate professional development opportunities and networks in their fields.

D. Service

- 1. Shared governance.** TTF bear significant responsibility for shared governance and are therefore expected to serve actively on school, college, and university committees and in other roles in service to the institution. Assistant professors are expected to perform some service, typically within the school, though less than associate and especially full professors, for whom service expectations both inside and outside the school rise substantially over the course of a career.
- 2. School service.** TTF are expected to take part in the normal service workload of the school. This includes participation in school meetings, standing and ad hoc committee work as spelled out in the school’s internal governance document, additional work needed as determined by the

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department head, and any other service work that may happen irregularly (for example, curricular review and program review).

- 3. Professional service.** TTF often serve as members or officers of professional organizations, editorial boards, and conference and prize committees for their disciplines at the national and international levels. They are also called upon to lend expert evaluations in the peer review of academic publications, grants and fellowships, and promotion and tenure cases for colleagues at other institutions.

E. Equity and Inclusion

Faculty members are expected to contribute to the University's goals regarding equity and inclusion, and creating an inclusive and supportive climate for students is a high priority for PPPM. These contributions may consist of research, teaching, and service activities as appropriate, as well as involvement with academic and professional associations, non-profit, governmental, and/or private sector organizations. TTF are expected to participate in department and university sponsored trainings, workshops and events to help create a climate that supports equity and inclusion. Faculty are required to report their participation in University and external equity and inclusion activities in their annual activity reports.

III. Teaching and Service Assignment Process for TTF

A. Assignment of duties

Except as otherwise determined by the Provost, Dean, or other designee, the department head shall be responsible for the scheduling and assignment of all faculty members' professional responsibilities. All TTF are expected to participate in one of the program committees: (1) Nonprofit Management and Public Policy/Public Administration, or (2) Community and Regional Planning. Each Fall the Department Head will propose department service responsibilities and share them with the faculty.

Faculty members shall be afforded the opportunity to meet with their department head at least annually, before responsibilities are assigned, to discuss their preferences regarding teaching, research, service and other professional responsibilities, and anticipated resource needs; to address concerns about advising load inequities and balancing demanding with less-demanding assignments; and to discuss when FTE allocation may differ from the norm.

The Provost or designee may modify scheduled assignments, provided that the department head discusses changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons.

Faculty members may request to adjust schedules or assignments.

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B. Teaching and service outside the school

The School and the University recognize the value of teaching that occurs outside a faculty member's home school, whether in another school, in another school or college, in an interdisciplinary academic program, or in an enrichment program. A faculty member may be offered such a teaching opportunity, in lieu of a course assignment in the home school. Approval of such assignment is at the discretion of the Dean or Dean's designee, acting in consultation with the heads or directors of both the home and the host schools or programs.

C. Overload assignments

Overload assignments are stipulated by Article 17 of the Collective Bargaining Agreement with United Academics. Overload assignments in some specific programs (identified in Article 17) may be compensated through a lump sum. All other overload appointments will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty may request that overload compensation take the form of a course release, subject to the course load reduction procedures in Section IV below. No faculty member may be disciplined or terminated for refusing an overload assignment. Appointments for which compensation is paid, in whole or in part, with federal funds may be ineligible for overload compensation.

D. Stipends

The allotment of stipends will be consistent with university and college policy.

E. Cancellation and reassignment

- 1. Teaching:** If a course is cancelled for any reason, a TTF may be asked to teach the same course, or an alternative course, in a subsequent term. If scheduling or curricular reasons make this impossible or inadvisable, the TTF will be required to teach the course or an alternative course in the following academic year in addition to the regular course load. Whatever the case, the TTF is expected to rebalance research, teaching, and service duties, across academic years if needed, so as to remain fully engaged at the appointed FTE.
- 2. Service:** If a service assignment is cancelled for any reason, the School Head will make reasonable efforts to reassign affected faculty members to another available service assignment or assignments for the same FTE.

IV. Course load reduction

There are three main ways a faculty member's course load in a school may be reduced from the unit's base load: A) a course buyout where funds (e.g., from a grant) are explicitly exchanged for a course reduction, B) an FTE reduction in the school for an assignment in another unit (outlined in Section III above), or C) a course release where

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someone is given a course reduction without any funds or FTE exchanged for this reduction (e.g. administrative service within the school). Any reduction in course workload for a faculty member is subject to the school meeting its curricular needs and requires approval by the school head and Dean. All agreements regarding course releases must be in writing and placed in the employee file, and must be signed by the School Head and Dean.

A. Course buyouts

TTF may request to buy out of a specific course, but this must be approved by the School Head in consultation with the Curriculum Committee. In general, TTF are expected to buy out of lower enrollment and/or elective courses before they can buy out of core graduate or undergraduate classes. In the event that the School needs to hire an instructor to teach the bought out course, the TTF is expected to assist with recruiting, reviewing and recommending an instructor.

A course buyout relieves the faculty member of work related to teaching that course only. The faculty member is expected to continue all other professional responsibilities, including other teaching, advising, and service obligations. Policies regarding time away from campus during the academic year continue to pertain.

- 1. Internal course buyout:** A buyout funded from another unit within the university.
 - a. When a faculty member receives a course buyout from another UO unit, the amount A&AA or the school receives from that unit will be negotiated by the School Head with the approval of the Dean.
 - b. When the school would like to buy out a non-A&AA UO faculty member, the amount paid is subject to the buyout rate set by, or negotiated with, that unit. Approval from School Head and demonstration of adequate funding is required.

- 2. External course buyout:** A course buyout from external grant funds or research funds controlled by an individual faculty member
 - a. Grant or fellowship supported buyouts may be granted if, in the judgment of the School Head, the buyout(s) do not unduly compromise the ability to fulfill the curricular, research, and service needs of the unit.
 - b. A course buyout from external funds will be based on the rate of:
\$6,000 + Other Payroll Expenses (OPE) for each course being released.

The number of course buyouts for an individual faculty member may not exceed half of the faculty member's regular teaching load for the year, unless approved by the Dean.

B. School course release

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The Dean allocates course releases for the school head and for pre-tenure faculty. In addition, the Dean provides an allocation of course releases to the schools. The number of course releases will be determined annually, based on school need and resource availability. The school head will determine how to allocate those course releases, as described below.

1. Allocation of course releases

Course releases are allocated by the School Head based on the following process:

- a. First, administrative course releases for program director roles are given the highest priority.
 - o **Program Director Course Release.** Course releases for directing Graduate programs in the PPPM Department are aligned with professional standards and accreditation requirements. Each program has specific admission, program and professional reporting requirements. As a result, program directors carry out important internal and external duties to guide and represent the programs, including attending conferences of accrediting organizations, coordinating annual reporting, and coordinating regular accreditation reviews. Course releases include (in no particular order):
 - MPA Program Director: 1 course release
 - MNM Program Director: 1 course release
 - MCRP Program Director: 1 course release
 - UG Program Director (if filled by TTF): 1 course release
 - NP Certificate Program Director: 0.5 course release
- b. Second, general administrative course releases are given second priority.
 - o **General Administrative Course Release.** Course releases for general administrative duties are given to assist the department with ongoing administrative needs.
 - Associate Department Head: 1 course release
- c. Third, course releases for department programmatic or research initiatives will be allocated through a proposal process. When a special programmatic or research assignment is available, the School Head will inform all faculty who are eligible. If multiple individuals apply, the School Head will use an ad-hoc advisory committee consistent with the internal governance policy to assess the applications.
 - o **Department Initiative Course Release.** Course releases allocated to the Department for this purpose may cover 1-3 years and will be reviewed annually. These releases may include, but not be limited to: program development assignments (new program proposal); research initiatives; and teaching initiatives
- d. Fourth, course releases for credit “banked” from course credit hours or serving as a thesis or terminal project chair.

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- **Credit Hours Course Release.** For courses that exceed the 4 credit hour norm (e.g., 5 credit class), the instructor may “bank” the extra credits to accumulate a course reduction equivalent to a 2 credit or 4 credit class. For 1 credit classes, the instructor may “bank” the credits to accumulate a course reduction equivalent to a 2 credit or 4 credit class.
- **Supervisory Credit Course Release.** The banking of supervising credits applies only to chairs. It does not apply to faculty serving in a secondary or reader role on a student research project.
 - The banking of credits applies to: Undergraduate theses (Honors College or PPPM), Terminal Projects (Students completing a thesis as part of a PPPM or concurrent degree) or Masters Theses (Students completing a project as part of a PPPM or concurrent degree). This policy does not apply to faculty chairing projects, theses or dissertations in other Departments, unless the student is completing a concurrent PPPM degree
 - Faculty will receive credit for supervising students under the following conditions and formula:
 - Each student counts as one credit (Undergraduate thesis, Terminal Project or Masters degree) and is not counted until the student receives a final pass grade;
 - The faculty member must be the Committee Chair;
 - Student supervision credits will be applied based on the following formula:
 - 8 Student Supervision Credits = 1 four credit course;
 - 4 Student Supervision Credits = 1 two credit course;
 - The faculty member must record and track supervision roles and report them in their Annual Activity Report;
 - Due to the lead time involved in curriculum planning, the credit must be accumulated by January 1 to be used for the academic year starting in the Fall;
 - Determining which course can be reduced will follow the course allocation procedures

2. Deferral of course releases

A faculty member may defer a course release (or fractional course release) for use in a subsequent academic year. It is the School head's responsibility to keep an accurate list of deferred course releases. No more than two course releases may be carried forward at one time, and no more than one carried forward course release may be redeemed in a given year without the approval of the Dean or Dean's designee. A carried forward course release must be redeemed within two years unless otherwise approved by the Dean or Dean's designee.

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A School head may require a faculty member to carry forward a course release if the School cannot otherwise meet its curricular and enrollment needs for a given year with available resources.

All agreements regarding carry forward must be in writing and placed in the employee file, and must be signed by the School Head.