

**Department of Anthropology  
Tenure-Track Faculty Professional Responsibilities<sup>1</sup>**

**I. Preamble**

Tenure-track faculty (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 US 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, which are cardinal missions of any research university.

**II. Workload expectations for TTF**

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.

**A. Research**

Tenure-track faculty are expected to pursue an active program of research, scholarship, and/or creative activity appropriate to their professional qualifications, expertise, and evolving professional interests; and to disseminate the fruits of this effort to appropriate scholarly 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, held to the national and international standards of the relevant scholarly disciplines.

**B. Course load**

**1. Standard load.** The standard course load for TTF in the department is 5 courses of at least 4 credit hours each during the academic year or equivalent. 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, 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 frequently supervise students, both graduate and undergraduate, in independent study courses. 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.** These policies are described in section IV below.

---

<sup>1</sup> CAS Revision: March 2016; Anthropology Revision: February 24, 2017; Approved by OPAA: March 3, 2017; Anthropology Revision: June 15, 2017

**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 department or program head(s), and so long as the unit 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.

**6. Course load increase for research inactivity.** In the event of protracted research inactivity, as evidenced by two successive post-tenure reviews that find that an individual TTF does not meet expectations for scholarly activity, the department may reallocate that individual's FTE so that more time is spent on teaching, with a correspondingly higher course load. Additionally, individual faculty may request this option. This affords a TTF the opportunity to continue making a full-time contribution to the department's mission. As a means of supporting the re-establishment of a TTF's research program, however, development plans for such faculty may prescribe conditions for the full or partial restoration of a standard course load.

#### **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 at least two office hours a 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 online media.

**3. Thesis and dissertation committees.** TTF should expect to serve as chairs or members of both undergraduate and graduate thesis and dissertation committees, as appropriate to their expertise, the nature of their academic unit, and the needs and interests of their students.

**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, including departmental faculty meetings, and are therefore expected to serve actively on departmental, college, and university committees and in other roles in service to the institution. Assistant professors are expected to perform some service, typically within

the department, though less than associate and especially full professors, for whom service expectations both inside and outside the department rise substantially over the course of a career.

**2. Departmental service.** TTF are expected to take part in the normal service workload of the department. This includes participation in standing and ad hoc committees work as spelled out in the department's internal governance document, any regular work needed (in the judgment of the department head) beyond that, 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. Where possible, exceptional external service (e.g. President of a major disciplinary organization such as AAPA, SAA, AAA, AAAS) will be recognized in merit evaluations and course release.

#### **E. Equity and inclusion**

Faculty are expected to contribute to the University's goals regarding equity and inclusion. 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.

### **III. Teaching and Service Assignment Process for TTF**

#### **A. Teaching and service assignments**

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.

The College and the University recognize the value of teaching that occurs outside a faculty member's home department, whether in another department, in another college, in an interdisciplinary academic program, or in an enrichment program. A faculty member may be offered such a teaching opportunity, with or without a stipend, in lieu of a course assignment in the home department. Approval of such assignments 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 departments or programs. Approval from the Dean's Office is not required for any course taught in another unit of the College of Arts and Sciences without a stipend.

A faculty member shall be afforded the opportunity to meet with his or her department head at least annually, before responsibilities are assigned, to discuss his or her preferences regarding assignments for teaching, research, service and other professional responsibilities, and anticipated resource needs. 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.

**B. Overload assignments**

These are stipulated by Article 17 of the Collective Bargaining Agreement with United Academics.

**C. Course cancellation policy**

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. The faculty member may also agree to give up a previously banked course release to compensate for a course cancellation. 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.

**IV. Course load reduction**

There are three main ways a faculty member's course load in a department may be reduced from the unit's base load: 1) a course buyout where funds (e.g., from a grant) are explicitly exchanged for a course reduction, 2) an FTE reduction in the department either for an assignment in another unit, or for some other purpose (e.g. to serve as Associate Dean), or 3) a course release where someone is given a course reduction without any funds or FTE exchanged for this reduction (e.g. to serve as DGS within the unit). Any reduction in course workload for a faculty member is subject to the department meeting its curricular needs and requires approval by the department head and Dean.

**A. Course buyouts**

See CAS course buyout policy.

**B. FTE reassignment to unit outside of the department**

A TTF may be offered an assignment in a unit other than the home department, with or without additional compensation, to perform duties outside the home department by reassigning the FTE of the faculty member. For example, appointment into an Associate Dean position in the College reassigns part or all of a person's FTE in course instruction to administration.

**C. Course release**

The Dean provides an allocation of course releases to the departments annually (not including the department head/program director releases). The departments determine how to allocate those course releases, as described below. If the department uses more course releases than allocated by the Dean in a given year, these will be charged to future allocations. The department may carry forward extra course releases up to 25% of its annual allocation.

New faculty members receive one course release per year for the first two years. After this, course releases may be earned from the departmental point system. This system uses an adjustment in faculty courseload as a means to encourage faculty to produce nationally visible publications at a pace that enhances the reputation of the department. In adopting this policy, the department reaffirms its commitment to the appropriate handling of its instructional program and meeting the enrollment demand and curricular needs of both undergraduate and graduate students and adhering to its annual departmental budget. Whenever possible, eligible faculty members should drop their lowest enrollment class or the one which is least important to the curriculum.

This system is intended primarily for use in evaluating workload. The standard full-time teaching load for tenured and tenure-track faculty is 5 courses per academic year. A reduction from this normal faculty teaching load is based on an assessment of a faculty member's research productivity, as well as on recognition of major departmental service activities.

As a general rule, faculty will not be permitted to combine course load reductions (merit-based, service-based, etc.) to teach fewer than three courses.

This equitable workload policy applies to tenured and tenure-track faculty whose primary teaching responsibility is in the Department of Anthropology. For faculty members on leave, with grant-release time, or teaching elsewhere for one or two terms of an academic year, the teaching load will be prorated. That is, when a faculty member takes a one-term sabbatical or leave without pay, he/she receives only a one-course reduction in annual course load. If it is a two-term sabbatical or LWOP, the reduction is three courses. When course load adjustments give faculty a term without teaching, faculty must still abide by the College of Arts and Sciences policy on "absences from campus," which requires written approval from the CAS Dean's office for absences of greater than 10 working days. All exceptions to this courseload policy must be approved by the CAS Dean's Office.

The normal course load for full-time faculty in Anthropology is five classes, and department guidelines help to insure the equitable distribution of student credit hours among the faculty. Under certain circumstances, however, regular (tenured or tenure-track) faculty in Anthropology may earn a reduced teaching load based on extraordinary levels of departmental service, teaching, or research productivity. However, in consideration of the needs for coverage, full-time faculty may not reduce below a minimum of three courses except as department head. In most cases, faculty will not reduce their load beyond four courses. If an individual qualifies for a four-course load and may choose to have a "no-teaching" term, that individual is expected to have regular office hours, attend departmental meetings, continue with their committee assignments, and engage in advising in the terms they are not teaching. If an individual has been released from teaching for a term due to a research grant that takes them away from campus, then they will not be expected to meet these responsibilities while they are absent. This policy applies to tenure track faculty in Anthropology only.

The circumstances for earning a reduced teaching load in the Department of Anthropology are as follows. Releases for departmental services are:

|                                    |  |
|------------------------------------|--|
| Department Head:                   | 2.5 course reduction (over three years as 7.5 courses) |
| Director of Graduate Studies:      | 2.0 course reduction (proseminar counts as 0.5 class)  |
| Director of Undergraduate Studies: | 1.0 course reduction                                   |

Remaining course releases will be distributed among TTF based on the points awarded in a merit review. Departmental merit review policy is posted at: [https://academicaffairs.uoregon.edu/sites/academicaffairs2.uoregon.edu/files/merit\\_evaluation\\_salary\\_increase\\_procedures\\_2014\\_revised.pdf](https://academicaffairs.uoregon.edu/sites/academicaffairs2.uoregon.edu/files/merit_evaluation_salary_increase_procedures_2014_revised.pdf).

This merit review will be conducted in October of the Fall term and will evaluate faculty for the prior three years. Faculty with less than three years of merit review will be reviewed and averaged across the available reviews.

Merit review points are awarded as described in the instructions to Faculty below.

Faculty will be ranked according to total points and one course release per year will be awarded to eligible faculty on the basis of this ranking for use in a subsequent academic year. Faculty are ineligible for a release if they are unable to reduce their teaching load as, for example, in the case of no departmental teaching requirement or an existing agreement for a specific load.

A department Head may require a faculty member to bank a course release if the department cannot otherwise meet its curricular and enrollment needs for a given year with available resources.

## **Department of Anthropology - Merit evaluation Instructions to faculty**

Faculty are evaluated in three categories: research, teaching and service. Research has 3 areas, teaching has 2, and service is a single area. Each area can receive a score between 0 and 3 (fractions of points are possible):

0 = performing below expectations

1 = meeting expectations

2 = performing above expectations

3 = exceptional performance

Expectations are based on the departmental guidelines for tenure and promotion.

### **RESEARCH (total possible 9 points)**

An active program of research is fundamental to a solid Department of Anthropology. Research, of course, pulls together different activities: the search for funding, gathering and analyzing data, and disseminating the findings. Each of these activities is valuable, and should be taken into account when rating the research efforts of faculty members.

#### **1) Grants, grant-writing, and awards (possible 3 points)**

It is expected that faculty members will be actively engaged every year in overseeing the administration of funded and on-going research, or in seeking funding for future research. Some credit should be given for submitted proposals, even if not funded. Awards from professional organizations and from the UO are evidence of exceptional merit.

#### **2) Research activity (possible 3 points)**

It is expected that faculty members will be actively engaged in research each year. This may involve data collection, data analysis and/or manuscript preparation, regularly presenting conference papers, and invited presentations. Consultancies, and other similar activities, are valuable; they may not, however, be given the same weight as academic research.

#### **3) Publications (possible 3 points)**

It is expected that faculty members will be actively engaged in producing peer-reviewed publications each year. Publications include: books, edited volumes, articles in scholarly journals, and book chapters. Output will vary. However, it is expected that faculty members will annually produce the equivalent of 1-3 peer-reviewed journal articles/book chapters. Site reports; technical reports; annual reports to granting agencies; reviewing books, journal articles or grants; editorships and other publication-related activities are not given the same weight as refereed journal articles, book chapters, edited books, or books.

## **TEACHING (total possible 6 points)**

Excellence in teaching is central to the mission of the Department of Anthropology. Good teaching can be assessed in myriad ways such as via numerical and narrative evaluations and peer reviews. For this evaluation, two equally important dimensions are scored: scheduled courses and unscheduled teaching.

### ***4) Scheduled teaching (possible 3 points)***

It is expected that faculty will teach a full complement of courses each year, including one large class (over 120 students), responding to the curricular needs of the department. Exceptional performance might include teaching very large numbers of students, developing new courses, or offering crucial departmental courses. We also note effort to improve teaching such as participating in TEP events. Exceptional performance might also include receipt of teaching and curriculum development awards, development of a teaching web site, and/or preparation of teaching aides such as laboratory manuals or PLEs.

### ***5) Unscheduled teaching (possible 3 points)***

It is expected that each faculty member will be actively involved in advising graduate and undergraduate students and serving on graduate student advising committees. Exceptional performance might be measured in co-authoring grants or papers with graduate students, advising undergraduate honors theses, or supervising student research.

## **SERVICE (total possible 3 points)**

### ***6) Service (possible 3 points)***

A strong Department of Anthropology must possess a viable committee structure; faculty are assessed on their quality participation in the university and department committee structure, professional organizations, and our non-academic communities. It is expected that all faculty members, regardless of rank, will participate in departmental committees and service activities. Additionally, all members of the department should serve the University through participation in University Governance activities or academic committees. Exceptional performance might include major leadership roles in the University, holding an office in a national professional organization (or section of such organization), serving on a committee for a conference organization, participating in community organizations, or giving educational public presentations. The quality of service is also evaluated.