

TTF Professional Responsibilities  
Russian, East European, and Eurasian Studies

## I. Preamble

Tenure-track faculty (TTF) in REEES 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, 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 with a 1.0 FTE in the program is 5 courses of at least 4 credit hours each during the academic year. 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

TTF Professional Responsibilities  
Russian, East European, and Eurasian Studies

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.

**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 Program Director, 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 unsatisfactory post-tenure reviews (three- and six-year), the department may reallocate an individual TTF's FTE so that more time is spent on teaching, with a correspondingly higher course load. This affords a TTF the opportunity to continue making a full-time contribution to the department's mission. As a means of supporting the reestablishment 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

TTF Professional Responsibilities  
Russian, East European, and Eurasian Studies

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 and are therefore expected to serve actively on program, 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 program, though less than associate and especially full professors, for whom service expectations both inside and outside the program may rise over the course of a career.

**2. Departmental service.** TTF are expected to take part in the normal service workload of the program. This includes serving as the Undergraduate or Graduate Advisor and participation in standing and ad hoc committee work as spelled out in the program's internal governance document and any regular work needed (in the judgment of the Program Director) 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.

#### E. Equity and inclusion

TTF Professional Responsibilities  
Russian, East European, and Eurasian Studies

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 within the department**

Except as otherwise determined by the Provost, Dean, or other designee, the Program Director shall be responsible for the scheduling and assignment of all faculty members' professional responsibilities. The Program Director will take into consideration program needs, faculty expertise, scheduling preferences, teaching and service obligations in other units when making teaching and service assignments, and other factors described in the CBA.

Prior to each new academic year the Program Director will contact each Core TTF faculty in REEES via email to solicit their teaching and service preferences for the upcoming academic year. Based on the faculty member's preferences and REEES program needs, the Program Director will propose a tentative schedule for each faculty member, who will then have an opportunity to review and respond to this schedule prior to its finalization.

A faculty member shall be afforded the opportunity to meet with their Program Director at least annually, before responsibilities are assigned, to discuss their 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 Program Director 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

TTF Professional Responsibilities  
Russian, East European, and Eurasian Studies

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 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 program meeting its curricular needs and requires approval by the Program Director 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 a Deanship 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 some 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.

REEES cannot count on regular allocations of courses releases for internal service, aside from those for the Program Directorship. Thus, REEES is not

TTF Professional Responsibilities  
Russian, East European, and Eurasian Studies

typically able to offer course releases to faculty serving in the capacity of Undergraduate or Graduate Advisor or on internal committees. However, given that all REEES Core TTF faculty have teaching and service obligations in other units, should a faculty member feel that their teaching and service expectations are significant enough to merit a course release, they should send an email to the Program Director to this effect. The Director will then convene an ad hoc committee to discuss the matter, and, based on the committee's recommendation, may make a request to the Dean for a course release for the faculty member on a one-time basis.

REEES cannot count on regular allocations of course releases to support faculty research. However, should a Core TTF faculty member, who has not had significant release time in the last three years (e.g. a sabbatical, external grant, OHC fellowship), find themselves in a position where their scholarship would benefit significantly from a release, they should send an email to the Program Director outlining how a release would benefit them. The Director will then convene an ad hoc committee to discuss the matter, and, based on the committee's recommendation, may make a request to the Dean for a course release for the faculty member on an individualized basis.

If granted a course release from the Dean or any other source, a faculty member may bank a course release (or fractional course release) for use in a subsequent academic year. It is the Program Director's responsibility to keep an accurate list of banked course releases. No more than three course releases may be banked at one time, and no more than one banked course release may be redeemed in a given year without the approval of the Dean or Dean's designee. A banked course release must be redeemed within three years of being banked unless otherwise approved by the Dean or Dean's designee.