

UO School of Journalism and Communication Assignment of Professional Responsibilities for Non-Tenure-Track Faculty

Preamble

This document should be read in conjunction with the document titled Evaluation and Promotion Policy for Non-Tenure-Track Faculty (NTTF).

In accordance with the Collective Bargaining Agreement (CBA) between the University of Oregon and United Academics, this policy describes the assignment of professional responsibilities for NTTF in the UO School of Journalism and Communication.

CBA 17: Each bargaining unit faculty member has the obligation to devote his or her best efforts to the University, and particularly to students; to perform all duties with professionalism and diligence and in accordance with the standards appropriate in AAU institutions; to act ethically and in compliance with the accepted professional standards; to account for all money or property received; to use money and property only for lawful purposes and in accordance with policy; to treat confidential information as confidential; to cooperate with the University with regard to investigations, audits, and legal proceedings; and to represent the University with professionalism.

NTTF contribute significantly to the mission of the School of Journalism and Communication as professionals and scholars dedicated to free expression, public service and preparing the leading professionals and scholars of the future. NTTF are vital to achieving the balance of scholarship and practice that is essential to a School committed to both creating knowledge and strengthening media practice through research and education. SOJC NTTF teach, create, research, administer programs, develop and oversee undergraduate and graduate curricula, advise and mentor students, participate in School and University governance, and serve public and professional communities outside the University.

Typically, NTTF professional responsibilities focus more on teaching than on other activities. However, their assignments will vary, depending on their abilities and interests, School and University needs, and opportunities for leadership and research/creative/professional work and professional development. Accordingly, this document provides guidelines for determining equitable and appropriate workloads for adjunct, postdoctoral and Career NTTF in the SOJC.

All NTTF members are expected to devote their full efforts to any and all assignments of duties they perform for the SOJC and University, as detailed in the document titled UO School of Journalism and Communication Evaluation and Promotion Policy for Non-Tenure-Track Faculty. Should a faculty member become either inactive or ineffective in assigned teaching, research/creative/professional or service roles, he or she may be reassigned an equivalent amount of additional teaching responsibilities to ensure full engagement in accordance with his or her contract.

Professional responsibilities are assigned by the Dean or designee based on the full curricular, research/creative/professional, and service needs of the School, and also based on input from the individual faculty member. This is a two-part process: (1) The standard teaching load is addressed in initial contract discussions with the faculty member; (2) then, as part of the portfolio process, workloads are reviewed or updated at least once a year, based on School needs and with the faculty member's input. Any adjustments to workload are implemented only after discussion with the faculty

member.

The Dean recognizes the necessity to honor the trust and authority placed in him or her by operating in good faith and in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness in making all assignments. Similar, NTTF recognize the necessity to honor the trust and authority placed in them by performing their responsibilities in good faith and in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness.

The performance of each NTTF member is evaluated annually under the criteria specified in the document titled Policies Regarding Evaluation and Promotion of Non-Tenure Track Faculty. Career NTTF are eligible for promotion, as specified in that document.

Visiting faculty, adjuncts and postdoctoral fellows are non-Career NTTF and are not eligible for promotion, although NTTF holding those appointments are welcome to apply to announced searches for Career NTTF.

In all cases where authority is specified to be given to the “Dean or designee,” the Dean retains responsibility for final authority and approval.

Section 1. Professional Responsibility Assignment Categories

Assignment of professional responsibilities may consist of some combination of teaching; research, scholarship, creative and/or professional activity; and service to the School, the University, external organizations, and communities.

Although criteria are specified in the Evaluation and Promotion Policy for Non-Tenure-Track Faculty (NTTF), the following are general definitions for determining assignments:

Teaching. Teaching includes but is not limited to course development, class preparation, classroom and lab teaching, evaluation of student work, advising and mentoring, and various forms of communication with students.

Research/Creative/Professional Work. Research, creative and professional endeavors are highly personalized and must align with the SOJC’s mission. For NTTF this work may involve generating new knowledge such as textbooks or original research, creating products such as multimedia packages or exhibitions, and professional development, such as attending academic and/or teaching conferences and workshops, consulting, gaining new skills and expertise related to journalism and communication education, giving talks and presentations, and/or other engagement with industry-related organizations.

Service. All NTTF faculty are expected to be involved in service work at levels appropriate to their appointment levels and categories. Service may take the form of:

- participating in faculty governance
- serving on department/ college/university committees and task forces,
- taking leadership roles in professional organizations,
- serving on committees and boards in the business community,
- advising student publications and organizations,
- supervising individualized studies or honors/masters theses and projects
- supervising internships
- coordinating, managing or directing programs and/or areas of concentration
- reviewing mid-term and promotion files as appropriate to appointment category

Equity and Inclusion. Faculty are also expected to contribute to the University's goals regarding equity and inclusion. These contributions may consist of research/creative/professional, teaching and service activities as appropriate, as well as involvement with academic and professional associations, and non-profit, governmental, and/or private sector organizations. Guidelines are found in a document titled Equity and Inclusion in Personal Statements, appended to the SOJC Policies Regarding Evaluation and Promotion of Non-Tenure-Track Faculty document.

Section 2. Developing Policy

Policies regarding the assignment of professional responsibilities, stipends or academic support resources for NTTF may be amended or further developed as follows: The Dean, Vice President, Provost, or designee may initiate the process by informing appropriate faculty of proposals. After considering such input, all SOJC NTTF and Tenure-Related Faculty may participate in discussions regarding amending or further developing policy. Faculty will submit recommendations to the Dean or designee for review. The Dean or designee will document and discuss with faculty any revisions before submitting his or her recommendations to the Provost or designee. The Provost or designee will have final authority to establish policy for the School. If the Provost or designee materially alters the Dean’s recommended policy, he or she will provide a written explanation to faculty.

Section 3. Standard Workload Percentages and Descriptions

Summary Table

Classification	FTE	Course Load	Credit Hours	Teaching	Research, Creative and/or Professional Activity	Service
Adjunct	1.0	8	32-40	80%	0%	20%
Instructor	1.0	6	24-30	60%	20%	20%
Postdoctoral Fellow	1.0	4	16-20	40%	50%	10%
Professor of Practice	1.0	5	20-25	50%	30%	20%
Visiting Professor	1.0	4	16-20	40%	40%	20%

Compared to the typical balance of teaching and service, some NTTF members’ assignments may be in more of a leadership role (e.g., the Career NTTF who heads an undergraduate or graduate program or the Professor of Practice who holds an endowed position). In consultation with the Dean, teaching loads may be adjusted, depending on the nature of an individual’s job description and variable expectations regarding professional responsibilities.

The Dean or designee may assign an NTTF member to take on teaching and research/creative/professional or service responsibilities where appropriate and in consultation with the faculty member. Where assignments take on a greater percentage of a faculty member’s portfolio than the standard, the Dean or designee will adjust assignments during the portfolio review process and in consultation with the faculty member.

Research/creative/professional responsibilities may be part of the portfolio of any Career NTTF appointment, and the specifics of those duties and expected outcomes will be explained in detail during initial contract discussions; then, assignments are reviewed or updated at least once a year, based on School needs and with the faculty member’s input.

General guidelines for assigning professional responsibilities by appointment category follow:

Adjunct

Standard workload percentages for 1.0 FTE adjunct NTTF are 80% teaching and 20% undergraduate and graduate communication, advising and mentoring. Typically, the teaching assignment is eight courses per year, or a suitable proportion, depending on FTE percentage. Service expectations typically are limited to participation in faculty governance. In the unusual circumstance that an adjunct NTTF is asked to contribute SOJC service or other activities — such as serving as the lead adviser to a student group or publication, appropriate course release from regular teaching assignments or an overload stipend may be granted on an individual basis. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

Career

Standard workload percentages for 1.0 FTE Career NTTF are 60% teaching, 20% research/creative/professional activity, and 20% service to the School and/or University. Part-time Instructors focus on teaching, typically with a workload of 80% teaching and 20% service. Typically, the course assignment is six four-credit courses per year, or a suitable proportion depending on FTE percentage.

Postdoctoral Fellow

Standard workload percentages for 1.0 FTE Postdoctoral Fellow NTTF are 40% teaching; 50% research/creative/professional activity (which includes meeting with the faculty mentor); and 10% service to the School and/or University. Typically, the course assignment is three-to-four four-credit courses per year, or a suitable proportion depending on FTE percentage.

Professor of Practice

Standard workload percentages for 1.0 FTE Professor of Practice NTTF are 50% teaching; 30% research/creative/professional activity; and 20% service to the School and/or University. Typically, the course assignment is five four-credit courses per year, or a suitable proportion depending on FTE percentage.

Visiting Professor

Standard workload percentages for 1.0 FTE Visiting Professor NTTF are 40% teaching; 40% research/creative/professional activity; and 20% service to the School and/or University. Typically, the course assignment is four four-credit courses per year, or a suitable proportion depending on FTE percentage.

Research (included in anticipation of appointing Research NTTF)

Research NTTF responsibilities include research/creative/professional activities, outreach/external engagement, proposal development and reporting, professional development and supervision/mentoring, and service. Research NTTF FTE is assigned individually in consultation with the Dean or designee and report directly to the Dean or designee (e.g., the director of a graduate program or grant).

Section 4. Assignment Processes

Professional responsibility assignments will take individual faculty needs into consideration. Assignments shall reflect:

- (a) the instruction, research, and service needs of the University and the SOJC;
- (b) the faculty member's qualifications, expertise and/or potential to acquire the appropriate expertise;
- (c) the faculty member's evolving professional interests;
- (d) generally accepted practices in the field; and

(e) a realistic balance of duties consistent with the criteria for review.

Other factors to consider include, but are not limited to: course preparations beyond expected norms; balance of workload components based on faculty review; professional development expectations; agenda for research/creative/professional activity; administrative duties; timing of activities (e.g., publication and grant deadlines, course load in given terms, and promotion review dates); and job description. Policy with respect to revising courses or creating new ones needs to take into account the nature of course design in different SOJC areas. Typically, creating and revising courses is an inherent part of teaching them responsibly and is therefore an expected part of the job.

NTTF course and service assignments are made by the Dean or designee (e.g. Senior Associate Dean for Academic Affairs) in consultation with area directors with primary consideration for University and SOJC curricular, research/creative/ professional and service needs, and secondary consideration of individual faculty interests. This is a two-part process — entailing initial contract discussions as well as regular portfolio reviews — as detailed in this document’s preamble.

Refusal to accept an assignment that is appropriately aligned with an active contract may impact assessment of an NTTF member’s professional responsibilities. The needs of the University occasionally require temporary assignment of NTTF effort outside the SOJC (e.g. in First-Year Programs and interdisciplinary, enrichment, or honors programs). Such reassignments, and the compensation that accompanies them, if any, are at the discretion of the Dean or designee. An individual NTTF member may be offered a course release from regular teaching assignments and/or a stipend to teach a course in another University unit, or to perform administrative service outside the SOJC, at the discretion of the Dean or designee in consultation with the faculty member and appropriate area director. Any overload assignments will be compensated in accordance with Section 6 of this policy, and the allotment of stipends will be consistent with university policy.”

Course release, stipends, variations in assignments. When a Career NTTF member, postdoctoral scholar, professor of practice, or visiting professor is asked to administer programs, to oversee undergraduate and/or graduate curricula, or to contribute SOJC service or other activities beyond the norm, appropriate course release from regular teaching assignments and/or an overload stipend may be granted on an individual basis, subject to Sections 6, 7, and 8, below. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

Courses. Although courses vary in size, format and level, the general practice in SOJC is to consider all 4- and 5-credit courses equivalent. In the case of team teaching, the general practice will be to prorate teaching credit. For example, two NTTF assigned to one four-credit course would receive two credits each toward overall teaching assignment for the academic year. Giving them different weights should be the exception and would need a compelling justification.

Course Cancellation. Should under-enrollment require the cancellation of a course, the Dean or designee will formulate an equitable plan to make up for the lost faculty work. For example, an immediate additional teaching or service assignment might be made or a workload increase in a future term in the same academic year might be specified.

Banking of Course Reductions. A Career NTTF member may request to “bank” a course reduction (i.e., defer its redemption beyond the term in which the Dean or designee offers it). The Dean or designee will give due consideration to both personal and professional reasons for the requested deferral. However, it is understood that where the request conflicts with SOJC limitations and/or needs, SOJC limitations and/or needs are given priority. Faculty may bank a maximum of one course reduction at any given time.

Advising and Student Contact. Regular academic and/or career advising of, and contact with, students is considered a normal part of NTTF members' teaching assignments, undergraduate and graduate communication, and mentoring. This includes being accessible to students, holding regular office hours and communicating with students via phone, email and/or course sites.

Oversight of internships and theses is considered service, as is advising outside of immediate teaching assignments.

When such expectations are more substantial and more formal aspects of an NTTF member's duties, they may be considered an additional professional responsibility with possible course release and/or compensation. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

Major Administrative Expectations. Major administrative assignments are distinguished from the standard service expectations described above by their duration and level of responsibility. Overall FTE will be adjusted accordingly in consultation with the Dean or designee.

Scheduling and Resource Needs. The Dean or designee shall be responsible for the scheduling and assignment of all bargaining unit NTTF members' professional responsibilities. A bargaining unit faculty member may submit in writing, as part of the annual portfolio review process, his or her preferences regarding assignments for teaching, research, service and other professional responsibilities as set forth in this policy; and for his or her preferences regarding anticipated resource needs.

The faculty member shall be afforded the opportunity to meet with the Dean or designee at least annually, before responsibilities are assigned, to discuss the member's preferences regarding assignments and anticipated resource needs.

The Dean or designee may modify scheduled assignments, provided that the changes have been discussed with the faculty member beforehand and are not made for arbitrary or capricious reasons. Although faculty may request adjustments of schedules or assignments, such adjustments will depend on University and SOJC curricular and operational needs.

Section 5. Each NTTF member must be fully engaged in teaching, research, and service work for the University to the extent of his or her appointment, and must be engaged in work or reasonably available for work for the entirety of the term for which the member is employed unless on approved leave.

Section 6. An overload assignment is (1) an assignment that is in addition to the NTTF member's regular assignment and FTE status; or (2) a one-time or limited assignment, made or approved by the Dean or designee, that is in addition to or different from regular or usual assignments for the member's classification and rank; or (3) an assignment unrelated to the member's primary job responsibilities.

Section 7. 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. Approval for a course release will depend on the curricular and operational needs of the SOJC and the University at the discretion of the SOJC Dean or designee. No NTTF member may be disciplined or terminated for refusing an overload assignment.

Section 8. Appointments for which compensation is paid, in whole or in part, with federal funds may be ineligible for overload compensation.