

**TTF Professional Responsibilities**  
**CLARK HONORS COLLEGE**

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**I. Preamble**

Tenure-track core faculty (TTF) in the Clark Honors College (CHC), both Faculty-in-Residence and those whose tenure home is in the CHC, 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 in the Clark Honors College should be engaged in research and scholarship during the academic year. As a rough guideline, full-time Professors and Associate professors are expected to spend 40% of their effort on research, 40% on teaching, and 20% on service over the academic year, except in the case of TTF Faculty with college administrative appointments, whose distribution of work will reflect administrative work as well. Service duties are generally secondary, in particular for Assistant Professors, whose service should not generally exceed 10% of total workload.

Individual workload assignments shall reflect a realistic balance of duties consistent with the criteria for review.

**A. Research**

Tenure-track faculty in the Clark Honors College are expected to pursue an active program of research and scholarship appropriate to their professional qualifications, expertise, and evolving professional interests; and to disseminate the results 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 each study area represented in the Clark Honors College. Research standards should be tied to AAU and Carnegie High Research Activity University faculty expectations.

**B. Teaching:**

**Course load**

**1. Standard load.** The standard course load for TTF in the department varies according to the faculty member's study area. Though CHC courses are typically in the seminar format, TTF are expected to be able to teach a full range of courses, from introductory through upper-division courses, on both broad and specialized subjects. CHC Core faculty must contribute to their share of the teaching of freshman and sophomore level courses in order to ensure that students experience courses taught by Core Faculty from the beginning of their time in the CHC.

**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 College.

**3. Independent-study courses.** In addition to the standard course load, TTF frequently choose to 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 count as at least half a course for each. A team-taught course may in some circumstances count as a full course for each faculty member with the approval of the Dean and so long as the unit can meet its curricular and enrollment needs with existing resources.

**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 Dean will consult with the faculty member and, generally, the Associate Dean for Faculty and recommend to the Provost a development plan for demonstrable improvement. The development plan may 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 the Dean and/or Associate Dean for Faculty.

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

College'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 Dean 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.

### **Advising and student contact**

**1. General advising expectations.** TTF in the Clark Honors College are expected to advise and mentor students who take their courses insofar as this is considered a normal part of teaching any course. They are also responsible for the academic advising for a group of CHC students assigned to them at the start of the academic year. This number is generally 19 new students/year, currently assigned through leadership of a CHIP group but through another mechanism beginning in AY2020-21, for a total of no more than 55 students assigned to an individual junior faculty member or 70 students assigned to an individual tenured faculty member at any given time. Faculty 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. Student hours and student contact.** During terms in which they are teaching CHC courses, CHC core faculty (with the exception of teaching OAs, who have additional advising responsibilities) offer 4 student (office) hours per week throughout the term in a mix of drop-in and scheduled sessions (with at least of one hour of each type).

During terms in which they are not teaching CHC courses, CHC core faculty (with the exception of teaching OAs, who have additional advising responsibilities) offer 2 student hours per week throughout the term in a mix of drop-in and scheduled sessions (with at least of one hour of each type).

Core faculty are also expected to provide appointments for advisees and students who may not be able to make scheduled student hours.

Regardless of whether student hours are virtual or face-to-face, CHC core faculty shall provide CHC staff with information about how to access drop-in hours or how to schedule appointments by the end of Week 1 of each term. This information will be posted on the CHC website and shared with CHC students.

**3. Thesis and dissertation committees.** TTF should expect to participate in roughly 7 undergraduate thesis committees within the CHC. Faculty may also participate in and oversee graduate thesis and dissertation committees, as appropriate to their expertise, the nature of their affiliations with other academic units, and the needs and interests of the students. The number of graduate and undergraduate students supervised is not expected to exceed standards for the research home department in which those students are based.

### **C. Service**

**Shared governance.** TTF bear significant responsibility for shared governance and are therefore expected to serve actively on departmental, college, and university committees and in other roles in service to the institution.

**1.College.** TTF are expected to take part in the normal service workload of the College. This includes participation in standing and ad hoc committees work as spelled out in the College's internal governance document, and any other service work that may happen irregularly (for example, curricular review and program review).

**2.University.** TTF often serve on university committees and in various roles in other units. Assistant Professors are expected to perform some service, typically within the college, though less than Associate and especially Full Professors, for whom service expectations both inside and outside the College department rise substantially over the course of a career. Tenured TTF are expected to participate regularly in UO-wide service, including committees.

**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.

**4. 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**

The Associate Dean for Undergraduate Studies, in consultation with the Dean, shall be responsible for the scheduling and assignment of all faculty members' teaching professional responsibilities. Teaching and service are assigned by the Dean in close consultation with faculty. An effort shall be made to ensure equity in teaching assignments in thesis prospectus as well as regular upper and lower-level teaching across the faculty.

The College and the University recognize the value of teaching that occurs outside a faculty member's home unit, whether in another college, in an interdisciplinary academic program, or in an enrichment program. The College sees it as an opportunity to support interdisciplinarity and to enhance dialogue and collaboration with other units. A faculty member may be offered such a teaching opportunity in lieu of a course assignment in the tenure home. Approval of such assignments is at the discretion of the Dean or Dean's designee, acting in consultation with the Dean, and the heads or directors of the host departments, programs or schools.

A faculty member shall be afforded the opportunity to meet with the Dean 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; 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. Faculty members may request consideration of adjustment of schedules or assignments.

The Provost or designee may modify scheduled assignments, provided that the Dean 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.

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

Overload assignments in some specific programs (as identified in in the Assignment of Professional Responsibilities article of the CBA) 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 class release. 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.

2. Overload assignments in programs which rely on alternative compensation models in order to be financially viable, as outlined in Article 17 of the CBA, may be compensated through a lump sum in an amount to be agreed upon by the University and the bargaining unit member.

## **C. Stipends**

The allotment of stipends will be consistent with university policy and the unit level policy, if any, in existence

## **D. 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, or to assume an equivalent work assignment, in addition to the regular

course load, but will not be required to teach a total of more than two courses in a given term. 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. Faculty who have had a course cancelled twice in a three-year period must meet with the Dean and the Associate Dean for Faculty to determine a strategy to address this situation and avoid its repetition.

#### **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: A) a course buyout where funds (e.g., from a grant) are explicitly exchanged for a course reduction, B) an FTE reduction in the College either for an assignment in another unit, or for some other purpose (e.g. to serve as Associate Dean), or C) a course release where someone is given a course reduction without any funds or FTE exchanged for this reduction. Any reduction in course workload for a faculty member is subject to the College meeting its curricular needs and requires approval by the Dean.

##### **A. Course buyouts**

Course buyouts will be dealt with according to the current CHC Policy.

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

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

##### **C. Course release**

Course releases shall be assigned with fairness and transparency. Course releases may be granted for the following purposes:

1. Course releases may be allotted at time of hiring or retention, typically for specific numbers of course releases to be taken during designated periods. In granting course releases to incoming junior faculty, the Dean will strive to maintain equity, including in offering equal opportunity for faculty to decide in which term a course release will be taken.
2. Course releases may be given in connection with major administrative responsibilities for the College, such as serving as Associate Dean. It may also include occasions when a faculty member holds an administrative or leadership position in another department, program or school.
3. At the Dean's discretion, course releases may be given to be used sparingly and only in unusual circumstances.

A faculty member may bank a course release (or fractional course release) for use in a subsequent academic year. It is the Dean'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.