

**Department of Linguistics**  
**Tenure-Track Faculty Professional Responsibilities**  
**Revisions approved by the Office of the Provost – June 9, 2022**

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

**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.

**Meeting expectations** in research is defined by the rule-of-thumb publication requirement of 2 articles per year. Details regarding how to “count” publications are provided under C.3. “Policy for distributing any additional course releases.”

**Exceeding expectations** in research requires not only that the publication expectations are met, but also that the faculty member engages in research activities with broader impact. This could include, for example, securing external funding in the form of grants or research awards to improve the financial health of the department, engaging in outreach activities that result in important research products (e.g., archives), organizing significant events (institutes or conferences) that aim to catalyze research activity and/or broadly disseminate

research findings, improving research and/or educational development outside of the academy (e.g., dictionaries, digital learning tools, data analysis tools), improving scientific practices beyond one's immediate research area (e.g., substantively advancing the movements towards open science, replicability, and statistical rigor), or developing substantive partnerships with non-academic constituencies.

## **B. Teaching**

**1. Standard course load.** The standard course load for TTF in the department 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 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 classroom course load, TTF frequently supervise students, both graduate and undergraduate, in independent study courses. In these instances, faculty members are expected to maintain standards of student work and student—instructor engagement appropriate to the awarding of academic credit. This topic is addressed further in section C4 below.

**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 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.

## **C. Teaching**

**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 2 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 classroom 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 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 committee 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.

#### **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.

*Teaching.* Every January, the Head (or Head's designee) shall ask faculty which courses they prefer to teach in the upcoming academic year, and, based on these, come up with a preliminary schedule of who will teach which courses which term. The goal is to make sure all necessary courses have instructors, then, to the extent possible, to give each faculty member a range of types of courses (GenEd, Major, Graduate), avoid giving individuals multiple new course preparations, and, to the extent possible, to match the schedule to the preferences of individual faculty members.

*Service.* Every spring, at the last faculty meeting of the academic year, service assignments will be made for the upcoming academic year. Individuals may indicate their preferences, either privately to the Head before the meeting or publicly during the meeting, and we hope there will be consensus on every appointment. If there is not consensus, the Head may decide how to resolve the disagreement, whether by vote of the faculty or by executive decision.

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 their department head 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 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**

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.

## **C. Stipends**

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

## **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 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: A) a course buyout where funds (e.g., from a grant) are explicitly exchanged for a course reduction, B) an FTE reduction in the department either for an

assignment in another unit, or for some other purpose (e.g. to serve as Divisional Dean), or C) 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 Divisional Dean position in the College reassigns part or all of a person’s FTE in course instruction to administration.

**C. Course releases**

The Dean provides an allocation of course releases to the departments annually (not including the department head releases) based on CAS published guidelines. 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.

- 1. Service-Based Course Releases.** Certain service positions in our department entail a heavy time commitment. In the interest of ensuring that faculty members retain sufficient time to continue active research programs, we may designate the following course releases to those who serve in these positions.

<i><b>Position</b></i>	<i><b>Release(s)</b></i>
Department Head	Set by Dean’s office
Director of Graduate Studies	1
Director of Undergraduate Studies	1

- 2. Policy for distributing additional course releases.** When the department’s allocation of course releases allows, one course release will be granted to all tenured TTF who meet or exceed standards of research productivity detailed in the department teaching load policy. Untenured TTF are also eligible to receive one course release for research productivity provided that these faculty members maintain satisfactory progress toward tenure.

- 3. Leave-related course releases.** Our policy is that if a faculty member is granted some kind of leave (research, family, medical, etc.) for less than the full academic year, the terms taken for the leave are treated as 2-course terms under the assumption of a 2-2-1 load. Note that the one term “study leave” that is granted after 3 years of service to a department head, is for a 1-course reduction only. Thus, in order for this type of leave to be treated like other types of leave, the department will need to use one of its dedicated course leaves to adhere to our policy.
- 4. Limit on number of departmental course releases one can take in a given year.** Service + 1.
- 5. Banking course releases.** A faculty member may bank a service-based course release (or fractional course release) for use in a subsequent academic year. It is the department head’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.
- 6. Prioritizing course releases.** If, in any given year, there are not enough available course releases to accommodate all the circumstances described above, we give top priority to the course release for an entering Assistant Professor, second priority to the service-based course releases, third priority to merit-based releases, and fourth priority to leave-related releases, except where the leave is authorized under the CBA or state or federal rules. . If the department cannot secure resources to otherwise meet its curricular and enrollment needs for a given year with available resources, then the Department Head will seek a volunteer to bank their service-based course release.