

*****OFFICE OF THE PROVOST UNIT POLICY TEMPLATE*****

ASSIGNMENT OF PROFESSIONAL RESPONSIBILITIES

Unit	The Ballmer Institute for Children’s Behavioral Health
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Note: Text in bold and brackets indicates where units should develop and insert language specific to their unit practices, standards and criteria. Other text is directly from the CBA or university policy and should not be altered. Unless noted otherwise, this policy is based on Article 17 from the CBA.

I. GENERAL CONSIDERATIONS

A. Preamble

This policy governs the assignment of professional responsibilities in the unit. Assignment of professional responsibilities may consist of some combination of instructional activities (including class preparation, classroom teaching, evaluation of student work, advising and mentoring, and various forms of communication with students); research, scholarship, and creative activity; service within the department, school, college, institute, libraries, or the University; service to external organizations or communities; and professional development activities.

B. Workloads

A faculty member’s particular workload shall be assigned in accordance with their position description and unit-level policy. Assignments shall reflect:

1. The instruction, research, and service needs of the university and its departments, institutes, centers and other academic units;
2. The faculty member’s qualifications and expertise and potential to acquire the appropriate expertise;
3. The faculty member’s evolving professional interests;
4. Generally accepted practices in the field; and
5. A realistic balance of duties consistent with the criteria for review.

C. Assignment of Workload

The Office of the Provost shall be ultimately responsible, subject to delegation, for the assignment of all faculty members' professional responsibilities.

Faculty members shall be afforded the opportunity to meet with their department or unit head (Ballmer Executive Director) annually, before responsibilities are assigned, to discuss the faculty member's preferences regarding assignments for teaching, research, service and other professional responsibilities as set forth in this policy, and the member's anticipated resource needs. At the faculty member's request, their caregiving responsibilities shall be considered in the scheduling of assignments.

The department or unit head (Ballmer Executive Director) may modify scheduled assignments, provided they discuss changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons. Faculty members shall be given as much notice as possible about potential changes to their scheduled assignments.

Faculty members may request to adjust schedules or assignments.

Each faculty member must be fully engaged in teaching, research, and service work for the university to the extent of their appointment and must be engaged in work or reasonably available for work for the entirety of the term for which the faculty member is employed unless on approved leave.

1. Accounting for Individual Faculty Needs

When assigning workload, the unit will account for individual faculty needs by the process described below. Factors to be considered include but are not limited to the following:

- New course preparations
- Balance of workload components based on faculty review, promotion, and tenure, professional development expectations and agenda for research, scholarship, and creative activity
- Administrative duties
- Caregiving responsibilities at the request of the faculty member
- Timing of activities (e.g., publication and grant deadlines, course load in given terms, and promotion review dates)
- Job description

A faculty member shall be afforded the opportunity to meet with the Executive Director or designee at least annually, before responsibilities are assigned, to discuss their preferences regarding their assignments. This information will be considered along with other faculty members' needs when assigning workload.

2. Workload Adjustments

Workloads may be adjusted for individual faculty members based on their particular situation in a given academic year, or a longer-term adjustment to their job duties. The following sections highlight some of the typical reasons for adjustments.

a. Course Releases

The Executive Director or designee may provide temporary course releases to individuals on a case-by-case basis when faculty take a leadership role in academic programming, such as serving as the director of graduate studies, undergraduate programming, or similar leadership roles. For faculty who are unable to be released from instruction, overload compensation may be provided.

In rare circumstances, a faculty member may, with permission from the Executive Director or designee, bank a course release (or fractional course release) for use in a subsequent academic year. 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 Executive Director or designee. A banked course release must be redeemed within three years of being banked unless otherwise approved by the Executive Director or designee. For the purposes of this policy, a banked course release is expected to be 3-4 credits, determined after discussion with the Executive Director or designee.

b. Course Buyouts

The Ballmer Institute and the University recognize the value of teaching that occurs outside a faculty member's home unit. The Ballmer Institute places significant value on partnership with Ballmer Institute faculty's disciplinary (tenure) home. With the Executive Director or designee approval a faculty member may accept an offer of a teaching opportunity outside of the Ballmer Institute in lieu of a course assignment in the Ballmer Institute.

There will be no internal course buyouts among UO academic units when the instructional needs of the unit are met, and the teaching is considered in load. When instructional needs are unmet, internal course buyout requires the approval of the Executive Director or designee and is subject to the internal course buyout rates as detailed in the 'Ballmer Institute Course Buy Out Policy'.

External course buyout from external grants or contract/research funds is subject to external course buyout rates as detailed in the 'Ballmer Institute Course Buy Out Policy'.

Faculty are expected to teach, at minimum, one course per year in the Ballmer Institute, unless approved by the Executive Director or designee.

c. Course Load Increase

In some cases, course loads may be increased beyond the unit baseline.

Tenure-related Faculty must be actively engaged in research and scholarship throughout their careers. If concerns about research productivity arise or persist during any three- or six-year post-tenure review or after three successive unsatisfactory annual reviews, and the Provost or designee concludes that the faculty member's research productivity is unsatisfactory, the Executive Director or designee and Dean or designee will consult with the faculty member and recommend to the Executive Director and Dean and/or Provost a development plan for improvement. The development plan may include assignment of a mentoring team that includes one faculty member from the faculty member's disciplinary (tenure) home and one faculty member from the Ballmer Institute, and additional support and suggestions for improvement, as well as timelines and measurable goals intended to foster increased research productivity. Upon approval by the Provost or designee, the development plan will be implemented as soon as practicable. Following completion of the development plan, if the Provost or designee concludes that the faculty member's research productivity remains unsatisfactory, the faculty member's standard workload may be adjusted to increase teaching and/or service. Subsequent annual review processes, including consideration for merit, should reflect the faculty member's adjusted workload and associated performance for the specified period. Successful completion of a development plan does not necessarily mean that a faculty member is meeting departmental standards for tenure or promotion.

D. Impact of Enrollment on Tenure-Track and Tenured and Career Faculty Assignments

In the event of course cancellation for insufficient enrollment:

1. The University will work with the affected faculty member to determine if it is possible to replace the course assignment with an equivalent course assignment within the same academic year. The assignment of an equivalent course pursuant to the Section shall not be considered an overload assignment.
2. If it is not possible to replace the course assignment within the same academic year, the department may provide an equivalent, alternative assignment consistent with the department's workload policy. Examples of such work include but are not limited to the following: advising; determining course equivalencies for transfer credit; assessment projects; curriculum development; substitute teaching; recruiting for study abroad programs; and course development for future years. The equivalent, alternative assignment must be completed during the same term the canceled course was scheduled.
3. If assignments cannot be made under (a) and (b) of this section, the bargaining unit faculty member shall be assigned faculty-related work by the Dean's office or the unit head (Ballmer Executive Director) .
4. As per Article 16 of CBA, by mutual agreement between the faculty member and the Office of the Provost or the Dean or the unit head (Ballmer Executive Director),

the faculty member may have their base FTE temporarily reduced if the mutual decision is to not take on an alternative assignment.

E. Overloads

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 Office of the Provost, 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 appointments, except those with alternative compensation models, will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty members may request that overload compensation take the form of course release when the duties are completed in the same academic year as the 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 appointment or compensation.

F. General Teaching, Advising and Student Contact Expectations

a. Advising and Student Contact

1. General Advising Expectations

All instructional faculty are expected to advise and mentor students who take their courses insofar as this is considered a normal part of teaching courses. Faculty may also be called upon to provide academic advising for students they have not taught in courses but who are enrolled in programs for which they serve as faculty. Faculty should be willing to write recommendation letters and serve as references for students with whom they have interacted in courses or other contexts.

2. Office Hours and Student Contact

Faculty should hold at least two office hours a week and be available by appointment during the terms in which they teach. This should be a mix with both scheduled times and by-appointment times. Faculty should also make themselves reasonably available to students via email and/or other appropriate online media.

b. General Expectations in Teaching (These sections reflect University Policy)

1. Course Content and Pedagogy

When courses are approved by the University Committee on Courses through the shared governance process, the parameters of the course apply to any faculty member that teaches that course. For any assigned course, faculty are expected to cover the course as approved, including the content described in the course description, any special pedagogies approved at the

university level, and the approved learning goals. Faculty are of course free to cover additional relevant content as time allows and employ other pedagogies. In addition, faculty can modify the parameters of the course through the shared governance process.

2. Course Revisions

Faculty are expected to revise their courses as needed to incorporate advances in academic content and pedagogy, and to ensure their courses continue to promote the learning outcomes of the departments and programs of which they are a part.

3. Syllabi

Faculty will adhere to the [university syllabus policy](#), which describes when a syllabus is required, how and when it is to be distributed to students in a course, and the required elements of the syllabus.

Faculty will submit syllabi at the end of the term to the academic program coordinator. The academic program coordinator will ensure that all syllabi are retained in accordance with university retention policies.

4. Student Attendance and Engagement

Faculty will adhere to the [Course Attendance and Engagement policy](#) passed by the University Senate.

5. Use of Learning Management System (Canvas)

Faculty will adhere to the [university Canvas policy](#) which describes when Canvas is required for courses and the minimum requirements for using Canvas.

II. TENURE RELATED FACULTY PROFESSIONAL RESPONSIBILITIES

A. Workload Expectations for Tenure Related Faculty

Tenure-related Faculty hired into the Ballmer Institute will be engaged in research and scholarship activity during the academic year that is aligned with the Institute's mission and in support of its vision. Tenure-related Faculty have a particular role in guiding the pedagogical principles of unit programs, teaching students in direct and indirect formats and providing mentoring and advising support as students work through their academic programs. Teaching will primarily occur in the Ballmer Institute and will be assigned by the Executive Director and/or designee.

Service of faculty hired as part of Ballmer is expected to be allocated to the further development of the Ballmer Institute. Consistent with UO criteria for all Tenure-related Faculty, "Ongoing, responsible service and leadership to the faculty member's students and department, the university, the community, and the faculty member's professional discipline more broadly" is expected. Also, expectations for service and professional development increase by rank as is customary at the UO.

As a baseline:

- Assistant professors generally spend 50% of their FTE on research, 40% on teaching, and 10% on service and professional development over the academic year.
- Associate and full professors generally spend 40% of their FTE on research, 40% on teaching and 20% on service and professional development over the academic year.

Individual workload assignments may vary from the baseline in accordance with this policy and the collective bargaining agreement and should reflect a realistic balance of duties consistent with the criteria for review. Workload for faculty at less than 1.0 FTE will be prorated accordingly.

1. Research, scholarship, or creative activities

Tenure-related Faculty are expected to pursue an active program of research, scholarship, and clinical innovation/entrepreneurship activity appropriate to their professional qualifications, expertise, and professional interests; and to disseminate the fruits of this effort.

Excellence in research and clinical innovation/entrepreneurship is evaluated through a number of factors which may include but are not limited to:

- The quality (as measured by the peer review process) and number of scientific publications
- Publication citations
- Journal impact evaluations (not necessarily tied to published “journal impact ratings”)
- A sustainable research program as evidenced by a record of external research funding
- Invited talks at peer and aspirational institutions
- Editorships of research journals
- External letters of evaluation from distinguished referees
- Participation in invited conferences and presentations
- Authorship of important research-related books in the field
- Clinical or research innovation/entrepreneurship metrics such as, but not limited to, adoption of products/innovations, licensing/royalties, patents, collaboration with nonprofits, start-up generation, industrial collaborations and clinical or field trials.

Extensive advising and mentoring of graduate students, both inside and outside of formal classroom coursework, are a particular responsibility of Tenure-related Faculty, and is often inseparable from a Tenure-related Faculty’s own research program. In addition to writing recommendation letters and serving as references, Tenure-related Faculty customarily help their graduate students’ secure postgraduate positions and connect them to appropriate professional development opportunities and networks in their fields.

Tenure-related Faculty are evaluated for tenure and promotion by their tenure unit within the College of Education (Department of Counseling Psychology and Human Services or Department of Special Education and Clinical Sciences), the College of Arts and Sciences (Department of Psychology), or other academic unit of the University of Oregon.

2. Teaching

a. Standard Course Load

The standard course load for Tenure-related Faculty is expected to be four courses (3 or 4 credit) during the academic year. Tenure-related Faculty are expected to be able to teach a full range of courses, from introductory undergraduate classes through advanced graduate courses, on both broad and specialized subjects.

Tenure-related Faculty should expect to serve as chairs or members of both undergraduate and graduate thesis and dissertation committees, as appropriate to their expertise, and potentially guide capstone projects for undergraduate students if the curriculum so requires it.

b. Adjustments to Standard Course Load

There are numerous factors that will be considered when adjustments are made to the standard course load. These include large courses (typically over 50 students) without adequate instructional support; supervision of independent study courses; team teaching; and the amount of unique course preps/development.

Adjustments to standard course load will be considered as part of the annual workload discussion with the Executive Director and/or designee. Modifications to the standard course load may need to be made during the academic year and should be made in a consultative manner between the Executive Director and/or designee and the faculty wherever possible.

3. Service

Faculty are expected to engage in service to support each other, their students, and the broader community. The Ballmer Institute values continual improvement and review; therefore, the faculty will be actively involved in unit reflection and best practice study. As an engine of research and clinical innovation, the Ballmer Institute will evolve through faculty engaged in change management. As programs and processes show promise in the unit, Ballmer Institute faculty will bring this insight and experience to the larger UO community.

1. **Shared governance.** Tenure-related Faculty bear significant responsibility for shared governance and are therefore expected to serve actively on unit, departmental, college, and university committees and in other roles in service to the institution. As reflected in the baseline workload allocations, assistant professors have a lower service expectation than associate and full professors.
2. **Departmental service.** Tenure-related Faculty are expected to take part in the normal service workload of the unit. This includes participation in standing and ad hoc committees' work as spelled out in the unit's internal governance document, any regular work needed (in the judgment of the Executive Director or designee) beyond that, and any other service work that may happen irregularly (for example, curricular review and program review).
3. **Professional service.** Tenure-related Faculty 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.

The Executive Director or designee shall review the service load of Tenure-related Faculty annually with the faculty to ensure success in all areas of their responsibilities and reach agreement on reasonable service loads for each academic year. The Executive Director or designee will invite faculty to share any concerns that they have about inequitable service loads so that these can be addressed annually. Care shall be given particularly with faculty in early stages of their career to assign service at a level that does not interfere with the emphasis on research and teaching. Modifications to service assignments may need to be made during the academic year and should be made in a consultative manner between the Executive Director or designee and the Tenure-related Faculty wherever possible.

4. Professional Development

The Ballmer Institute is committed to encouraging and supporting faculty professional development activities that further the Institute's and the University's academic missions by enhancing teaching, scholarship, research, creative activities, service, as well as efforts to promote diversity, equity, and inclusion. Faculty holding a .90 or greater FTE appointment in the institute are eligible to receive and/or compete for available professional development funds.

Professional development includes, but is not limited to workshops, courses, training, professional conferences, participation in professional organizations related to the faculty member's academic discipline and job duties, the development of new courses, and the creation of new fields.