

Department of Political Science
Tenure-Track Faculty Professional Responsibilities
Initial approval by Office of the Provost – March 2017
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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.

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. Teaching

- 1. Standard course load.** The standard course load for TTF in the department is five 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. Given varying TTF expertise and assignments that may fulfill diverse departmental needs, TTF may not necessarily teach similar numbers of students in any particular year. Over time, however, TTF are expected to fill teaching assignments that cover an equitable share of the department's instructional need. Typically, this is achieved by teaching assignments that include at least one large lower division course and no more than one seminar in any given year.

The following count as one 4 credit hour course:

- a. Honors Program Coordinator for two academic years, including two offerings of PS 411
- b. Graduate Student Professional Development Instructor for one academic year; PS 602 in Fall and PS 608 in Winter and Spring
- c. Math Camp Instructor; two offerings.

- 2. Course revision.** Syllabi are collected each term by the department. 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. The department Peer Teaching Evaluation committee will regularly review courses and suggest revisions as necessary to respect UO policies, align with course catalog descriptions, and incorporate advances in academic content and pedagogy.

- 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.

6. Course 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 and scholarship throughout their careers. This policy is intended to address concerns about research productivity after tenure, and the 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 department or unit head will consult with the faculty member and recommend to the Provost a development plan for demonstrable improvement. The development plan can include mentoring or other support and suggest directions for research. It should include time lines and measurable goals for improved research productivity. The faculty member is responsible for regularly consulting with their department or unit head, who will provide guidance for the faculty member's efforts to attain development plan goals. 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.

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 department'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 department head 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.

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 should also provide academic advising in response to occasional request by 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 three in-person office hours a week scheduled at regular business hours during all academic year terms. They should also make themselves reasonably available to students via email and/or other appropriate online media. During terms when they are teaching, emeritus faculty should hold at least two in-person office hours a week scheduled at regular business hours during the terms in which they teach.

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 and to contribute to a positive work environment in their department. This includes participation in standing and ad hoc committees 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). TTF are expected to participate on at least one standing department committee and one subfield committee.

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. Consult the department's internal governance document for specifics on administrative and committee assignments.

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. 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: 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 Divisional 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 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 Associate Dean position 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 the departments annually (not including the department head/program director 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) Course load reduction based on service

Two departmental administrative assignments qualify an individual for a one-course reduction per year: Associate Department Head and Director of Graduate Studies.

2) Course load Adjustment Plan

This plan uses an adjustment in faculty course load as a means to encourage faculty to produce nationally visible publications at a pace that enhances the reputation of our department. In adopting this policy, the department reaffirms its commitment to the appropriate handling of its instructional program and meeting the enrollment demand and curricular needs of both undergraduate and graduate students. Whenever possible, eligible faculty members should drop their lowest enrollment class or the one which is least important to the curriculum.

This policy is intended only for use in evaluating workload, and not for the purposes of assessing merit or promotion/tenure evaluations.

The standard full-time teaching load for tenured and untenured faculty is 5 courses per academic year. Reduction from the standard faculty teaching load is based on an assessment of a faculty member's research productivity, as well as on recognition of major departmental service activities (outlined above).

Full-time tenured faculty members will be eligible for a one-course teaching load reduction based on an assessment of productivity in publishing. Faculty with partial FTE appointments can receive a course load reduction with a frequency that is roughly equivalent to their FTE in the Department of Political Science. That is, a 0.2 FTE translates to a consideration every five years. A 0.4 FTE translates to a consideration every two years and then three years. If a faculty member does not qualify in any one eligible year, this person is entitled to re-apply in the following year and beyond until successful, and then wait for the necessary number of years until the next consideration.

3) Assessing research productivity – Course Load Adjustment Plan and Procedure

- a) Tenured faculty members qualify for a one course reduction in their teaching load in the next academic year, assuming the department has sufficient authorized course releases to distribute, if they achieve either of the following cumulative "research scores" according to the system detailed below:

3 years = 8.0 points or more
5 years = 14.0 points or more

- b) Since CAS limits the number of course releases authorized for the department, it is possible that more faculty could qualify for a CLA release than will be authorized in a given year. In that case we will rank faculty members according to the percentage by which their points exceeded the threshold for either 3 or 5 year qualification (whichever is

the higher percentage) and then award releases until all authorized releases are exhausted.

c) Procedural details:

i) Assessments for course load adjustments for a coming year will be made in January by the Personnel Committee.

ii) Materials are due to the Office Manager by the second Monday of Winter term. Materials should be submitted in electronic form, unless only available in paper. Materials to submit:

(1) Annual Activity Report (excel doc)

(2) CV with all new publications highlighted.

(a) "New" refers to items that have not been reviewed for CLA in a previous year.

(3) Publications: Articles, books, chapters, etc. (new publications, only)

(4) Final acceptance letters or acknowledgement of the final manuscript for books.

(5) Proof that the publication is peer reviewed for all "normal" category items.

iii) Prior to the materials submission deadline, faculty will receive an Annual Activity Report from the Office Manager via email. This spreadsheet should be updated with new publications and returned with other required materials.

iv) For every publication submitted for the CLA, faculty must specify how they wish it to be dated. They may choose the documented acceptance date or the publication date, but only one date may be associated with each publication. Once chosen it cannot be changed.

v) Assistant Professors who are up for promotion/tenure in the current year should submit materials for review in January.

vi) Following review by the Personnel Committee, faculty that submitted materials will be informed of their 3-year and 5-year cumulative

“research score,” and the number of points that will count toward the following year.

- d) Calculating research scores:
- i) To calculate points, publications are designated as either “normal” publications or “bonus.”
 - ii) For journal articles or special issues, the “bonus” category includes the journals listed on the departmental CLA webpage at <https://casitweb.uoregon.edu/psforms/faculty-net/course-load-adjustment-ttf>.
 - iii) For books, edited books and book chapters, the “bonus” category includes the university presses listed on the departmental CLA webpage at <https://casitweb.uoregon.edu/psforms/faculty-net/course-load-adjustment-ttf>.
 - iv) Points are allocated according to the following table, with these modifications as applicable:
 - (1) For publications with multiple authors, points are divided by the square root of the number of authors, to a maximum divisor of 2. Co-authors who are graduate students from our program do not count in this calculation in the first 3 years after receiving their PhD.
 - (2) For edited books or special issues, introductory chapters are considered part of the editorial role that do not receive additional points. Additional chapters in an edited volume can be considered separately.

Category	Bonus	Normal
PR book	12	8
Non-PR book	--	3
Textbook	--	3
PR edited book or special issue	5	3.5
PR article	4	2.5
PR chapter	3	1.5
Non-PR chapter or journal article	--	0.5
External grant >20k	5	(all grants)

PR = Peer Reviewed

4) Course load adjustment plan policy revisions

In fall 2019 and in fall every two years thereafter, the faculty will review the journal and press list for potential changes. Subfield committees may propose changes that will be decided by majority vote in the department.

The new Course Load Adjustment Plan policy takes effect as soon as it is announced, subject to review by the College of Arts and Sciences.

5) Other issues in determining teaching loads

a. As a general rule, faculty will not be permitted to combine course load reductions (merit-based, service-based, etc.) to teach fewer than three courses annually.

b. Calculations of faculty teaching loads in the case of part-time appointments (e.g., 0.5 FTE, 0.33 FTE) are based on the standard that 1.0 FTE = 5 courses. For faculty members on leave, with grant-release time, or teaching elsewhere for one or two terms of an academic year, the teaching load will be prorated. That is, when a faculty member takes a one-term sabbatical or leave without pay, he/she receives only a one-course reduction in annual course load. If it is a two-term sabbatical or LWOP, the reduction is three courses.

c. When course load adjustments give faculty a term without teaching, faculty must still abide by the College of Arts and Sciences Statement of Faculty Responsibility regarding absences.

d. The Department Head in consultation with the elected Personnel Committee administers the teaching load policy. Any faculty member may appeal a teaching load decision to the personnel committee.

e. A faculty member may bank a 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. To redeem a banked course release, faculty members must request to do so in submitting their course preferences for the following year (usually in November). If banking occurred at the department's request, the redemption will be given priority over award of CLA releases for the next year. If banking occurred at the faculty member's

request, CLA releases for the next year will be given priority over the redemption. In the latter case, if CLA awards exhaust the department's allocation of releases for that year, redemption will be deferred to the next year.

The department head may require a faculty member to bank a course release if the department cannot otherwise meet its curricular and enrollment needs for a given year with available resources.