

TTF Assignment of Professional Responsibilities
Department of Interior Architecture

Approved by the Department faculty April 30, 2019
Approved by the Office of the Provost December 15, 2020

I. Purpose

This policy outlines the Assignment of Professional Responsibilities for Tenure Related Faculty members (TTF) in the Department of Interior Architecture. The Interior Architecture Department is distinctive within the College of Design in that we are small faculty who offer studio based professional degrees and who engage in creative practice and research that makes us a leader in interior design education. The combination of this set of qualities requires flexibility in the definition of normal workload expectations to ensure the timely matriculation of students and professional contributions of TTF. To accomplish this, TTF are expected to attain and maintain a full spectrum of accomplishment in research, teaching, and service, the nature of which can vary from year to year and over the course of a TTF member's career. 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 and ways of knowing, 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. 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, recognizing that the weights may vary during a faculty member's career. Individual workload assignments should reflect a realistic balance of duties consistent with the criteria for review for performance and promotion.

A. Research

Tenure-track faculty are expected to pursue an active program of research, scholarship, creative and/or professional activity appropriate to their qualifications, expertise, and evolving interests; and to disseminate the fruits of this effort to appropriate scholarly, professional, 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, are held to the national and international standards of the relevant disciplines.

B. Teaching

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1. Inclusive Components. The responsibilities for teaching a course is inclusive of the efforts required to prepare relevant course materials, update curriculum, teach, examine/review, grade, provide regular office hours, supervise affiliated GE, and provide mentoring/advising as it relates to classwork.

2. Course Load. The standard course load for TTF in the department is 5 courses of at least 3 credit hours each during the academic year. Large lecture classes of approximately 100 students count as two (2) courses if a faculty member is the sole instructor and one (1) course if the large lecture course is shared by two (2) faculty members. A typical load is three (3) studios/year plus two (2) additional lecture or subject-area courses of three to four credits each, but other combinations of course types may also constitute a full five (5) course teaching load. 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.

3. Course revision. TTF are expected to revise their courses as needed to incorporate advances in academic content and pedagogy, to incorporate evolving standards of multicultural and global perspectives where appropriate, and to ensure that their courses continue to promote the learning outcomes of the departments and programs (including assigned expectations for professional accreditation and/or General Education) of which they are a part.

4. Independent Study Courses. In addition to the standard course load, TTF frequently 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.

5. Course load reduction. Course load reduction for major departmental service and for other approved reasons shall be allocated in compliance with the course release policy described in section IV below.

6. Team-teaching. Except where studio curricular structure is intentionally designed for a double studio of two studio cohorts taught by the two faculty members, 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 or to substantially increase enrollment capacity, or to promote interdisciplinary teaching within the school or college. In the latter case, a team-taught course may count as a full course for each faculty member with the approval of all corresponding department or program heads, and so long as the

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department 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.

7. Course or service load increase for research inactivity. 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 his or her 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 may assign a mentor. It can 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.

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 his or her 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 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

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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 two 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 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, school, 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 department meetings and service on the committee of the whole and individual service assignments as spelled out in the department's internal governance document, additional work needed as determined by the department head, and any other service work that may happen irregularly (for example, curricular review, accreditation reviews, 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.

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E. Equity and Inclusion

Faculty members 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. Assignment of duties

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. Faculty members shall be afforded the opportunity to meet with their department head at least annually, before responsibilities are assigned, to discuss their preferences regarding 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.

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.

Faculty members may request to adjust schedules or assignments.

Where faculty members either request or are required to undertake particularly difficult assignments that warrant accommodations for the purposes of merit, reviews, and/or promotion, appropriate notes should be added to the faculty member's departmental file. Once preferences have been established, the following priorities will be given.

Priority

- 1. Teaching** –Where different assignment configurations are equally capable of meeting departmental needs and ensuring quality of instruction, the Department Head will adhere to the following priorities, in order.
 - 1.1 Priority is generally given where assignments may affect tenure and/or promotion.
 - 1.2 Priority is generally given to faculty where course work aligns with either research agenda, expertise and/or professional practice.
 - 1.3 Preference is given to rotating faculty members through certain classes.

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2. **Service** – Where different assignment configurations are equally as capable of meeting departmental needs, the Department Head will adhere to the following priorities.
 - 2.1 All reasonable accommodations will be made to ensure elected service assignments can be fulfilled by those elected individuals.
 - 2.2 Priority is generally given to tenure related faculty, then career non-tenure related faculty, then adjunct faculty.
 - 2.3 Priority is generally given to faculty members in higher promoted ranks within a given academic classification.

B. Teaching and service outside the department

The School and the University recognize the value of teaching that occurs outside a faculty member's home department, whether in another department, in another school or 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 in SAE/COD without a stipend.

C. Overload assignments

Overload assignments are stipulated by Article 17 of the Collective Bargaining Agreement with United Academics.

D. Stipends

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

E. Cancellation and reassignment

1. Teaching: 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 within the same appointment period and academic year. If scheduling or curricular reasons make this impossible or inadvisable, 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; substitute teaching; recruiting for study abroad programs. The equivalent, alternative assignment must be completed during the same term the cancelled course was scheduled. If replacement assignments cannot be made as described above, the faculty member shall be assigned faculty-related work by the Dean's office.

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2. Service: If a service assignment is cancelled for any reason, the Department Head will make reasonable efforts to reassign affected faculty members to another available service assignment or assignments for the same FTE within the same appointment and academic year.

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 for an assignment in another unit, or C) a course release where someone is given a course reduction without any funds or FTE exchanged for this reduction (e.g. administrative service within the department). 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. All agreements regarding course releases must be in writing and placed in the employee file, and must be signed by the Department Head.

A. Course buyouts

A course buyout relieves the faculty member of work related to that course only. The faculty member is expected to continue all other professional responsibilities, including other teaching, advising, and service obligations. Policies regarding time away from campus during the academic year continue to pertain.

1. Internal course buyout: A buyout funded from another unit within the university.

- a. When a faculty member receives a course buyout from another UO unit, the amount SAE or the department receives from that unit will be negotiated by the Department Head with the approval of the Dean.
- b. When the department would like to buy out a non-SAE UO faculty member, the amount paid is subject to the buyout rate set by, or negotiated with, that unit. Approval from Department Head and demonstration of adequate funding is required.

2. External course buyout: A course buyout from external grant funds or research funds controlled by an individual faculty member

- a. Grant or fellowship supported buyouts may be granted if, in the judgment of the Department Head, the buyout(s) do not unduly compromise the ability to fulfill the curricular, research, and service needs of the unit.
- b. A course buyout from external funds will be at a flat rate of \$8,000 (subject to annual adjustment negotiated with the Dean's office). If a faculty member wishes to buy out additional courses the rate will be at .10 of annual salary.

The number of course buyouts for an individual faculty member may not exceed half of the faculty member's regular teaching load for the year, unless approved by the Dean.

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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.

C. Departmental course release

The Dean allocates course releases for the department head and for pre-tenure faculty. In addition, the Dean provides an allocation of course releases to the departments. The number of course releases will be determined annually, based on departmental need and resource availability. The department head will determine how to allocate those course releases, as described below.

1. Allocation of course releases

Course releases are distributed to departments and programs by the Dean's office for internal use. Course releases for department and program heads are set by the Dean's Office and are not counted among course releases allocated for internal use.

Course releases of one course/year may be given for faculty taking on the major responsibility of leading accreditation or program reviews or other major service assignments required for the administration of the department at the discretion of the Department Head.

Should additional course releases become available, the Department Head will issue a call for proposals to all TTF; proposals will be evaluated by the core faculty (recusing any members who have themselves applied for course release) which will make recommendations for awards to the Department Head, who will make the final decisions for award of course release. Priority will be given for research and professional/creative work directly related to faculty progress towards tenure and promotion. Course releases must be distributed to allow for the curricular needs of the department to be met, and to maintain equity in the distribution of available course releases among TTF.

2. Deferral of course releases

A faculty member may defer 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 deferred course releases. No more than two course releases may be carried forward at one time, and no more than one carried forward course release may be redeemed in a given year without the approval of the Dean or Dean's designee. A carried forward course release must be redeemed within two years unless otherwise approved by the Dean or Dean's designee.

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