

Knight Campus

Tenure Track Faculty – Professional Responsibilities Policy

As approved by the Internal Advisory Board 2/3/2020

Approved by the Office of the Provost – June 25, 2020

Preamble

Tenure-track faculty (TTF) are expected to attain—and maintain—a full spectrum of accomplishments 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. We are guided by the Knight Campus mission and vision which sets the expectation that innovation and experimentation is found in all three areas of accomplishment.

Science is best served when there is a broad diversity of perspectives and talents working together on discovery and experimentation. Science teams work best when all members are valued, feel supported in their work and welcomed to add their voice to the discussion. Knight Campus faculty are expected to contribute to successfully meeting the expectations of the Knight Campus Diversity Action Plan and the University's goals regarding equity and inclusion in all three aspects of their work-life: research, teaching, and service.

This policy must be reviewed in AY23 and a revised policy in place for implementation in fall 2023.

I. Workload expectations for TTF

TTF will be engaged in research and scholarship activity during the academic year. Many faculty will engage in entrepreneurship and furthering the innovation cycle within their research program. TTF 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. Service duties may include service to the Knight Campus, the university and to external organizations and communities. As a baseline, full-time TTF at assistant rank should spend 60% of their effort on research, 30% on teaching, and 10% on service over the academic year; associate and full professors are expected to have a balance of 50% research, 30% teaching and 20% service. 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.

A. Research and Innovation/Entrepreneurship

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

Excellence in research and innovation/entrepreneurship is evaluated through a number of factors including but 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; outside letters of evaluation from distinguished referees, and participation in invited conferences and presentations; authorship of important research-related books in the field; and innovation/entrepreneurship metrics such as, but not limited to, licensing/royalties, patents, collaboration with nonprofits, start-up generation, industrial collaborations and clinical or field trials.

B. Teaching, Mentoring and Advising. The Knight campus prioritizes mentored, immersive education with training content, format, and duration based on robust learning outcomes and evidence-based pedagogy. Innovation/Entrepreneurship is expected to be thematically and practically included in Knight Campus coursework.

1. Standard course load. The standard course load for TTF in the Knight Campus is expected to be three courses (3 or 4 credit) during the academic year, summer courses and short courses may be included in this calculus at the discretion of the Executive Director or designee. In AY20 through AY23, recognizing the effort it will take to develop educational, research and educational goals of the campus, the Knight Campus will provide one course release per year for all TTF. In AY23 the faculty must review the TTF workload policy and draft a revised policy to be implemented in fall 2023. Knight Campus TTF 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. All TTF should expect to teach at least one graduate course per year.

2. Course development and revision. As a regular part of teaching FTE, TTF are expected to develop evidence-based pedagogical programs and courses as well as 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 programs of which they are a part. It is expected that TTF will employ evidence-based programs based on defined learning outcomes and backward design

formats to the extent possible. We expect this attention be placed on standard in-class formats and to hybrid and on-line/distance learning formats.

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. The Executive Director or designee has the discretion to offer full or partial credit to faculty for their efforts in a team-taught class. Full credit may be offered if the individual contribution of each faculty member is nearly full effort as part of a special educational opportunity for students or because it is a new initiative and the unit is able to meet its full curricular needs. Discussion with the Executive Director or designee prior to development and signing on to a team-taught effort and written agreement on the credit for teaching on file is required.

C. Commitment to Student Success. The Knight Campus is dedicated to innovating in classroom and experiential learning experiences just as it is in the laboratory setting. Faculty will engage in traditional classroom pedagogy in support of the curriculum as well as in professional development training, experiential opportunities and other mentoring activities to enhance the student experience in the Knight Campus.

- 1. 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.
- 2. Undergraduate education.** Students in Knight Campus programs are career focused and striving to make positive societal impact. TTF are expected to provide direct and indirect opportunities for students to succeed and thrive in the classroom and as they enter their post-baccalaureate career be it in academia or industry.
- 3. Experiential learning.** The Knight Campus is committed to providing experiential training for the next generation of citizen scientists and

entrepreneurs. Faculty are expected to embrace and engage in activities for students to participate in experiential learning opportunities in academia and industry.

4. **Professional development training** The Knight Campus will have a robust career planning and professional development program to prepare students to become scientific leaders in their fields. TTF are expected to encourage students to engage in these programs and support the participants as they excel as individuals.

D. Advising and student contact

1. **General advising expectations.** TTF are expected to advise and mentor students who take their courses as a normal part of teaching duties. 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 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. **Capstone, 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, and potentially guide capstone projects for undergraduate students if the curriculum so requires it.

E. Service Knight Campus faculty are expected to engage in service to support each other, their students and the broader community. We value continual improvement and review; therefore, the faculty will be actively involved in unit reflection and best practice study. As an engine of innovation/entrepreneurship, the Knight Campus will evolve through faculty engaged in change management. As programs and processes show promise in the unit, Knight Campus faculty will bring this insight and experience to the larger UO community.

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. As reflected in the baseline workload allocations, assistant professors have a lower service expectation than associate and full

professors.

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 committees' work as spelled out in the department'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.** 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.

II. **Assignment Process for TTF workload**

Except as otherwise determined by the Provost, the Executive Director or designee shall be responsible for the scheduling and assignment of all faculty members' professional assignments.

A. **General Conditions**

1. **Consideration** 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 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.
2. **Overload Assignment** 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.

3. Modifications The Executive Director or designee may modify scheduled assignments, provided that the Executive Director or designee discusses changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons.

B. Teaching assignment Teaching at the Knight Campus is expected to be complementary, in part, to a faculty member's research program, potentially their work in innovation/entrepreneurship and on-going growth in expertise in the faculty member's research area.

- 1. Expectation.** The standard course load for TTF in the Knight Campus is expected to be three courses (3 or 4 credit) during the academic year, summer courses and short courses may be included in this calculus at the discretion of the Executive Director or designee. In AY20 through AY23, recognizing the effort it will take to develop educational, research and educational goals of the campus, the Knight Campus will provide one course release per year for all TTF. As noted in previous sections, the policy will be reviewed AY23 for implementation fall 2023. In addition to this course release, faculty may buy-out from one class per year. See the Knight Campus buy-out policy for details.
- 2. Teaching outside the Knight Campus (internal to UO).** The Knight Campus and the University recognize the value of teaching that occurs outside a faculty member's home unit. The Knight Campus places significant value on programs that enhance the soft skills of our students including but not limited to science communication, entrepreneurialism and ethics. We also place a high value on collaborative teaching opportunities that provide an innovative and dynamic learning opportunity for our students. With the Executive Director or designee's approval a faculty member may accept an offer of a teaching opportunity outside of the Knight Campus in lieu of a course assignment in the Knight Campus.
- 3. Course cancellation.** If an assigned 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 take on additional duties in place of lost teaching FTE. The faculty member may also agree to give up a previously banked course release to compensate for a course cancellation.

- 4. Course load reduction.** There are three main ways a faculty member's course load 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 Knight Campus faculty line either for an assignment in another unit, or for some other purpose (e.g. to serve as Associate Executive Director), 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 department meeting its curricular needs and requires approval by the Executive Director or designee.

b) Course buyouts

See Knight Campus buyout policy

c) FTE reassignment to unit outside of the department

A TTF may be offered an assignment in a unit other than the Knight Campus, with or without additional compensation, to perform duties outside the Knight Campus by reassigning the FTE of the faculty member. For example, appointment into an administrative position in the Provost's Office reassigns part or all of a person's FTE in course instruction to administration. In the case of a reduced FTE, the general principle is teaching load will be reduced commensurate to the FTE reappointment.

d) Temporary Course release

The Executive Director or designee may provide temporary course releases to individuals on a case by case basis according to the following considerations:

- Faculty serving as the lead for academic programming (e.g. graduate studies, undergraduate programming and curriculum development)
- Engagement in relevant, dynamic innovation/entrepreneurship leadership activity generating resources related to research program
- Significant service well beyond the 10-20% expected based on seniority
- Curriculum development of new courses or significant reworking of existing academic programming
- Intensive and high-volume individual instruction (typically, this individual instruction would be in the form of research advising of graduate students, undergraduate students, or postdocs)
- Large-enrollment classes or joint distance learning efforts (particularly if

- newly established)
- Other situations may be considered as they arise

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.

C. Service Assignments

The Executive Director or designee shall review the service load of TTF annually with the TTF to ensure success in all areas of the TTF responsibilities. 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 TTF wherever possible.