

A&AA TTF Assignment of Professional Responsibilities HISTORIC PRESERVATION PROGRAM

I. Purpose

This policy outlines the Assignment of Professional Responsibilities for Tenure Related Faculty members (TTF) in the **Historic Preservation Program**. 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 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. 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 shall 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, 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

- 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 Graduate Employees (GE), and provide mentoring/advising as it relates to classwork.
- 2. Course Load.** The standard course load for TTF in the program is 5 courses of at least 3 credit hours each during the academic year. Adjustments may be

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made to reflect teaching studio/workshop classes of 4-6 credit hours and for teaching short courses of 1-2 credit hours for technical skills. 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 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 program service and for other approved reasons shall be allocated in compliance with the course load reduction procedures described in section IV below.
- 6. 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 program head, and so long as the 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 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, 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 their designee concludes that

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the faculty member's research productivity is unsatisfactory, the program or unit head will consult with the faculty member and recommend to the Provost a development plan for demonstrable improvement. The development plan may 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. The faculty member is responsible for regularly consulting with their department or unit head.

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 program'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 program 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 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 points of contact.
- 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

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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 program, college, and university committees and in other roles in service to the institution. Assistant professors are expected to perform some service, typically within the program, though less than associate and especially full professors, for whom service expectations both inside and outside the program rise substantially over the course of a career.
- 2. Program service.** TTF are expected to take part in the normal service workload of the program. This includes participation in program meetings, standing and ad hoc committee work as spelled out in the program's internal governance document, additional work needed as determined by the program head, 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 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 program head shall be responsible for the scheduling and assignment of all faculty members' teaching and service responsibilities.

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Faculty members shall be afforded the opportunity to meet with the program 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 program 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.

B. Teaching and service outside the program

The School and the University recognize the value of teaching that occurs outside a faculty member's home program, whether in another program, 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, in lieu of a course assignment in the home program if there is not a need for teaching within the home program.

- 1. FTE reassignment to unit outside of the program.** A TTF may be offered an assignment in a unit other than the home program, with or without additional compensation, to perform duties outside the home program by reassigning the FTE of the faculty member.

C. Overload assignments

Overload assignments are stipulated by Article 17 of the Collective Bargaining Agreement with United Academics. Overload assignments in some specific programs (identified in Article 17) 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 a course release, subject to the course load reduction procedures in section IV below. 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.

D. Stipends

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

E. Cancellation and reassignment

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- 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. 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. 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.

- 2. Service.** If a service assignment is cancelled for any reason, the Program Head will make reasonable efforts to reassign affected faculty members to another available service assignment or assignments for the same FTE.

IV. Course load reduction

There are three main ways a faculty member's course load in a program 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 program for an assignment in another unit (outlined in section III above), or C) a course release where someone is given a course reduction without any funds or FTE exchanged for this reduction (e.g. administrative servicee within the program). Any reduction in course workload for a faculty member is subject to the program meeting its curricular needs and requires approval by the program head and Dean. All agreements regarding course releases must be in writing and placed in the employee file, and must be signed by the Program Head and Dean.

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

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- 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 Program 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 the greater of 1/9th of the faculty member's base salary plus Other Payroll Expenses (OPE) for each course being released or the replacement salary and associated OPE costs for the course(s) being released.

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.

B. Program course release

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

- 1. Allocation of course releases.** One course release will be given per year for the Program Director. Should additional course releases become available, the Program Director will notify eligible faculty and these releases will be allocated on a rotational basis to ensure equitable distribution and allow for the curricular needs of the program to be met.
- 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 program 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.

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

All agreements regarding carry forward must be in writing and placed in the employee file, and must be signed by the Program Head.