

## **Department of History**

### **Policy on Professional Responsibilities for Tenure Track Faculty**

Approved by a vote of 13 in favor and none opposed, with one abstention, on October 29, 2015; presented for review by the College of Arts and Sciences on October 30, 2015.

Revisions approved by the Office of the Provost December 17, 2020

#### **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. For associate and full professors, the share devoted to service may increase in any given academic year, even for several years in succession, for especially onerous service undertaken at the departmental or university level, or simultaneously at both levels.

##### **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. Course load**

**1. Standard load.** The standard course load for TTF in the department is 5 courses of at least 4 credit hours per course during the academic year. TTF are expected to teach a full range of courses, from introductory undergraduate surveys through advanced graduate seminars, on both broad and specialized subjects.

**2. Course revision.** 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.

**3. 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.

**4. Course releases.** Course releases for major departmental service (aside from the headship) and for other approved reasons shall be allocated in compliance with the course release policy described in section IV below. Additional occasions for course release are described in sections III.B and III.C 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.

## **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 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, 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. The department includes service in the faculty union, United Academics of the University of Oregon, among the service activities that constitute shared governance.

**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 department head) 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.

#### **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 within the department**

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.

A faculty member shall be afforded the opportunity to meet with his or her department head at least annually, before responsibilities are assigned, to discuss his or her preferences regarding assignments for teaching, research, service and other professional responsibilities, and anticipated resource needs. 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. Teaching and service outside the department**

A TTF may be offered a course release(s) from the home department, with or without a stipend, to teach a course(s) in another department or program, or to perform administrative service outside the home department. Such opportunities include, but are not limited to, teaching in interdisciplinary and enrichment programs such as Humanities, College Scholars, and area studies programs and serving as directors of such programs. 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.

#### **C. Course releases for grants and fellowships**

A TTF who has received, or is supported by, an internal or external grant or fellowship may be released from teaching one course, so long as (a) sufficient course buyout funds are available from the grant or fellowship and/or other approved sources to fund the replacement of the instruction that would be lost as a result of such release, and (b) such replacement of instruction would not, in the judgment of the department head, unduly compromise the department's ability to meet the curricular and enrollment needs served by the faculty member's course in either its own or other academic programs. The applicable course buyout rates and guidelines on replacement instruction are those set forth in the College and/or University policies in effect on the date the teaching release is first approved. Release from more than one course through grant or fellowship buyouts requires approval from the Dean's Office.

### **E. 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, 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. The equivalent, alternative assignment must be completed during the same term the cancelled course was scheduled. If neither of those solutions are possible, the faculty member shall be assigned faculty-related work by the Dean's office.

### **IV. Internal course release policy**

Course releases are distributed by the department head as compensation for specific services to the department's internal operations; for the promotion of junior faculty and the retention of senior faculty; for extraordinary service to the History curriculum; and to support research and writing. All course releases are distributed within the following policy at the discretion of the department head. As a rule of thumb, internal courses releases will be allotted in the following order of precedence: 1) releases awarded to new faculty at the time of hire; 2) releases awarded for major administrative responsibilities; 3) releases granted as awards for extraordinary service to the History curriculum; 4) course releases for research productivity; and 5) discretionary course releases. Should it prove necessary to withhold course releases, the Department Head will strive to maintain equity among faculty members.

Course releases may be granted for the following purposes:

1. Course releases may be allotted at time of hiring or retention, typically for specific numbers of course releases to be taken during designated periods. In granting course releases to incoming junior faculty, the Department Head will strive to maintain equity.
2. Course releases in connection with major administrative responsibilities for the department: Director of Undergraduate Studies, two courses; Director of Graduate Studies, two courses.
3. In connection with the teaching of the department's world history survey, one course release during the first year in which a given course is taught, with the expectation of an ongoing commitment to teach the course. The development of a world history survey course is generally acknowledged by members of the department to require substantially more work than that of other surveys, since much of the material will fall outside any individual faculty member's field of specialization.
4. In connection with sabbaticals, the department provides one course release, to be taken either in the term immediately before or immediately after the sabbatical leave. Limited

and targeted course relief combined with a sabbatical period supports faculty research effectively and at a relatively modest cost. This policy applies to all faculty whose normal course load is five courses. Faculty are not exempt from service obligations during the term when the course release is taken. Policy on course releases for partial sabbaticals: a one-term sabbatical provides for a two-course release; a two-term sabbatical provides for a four-course release.

5. In order to promote research productivity, the Advisory Committee may award a single course release to deserving and eligible tenure-track faculty, with no more than one course release per person. Faculty seeking a release for research productivity will present a proposal to the Advisory Committee no later than the first week of winter term. The Advisory Committee will award releases for research productivity by February 1. The total number of research productivity releases awarded in a given year may be constrained by overall curricular need (see the attached "Protocol for Promoting Research Productivity among Tenure-Track Faculty").

6. At the department head's discretion, and is to be used sparingly and only in unusual circumstances.

A faculty member may bank a course release (or fractional course release) for use in a subsequent academic year. Course releases for research productivity may not be banked. 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.