

UO School of Journalism and Communication Tenure-Track Faculty Professional Responsibilities

Preamble

Tenure-track faculty (TTF) contribute to the mission of the School of Journalism and Communication (SOJC) as scholars and professionals dedicated to free expression, public service, and preparation of future professionals and scholars. TTF are vital to achieving a balance of scholarship and practice that is essential to a School committed to both creating knowledge and strengthening media practice through research, creative and professional work, and education. SOJC TTF teach, create, research, administer programs, develop and oversee undergraduate and graduate curricula, advise and mentor students, participate in School and University governance, and serve public and professional communities outside the University. 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.

TTF professional responsibilities emphasize a balance of productivity in research and/or creative/professional work, teaching, and service. Individual assignments will vary, depending on a faculty member's abilities and interests, School and University needs, and opportunities for leadership and research/creative/professional work.

The School of Journalism and Communication at the University of Oregon requires excellence in teaching, research/creative/professional work and service. This policy recognizes that the members of a diverse faculty bring different strengths and interests to the School and that over the life of a career, a faculty member's activities will change. This policy recognizes that specializations in the fields of journalism, advertising, public relations, and media studies have variable standards for determining excellence in scholarly and professional activity as well as in teaching and service. This policy recognizes the School's role in the intellectual life of the University, as well as the important role the School plays in the liberal arts and research missions of the University and in service to the University. TTF 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.

All faculty are expected to contribute to the promotion of equity and inclusion in the SOJC and the University and in a manner consistent with these policies.

This document should be read and applied in conjunction with the document titled Policies Regarding Evaluation and Promotion of Tenure-Track Faculty (TTF).

In accordance with the CBA between the University of Oregon and United Academics, this policy describes the assignment of professional responsibilities for TTF in the UO School of Journalism and Communication. All TTF are expected to be familiar with and adhere to Article 17 of the CBA, as well as this document, which offers guidelines for practices specific to the SOJC. Should discrepancies exist between SOJC's Assignment of Professional Responsibilities for Tenure-Track Faculty Policy and the CBA, the CBA supersedes the SOJC policy. The CBA is available at this UO website link: https://academicaffairs.uoregon.edu/sites/academicaffairs2.uoregon.edu/files/final_collective_bargaining_agreement1.pdf

In keeping with the CBA Article 17: "Each bargaining unit faculty member has the obligation to devote his or her best efforts to the University, and particularly to students; to perform all duties with professionalism and diligence and in accordance with the standards appropriate in AAU institutions; to act ethically and in compliance with the accepted professional standards; to account for all money or property received; to use money and property only for lawful purposes and in accordance with policy; to treat confidential information as confidential; to cooperate with the University with regard to investigations, audits, and legal proceedings; and to represent the University with professionalism."

Professional responsibilities are assigned by the Dean, or designee, based on the full curricular, research/creative/professional, and service needs of the School, and also based on input from the individual faculty member. This is a two-part process: (1) General expectations are addressed in initial contract discussions with the faculty member; (2) then, as part of the annual review process, workloads are reviewed or updated based on School and Area needs and the faculty member's program of work, and with the faculty member's input, as described in Article 17 of the CBA. Faculty members may request consideration of adjustment of schedules or assignments.

All TTF members are expected to devote their full efforts to any and all assignments of duties they perform for the SOJC and University. Should a faculty member become either inactive or ineffective in assigned research/creative/professional or service roles, he or she may be reassigned an equivalent amount of additional teaching or service responsibilities to ensure full engagement in accordance with his or her contract. This is discussed further below.

The Dean recognizes the necessity to honor the trust and authority placed in them by operating in good faith and in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness in making all assignments. Similarly, TTF recognize the necessity to honor the trust and authority placed in them by performing their responsibilities in good faith and in a collegial manner, and adhering to the guiding principles of equity, parity, and inclusiveness.

The performance of each TTF member is evaluated annually under the criteria specified in the document titled Policies Regarding Evaluation and Promotion of Tenure Track Faculty.

Section 1. Professional Responsibility Assignment Categories

Assignment of professional responsibilities may consist of some combination of instructional activities (including class preparation, classroom teaching, evaluation of student work, advising and mentoring,

and various forms of communication with students); research, scholarship, creative and/or professional activity; and service to the School, the University, external organizations, and communities.

Faculty are also 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, and non-profit, governmental, and/or private sector organizations. Guidelines are found in a document titled Equity and Inclusion in Personal Statements, appended to the SOJC Policies Regarding Evaluation and Promotion of Tenure-Track Faculty document.

Section 2. Developing Policy

Policies regarding the assignment of professional responsibilities, stipends, or academic support resources for TTF may be amended or further developed as follows: The Dean, Vice President, Provost, or designee may initiate the process by informing appropriate faculty of proposals. After considering such input, all SOJC TTF may participate in discussions regarding amending or further developing policy. Faculty will submit recommendations to the Dean or designee for review. The Dean or designee will document and discuss with faculty any revisions before submitting his or her recommendations to the Provost or designee. The Provost or designee will have final authority to establish policy for the School. If the Provost or designee materially alters the Dean's recommended policy, they will provide a written explanation to faculty.

Section 3. Standard Workload Percentages and Descriptions

Prior to receiving tenure, it is expected that faculty member efforts will focus primarily on excellence in research/creative/professional work and teaching, with less effort devoted to service. As individual faculty members' careers evolve, shifts may occur in the proportion of a faculty member's efforts devoted to these three components, capitalizing on the individual faculty member's strengths at any particular time to fulfill the teaching, research, and service needs of the School or the University. Individual workload assignments should reflect a realistic balance of duties consistent with the criteria for review. Approximate recommended percentages of effort on research, teaching and service for the TTF of different rank are provided in a subsequent section of this document.

Regardless of how a faculty member's responsibilities are distributed, the faculty member is expected to perform those responsibilities to a high standard of excellence. Any adjustments to workload are implemented only after discussion with the faculty member.

Teaching Norm

Standard Load. The standard teaching load for SOJC TTF is five, four- or five-credit, courses each academic year, regardless of class size. However, assistant professors will typically have a standard teaching load of four, four or five credit courses, unless they do not receive a satisfactory mid-term review, or a positive promotion and tenure review, in which case they will have a five course load during their terminal contract year.

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 sequences of which they are a part.

Independent study courses. In addition to the standard course load, TTF often 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.

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

A. Reduction from the norm may be granted in the following instances:

- To advance the research/creative/professional program of work of an untenured tenure-related faculty member. The faculty member must demonstrate potential for research productivity at or above the research productivity norm for the SOJC; show evidence (e.g. a clear program of research supported by conference papers and initial publications) that the reduction will result in the publishing of research in distinguished publications.
- To accommodate the research/creative/professional program of work of a tenured faculty member for a specific period of time. The faculty member must demonstrate research productivity above the research productivity norm for the SOJC and show evidence (e.g. a book contract and partially completed manuscript) that the reduction will result in the publishing of research in distinguished publications.
- For occasional courses requiring extraordinary commitments. Examples of this might include *Flux* and Ad Team, where the course assignment absent relief from other obligations might have an adverse effect on the faculty member's advancement to tenure or promotion.
- To allow time for the development of curricula.
- To assist a faculty member whose service commitments to the School, University, or Professional communities are substantially above the School's norm.

B. 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 unit 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.

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.

Research Norm. All tenure-related faculty are expected to maintain a productive program of research/creative/professional work as defined in the School's tenure and promotion policy. Untenured tenure-related faculty are expected to maintain a research/creative/professional program consistent with advancement to tenure and/or promotion. Tenured faculty are expected to maintain a research/creative/professional program within a balanced academic portfolio that reflects articulated career goals consistent with the School's mission.

Service Norm: All tenure-related faculty are expected to be involved in service activities in the SOJC, the University and in the professional community. The service expectation for untenured tenure-related faculty is less than for tenured faculty. All faculty are expected to serve on SOJC committees and to participate fully in SOJC faculty governance. Untenured tenure-related faculty should participate in University committees where such activity is consistent with advancement to tenure and promotion. Tenured faculty are expected to actively participate in university governance and where appropriate to take leadership roles.

Assistant Professors and Associate Professors without Tenure. Although associate professors typically are tenured, appointments at the associate professor rank may, in rare situations, be made for new faculty when a faculty member's credentials warrant an advanced appointment. Standard workload percentages for 1.0 FTE assistant professors and associate professors without tenure are 50% research/creative/professional productivity; 40% teaching, communication, advising and mentoring of

students; and 10% service. In the unusual circumstance that an assistant professor is asked to contribute SOJC service or other activities — such as directing an academic area — appropriate course release from regular teaching assignments or an overload stipend may be granted on an individual basis. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

Associate Professors and Professors with Tenure. Standard workload percentages for 1.0 FTE associate professors with tenure are a balance totaling 100% based on 40-50% research/creative/professional productivity; 40-50% teaching, communication, advising and mentoring of students; and 10-20% service to the School and/or University. Percentages of teaching and research assignments also may vary, depending on the faculty member's and School's needs in any given academic year.

Section 4. Definitions and Clarifications

Professional responsibility assignments will take into consideration individual faculty needs and evolving interests, qualifications, and expertise, as well as the needs of the School, generally accepted practices in the field, and the goal of achieving a “realistic balance of duties consistent with the criteria for review” [CBA Article 17]. Factors to consider include, but are not limited to: course preparations; balance of workload components based on faculty review; agenda for research, creative and professional activity; administrative duties; timing of activities (e.g., publication and grant deadlines, course load in given terms, and promotion review dates); and job description. Policy with respect to revising courses or creating new ones needs to take into account the nature of course design in different SOJC areas. Typically, creating and revising courses is an inherent part of teaching them responsibly and is therefore an expected part of the job.

Each TTF member must be fully engaged in his or her professional responsibilities for the SOJC to the extent of his or her appointment, and must be engaged in work or reasonably available for work for the entirety of the term for which he or she is employed unless on approved leave.

(a) Courses. Although courses vary in size, format and level, the general practice will be to consider all 4- and 5-credit courses equivalent. In the case of team teaching, the general practice will be to prorate teaching credit. For example, two TTF assigned to one 4-credit course would receive 2 credits each toward overall teaching assignment for the academic year. Giving them different weights should be the exception and would need a compelling justification.

(b) Teaching and Service Assignment Process. TTF course and service assignments are made by the Dean or designee in consultation with area directors with primary consideration for University and SOJC curricular, research/creative/professional and service needs, and secondary consideration of individual faculty interests. This is a two-part process — entailing initial contract discussions as well as annual reviews — as detailed in this document's preamble.

Refusal to accept an assignment that is appropriately aligned with an active contract (i.e. not considered overload) may jeopardize a TTF member's status. The needs of the University occasionally require temporary assignment of TTF effort outside the SOJC (e.g. in First-Year Programs and interdisciplinary, enrichment, or honors programs). Such reassignments, and the compensation that

accompanies them, if any, are at the discretion of the Dean or designee. An individual TTF member may be offered a course release from regular teaching assignments and/or a stipend to teach a course in another University unit, or to perform administrative service outside the SOJC, at the discretion of the Dean or designee in consultation with the appropriate area director.

(c) Course Cancellation

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.

(d) Banking of Course Reductions

A TTF member may request to “bank” a course reduction (i.e., defer its redemption beyond the term in which the Dean or designee offers it). The Dean or designee will give due consideration to both personal and professional reasons for the requested deferral. However, it is understood that where the request conflicts with SOJC limitations and/or needs, SOJC limitations and/or needs are given priority. Faculty may bank a maximum of one course reduction at any given time.

(e) Advising and Student Contact

Regular academic and/or career advising of, and contact with, students is considered a normal part of TTF members’ teaching assignments, undergraduate and graduate communication, and mentoring. This includes being accessible to students, holding regular office hours and communicating with students via phone, email and/or course sites.

Small or irregular advising expectations beyond the routine may be considered service. When such expectations are more substantial and more formal aspects of a TTF member’s duties, they may be considered an additional professional responsibility with possible course release and/or compensation. Variation in assignments or compensation entails consultation with the SOJC Dean or designee.

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 available to students via email and/or other appropriate online media. If faculty have been given time off from teaching, they still have a responsibility to make themselves available to students and advisees during that period of time.

3. Thesis, project, and dissertation committees. TTF should expect to serve as chairs or members of both undergraduate and graduate thesis, project, 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.

(f) Service

All faculty are expected to contribute to the service needs of the SOJC, University, and their professional fields. Assignments will vary by individual faculty member.

- 1. Shared governance.** TTF bear significant responsibility for shared governance and are therefore expected to serve actively on School and university committees and in other roles in service to the institution. Assistant professors are expected to perform some service, typically within the School, though less than associate and especially full professors, for whom service expectations both inside and outside the School rise substantially over the course of a career.
- 2. SOJC service.** TTF are expected to take part in the normal service workload of the School. This includes participation in standing and ad hoc committees work as spelled out in the SOJC's internal governance document, any regular work needed (in the judgment of the Dean) 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.

(g) Research/Creative/Professional work

Research, creative and/or professional productivity is expected of all TTF and will vary by individual faculty member.

(h) Major administrative expectations

Major administrative assignments are distinguished from the service described above by their duration and level of responsibility. Overall FTE will be adjusted accordingly in consultation with the Dean or designee.

(i) Scheduling and Assignments

Except as determined otherwise by the Provost, the Dean or designee shall be responsible for the

scheduling and assignment of all TTF members' professional responsibilities. A faculty member may submit in writing, as part of the annual report process, his or her preferences regarding allotment of time for teaching, research/creative/professional work, service, and other professional responsibilities as set forth in this policy; and for his or her preferences regarding anticipated resource needs. The faculty member shall be afforded the opportunity to meet with the Dean or designee at least annually, before responsibilities are assigned, to discuss the member's preferences regarding assignments, time allotment, and anticipated resource needs.

The Provost, Dean or designee may modify scheduled assignments, provided that the changes have been discussed with the faculty member beforehand and are not made for arbitrary or capricious reasons. Although faculty may request adjustments of schedules or assignments, such adjustments will depend on University and SOJC curricular and operational needs.

(j) 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.

(k) Stipends.

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

(l) 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.

Section 5: Conditions for Terms Without Formal Course Assignments

The 2015 UA/UO Collective Bargaining Agreement specifies in Article 17 Assignment of Professional Responsibilities:

Section 7. Each bargaining unit faculty member must be fully engaged in teaching, research, and service work for the university to the extent of his or her appointment, and must be engaged in work or reasonably available for work for the entirety of the term for which the bargaining unit member is employed unless on approved leave.

Full-time faculty employment implies availability any time University business is normally conducted and regular presence on campus, not only for teaching classes and for attending scheduled meetings and office hours, but also for formal and informal consultations with students, colleagues, and others who interact professionally with the faculty. These activities are essential to the functioning of any university.

Faculty are therefore responsible for meeting their obligations during the instructional, advising, and examination periods even if they are not formally assigned a course for a term. The following guidelines outline the obligations of faculty who may be absent from teaching or other FTE or campus-related responsibilities.

This policy clarifies expectations and protocols for requesting approval for a term without a course assignment while on a full-time, nine-month or summer contract. This policy does not apply to those on leave without pay, sabbatical or family/ medical leave, course “buyouts” from other units, or summer months when not on contract.

Process for requesting a without teaching responsibilities

Faculty may propose an annual course-assignment schedule that provides for a term without teaching responsibilities in accordance with the following considerations:

1. Such proposals must be made prior to the beginning of the academic year in order to facilitate course schedule planning—ideally in Winter term of the previous academic year.
2. Faculty members must first submit requests to their Area Director(s) stating the reason for the request and the intended use of the time that would normally be devoted/assigned to courses (typically, but not exclusive of, time to concentrate on scholarly/creative/professional work). Requests will then be forwarded with a recommendation to the Associate Dean for Undergraduate Affairs and the Senior Associate Dean, who will consult with the Dean. Approval will be indicated by email to the faculty member and Area Director.
3. When a request for a term without teaching responsibilities is made, the appropriate Area Director(s) and Associate Dean(s) will consult with the faculty member to determine how the normal, three-term course load will be redistributed over the remaining two terms.
 - 3.1. Barring unforeseen ad hoc curriculum or research/creative/professional work needs, faculty should not request “stacking” of courses into one or two terms in order to effectuate a “term without course responsibilities” without officially requesting it.

- 3.2. However, commitments to teaching in other units (e.g., joint appointments or Honors College) may result in the need to stack courses for programmatic reasons and should not be considered as an official term without assigned course responsibilities. This allows for a subsequent request for a term without course-assignment responsibilities.
4. Nonetheless, faculty are discouraged from officially requesting more than one term without course responsibilities in an academic year, or from repeating requests for terms without course assignments in consecutive academic years (unless previous requests have been denied). Such requests will be determined on a case-by-case basis with preference given to faculty who have not made requests for or been granted a previous term without assigned course responsibilities.
5. Priority exceptions will be given to untenured tenure-track faculty so they may take time away from course assignments to focus on their research, professional, and/or creative portfolios as they work toward tenure and promotion. Faculty approved for terms without course assignments will still be expected to fulfill advising, service and research responsibilities.
6. A term without course assignments does not remove the obligation to participate fully in the activities of the school: attending faculty meetings, holding office hours, advising undergraduate and graduate students, and undertaking other service responsibilities.
7. Any reduction in a faculty member's normal course load will require a parallel reduction in FTE, course release, or an equivalent substitution approved by the Dean.
8. Faculty who cannot meet their classes or fulfill their advising and other responsibilities, must request a temporary reduction in their FTE appointment, unless the absence is due to illness, bereavement or other such leaves and has been approved by UO Human Resources. See this site for information about employee leaves: <https://hr.uoregon.edu/hr-programs-services/employee-leaves>
9. Associate Deans and Area Directors will follow this same procedure and gain approval from the Dean.