

## **School of Music and Dance Tenure-Track Faculty Professional Responsibilities**

In accordance with the Collective Bargaining Agreement (CBA) between the University of Oregon and United Academics, this policy describes the assignment of professional responsibilities for the Tenure-Track Faculty (TTF) in the UO School of Music and Dance (SOMD).

### **PREAMBLE**

TTF members play a critical role and contribute significantly to the mission of the SOMD. Although their primary mission is to teach undergraduate and graduate students and conduct significant work in research, scholarship, and creative activities, they also make highly important service and administrative contributions. SOMD TTF members teach, create, research, administer programs, develop and oversee undergraduate and graduate curricula, advise and mentor students, participate in university governance, and serve public and professional communities outside the university. This document addresses the assignment of professional responsibilities for TTF members in the areas of teaching, research/creative activities, and service/administrative contributions. While this document describes the assignment of professional responsibilities in detail, faculty members are encouraged to communicate with their area head, the department head of dance, and/or the dean or dean's designee at least annually before responsibilities are assigned to discuss their teaching preferences and how those correspond to the curricular and enrollment needs of the school.

Typically professional responsibilities for TTF members focus equally on teaching and research/creative activities. However, their assignments will vary depending on their abilities and interests, school and university needs, and opportunities for leadership and research/creative/professional work and professional development. Accordingly, this document provides guidelines for determining equitable and appropriate workloads for TTF members in the SOMD.

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

Professional responsibilities are assigned to faculty members by the dean or designee based on the full curricular, research/creative/professional, and service needs of the SOMD. The dean and TTF members recognize the necessity to honor the trust and authority placed in them by operating in good faith in a collegial manner and adhering to the guiding principles of equity, parity, and inclusiveness in making all assignments.

TTF members are evaluated according to rigorous academic standards typical of other major American research universities. They are expected to attain—and maintain—a full spectrum of accomplishment in research/creative activities, teaching, and service. The occupational security and flexibility that TTF members 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. This document should be read and applied in conjunction with the document entitled *SOMD Promotion and Tenure Guidelines*.

In accordance with the CBA between the University of Oregon and United Academics, this policy describes the assignment of professional responsibilities for TTF members in the UO School of Music and Dance. All TTF members 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 SOMD. Should discrepancies exist between SOMD's *Tenure-Track Faculty Professional Responsibilities* policy and the CBA, the CBA supersedes the SOMD policy.

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 RESPONSIBILITY ASSIGNMENT CATEGORIES**

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. Assignment of professional responsibilities may consist of some combination of instructional activities (including but not limited to class preparation, classroom teaching, studio teaching, ensemble directing, ensemble coaching, evaluation of student work, advising and mentoring, and various forms of communication with students); research, scholarship, and creative activity; and service to the SOMD, the university, and to external organizations and communities.

### **DEVELOPING POLICY**

All TTF members in the SOMD will have the opportunity to participate in the ongoing development of written policy for the assignment of professional responsibilities and stipends or academic support resources for TTF members, by first considering any input provided by the dean or designee. The faculty will submit its recommended policy to the dean or designee for review. The dean or designee will document and discuss any revisions he or she makes to the policy with the faculty before submitting his or her recommended policy to the provost or designee. The provost or designee will have final authority to establish the policy for the school. If the provost or designee materially alters the faculty-recommended policy, they will provide a written explanation for the change(s) to SOMD faculty members. The dean, vice president, provost, or designee may initiate changes to established policies by informing the appropriate faculty of the change being considered, thereby initiating the process described in this section.

### **WORKLOAD PERCENTAGES AND DESCRIPTIONS FOR TTF MEMBERS**

Besides teaching their courses and guiding students in other ways, TTF members should be engaged in research, scholarship, and/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, in recognition of the critical role TTF members play in shared governance. As a rough guideline, full-time TTF members

should spend approximately 40% of their effort on research, 40% on teaching, and 20% on service over the academic year. It is understood that it is neither practicable nor desirable to rigidly define each duty or responsibility, as the efforts required to execute such duties and responsibilities will vary depending on an individual's prior experience and specific skill set. 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. Indeed, faculty members may request consideration of adjustment of schedules or assignments.

## Teaching

---

**Standard Load.** The standard course load for TTF members in the school will vary dependent upon the nature of teaching pedagogy used with three typical models found within the SOMD.

### **MUSIC TTF WORKLOAD AND COURSES**

The specialized nature of music faculty workloads varies considerably based upon the type of courses assigned and the pedagogical methods used in instruction, supervision, and mentoring. The SOMD music faculty members generally teach in one of three workload scenarios: "Music Academic Faculty," "Music Performance Faculty," or a hybrid combination of "Music Academic/Performance Faculty" duties. Dance faculty workload will be defined in a separate section of this document, but dance faculty member workloads also vary by the nature of teaching pedagogy used. Listed below is an outline of the nature of course assignments in music for each of the three categories.

#### ***Music Academic Faculty (Ethnomusicology, Musicology, Music Education, Music Theory)***

Standard workload guidelines for 1.0 FTE tenure-track "academic" faculty members include a typical course assignment of 5 or 6 courses per year of 2-3-4 credit courses totaling 6-9 hours per week of classroom contact time. Variation in assignments requires consultation with the SOMD dean's office. Academic faculty member assignments can vary depending upon class size, course credit, class contact time, class nature and grading needs, assistance from graduate teaching assistants (also called GEs for graduate employees), and the needs of the academic area in balancing total area student credit hour production.

#### ***Music Performance Faculty (Applied Music/Performance, Composition, Conducting, Music Technology, Jazz Studies)***

Typical workload guidelines for 1.0 FTE tenure-track "performance" faculty members include a teaching assignment based upon contact hours as the bulk of teaching consists of one-on-one private studio lessons, master classes, small ensemble coaching, and conducting averaging 15-20 contact hours per week. Variation in assignments requires consultation with the SOMD dean's office. Performance faculty assignments can vary in class size, course credit, class contact time, class nature and grading needs, as well as assistance from GEs.

#### ***Music Academic/Performance Faculty (Applied Music/Performance, Composition, Conducting, Music Technology, Jazz Studies)***

Standard workload guidelines for 1.0 FTE tenure-track "academic/performance hybrid" faculty members are varied assignments due to the nature of the faculty member's area of expertise, size of the program, and the curricular needs of the unit. Many of the school's course offerings include laboratory courses that offer only one or two credits, but which meet from one to six contact hours

per week. In these circumstances, load credit will be based upon contact hours similarly to those of performance faculty teaching one-on-one studio lessons, master classes, small ensemble coaching, and conducting. Therefore, teaching loads will be formulated using a combination of the Music Academic Faculty load, usually one “academic-type” course plus one-half of the usual Music Performance Faculty load, normally 8–10 contact hours of instruction. Variation in assignments requires consultation with the SOMD dean’s office.

#### **DANCE TTF WORKLOAD AND COURSES STATEMENT**

The study of dance in both practice and theory requires dance TTF members to engage in both experiential studio practices and more traditional classroom settings. TTF members are both practitioners of and theoreticians in varying areas of dance as a field of study. TTF workloads are spread across both required and elective courses for majors and minors, often inclusive of General Education courses offered in dance. Dance TTF teaching workloads can span from 100-level introductory courses to 600-level graduate courses.

A dance TTF member typically teaches a workload of 5–10 courses per year. These courses vary from 1 credit to 4 credits, totaling 8–12 contact hours per week. An annual load of 5 courses would be, for example, predominantly 4-credit lecture courses with high enrollments on a 2-2-1 schedule for fall, winter and spring terms. An example of a 10-course annual load would be 1-credit studio courses distributed through the year as a 3-3-4 course schedule for fall, winter, and spring.

Dance TTF members are also expected to engage in individualized instruction with both upper division undergraduate and graduate students.

**Course Revision.** TTF members 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 SOMD (including General Education).

**Independent Study Courses.** In addition to the standard course load, TTF members frequently supervise both graduate and undergraduate students 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.** Course releases for major SOMD service or to promote the research programs of individual TTF members, and for other approved reasons shall be allocated by the dean or department head of dance, acting in compliance with the course release policy described below. The total number of course releases available for these purposes will be set annually by the dean’s office in a way that meets the curricular and enrollment needs of the university while also promoting the research and service capacity of the SOMD faculty.

A TTF member may be offered a course release(s) from the SOMD—with or without a stipend—to teach a course(s) in another department or program, or to perform administrative service in or outside the SOMD. Approval of such assignments is at the discretion of the provost, dean, or other designee, acting in consultation with the heads or directors of both the home and the host units.

A TTF member 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 of dance, area head or dean, unduly compromise the program's ability to meet the curricular and enrollment needs served by the faculty member's course in either its own or other academic programs. Release from more than one course through grant or fellowship buyouts requires approval from the dean's office.

**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 dean or department head of dance, and so long as the unit can meet its curricular and enrollment needs with existing resources. In particular, the two 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.

**Course Cancellation.** Should circumstances require the cancellation of a course or teaching assignment for any reason, the dean or designee will formulate an equitable plan to make up for the faculty member's lost work that results from last-minute course cancellations. The dean or department head of dance will consult with the faculty member and assign alternative duties at the same FTE in the same term, or reassign the affected faculty member to another appropriate course, or alternative assignment, in the same academic year so as to remain fully engaged at the appointed FTE.

## **Advising and Student Contact**

---

**General Advising Expectations.** TTF members 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 on the 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.

**Office Hours and Student Contact.** TTF members should hold at least two office hours a week during the terms in which they teach and make themselves reasonably available to students via phone, email and/or other appropriate online media or course sites. Although the SOMD has professional advising staff as well as unit-based directors of undergraduate and graduate studies, academic and career advising as well as mentoring for undergraduate and graduate majors is considered a normal role of TTF members and considered a part of the teaching responsibilities.

**Thesis and Dissertation Committees.** TTF members 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.

**Graduate Education.** Extensive advising and mentoring of graduate students, both inside and outside of formal coursework, are a particular responsibility of the TTF, and often inseparable from a TTF member's own research program. In addition to writing recommendation letters and serving as references, TTF members customarily help their graduate students secure postgraduate positions and connect them to appropriate professional development opportunities and networks in their fields.

## **Research, Scholarship, and Creative Activities**

---

Each TTF member is expected to pursue and maintain an active program of research, scholarship, and/or creative activity appropriate to his or her professional qualifications, expertise, and evolving professional interests as defined in the SOMD tenure and promotion policy; and to disseminate the fruits of this effort to appropriate scholarly and lay audiences through publication, presentation, performance, creation and other forms of accepted activities. Individual faculty member research programs are monitored, evaluated, and rewarded through established 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 and creative disciplines.

## **Service**

---

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

**Shared Governance.** The TTF bear special responsibility for shared governance and are therefore expected to serve actively on departmental/area, school, and university committees and in other roles in service to the institution. Assistant professors are expected to perform some service, typically within

the SOMD, though far less than associate and especially full professors, for whom service expectations both inside and outside the SOMD rise substantially over the course of a career.

**SOMD Service.** The TTF are expected to take part in the normal service workload of the department/area/school. This includes participation in standing and *ad hoc* committee work as spelled out in the school's internal governance document, any regular work needed (in the judgment of the area head/department head of dance/dean) beyond that, and any other service work that may happen irregularly (for example, curricular review and program review).

**Professional Service.** TTF members often serve as members or officers of professional organizations, editorial boards, and conference and prize committees for their disciplines at the regional, 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.

### **DEFINITIONS AND CLARIFICATIONS**

For the TTF, professional responsibility assignments will account for individual faculty needs and evolving interests, qualifications, and expertise, as well as the needs of the school, generally accepted practices in the field, and 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 member review and promotion; professional development expectations; agenda for research, scholarship, and creative 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 SOMD areas. Typically, revising courses is an inherent part of teaching them responsibly and so is an expected part of the job. If course creation is outside the normal expectations for TTF members, an adjustment of workload allocation or other compensation may be made. Variations from the standard workloads described above require consultation with the SOMD dean's office.

### **SERVICE AND SCHOLARSHIP/CREATIVE WORK/PROFESSIONAL DEVELOPMENT**

The non-teaching expectations of each TTF position, including service, scholarship/creative work, and professional development, will vary by individual faculty member and will take into consideration individual faculty member needs as well as SOMD and university needs.

### **MAJOR ADMINISTRATIVE EXPECTATIONS**

Major administrative assignments are distinguished from the service described above by their duration and level of responsibility. Overall workload assignments will be adjusted accordingly in consultation with the dean's office.

### **TEACHING AND SERVICE ASSIGNMENT PROCESS FOR TTF**

Except as otherwise determined by the Provost, TTF course and service assignments are made by the dean or designee in consultation with area heads in music and the department head of dance with primary consideration for university and SOMD curricular, research/creative/professional and service needs, and secondary consideration of individual faculty member interests. The needs of the university

occasionally recommend temporary assignment of a TTF member's effort outside the SOMD (e.g., in First-Year Programs, 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 and/or a stipend to teach a course in another university unit, or to perform administrative service outside the SOMD, at the discretion of the dean acting in consultation with the area head or department head of dance.

An individual's particular professional responsibilities shall be assigned in accordance with SOMD policy. Assignments shall reflect:

- a. the instruction, research, and service needs of the university and the SOMD;
- b. the faculty member's qualifications and expertise and potential to acquire the appropriate expertise;
- c. the faculty member's evolving professional interests;
- d. generally accepted practices in the field; and
- e. a realistic balance of duties consistent with the SOMD criteria for review.

### **SCHEDULING AND ASSIGNMENTS**

The dean or designee (music area heads and/or department head of dance) shall be responsible for the scheduling and assignment of all faculty members' professional responsibilities in consultation with the area head or department head of dance. As part of the annual review process, a faculty member may submit in writing his or her preferences regarding assignments for teaching, research, service, and other professional responsibilities as set forth in this policy, and the member's anticipated resource needs. The faculty member shall be afforded the opportunity to meet with his or her dean, director, or designee at least annually, before responsibilities are assigned, to discuss the faculty member's preferences regarding assignments and the member's anticipated resource needs. The dean or designee may modify scheduled assignments, provided that the changes have been discussed with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons. Although faculty members may request consideration of adjustment of schedules or assignments, such adjustments will depend on university and SOMD curricular and operational 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.

Each TTF 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 faculty member is employed unless on approved leave.

**Overload Assignments.** An overload assignment is (1) an assignment that is in addition to the TTF member's regular assignment and FTE status; (2) a one-time or limited assignment, made or approved by the dean 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 TTF member's primary job responsibilities.

Except as otherwise indicated in Article 17, Section 10 of the CBA, overload appointments will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty members may request that overload compensation take the form of course release. Approval for



course release will depend on the curricular and operational needs of the SOMD and the university. No TTF 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. The allotment of stipends, when appropriate, will be consistent with university and college policy.