

TTF Professional Responsibilities Policies

PHILOSOPHY DEPARTMENT

Approved by Department in December 2015

CAS Revision May 5, 2016 modified Nov. 10

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. 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. Service duties are generally secondary, in particular for assistant professors, but increase significantly with each advance in rank. Individual workload assignments should 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, 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 each during the academic year. 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.

2. Course revision. TTF are expected to revise their courses as needed to

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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 load reduction. These policies are described in section IV 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.

6. Course load increase for research inactivity. In the event of protracted research inactivity, as evidenced by two successive post-tenure reviews that find that an individual TTF does not meet expectations for scholarly activity, the department may reallocate that individual's FTE so that more time is spent on teaching, with a correspondingly higher course load. Additionally, individual faculty may request this option. This affords a TTF the opportunity to continue making a full-time contribution to the department's mission. As a means of supporting the reestablishment of a TTF's research program, however, development plans for such faculty may prescribe conditions for the full or partial restoration of a standard course load.

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 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.

The undergraduate studies director and the graduate studies director carry primary responsibility for general advising.

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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.

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 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

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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 assignments

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. The Department Head assigns faculty to serve on the various standing and ad hoc committees and appoints the heads of the various committees. The Department Head appoints the Associate Head, and makes an agreement with the Associate Head as to appropriate duties. At the Department Head's discretion, and with his/her collaboration, it will generally be the responsibility of the Associate Head to coordinate teaching schedules and oversee implementation of curriculum in accordance with program needs for both faculty and graduate students.

The Department Head will, each fall or winter term, request a list of teaching preferences from each faculty member. In accordance with the department's teaching needs, the Associate Head, in consultation with the Department Head as well as the Directors of Undergraduate and Graduate Studies, will construct the academic schedule for the following year as specified in the Internal Governance Policy.

The College and the University recognize the value of teaching that occurs outside a faculty member's home department, whether in another department, in another college, in an interdisciplinary academic program, or in an enrichment program. A faculty member may be offered such a teaching opportunity, with or without a stipend, in lieu of a course assignment in the home department. 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.

A faculty member shall be afforded the opportunity to meet with their Department Head at least annually, before responsibilities are assigned, to discuss their preferences regarding assignments for teaching, research, service

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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 department head discusses changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons.

B. Overload assignments

These are stipulated by Article 17 of the Collective Bargaining Agreement with United Academics.

C. Stipends

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

D. 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, 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.

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IV. Course load reduction

There are three main ways a faculty member's course load in a department 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 department either for an assignment in another unit, or for some other purpose (e.g. to serve as Associate Dean), or C) a course release where someone is given a course reduction without any funds or FTE exchanged for this reduction (e.g. to serve as DGS within the unit). Any reduction in course workload for a faculty member is subject to the department meeting its curricular needs and requires approval by the department head and Dean.

A. Course buyouts

See CAS course buyout policy.

B. FTE reassignment to unit outside of the department

A TTF may be offered an assignment in a unit other than the home department, with or without additional compensation, to perform duties outside the home department by reassigning the FTE of the faculty member. For example, appointment into an Associate Dean position in the College reassigns part or all of a person's FTE in course instruction to administration.

C. Course release

The Dean provides an allocation of course releases to the departments annually (not including the department head/program director releases). The departments determine how to allocate those course releases, as described below. If the department uses more course releases than allocated by the Dean in a given year, these will be charged to future allocations. The department may carry forward extra course releases up to 25% of its annual allocation.

The Associate Head, the director of graduate studies and the director of undergraduate studies may each receive one course release for the academic year of their service.

Additional course releases that promote the department's research, service, and teaching missions may be granted to a TTF by the department head so long as this still allows departments to meet curriculum needs with the present number of available TTF. The Dean's Office will examine course release policies to ensure they do not result in overall reductions in number of classes across a department or an increased need for instructional faculty.

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Junior TTF may be eligible for two course releases for research prior to receiving tenure.

Additional course releases for research may be granted to tenured faculty (excluding the Department Head) during a three-year period after successfully passing tenure review, third year review, or sixth year review. To successfully pass their reviews means that faculty met or exceeded expectations in research, teaching, and service. The three- and six- year reviews may coincide with promotion reviews in which case the promotion review will be used for determining eligibility for course releases for research.

As regards the allotment of course releases, priority will be given to faculty who have consecutively taught 3 courses enrolling more than 200 students in a three-year period. Names of other eligible faculty will be drawn at random. Faculty who received an additional course release for research (this excludes course releases that are funded externally) may not receive another course release until all other eligible faculty have been granted one.

In order to be eligible to receive a course release, each faculty member will submit a request for a course release to the Department Head as soon as she or he becomes eligible. The Head and the Associate Head may then schedule the course releases in consultation with the requesting faculty member.

The Department Head may make arrangements with other units to insure that jointly appointed faculty receive equitable opportunities for course release, with the burdens of these releases distributed across the units according to the degree of appointment. For each jointly-appointed faculty member, the Department head, faculty member and the faculty member's other department(s) will develop a memo of understanding specifying the arrangements for receiving course releases.

A faculty member may bank a course release for use in a subsequent academic year. 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.

A department head may require a faculty member to bank a course release if the department cannot otherwise meet its curricular and enrollment needs for a given year with available resources.