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.

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 tenured faculty members in the department is 5 courses of at least 4 credit hours each during the academic year. Based on past practices, the course load for junior faculty members is 4 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 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.

6. **Course load decrease for research activity.** If tenured faculty members demonstrate evidence of continued research activity, as evidenced by peer-reviewed publications, successful grant-writing efforts, or awards or other forms of recognition within that faculty members’ field, the department may reallocate an individual TTF’s FTE so that more time is spent on research, with a correspondingly lower course load. This affords a TTF the opportunity to continue making a full-time contribution to the department’s research profile.

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.

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 release 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.

D. Overload assignments

Dean’s Guidance: Provisions on overload assignments are currently under discussion between Academic Affairs and United Academics and will be updated as information becomes available at a later date.

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, 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.

IV. Course release policy

WGS is a small department, currently comprised of a number of joint appointments. On one hand, this means that WGS does not normally appoint an associate head or directors of undergraduate and graduate studies. On the other hand, the small size of the department, the high percentage of joint appointments, and the fact that many faculty members in WGS (junior and senior) also play leadership roles relating to equity and inclusion in the broader university community, means that WGS faculty members typically have less time to contribute to departmental service. In light of this, the department may choose to provide a course release for undergraduate or graduate advising over the course of a fiscal year or other substantial administrative work as documented by the department head. Course releases may also be provided for other occasions that promote the department’s research, service, and teaching missions. All proposals for course releases must be submitted to the department head, backed by rationale and data, and discussed and voted on by the full faculty.

Given the size of the department and existing teaching needs, in any given year there may not be enough course releases available to accommodate all proposals. If there are multiple proposals, and given university-wide funding for course releases related to
research (OHC, CSWS, Wayne Morse, and UMRP funding), proposals for releases related to administrative work or teaching will be prioritized.

NB: Course releases for department and program heads are set by the Dean’s Office and are not counted among course releases allocated for internal use.

A faculty member may bank a course release (or fractional 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.