

**Faculty-in-Residence
Professional Responsibilities
Policy**
CLARK HONORS COLLEGE
**Approved by the Office of the
Provost Dec. 21, 2022**

I. INTRODUCTION

The Robert D. Clark Honors College (CHC) is comprised of core faculty who teach, advise students, serve on CHC thesis committees, participate in College governance and service assignments, and pursue professional development opportunities. The core faculty include:

- Faculty-In-Residence (FiR, are Tenure Track faculty) appointed by the Provost via appointment letter
- Career faculty with appointments in the CHC
- [Officers of Administration](#) (OAs) whose appointments are entirely in the CHC, with terminal degrees in their field, and whose position descriptions include expectations for teaching, advising, and service

This document outlines the expectations for CHC Faculty-in-Residence (FiR).

II. WORKLOAD EXPECTATIONS FOR FACULTY-IN-RESIDENCE

Teaching in the CHC is distinguished by small classes and close interaction between faculty and students, including significant responsibilities for academic advising, career mentoring, and participation in CHC theses committees as CHC representative.

FiR appointments are three years in length. For the duration of the appointment, 0.4 FTE (research) will remain in the FiR's home unit or department, while 0.6 FTE (0.4 FTE for teaching and 0.2 FTE for professional development and service, including advising students and serving as a CHC representative on student theses) will be devoted to the CHC. If requested, the CHC may adjust service to accommodate service required in the home unit. In addition, the course load can be modified to allow faculty to teach one graduate course in alternating years with departmental approval (the timing of the graduate course will be written into appointment letters to help with CHC and departmental planning). If a FiR elects to teach one graduate course in their home department, during the year in which the graduate course is taught, they will teach three undergraduate courses in the CHC.

1. Research (40%)

- A.** The CHC values the contributions of research-active faculty to the curriculum. Faculty-in-Residence in the Clark Honors College are expected to maintain an active program of research and scholarship appropriate to their professional qualifications, expertise, and evolving professional interests; and to disseminate the results of these efforts to appropriate scholarly

and lay audiences through publication and other forms of presentation. Individual faculty research programs are monitored, evaluated, and rewarded through departmental or unit review, including promotion and tenure, post-tenure review, and merit review processes.

2. Teaching (40%)

- A.** Standard course load: The standard course load for CHC faculty-in-residence is four undergraduate courses. FiR are expected to teach both lower-division and upper-division courses. The Associate Dean for Undergraduate Studies, in consultation with the Dean, is responsible for the scheduling and assignment of all core faculty members' teaching responsibilities.
- B.** Course revision: FiR 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 College.
- C.** Independent study courses: In addition to the standard course load, FiR may choose to supervise 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.
- D.** Team-teaching: A course team-taught by two faculty members will count as half a course for each. A team-taught course may in some circumstances count as a full course for each faculty member with the approval of the dean and so long as the college can meet its curricular and enrollment needs with existing resources.
- E.** Letters of Recommendation: FiR are expected to write letters of recommendation for students.
- F.** Feedback to Students: FiR are expected to provide substantive feedback on all assigned work in a timely manner.
- G.** Approval of teaching outside of the CHC is at the discretion of the Dean or other designee acting in consultation with external departments or programs.

3. Advising, Thesis Committees, Service, and Professional Development (20%)

- A.** General advising expectations: In addition to advising, mentoring, and holding student hours for students enrolled in their courses, FiR are responsible for the academic advising of CHC students assigned to them at the start of the academic year. FiR will be assigned a maximum of 50 advisees. All FiR are expected to attend the second-year student advising welcome.
- B.** Student hours and student contact: During terms in which they are teaching CHC courses, all FiR offer 4 student (office) hours per week throughout the term in a mix of drop-in and scheduled sessions, and 2 student office hours per week in terms they are not teaching in the CHC to accommodate academic advising. They are also expected to provide appointments

for advisees and students who may not be able to make scheduled student hours.

- C. Thesis committees: FiR are expected to serve as CHC representative on no more than seven student thesis committees per academic year.
- D. Service: Regular attendance at faculty meetings, faculty-in-residence candidate presentations (either in-person or recorded), service on committees and attendance at significant college-wide events such as graduation celebration is expected.
- E. Professional development activities: These could include but are not limited to attending Teaching Engagement Program summer institutes or seminars related to teaching, pedagogical programs and workshops, scholarly and creative activities that help evolve teaching and pedagogy, being awarded and working on grants related to teaching, and the development of new courses and programs.
- F. Service Assignments: CHC service is assigned by the Dean, in consultation with individual FiR. Service outside the CHC that is to count in reviews will be determined through discussion between faculty and Dean or designee. The CHC recognizes the value of service to the university, community and profession, and will ensure a service load that aligns with service FTE. FiR may request consideration of adjustment of assignments based on previous high service loads, or departmental or university service obligations. Every effort will be made to ensure an equitable balance in service assignments.

4. Professional Expectations

- A. Shared governance: Faculty-in-residence are expected to participate in shared governance and in the normal service workload of the College. This includes participation in standing and ad hoc committees (see the College's internal governance policy on the Office of the Provost website), and other service work that may periodically arise (e.g., curricular and program reviews).
- B. Equity and inclusion: All faculty-in-residence 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. ASSIGNMENTS AND OVERLOADS

1. **Assignments:** FiRs shall be afforded the opportunity to meet with the CHC Dean annually, before responsibilities are assigned, to discuss the faculty member's preferences regarding assignments for teaching, service and other professional responsibilities and the member's anticipated resource needs. At the faculty member's request, their caregiving responsibilities shall be considered in the scheduling of assignments.

The Dean may modify scheduled assignments, provided they discuss changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons. Faculty members shall be given as much notice as possible about potential changes to their scheduled assignments.

Faculty members may request to adjust schedules or assignments.

2. **Impact of Enrollment on Assignments.** In the event of course cancellation for insufficient enrollment:
 - a. The College will work with the affected faculty member to determine if it is possible to replace the course assignment with an equivalent course assignment within the same academic year. The assignment of an equivalent course pursuant to the Section shall not be considered an overload assignment.
 - b. If it is not possible to replace the course assignment within the same academic year, the Dean may provide an equivalent, alternative assignment consistent with the department's workload policy. Examples of such work include but are not limited to the following: advising; determining course equivalencies for transfer credit; assessment projects; curriculum development; substitute teaching; recruiting for study abroad programs; and course development for future years. The equivalent, alternative assignment must be completed during the same term the canceled course was scheduled.
 - c. If assignments cannot be made under (a) and (b) of this section, the bargaining unit faculty member shall be assigned faculty-related work by the Dean's office.
3. **Overloads:** An overload assignment is (1) an assignment that is in addition to the bargaining unit faculty member's regular assignment and FTE status; (2) a one time or limited assignment, made or approved by the Office of the Provost, 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 bargaining unit faculty member's primary job responsibilities.

Overload appointments, except those with alternative compensation models, will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Bargaining unit faculty members may request that overload compensation take the form of course release when the duties are completed in the same academic year as the release. No bargaining unit 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 appointment or compensation.

IV. FiR EVALUATION AND RENEWAL

1. Initial appointment

Application process: The Dean will appoint a FiR review committee including core faculty from within the CHC. The search committee may also include UO faculty from outside the CHC. The review committee will read and evaluate the materials submitted by candidates for Faculty-in-Residence positions. In doing so, they will take into account the following criteria:

- Teaching experience & excellence: ability to create inclusive, engaged, and research-led; ability to design classes that will appeal to a wide range of majors; potential contributions to curriculum.
- Undergraduate advising and mentoring: experience serving as primary thesis advisor or

- equivalent, and/or advising or mentoring experience in their home unit.
- Research activity: as evaluated by their home unit in their most recent review.
- Service: record of service to UO and home unit.
- DEI: can contribute courses, pedagogical approaches, and leadership that enhance the CHC's commitments to equity and inclusion.

The FiR review committee will present their recommendations for a short list in writing to the core faculty and the core faculty will vote on finalists. The Dean will discuss this short list of finalists with Deans of schools and colleges for their approval. Approved finalists will then be invited to give public presentations open to CHC faculty, staff, and students.

Following these presentations, the CHC core faculty will vote on a recommendation about which candidates should be offered FiR positions, advisory to the decisions of the Dean and the Provost. Faculty-in-Residence will be appointed to the CHC via an appointment letter from the Provost's office, to the CHC Dean, the faculty member, and the Dean of the College that holds the faculty member's tenure appointment. The appointment letter will reflect the expectations for teaching, service and student contact.

The details of the Application Process and materials requested will be discussed and voted upon by the CHC faculty.

2. **Renewal Process**

If, in the final year of their appointment, a faculty-in-residence wishes to be considered for renewal, the faculty-in-residence requesting renewal will submit the following to the FiR review committee by December 1 of the last year of their appointment:

- Curriculum vitae
- Letter of intent to renew that describes teaching and service contributions to the CHC, as well as future contributions to the CHC curriculum and equity and inclusion initiatives
- Teaching statement (no more than 2 pp. in length) and evidence of teaching excellence, defined by the Provost's Teaching Engagement Program (TEP) as inclusive, engaged, and research-informed (e.g. peer reviews of teaching, teaching statement, representative syllabi, evidence of incorporating high-impact practices in their pedagogy and professional profile).

The FiR review committee will read and evaluate the materials submitted and present their recommendation in writing to the Dean. Renewals will take into account:

- Teaching experience & excellence within the CHC: inclusive, engaged, and research-informed; demonstrated ability to design classes that will appeal to a wide range of majors; potential contributions to curriculum
- Undergraduate advising and mentoring: experience serving as CHC representative on the appropriate number of CHC thesis committees, and advising and mentoring experience in the CHC.

- Research activity: as evaluated by their home unit in their most recent review.
- Service: record of service to the CHC and, when specified in the CV, to the broader UO community (which could include service roles in the faculty member's home unit).
- DEI: can contribute courses, pedagogical approaches, and leadership that enhances the CHC's commitments to equity and inclusion.

The CHC Dean will make a recommendation about renewal to the Provost, who will consult with the Dean of the home unit.

Faculty-in-Residence will be renewed via an appointment letter from the Provost's office, to the CHC Dean, the faculty member, and the Dean of the College who holds the faculty member's tenure appointment.