

## **TTF Assignment of Professional Responsibilities Department of Landscape Architecture**

### **I. Purpose**

This policy outlines the Assignment of Professional Responsibilities for Tenure Related Faculty members (TTF) in the Department of Landscape Architecture. The Landscape Architecture Department is distinctive within the College of Design in that we are a small department (< 10 FTE TTF), who offer studio-based professionally accredited degrees, a Ph.D. in the field, and who collectively engage in a broad range of innovative, cutting-edge research that makes us a national leader in landscape scholarship. The combination of this set of qualities requires flexibility in the definition of normal workload expectations to ensure timely matriculation of students and the full spectrum of academic and professional contributions of TTF. To accomplish this, TTF are expected to attain—and maintain—a full spectrum of accomplishment in research, teaching, and service, the nature of which can vary from year to year and over the course of a TTF member's career. 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 and ways of knowing, which are cardinal missions of any research university.

### **II. Workload expectations for TTF**

Besides teaching their courses and guiding students in other ways, TTF engage 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. Departmental expectations for each category of teaching, research and service, and at each rank, are described in detail in the department's Promotion and Tenure criteria. 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, recognizing that the weights may vary during a faculty member's career. Individual workload assignments shall reflect a realistic balance of duties consistent with the criteria for review for performance and promotion. To this end, our departmental tradition is that variations in assignments among faculty are resolved equitably by the department head in consultation with the faculty. This includes equitably balancing the combined expectations for teaching and service.

#### **A. Research**

Tenure-track faculty are expected to pursue an active program of research, scholarship, creative and/or professional activity appropriate to their qualifications, expertise, and evolving interests; and to disseminate the fruits of this effort to appropriate scholarly, professional, and lay audiences through publication and other forms of presentation. Individual faculty research programs are monitored,

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evaluated, and rewarded through established contract review, promotion and tenure, post-tenure review, merit review processes and through peer review, and are held to the national and international standards of relevant disciplines.

### **B. Teaching**

- 1. Inclusive Components.** The responsibilities for teaching a course is inclusive of the efforts required to prepare relevant course materials, update curriculum, teach, examine/review, grade, provide regular office hours, supervise affiliated Graduate Employees (GE), and provide mentoring/advising related to classwork.
- 2. Course Load.** *We note the diversity of our department's teaching, scholarship and critical enterprise in accord with the breadth of landscape architecture internationally as both an academic discipline and practicing profession.* The standard course load in the department is four-five courses, totaling 18-22 credits per academic year. Adjustments may be made based on departmental needs (see course load reductions-below). The department offers a range of class types and formats, some of which are distinctive to the pedagogic needs and traditions of our discipline. These include design studios, lecture courses, project-based lecture courses, seminars, field-based courses and short-course workshops. Faculty members often teach across this range, and there may be variability year to year in the number of courses and total credits taught by a faculty member. It is the responsibility of the department head to equitably balance teaching loads in relation to departmental needs over time, and across individual faculty.
- 3. Course revision.** TTF are expected to revise their courses as needed to incorporate advances in academic content and pedagogy, to incorporate evolving standards of multicultural and global perspectives where appropriate, and to ensure that their courses continue to promote the learning outcomes of the curricula and programs (including General Education) of which they are a part.
- 4. 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 credits.
- 5. Course load reduction.** Course load reduction for major departmental service and for other approved reasons shall be allocated in compliance with the course load reduction procedures described in Section IV below.

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- 6. Team-teaching.** Except where studio curricular structure is intentionally designed for a double studio of two studio cohorts taught by the two faculty members, 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, or to substantially increase enrollment capacity, or to promote interdisciplinary teaching within the school or college. In the latter cases, a team-taught course may count as a full course for each faculty member with the approval of all corresponding department or program heads, so long as the department 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.
- 7. Course or service 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, scholarship, and/or creative or productive professional practice (hereafter referred to as research) throughout their careers. This policy is intended to address concerns about research productivity after tenure, and 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 may include mentoring support and suggest directions for research, as well as timelines and measurable goals intended to enhance research productivity. 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. The faculty member is responsible for regularly consulting with their department or unit head.

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,

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which may include future changes to teaching and service loads.

- 8. Office hours and student contact.** TTF are expected to advise and mentor students who take their courses. They 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 points of contact.
- 9. Thesis and dissertation committees.** Extensive advising and mentoring of graduate students, both inside and outside of formal coursework, are a particular responsibility of TTF, and can be inseparable from a TTF's own research program. TTF should expect to serve as chairs or members of both undergraduate and graduate thesis and dissertation committees, as appropriate to their expertise, the needs of their academic unit, and the ambitions and interests of their students. Departmental expectations for what is the fair share for each individual faculty member will be based on equitable distribution of the necessary committee workload across all department faculty members and other assigned duties related to teaching and service.

### **C. Service**

- 1. Student advising.** TTF are expected to provide academic and career advising for students 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. TTF customarily help their students secure postgraduate positions and connect them to appropriate professional development opportunities and networks in their fields.
- 2. 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.
- 3. Departmental service.** TTF are expected to take part in the normal service workload of the department. This includes participation in department meetings, standing and ad hoc committee work as spelled out in the department's internal governance document, additional work needed as determined by the department head, and any other service work that may happen irregularly (for example, faculty searches, curricular review, and program review, including mandated professional degree program accreditation reviews).

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

### **D. Equity and Inclusion**

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.

## **III. Teaching and Service Assignment Process for TTF**

### **A. Assignment of duties**

Assignment of professional responsibilities by the department head falls primarily in the categories of teaching and service. They will consist of a combination of instructional activities (including class preparation, classroom teaching, evaluation of student work, advising and mentoring, and various forms of communication with students); and service within the department, school, college or institute, and the university, and to external organizations and communities in ways related to faculty members' research, scholarship, creative and/or professional activities. To the degree feasible, the department head may take into account the needs of individual faculty for assignment of these duties and their scheduling so as to support the conduct of their research, scholarship, and creative activity, while maintaining equitable assignment of duties among all faculty members.

Faculty members shall be afforded the opportunity to meet with the department head at least annually, before responsibilities are assigned, to discuss their preferences regarding teaching, research, service 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 department head will circulate to all faculty an initial draft of the coming academic year's annual teaching plan that meets the department's full curricular needs, in addition to a draft of the expected service role of each member. Both plans will be developed and revised in consultation with all affected faculty members to attempt to distribute responsibilities equitably while meeting the departments programmatic and administrative needs. Except as otherwise

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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 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.

Faculty members may request to adjust schedules or assignments. Such requests should initially go to the department head, who shall consider the request in the context of departmental needs and equity with the assignments of other faculty members.

### **B. Teaching and service outside the department**

The School and the University recognize the value of teaching that occurs outside a faculty member's home department, whether in another department, in another school or 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 assignment 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 in A&AA without a stipend.

### **C. Overload assignments**

Overload assignments are stipulated by Article 17 of the Collective Bargaining Agreement with United Academics. Overload assignments in some specific programs (identified in Article 17) 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 a course release, subject to the course load reduction procedures in section IV below. 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.

### **D. Stipends**

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

### **E. Cancellation and reassignment**

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- 1. Teaching:** 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, or to provide additional needed service for the department that utilizes a commensurate amount of effort during the term for which the course was cancelled. 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.
  
- 2. Service:** If a service assignment is cancelled for any reason, the Department Head will make reasonable efforts to reassign affected faculty members to another available service assignment or assignments for the same FTE.

### **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 for an assignment in another unit, or C) a course release where someone is given a course reduction without any funds or FTE exchanged for this reduction (e.g. administrative service within the department). 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. All agreements regarding course releases must be in writing and placed in the employee file, and must be signed by the Department Head and Dean. All course load reductions, and the establishment of essential instructional needs, shall be identified and calculated independently from TTF sabbatical leaves.

#### **A. Course buyouts**

A course buyout relieves the faculty member of work related to that course only. The faculty member is expected to continue all other professional responsibilities, including other teaching, advising, and service obligations. Policies regarding time away from campus during the academic year continue to pertain.

- 1. Internal course buyout:** A buyout funded from another unit within the university.
  - a. When a faculty member receives a course buyout from another UO unit, the amount A&AA or the department receives from that unit will be negotiated by the Department Head with the approval of the Dean.
  - b. When the department would like to buy out a non-A&AA UO faculty member, the amount paid is subject to the buyout rate set by, or negotiated with, the non-A&AA unit. Approval from Department Head and demonstration of adequate funding is required.

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- 2. External course buyout:** A course buyout from external grant funds or research funds controlled by an individual faculty member.
  - a. Grant or fellowship supported buyouts may be granted if, in the judgment of the Department Head, the buyout(s) do not unduly compromise the ability to fulfill the curricular, research, and service needs of the unit.
  - b. A course buyout from external funds will be at a flat rate of \$8,000 (subject to annual adjustment negotiated with the Dean's office). If a faculty member wishes to buy out additional courses the rate will be at .10 of annual salary.

The number of course buyouts for an individual faculty member may not exceed half of the faculty member's regular teaching load for the year, unless approved by the Dean. When considering the number of buyouts allowed, and which courses may be bought out, the department head will take into account not only support for faculty research but also the impact on the department's curriculum and students, and will work to identify courses that minimize negative impacts on the curriculum and students, and that sustain key teaching contributions of the faculty member in question.

### **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 to the other unit, with the expectation of the department being held harmless.

### **C. Departmental course release**

The Dean allocates course releases for the department head and for pre-tenure faculty. In addition, the Dean provides an allocation of course releases to the departments. The number of such course releases will be determined annually, based on departmental needs and funding availability. The department head will determine how to allocate those course releases, as described below.

#### **1. Allocation of course releases**

Course releases allocated to by the department head must allow the department to meet existing curriculum with the present number of available TTF.

Departmental course releases for administrative assignments or other work related to the educational mission of the department include recurring leadership positions (e.g. Associate Head, BLA Director, MLA Director, Ph.D. Director) and other recurring responsibilities (e.g. leading accreditation reviews, faculty searches). Ad-hoc administrative responsibilities that support the department's research, service, and teaching missions may also be considered, as well as other time-sensitive departmental priorities.



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The department's interests are best served by a flexible policy that gives the department head the ability to accommodate individual needs and unusual circumstances. Should additional course releases become available, the department head will issue a call for proposals to all TTF. Priority will be given for research and professional/creative work directly related to faculty progress toward tenure and promotion. Course releases must be distributed to allow for the curricular needs of the department to be met, and to maintain equity in the distribution of available course releases among TTF.

### **2. Deferral of course releases**

A faculty member may defer 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 deferred course releases. No more than two course releases may be carried forward at one time, and no more than one carried forward course release may be redeemed in a given year without the approval of the Dean or Dean's designee. A carried forward course release must be redeemed within two years unless otherwise approved by the Dean or Dean's designee.

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

All agreements regarding carry forward must be in writing and placed in the employee file, and must be signed by the Department Head.