**I. Preamble**

Dean’s Guidance: Departments may wish to adopt this paragraph without changes.

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**

Dean’s Guidance: Departments *may modify the percentages in the final sentence below*. These percentages need not correspond to those used to calculate merit increases since merit does not always correlate with effort expended. If they choose, departments may vary percentages based on faculty rank.

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**

Dean’s Guidance: Departments may wish to adopt this paragraph without changes. TTF research is a matter of individual discretion as part of one’s socialization to a discipline, and is monitored and incentivized through the other policies mentioned in the paragraph below.

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**

Dean’s Guidance: Few if any changes to paragraphs 1-5 below are likely to be needed since our intent is to maintain historical teaching loads. Departments are invited to modify paragraph 6 to adjust course loads for faculty members who remain research-inactive for a protracted period of time, as judged by the standards of the discipline.

**1. Standard load.**The standard course load for TTF in the department is [insert value] courses of at least 4 credit hours each during the academic year. [*Please note:* adjustments to course loads for junior faculty, if any, should be outlined in Section IV on course releases.] 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 increase for research inactivity*.*** In the event of protracted research inactivity, as evidenced by two successive unsatisfactory post-tenure reviews (three- and six-year), the department may reallocate an individual TTF’s FTE so that more time is spent on teaching, with a correspondingly higher course load. This affords a TTF the opportunity to continue making a full-time contribution to the department’s mission. As a means of supporting the re-establishment 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.

1. **Advising and student contact**

Dean’s Guidance: Departments, if they choose, are invited to modify this section to reflect local needs and expectations. It is appropriate for departments to recognize heavy advising duties for individual faculty members (e.g. a large number of Ph.D. advisees) via the department’s course release policy in section IV of this document.

**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.

1. **Service**

Dean’s Guidance: Departments, if they choose, are invited to modify this section to reflect local needs and expectations.

**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.

1. **Equity and inclusion**

Dean’s Guidance: Departments, if they choose, are invited to modify this section to reflect local needs and expectations.

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.

1. **Teaching and Service Assignment Process for TTF**

Dean’s Guidance: Aside from the portion in red below, departments may wish to adopt this section without changes.

**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. [Insert departmental process for determining teaching and service assignments for TTF here—adapted if appropriate from equivalent policy in Career NTTF policy document.]

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**

Dean’s Guidance: The course release policies referred to in paragraph II.B.4 above should be located here. They should be developed and duly approved by the TTF members of the department only. The goal of this section is to make transparent the criteria for course releases in each department.

Course release policies must allow departments to meet existing curriculum 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.

Policies should specify the number of course releases for each major administrative service position in the department (e.g. associate head, director of graduate studies, or director of undergraduate studies). *Note that 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.*

Policies should also describe other occasions for course release that promote the department’s research, service, and teaching missions. These may be drawn from existing practice in the department.

Since in any given year there may not be enough available course releases to accommodate all such occasions, departments should indicate how they will rank or prioritize releases and distribute them equitably among eligible faculty members.

If a faculty committee is involved in decisions on the allocation of internal course releases, its role should be described here. In most cases, the department or program head should enjoy some discretion to maintain equity and to ensure the unit’s research, teaching, and service needs continue to be met.

Finally, departments should include policies for banking course releases by modifying the language below as needed. Fractional course releases may be accumulated, and ultimately redeemed, to reward and incentivize activities for which full course releases may not be appropriate. The last sentence anticipates situations in which a department may be temporarily short-handed, or a particular faculty member’s course(s) are needed in a given year.

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.