

Approved by the Office of the Provost and Academic Affairs: December 5, 2017

I. Preamble

Non-Tenure Track Faculty referred to in this document include Career Non-Tenure Track Instructional Faculty (CNTTF) and Non-Tenure Track Instructional Faculty (NTTF), and Pro-Tempore faculty (unless otherwise specified). Collectively referred to as NTTF, these faculty are expected to attain—and maintain—a full spectrum of activity in teaching and service. Not all NTTF are expected to maintain research activity, though some NTTF will have FTE dedicated to research. This policy is intended to apply solely to Instructional NTTF; other faculty will find guidance in other policies. The workload for NTTF hired solely or predominantly for research will be outlined in their job description and should be reviewed each year as part of their annual review. If faculty members have dual roles that include instructions, they may find portions of this policy applicable.

Note: Pro-Tempore (Pro-Tem) Instructional Faculty are temporary, intermittent, or of limited duration either to respond to short-term fluctuations in enrollments or to gain special expertise from the professional community.

In the following policy, faculty workload in a department is considered to represent a set of typical standards for a faculty member's work effort during the academic year. These standards serve as an important starting point for discussion between an individual faculty member and their Department Head on the priorities of the college, department, and major. The discussion should also consider the faculty member's other commitments including clinical supervision, research, and administration. The standards articulated in this policy are designed to serve as a basis for determining faculty workloads that are intended to result in equitable faculty efforts within and across academic units. Variations from this policy in teaching, clinical supervision, service, and research activities are acceptable to the extent that they are documented in agreements between the faculty member and Department Head and approved by the Dean, and monitored regularly for equity. For work effort and expectations during the summer that are not addressed by this policy, faculty should review the summer session policy.

Following approval of this policy, an NTTF workload taskforce will be formed to gather feedback on the first year of implementation of the NTTF workload policy and suggest any necessary revisions.

II. Workload expectations for NTTF

The primary workload areas for NTTF faculty in the COE are: (a) Teaching, and (b) Service. Possible additional workload areas are: (c) Research, and (d) Administration.

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In general, full-time NTTF will spend approximately 80% of their effort on teaching and 20% on service during an academic year. This can be conceptualized quantitatively as 8 hours of service per week. For part time NTTF, FTE will be pro-rated to include service (for example, .50 FTE = .40 Teaching and .10 Service). Exceptions will be implemented for those NTTF whose responsibilities include research and/or administration activities. Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with criteria for annual review and promotion review.

A. Instruction

1. Teaching

- a. Standard load.** The standard teaching load for a 1.0 full-time equivalent (FTE) NTTF is eight (8) courses of at least 3 - 5 credits (minimum of 24-credits) during the academic year, or an equivalent load as determined by the department head and approved by the Dean in keeping with guidance provided by the college. In some cases, and with the approval of the Department Head and Dean, one course in the eight-course load may be a combination of 1- and 2-credit courses to equal at least 3-credits in total. NTTF are expected to be able to teach a full range of courses at different levels, on both broad and specialized subjects. Consistent with the mission of a professional school, NTTF may also be assigned, as appropriate to their academic program and qualifications, to serve as instructor of record for practica, internship, clinical supervision, or other field experiences.
- b. Course revision.** NTTF are expected to review their courses annually and revise 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 of which they are a part.
- c. Independent study courses.** In addition to the standard teaching load, NTTF may 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. The standard teaching load does not typically include infrequent or time-limited teaching activities.
- d. Course load reduction (buyout).** These policies are described in section IV below.
- e. Team-teaching.** A course that is team taught by two faculty members will typically count as half a course.

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2. Advising and Student Contact

- a. General advising expectations.** NTTF are expected to advise and mentor students who take their courses insofar as this is considered a normal part of teaching any course. NTTF 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 with whom they have interacted in coursework or other contact.
- b. Office hours and availability to students.** NTTF are expected to make themselves available to students through office hours and/or appointments during the terms in which they teach. They should also make themselves reasonably available to students via email and/or other appropriate online media throughout the academic year.

B. Service: The standard service load comprises 20% of each fulltime individual NTTF member's workload. This is equivalent to 8 hours per week though it may be dispersed irregularly throughout the academic year.

1. Shared governance. NTTF can serve actively on academic program, department, college, and university committees and in other roles in service to the institution.

2. Departmental, College, and University service. A range of activities that are directly related to the Department, College, and University constitutes service. For example, this includes academic program coordination, participation in standing and ad hoc committees and non-routine service work (e.g., curricular review and academic program review).

3. Professional service. NTTF are also encouraged to engage in service to professional organizations associated with their academic disciplines. Other examples of professional service include service to schools or other organizations at the local, state, national, and international levels, and peer review of academic publications, grants, books or other scholarly works.

C. Research

In some cases, and with the approval of the Department Head and Dean, research activity may be made part of a job description for an instructional NTTF. In these cases, faculty are expected to pursue an active program of research or scholarship appropriate to their professional qualifications, expertise, and evolving professional interests; and to disseminate the results of this effort through

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publication and other forms of professional media. For purposes of workload calculation, scholarship is considered a reasonably broad category that includes numerous faculty-directed and faculty-initiated activities, including, for example: (a) publication of books (i.e., academic press and trade press), (b) publication of articles in peer-reviewed journals, (b) publication of other scholarly work (e.g., book chapters, non-refereed journal articles, technical reports); (c) invited keynote addresses, peer reviewed presentations, and invited non-peer-reviewed presentations at national or international academic professional organizations, and (d) grant development and management activities. Individual faculty research programs are monitored, evaluated, and rewarded through established annual review, promotion, and merit review processes.

D. Administrative activity

In some cases, NTTF will be asked to serve in administrative roles within the university, college, department, or program. Such roles include, but are not limited to, Program Director, Program Coordinator, Clinical Director, and other administrative roles within departments, the COE, or the University. Workload and professional responsibilities for these roles are determined by the Department Head, Dean, or designee and must receive final approval from the Dean and be reflected in the position description. Given the variety of administration activities, both in terms of the specific activities undertaken and the time required for these activities, course load may be reduced accordingly in keeping with the guidelines listed in Section V below.

E. Equity and inclusion

NTTF are expected to contribute to the University's goals on equity and inclusion. Contributions may consist of research, instruction, and service activities as, committees or task forces, as well as involvement with academic and professional associations, non-profit, governmental, and/or private sector organizations. Faculty are also called upon to seek professional development opportunities related to supporting equity and inclusion across instruction, service, and research activities. In performing all of the roles described above – teaching, service, etc., NTTF are expected to act in a manner that contributes to a positive and inclusive work environment and is consistent with the university's discrimination policies.

III. The Position Description

A. Initial Development

Whenever professional responsibilities are assigned to an NTTF position such that they impact an NTTF's ability to adhere to the workload expectations outlined in this policy, those professional responsibilities must be clearly reflected in the faculty member's position description along with an indication of how many instructional assignments, service, or research duties the responsibility will supplant. The position description provides an overview of the instructional and non-instructional roles and responsibilities associated with each position along

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with the anticipated FTE associated with these responsibilities in the areas of teaching, service, research, and administration. The Department Head, as the designee of the Dean and Provost, should define in writing the overview of roles and responsibilities associated with each position and the proportion of FTE expected to be allocated to teaching, service, research and administrative activity/duties. Each NTTF must have a position description in their personnel file within 60 days of the implementation of this policy document regardless of contract period. Position descriptions should be reviewed and adjusted by the start of each contract period.

B. Annual review (the Workload Planning Session)

This position description should be reviewed annually as part of a workload planning session. With regard to these planning sessions, this policy acknowledges that the Provost or designee (e.g., Department Head or Dean) 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 their Department Head at least annually before workload responsibilities are assigned in order to discuss programmatic needs and each faculty member's preferences regarding assignments for teaching, research or scholarship (as appropriate), service, and other professional responsibilities (refer to CBA, Article 17, Section 6 as of the date of this policy).

These workload planning sessions should also take into account variances between planned/negotiated FTE and the actual work performed during previous years within each of the four workload areas (teaching, service, research, and administration). The intent of this aspect of the policy is to provide Department Heads with the ability to accommodate variances by recognizing unplanned demands placed on faculty. As always, academic program needs are intended to guide decision-making in this area.

C. Ongoing assignments and changes to the workload

Once an initial position description and professional responsibilities are in place, there are multiple reasons why the position and/or professional responsibilities may change (e.g., programmatic needs, changes in expectations, alignment of faculty strengths with programmatic needs, etc.). Whenever possible, department heads and/or program directors are encouraged to use the annual evaluation process as an opportunity to align faculty strengths with programmatic needs to facilitate optimal performance and productivity among all faculty. For example, faculty members or unit administrators may determine new professional responsibilities due to (a) changes in the nature of the position, (b) changes in academic program or department needs, or (c) upon faculty request. In all cases, when changes on professional responsibilities are initiated, they must be reflected in a new position description within 14 days of the change. This period is designed to provide an opportunity to revise the contract, whereas the annual workload planning session described in Section B above is designed to implement

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the contract, i.e., to flesh out the specific responsibilities that are expected of each faculty member each year in order to fulfill the terms of his/her contract.

Determination of faculty workload for faculty members serving in a **joint appointment with another unit** (such as an individual serving as instructional NTTF in one unit and as funding-contingent NTTF in another) will require a memorandum of understanding with the applicable unit(s) at the time of hire or assignment. The MOU will clearly define work load assignments in the relevant units, which unit will be evaluating what work, who the NTTF should report to in each unit and the duration of the assignment. The MOU should also cover other relevant terms as determined at the time the MOU is drafted.

IV. Teaching and Service Assignment Process for NTTF

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. Department Heads will seek input from Program Directors regarding the program's instructional 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. Assignment of professional responsibilities & process for developing annual workload

The Department Head and the NTTF will discuss a workload for the upcoming academic year and review the written position description as part of the annual evaluation process. Consistent with the guidelines in the CBA, assignment of professional responsibilities should reflect the following considerations:

- Instruction, research, and service needs of the College, Department, and Research Unit (if applicable);
- Faculty member's qualifications, expertise, or potential to acquire the appropriate expertise;
- Faculty member's evolving professional interests and preferences;
- Generally accepted practices in the field, and;
- A realistic balance of duties consistent with criteria for annual review and promotion review.

The faculty member may request to adjust their assignments and will disclose to the Department Head any internal or external activities that may require a workload that deviates from the standard workload (e.g., course buy-out using external grant funds, courses to teach, service opportunities, external professional service, or additional internal administrative duties and responsibilities).

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In order to avoid making substantial changes in annual workloads due to a temporary or transitory event assigned workloads are typically made based on two or three years of faculty annual performance assessments, rather than on a single year. If a mutually agreed upon workload cannot be reached, the Department Head and faculty member will work with an Associate Dean (or Dean, if appropriate) to develop a final workload assignment and that Associate Dean (or Dean) will be charged with resolving the dispute after a conversation with both parties.

C. Overload assignments

An overload assignment is (1) an assignment that is in addition to the faculty member's standard assignment and FTE status; (2) a one time or limited assignment, made or approved by the Provost or designee, that is in addition to or different from standard or usual assignments for the member's classification and rank; or (3) assignments unrelated to the faculty member's primary job responsibilities (see CBA).

Except as otherwise indicated in the June 10, 2014 Memorandum of Understanding regarding overload assignments, or in successor agreements such as the CBA, overload appointments will be assigned an FTE percentage commensurate with standard workload duties and compensated accordingly. Faculty may request that overload compensation take the form of course release. 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 not be eligible for overload compensation.

In all cases, the allotment of stipends will be consistent with university policy.

D. Course cancellation policy

Department heads will use prior enrollment trends to determine whether or not a course should be offered in a given term. They will make every effort to avoid scheduling a course if there is risk of insufficient enrollment or other problems (e.g., course approval is delayed, graduate employee needed to assist with the course is unavailable, etc.) that might result in course cancellation. However, if a course is cancelled due to insufficient enrollment or for another allowable reason, an NTTF may be asked to teach a different course, or to perform an alternative instructional assignment. Examples of alternative instructional assignments include developing an on-line version of an existing course, creating a new academic program curriculum proposal, or preparing an accreditation report. Whatever the case, the NTTF is expected to rebalance instruction, and service

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duties, across academic years if needed, so as to remain fully engaged at the appointed FTE.

V. Course Load Reduction

A faculty member's course load in a department may be reduced from the unit's base load through three means: course buyouts, FTE reassignment to a unit outside the department, and course releases. A course buyout relieves the faculty member of work related to one or more course assignments (or equivalents) in order to:

- Assume administrative duties or external professional service appointments
- Devote an equivalent amount of instructional time (e.g. teaching a course) in another academic unit, and/or
- Conduct externally or internally funded research, externally funded training/leadership related to the academic program.

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, who is involved with the NTTF in a discussion that considers the faculty member's other commitments including service, research projects, and/or administrative commitments (e.g., academic program director, director of training, director of clinical training, etc.). After course load reductions from position description activities, FTE reassignments, and course releases are considered, all full-time, career non-tenure-track faculty are required to teach a minimum of two 3-, 4-, or 5-credit (non-research seminar/practica/internship/supervision, etc.) course (or equivalent) in each academic year. As noted above, one course may be a combination of 1- and 2-credit courses to equal at least 3-credits in total.

A. Course buyouts

A course **buyout** permits an NTTF to gain release from a single course assignment (or equivalent) in order to assume administrative duties (such as assistant or associate deanship) or external professional service appointments, or to devote an equivalent amount of instructional time (e.g., teaching a course) in another academic unit or conduct externally funded research. The COE course buyout rate policy in effect on the date the course load reduction is first approved will be used as a guideline to determine the internal or external buyout rate for a faculty member.

1. Internal buyouts

An internal buyout is funded from another unit within the university. When a **COE faculty member** receives a course buyout from another UO unit whether inside the COE (such as EDUC courses) or outside the COE, the amount the COE or the home unit receives from that unit should be at or above the approved COE rates, which are periodically set in the COE course buyout rate policy. When a

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COE unit buys out a **non-COE UO faculty member**, the amount paid is subject to the buyout rate set by, or negotiated with, that unit. Approval is required from the Department Head and depends on adequate funding.

2. External buyouts

External course buyouts arise from external grants, contracts, designated operations, foundation, or research funds controlled by an individual faculty member and should be at or above the COE rates, which are periodically set in the COE course buyout rate policy.

B. FTE reassignment to COE unit outside of the department

An NTTF 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 to an Associate Dean position in the College reassigns part or all of a person's FTE in course instruction to the COE administration.

C. Course release

The Dean provides an allocation of course releases to the departments annually (not including the department head), as determined by the COE course release guidance in effect for each academic year. The departments determine how to allocate those course releases in accordance with COE guidance and are required to use no more releases than allocated, unless they obtain the Dean's prior approval to use more. The department may carry forward extra course releases up to 25% of its annual allocation.

A faculty member may bank a course release (or fractional course release) for use in the subsequent academic year but not in the summer. 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 two banked course releases 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 two 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.

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VI. Post-Doctoral Scholars

Post-Doctoral scholars are non-tenure track paid research or instructional appointments that are of limited duration for individuals who have earned a doctoral degree. Some amount of FTE must be set aside for mentoring by their advisor.