

**University of Oregon
College of Education
Workload/Assignment of Professional Responsibilities for Tenure Track Faculty**

Table of Contents

I. Preamble	
II. Workload Expectations for TTF	Page 2
A. Research	Page 3
B. Course Load	Page 3
Standard load	Page 3
Course revision	Page 3
Independent study courses	Page 4
Course load reduction	Page 4
Team-teaching	Page 4
Course load increase for research inactivity	Page 4
C. Advising and Student Contact	Page 5
General advising expectations	Page 5
Office hours and student contact	Page 5
Thesis and dissertation committees	Page 5
Research mentoring	Page 5
D. Service	Page 5
Shared governance	Page 5
Departmental, college and university service	Page 5
Professional service	Page 6
E. Equity and Inclusion	Page 6
III. Teaching and Service Assignment Process for TTF	Page 6
A. Teaching and Service within the Department	Page 6
B. Assignment of Professional Responsibilities and Process for Developing Annual Workload	Page 6
C. Overload Assignments	Page 7
D. Course Cancellation Policy	Page 7
IV. Course Load Reduction	Page 8
A. Course Buyout	Page 8
Internal course buyout	Page 8
External course buyout	Page 9
B. FTE Reassignment to COE unit outside of the Department	Page 9
C. Course Release	Page 9

Tenure Track Faculty Workload Policy
College of Education
University of Oregon

[Draft approved by the Dean June 14, 2017]
Approved by the Office of the Provost & Academic Affairs: June 15, 2017

I. Preamble

Tenure-track faculty (TTF) are expected to attain—and maintain—a full spectrum of activity in research, instruction, 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 core missions of any preeminent research university.

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. 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 program. The discussion should also consider the faculty member's other commitments including internally and externally funded projects, editorial appointments, and administrative commitments. The standards articulated in this policy are designed to serve as a basis for determining faculty workloads that result in equitable faculty efforts within and across departments. However, these standards also permit variation in faculty workloads that allow a faculty member, in conjunction with the Department Head and with input from the program director, to individualize workload when warranted and justified. Variations from this policy in scholarship, teaching, and service activities are acceptable to the extent that they are documented in agreements between the faculty member and Department Head, and approved by the Dean. The process for assigning workload shall be equitable and transparent. This policy is meant to be applied flexibly, judiciously, and individually, not mechanistically. Following approval of this policy, a TTF workload taskforce will be formed to gather feedback on the first year of implementation of the TTF workload policy and suggest any possible revisions.

II. Workload expectations for TTF

Besides teaching assigned courses and advising and mentoring students, TTF are expected to engage in research or scholarship and service over the calendar year, commensurate with a 9- or 12-month appointment. As a general guideline, full-time TTF should spend approximately 40% of their effort on research, 40% on teaching, and 20% on service during an academic year. Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the criteria for annual review and promotion review.

A. Research

Tenure-track 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 publication and other forms of professional dissemination. 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) keynote addresses, peer reviewed presentations, and 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 tenure review, post-tenure review, and merit review processes.

B. Course load

1. Standard load. The standard teaching load for 1.0 full-time equivalent (FTE) faculty who are not taking a leadership role in external funding is 5 courses. Courses must be at least three course credits (15-credit minimum).

All faculty are eligible for a four-course load (12-credit minimum) with the approval of the department head. To be eligible, faculty must take a leadership role (e.g., principal investigator, co-investigator) in directing or applying for major competitive external funding for research, instruction, or service. External funding must include support for any required personnel and research infrastructure at the University of Oregon. Upon recommendation of the department head, and with approval of the dean, faculty may also be eligible for a four-course load for one academic year to complete a major scholarly book or equivalent research project.

One course in the four-course load or in the five-course load may be a combination of 1- and 2-credit courses to equal at least 3-credits in total.

Additional course load reductions may be assigned to allow faculty to carry out administrative responsibilities or substantial service contributions (See Course Release provision), and course buyout may be approved for faculty receiving an external funding award (See Course Buyout provision). At a minimum, faculty must teach at least 1 course (3 course credits minimum) each academic year.

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 of which they are a part.

3. Independent study courses. In addition to the standard teaching 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. The standard teaching load does not typically include infrequent or time-limited teaching activities such as guest lecturing or occasional independent study courses, except as described in section B.1. above.

4. Course load reduction. These policies are described in section IV below.

5. Team-teaching. A course that is 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 Head, and assuming the unit can meet its curricular and enrollment needs with existing resources.

6. Course load increase for research inactivity. Tenured faculty members must be actively engaged in research and scholarship throughout their careers. This policy includes consideration of 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 or after three successive unsatisfactory annual reviews, and the Provost or designee concludes that the faculty member's research productivity is unsatisfactory, the Department Head will consult with the faculty member and recommend to the Dean and Provost a development plan for improvement. The development plan may include assignment of a mentor, and additional supports and suggestions for improvement, as well as time lines and measurable goals intended to foster increased research productivity. Upon approval by the Provost or designee, the development plan will be implemented as soon as practicable. Following completion of the development plan, if the Provost or designee concludes that the faculty member's research productivity remains unsatisfactory, the faculty member's standard workload may be adjusted to increase teaching and/or service. Subsequent annual review processes, including consideration for merit, should reflect the faculty member's adjusted workload and associated performance for the specified period. Successful completion of a development plan does not necessarily mean that a faculty member is meeting departmental standards for tenure or promotion.

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. TTF 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 contexts.

2. Office hours and student contact. TTF 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.

3. Thesis and dissertation committees. TTF are expected 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. Research Mentoring. Research mentoring takes many forms, from co-authoring research manuscripts for publication or presentation and supervising students on research teams to consulting with students on research design and methodology. TTF are expected to provide research mentoring to students beyond serving on thesis and dissertation committees. In some cases, and with approval of the Department Head and Dean, extensive research mentorship may count as one course in the faculty member's course load.

D. Service

1. Shared governance. TTF bear significant responsibility for shared governance and are, therefore, expected to 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. TTF are expected to take part in service commensurate with their rank. The standard service load comprises 20% of each individual TTF member's workload. Service incorporates a range of activities that are directly related to the department, college, and university. For example, this includes participation in standing and ad hoc committees and any other service work that may happen irregularly (e.g., curricular review and program review). Assistant professors are expected to perform some service, typically within their programs and department, though less than associate and especially full professors, for whom service expectations both inside and outside the department rise substantially with the granting of tenure.

3. Professional service. TTF are expected to serve as members or officers of professional organizations, editorial boards, and conference and award committees for their disciplines. Other examples of professional service include service to schools, organizations, and other entities at the local, state, national, and international levels; lending expert evaluations in the peer review of academic publications, grants, books; fellowships; promotion and tenure cases for colleagues at other institutions; and providing expert review of academic programs at other research universities.

E. Equity and inclusion

Faculty are expected to contribute to the University's goals on equity and inclusion. Contributions may consist of research, instruction, and service activities as appropriate, 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 research, instruction, and service activities.

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. 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 tenure-track faculty member will discuss a workload for the upcoming academic year as part of the annual evaluation process, which provides the faculty member an opportunity to discuss preferred assignments and to request a schedule or assignment adjustment. 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;

- Faculty member's qualifications, expertise, or potential to acquire the appropriate expertise;
- Faculty member's evolving professional interests;
- Generally accepted practices in the field, and;
- A realistic balance of duties consistent with criteria for annual review and promotion review.

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

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 significantly 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, 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 other reason, a TTF may be asked to teach a different course, or 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 TTF is expected to rebalance research, instruction, and service duties, across academic years if needed, so as to remain fully engaged at the appointed FTE.

IV. Course load reduction

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. Any reduction to the standard course workload for a faculty member is subject to the department meeting its curricular needs and requires approval by the Department Head and Dean, based on a discussion that considers the faculty member's other commitments including internally and externally funded projects, external professional service appointments requiring multiple year commitments (e.g., serving as editor of a major journal), or administrative commitments (e.g., serving as academic program director or director of training). The standards articulated in this policy are designed to serve as a basis for determining faculty workloads that result in equitable faculty efforts within and across departments. However, these standards also permit variation in faculty workloads that allow a faculty member, in conjunction with the Department Head's approval, to individualize workload when warranted and justified. After course load reductions from buyouts, FTE reassignments, and course releases are considered, all full-time, tenure-track faculty are required to teach a minimum of one 3-, 4-, or 5-credit (non-research seminar/practica/internship, etc.) course (or equivalent) in each academic year, supervise student thesis, dissertation, or other research projects, and advise/mentor undergraduate and/or graduate students to degree completion.

A. Course buyouts

A course **buyout** permits a TTF to gain release from a single course assignment (or equivalent) in order to assume administrative duties 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 document 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 course buyout:** A buyout funded from another unit within the university.
 - a. When a **COE faculty member** receives a course buyout from another UO unit (i.e., outside the COE but within the university), 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 guidelines.

- b. When a **COE faculty member** receives a course buy out from another unit within the COE (e.g., COE EDUC courses, or a non-home department course), the amount the COE EDUC home or the other COE department 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 guidelines.
- c. When a 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 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 guidelines.

B. FTE reassignment to COE 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 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 guidelines in effect for each academic year. The departments determine how to allocate those course releases. If the department uses more course releases than allocated by the Dean in a given year, these will be charged to future allocations. 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. 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.