

University of Oregon
College of Education
Workload / Assignment of Professional Responsibilities for Instructional and
Career NTTF Policy Document

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Workload / Assignment of Professional Responsibilities for Instructional NTTF and Career NTTF

I. Preamble and Principles

Section 1. Preamble

The College of Education (COE) Professional Responsibilities Policy is designed to meet a variety of goals with regard to equity, effectiveness, and transparency in the assignment of faculty professional responsibilities while also ensuring that the programmatic needs of the COE are addressed. These policies were developed in light of the significant and longstanding contributions that Career Non-Tenure Track Instructional Faculty (CNTTF) and Pro Tem Non-Tenure Track Instructional Faculty (NTTF) have made to the viability and integrity of the many programs within the COE through their instruction, advising, student supervision and mentorship, service, administration, and scholarship. Without these contributions, the COE would be a very different place and it is important to recognize, value, and fairly compensate CNTTF and NTTF for their important work while ensuring that the COE and University of Oregon accomplish their respective missions. This policy is intended to apply solely to Instructional CNTTF and NTTF; other faculty will find guidance in other policies. If faculty members have dual roles that include instructions, they may find portions of this policy applicable.

Section 2. Principles

Principle 1. It is critical to develop fair, equitable, transparent, and functional guidelines regarding the distribution of faculty professional responsibilities. Decisions regarding these responsibilities should be based upon each faculty member's contractually defined FTE, the allocation of their FTE into specific categories (instruction, scholarship, service, and administration), and the specific needs of their department and the COE.

Principle 2. It is difficult to adequately capture, define, and operationalize *all* aspects of faculty work. The very nature of our work (e.g., generating new ideas, solving new problems, and engaging in new opportunities) is fluid. A workload policy must, to the maximum extent possible, be nimble enough to respond to constantly evolving roles in a constantly evolving workplace. In turn, the workload policy must be amenable to change over time to reflect the dynamic nature of practices and curricula of the COE and the University of Oregon.

Principle 3. Despite the challenges associated with defining roles, a professional responsibilities policy for Instructional CNTTF and NTTF *must*, at a minimum, address the major tasks associated with those things we can operationalize: **(a) Instructional activity** (i.e., teaching, student supervision and advising/mentoring); **(b) Scholarship** (i.e., publications; presentations, and grant activity); **(c) Service and professional activity** (i.e., internal department/unit service; college-level, university, or external professional service; outreach to the community); and **(d) Administrative activity** (i.e., department/unit internal administration; college and university internal administration).

Principle 4. Each faculty member brings different skills and talents to his or her position. Moreover, each position makes unique demands and these demands are rarely static. Therefore, although each faculty member's 'position description' *should* accurately reflect and account for the underlying work responsibilities associated with the position, supervisors and individual faculty must work together in an effort to honor the realities of each position while balancing both the talents of each faculty member with the requisite demands of each position. Ongoing consideration of person-position match will help to maximize a culture of productivity.

Principle 5. As a COE, we recognize that the mix of teaching, scholarship, service, and administrative responsibilities vary by unit, among faculty members within units, and across academic terms. Our goal is to provide a policy that offers the flexibility to acknowledge, reward, and maintain this diversity.

II. Policy Implementation

This document is intended to be used as a guiding framework for decisions regarding professional responsibilities. Supervisors and faculty members should use the FTE calculator described below to frame discussions around current workload and future professional responsibilities during annual workload planning sessions. This information can be also used to estimate responsibilities for new position descriptions. Supervisors can also use this information to align their program budgets with demonstrated needs.

Section 1. Policy Application

This policy only applies to Instructional CNTTF and NTTF. For non-instructional or research classifications, or where tenure-related or non-tenure track faculty are not primarily instructional, specific job descriptions should be developed to address the particular workload of the bargaining unit faculty member.

Each bargaining unit faculty member must be fully engaged in teaching, research, and service work for the university to the extent of his or her appointment, and must be engaged in work, or reasonably available for work, for the entirety of the term for which the bargaining unit member is employed unless on an approved leave (as per CBA, Article 17, Section 7 as of the date of this policy).

Section 2. Annual Contract Period

CNTTF and NTTF are generally contracted on a nine-month basis. We recognize that faculty *may* choose to work during the summer and that three-month summer contracts may be awarded separately based on programmatic needs. This policy does not encompass summer contracts at this time.

Section 3. Defining Workload Areas

The following primary workload areas for faculty in the COE are: (a) Instruction, (b) Scholarship, (c) Service, and (d) Administration.

(i) Instruction

The primary role of instructional CNTTF and NTTF is to deliver instructional services to students within a department and/or across the college. “Instructional Services,” or instruction, are those acts or practices that, (a) impart knowledge, skill, or information related to an academic content area; and (b) support the ongoing communication that is required to have an effective program of study for students. The definition is inclusive of: (a) teaching, (b) student supervision, and (c) advising and mentoring.

Teaching. Teaching is the primary function of instruction. Teaching includes the organization and delivery of a specific course. Because the COE offers variable credit hours for different courses and because courses often contain different numbers of students, it is not possible to assign a fixed FTE to all courses. However, all courses require a significant time commitment. The FTE calculator, discussed in detail in Section 5 (below), should be used to assist in determining the implied workload for courses.

Student Supervision. The COE has a large number of faculty who spend all or part of their instructional workload in supervision of student field-work such as service learning, field experience, practicum, teaching, internship, and independent study. Much of this field-work is designed to meet various standards of practice for the program. Thus, what constitutes supervision and the intensity of that supervision will vary across programs and field-work activities. As with teaching, it is not possible to assign a fixed FTE to supervision activities. The FTE calculator should be used to determine supervision workloads based upon the specific type of supervision provided and the types of student activities being supervised.

Advising and Mentoring. CNTTF and NTTF are expected to advise and mentor students who take their courses, which includes office hours that are provided during the terms in which courses are taught. Any advising or mentoring expectations related to credit-bearing classes are included when determining instructional FTE.

However, faculty are occasionally assigned a number of undergraduate or graduate advisees as part of their role as faculty in a particular program. The amount of time it takes per student and the amount of students assigned to a faculty member should be recognized as instructional FTE; however, given the infrequent and ad-hoc nature of these arrangements, they are not included as part of the FTE calculator and should be negotiated separately.

(ii) Scholarship

Scholarship includes the discovery and/or dissemination of new knowledge, integrating or developing new perspectives on knowledge, and the application of knowledge to consequential problems. Products or outcomes of scholarship include publications in

refereed and/or non-refereed journals, books and/or book chapters, the development of grant applications, and presentations at professional meetings. The presumed impact of scholarship is measured by journal impact factor, university press versus trade press, and the peer reviewed nature of professional presentations. Although all scholarship is of value, greater impact is presumed to be derived from higher journal impact factor and other commonly accepted metrics.

For some CNTTF and NTTF, workload assignments may include professional responsibilities related to scholarship. Because workloads vary for each faculty member in the COE, it is recognized that there should be no “standard” assignment in regard to scholarship, but such assignments should be clearly specified in the position description. To assist in placing an FTE value on various types of scholarship activities, the FTE calculator provides estimates for amounts of time associated with a limited number of scholarship tasks. In cases where the FTE calculator does not provide a built-in estimate, it can still be used to guide conversations between faculty and unit administrators/supervisors.

(iii) Service

Institutional service is defined as the contributions a faculty member makes toward university, college, departmental, or program governance and maintenance. Service may also encompass direct support to student activities and/or support to the community through the delivery of essential services that support the COE or university mission. All departments, units, and programs in the COE have an expectation of service through participation in unit meetings, licensure/master’s meetings, and college or university meetings. *As a result, a .10 assignment of institutional service is to be considered typical in full-time (1.0 FTE) position descriptions in the COE.* For faculty who are retained at less than 1.0 FTE, it is highly recommended that a service component be included in the contractual definition of their position, but no numerical guidelines are provided by this policy. Additional service *may* be requested and assigned by unit administrators and supervisors. In such cases, FTE may be assigned as commensurate with role expectations. Service with the United Academics -UO would also count as service to the Libraries and University, if that service is (a) provided in a defined or formal capacity (e.g., as steward, as an elected member of the union council), (b) related to the UO’s business or concerns, and/or (c) not already compensated with release time as described in the CBA. Given the variety in service activities, both in terms of the specific activities undertaken and the time required for these activities, the FTE calculator provides a basic framework to guide conversations between faculty and unit administrators/supervisors but should not be used as the authoritative source for determining FTE associated with service.

(iv) Administrative Activity

In some cases, CNTTF and NTTF will be asked to serve in administrative roles within the university, college, department, or program. Such roles include, but are not limited to, Associate or Assistant Dean, Department Head, 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 program administrator and must 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, the FTE calculator only provides a basic framework to guide conversations between faculty and unit administrators/supervisors but should not be used as the authoritative source for determining FTE associated with administration.

Section 4. The Position Description

(i) Initial Development

To the maximum extent possible, workload and professional responsibilities must be reflected in each faculty member's position description. The position description provides an overview of roles and responsibilities associated with each position along with the anticipated FTE associated with these responsibilities in the areas of instruction, scholarship, service, and administration. All CNTTF and NTTF *must* have a position description and the description must be included in their personnel file. The Department Head, as the designee of the Dean and Provost, should define in writing the proportion of FTE expected to be allocated to teaching, scholarship, service, and administrative activity/duties. The FTE calculator (described below) should be used to translate the position description into a specific FTE allocation. Utilizing the position description template (see Appendix B), position descriptions should be developed at the start of each contract period. Each CNTTF and NTTF must have a position description within 60 days of the implementation of this policy document regardless of contract period.

(ii) Annual Review (the Workload Planning Session)

This position description should be accessed and 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 supervisor) 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 his/her department head, dean, director, or designee at least annually before workload responsibilities are assigned in order to discuss programmatic needs and each faculty member's preferences regarding assignments for teaching, scholarship, service, and other professional responsibilities (refer to CBA, Article 17, Section 6 as of the date of this policy).

Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the criteria for review.

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.

The allotment of stipends will be consistent with university policy.

Section 5. Definition of 1.0 FTE and development of an FTE Calculator

Given the broad scope of what instructional CNTTF and NTTF do in the college, there is no “one size fits all” definition for 1.0 FTE. The 1.0 FTE will be determined for each individual and can include FTE in any of the four primary workload areas: instruction, scholarship, service, and administration. The proportion of FTE in any of the workload areas will need to be determined individually.

COE NTTF faculty develop a set of FTE calculators to provide transparency and guidance for department heads and faculty in the determination of FTE. The FTE calculator was designed to account for the different types of activities performed by CNTTF and NTTF in the COE, including standard course instruction, various forms of advising and student supervision (i.e., practicum, field studies, independent study, etc.), scholarship, service, and administrative tasks. For each type of activity, the calculator takes into account sources of variance that impact overall hours worked including course enrollment, number of credits, number of supervised students, number of clients, etc., and makes assumptions regarding the amount of time spent on various tasks in order to estimate either: (a) a range of possible FTE values (for each individual teaching activity); or, (b) a single estimated FTE value (for all other activities). For example, the calculator has established estimates of time required for activities in instruction such as planning, grading, and responding to student questions that together provide an estimated FTE range for teaching a given course. The range is meant to reflect variance in the demands of different courses, from lower to higher intensity.

Due to the challenges associated with creating such a calculator (e.g., various amounts of time for service activities, various intensity of practicum supervision, class size), it is recognized that flexibility must be granted to the Dean and Department Heads in assigning faculty workloads in order to meet each department’s instructional, scholarship, service, and administrative commitments. *This calculator is not intended to replace those judgments but to inform them.* The FTE calculator is designed to serve as a starting point or framework for annual workload planning meetings between faculty and department heads (see Section 4 Part ii).

Assumptions taken into consideration when developing the FTE calculator include:

- Ongoing revision and updating of a course from year to year is an expected part of instruction, but the department may need to specify additional institutional or community service FTE (see section below) to make major course revisions and development of new courses possible.
- Total enrollment across multiple classes should not be combined into a single estimate in the FTE calculator; rather, each teaching activity should have its own FTE calculation, and all calculations are then summed across the school year in the calculator’s homepage.
- The period of employment for CNTTF and NTTF are 9 months, or 39 weeks in total.
- Actual course enrollment is not known when faculty and department heads conduct their annual planning meeting; previous years' enrollment records and

personal knowledge and experience should be consulted to arrive at an estimated enrollment for the upcoming year.

The assumptions regarding time required for activities in any FTE calculator should be revisited annually. Pilot testing of the calculators will occur during the first year. An NTTF Workload Committee will be formed to oversee the inaugural year pilot testing and revision process. The Committee will solicit feedback from the various academic departments, research units and unit directors, Department Heads, and business managers in the COE, determine what changes are needed, and present their recommendations to faculty for consideration and to the Dean for approval.

Section 6. 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.). Contractual FTE allocations for CNTTF and NTTF will be reviewed as part of each faculty member's contract period evaluation. Whenever possible, department head's and/or program directors are encouraged to use the 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 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 contract period evaluation is designed to provide an opportunity to revise the contract, whereas the annual workload planning session described in Section 4 above is designed to *implement* 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 will require the department head to consult with the supervisor from the other unit.

Section 7. Course Reduction/Buy-Out

While all circumstances governing course reductions cannot be articulated in the guidelines, general principles are articulated here. Course reductions may result from "buy-outs" of faculty time from externally funded grants, administrative responsibilities, or may be based on the faculty member's contract. A Career NTTF who has received, or is supported by an internal or external grant or fellowship may be released from teaching one or more courses, 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, including the replaced faculty member's associated OPE that would be lost as a result of such release(s), and (b) such release(s) from teaching 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(s) 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(s) is first approved.

Section 8. Within Load Changes

In some instances, there may be a need to adjust a faculty member's professional responsibilities *during* the academic year. Such instances should be considered "*unanticipated*" (e.g., cancellation of a previously assigned course, new unanticipated grant awards or administrative assignments) and may result in a request that the faculty member teach a new or different course. In such instances, the department head or supervisor will meet with the faculty member to discuss the request and to determine a feasible approach for making adjustments. Because such requests are unanticipated, and because they require a change to a preexisting position description, such changes require special consideration and should balance faculty preferences with programmatic needs.

In the event that the department head and faculty member do not agree on the change, the Associate Dean for Academic Affairs should be consulted with both parties present in an effort to resolve disagreements. When and if within-load changes are made to professional responsibilities, the faculty member's position description must be updated to reflect those changes within 14 days of the adjustment.

Section 9. Unanticipated Course Cancellations

Should under-enrollment in a course or unanticipated programmatic changes require the cancellation of a course, the department head will work with the faculty member to develop a plan for a different assignment to replace the lost work for the faculty member as a result of the cancellation, (e.g., teaching a different course, administrative duties, service assignment, teaching in a different term). The assignment can be such that it occurs in a different term and is annualized across the academic year. In other words, if a course that was scheduled in fall is cancelled and FTE was identified for winter to substitute for this loss of FTE, the total FTE would remain the same across the year. The department head may cancel a scheduled class or reassign a faculty member based on faculty expertise, student demand, or unit, school, college, or university needs in accordance with approved policies. In the case of cancellation, the faculty member may request a meeting with the department head to discuss available options for an alternative workload assignment.

Section 10. Course Overload

An overload assignment is (a) an assignment that is in addition to the faculty member's assignment and FTE status but cause the 9-month FTE to exceed 1.0, (b) a one-time or limited duration assignment, made or approved by the department head that is in addition to or different from regular or usual assignments for the faculty member's classification and rank and exceed the 9-month 1.0 FTE, (c) assignments unrelated to the faculty member's primary job responsibilities but that exceed the 9-month 1.0 FTE. Such

assignments are unusual and must be specified and agreed upon in writing by the faculty member, department head, and dean *prior* to initiating the overload. Adjunct faculty and post-docs are not eligible for overloads.

Overload appointment will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty members may request that overload compensation take the form of a 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 are ineligible for overload compensation.

III. Post-doctoral Student Workload

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. The FTE calculator can be used where appropriate for instructional appointments. Some amount of FTE must be set aside for mentoring by their advisor.

Appendix A

NTTF Workload Areas and Associated Duties

Checklist of considerations for Workload area #1: Instructional Activity

- I. Teaching
 - a. Undergraduate courses
 - b. Graduate courses
 - c. Class size
 - d. Course development
 - e. Credit load per course
 - f. Team teaching responsibilities
 - g. Online instruction – including hybrid, web-based and online-only courses
- II. Student Advising, Supervision and Mentoring
 - a. Advising: to include academic, professional and supported advising. Careful consideration must be made to the number of students and type of advising in the workload.
 - b. Supervision: to include field supervision; GTF supervision
 - c. Student mentoring and support
 - d. Graduate support (ex: thesis/specialty area projects (SAP)/dissertations)
 - e. Undergraduate / honors thesis supervision
 - f. Student grant or grant activity while under direct supervision.

Checklist of considerations for Workload area #2: Scholarship

- I. Research activity: the active engagement in research/pre-grant research
- II. Publications
- III. Edited chapters published or in press
- IV. Peer reviewed articles published or in press
- V. Book (s) published or in press
- VI. Research submitted
- VII. Work in progress (authorship and expected completion date)
- VIII. Other publications
 - a. Non peer-reviewed manuscripts
 - b. Professional newsletter communications
 - c. Abstracts
 - d. Manuals (internal and external)
 - e. Documented computer programs
 - f. Book reviews
 - g. Technical manuals
 - h. Program accreditation reports
 - i. Grant or research reports to agencies, schools, etc.
 - j. Workbooks
 - k. Conference proceedings
 - l. Websites constructed
- IX. Presentations
 - a. Peer-reviewed paper/poster/conference presentations
 - b. Invited conference presentations (conference and community)
 - c. Conference session chair, organizer, moderator, discussant or discussion panelist
- X. Grant activity
 - i. Grant proposals submitted
 - ii. Grants renewed
 - iii. Grants received

Checklist of considerations for Workload area #3: Service Activity

- I. Internal Service
 - a. Department, program or unit area:
 - i. Department/program committees served on or chaired
 - ii. Special responsibilities (ex: coordination of student interviews)
 - iii. Program / unit service
 - iv. Advising not related to course or administration role
 - v. Recruitment activities not related to course or administration role
 - vi. Dissertation/thesis committee
 - vii. Advising student groups/clubs
 - b. College Service
 - i. Ad hoc committees
 - ii. Standing committees
 - iii. Advising not related to course or administration role
 - iv. Recruitment activities not related to course or administration role
 - v. Dissertation/thesis committee
 - vi. Advising student groups/clubs
 - c. University service
 - i. Advising student groups/clubs
 - ii. Professional appearances related to expertise rather than course responsibilities
 - iii. Recruitment activities not related to course or administration role
 - iv. Dissertation/thesis committee
- II. External Service
 - a. Community service and outreach
 - i. Committees or boards
 - ii. Committees or boards related to one's specialty area
 - iii. Professional appearances related to one's specialty area, not necessarily course responsibilities
 - b. Service to the profession
 - i. Reviewing/editing (ex: ad-hoc reviewer, editorial board member, editor)
 - ii. Book or chapter reviews completed
 - iii. Conference proposal reviewer
 - iv. Conference program work (ex: member of conference committee)
 - v. Dissertation/thesis committee
 - vi. Professional committees and offices held-state and local
 - vii. Professional committees and offices held – regional and national
 - viii. Extraordinary service or activity
 - ix. Grant reviewer
 - x. External reviewer for P & T
 - xi. Officer of national/international organization
 - xii. Officer of local/regional organization

Checklist of considerations for workload area #4: Administrative Activity

- I. Department/program or unit internal administration
 - a. Program direction/coordination
 - b. Clinical direction
 - c. Licensure/accreditation administration
 - d. Hiring of GTF/Adjuncts/Instructors
 - e. Supervision of student workers; external supervisors and hourly workers
 - f. Admissions
 - g. Search chairperson
 - h. Recruitment activities
 - i. Curriculum design and implementation
 - j. Course scheduling
 - k. Maintaining program resources (ex: handbooks, flyers)
- II. College and University internal administrative activity
 - a. Scheduling coordination across departments and COE
 - b. International student support
 - c. Student conduct support
 - d. Student governance meetings
 - e. Initiation of committees
- III. External administrative activity
 - a. Special event planning (ex: orientation; community events)
 - b. Coordinating community stakeholders
 - c. Coordinating visiting scholars

Appendix B

Position Description Template

Section 3: Description of Workload Areas	Use formula from FTE calculator to determine percentages of time duties are performed.
List the major duties (see workload policy for checklist).	
Workload Area #1: Instructional Activity	
Workload Area #2: Scholarship	
Workload Area #3: Service and Professional Activity	<i>Note: COE 1.0 FTE requires .10</i>
Workload Area #4: Administrative Activity	

Section 4: Number of Employees Supervised	
Faculty	
Officers of Administration	
Classified Employees	
Students	
% of Time Spent in Supervision	

Section 5: Education and Experience
List the educational and experience requirements for this position.

Signatures	
Employee Signature:	Date
Supervisor Signature:	Date
Appointing Authority Signature:	Date