

Teaching Assignment Implementation Guidance

26 January 2018

Drafted by Dean Kamphaus in July 2017, followed by three rounds each of review, comment, and revision by academic Department Heads, and members of the Faculty Advisory Committee. Version submitted for review and comment to the Office of Academic Affairs November, 2017. Latest version released January, 2018. This guidance will be reviewed annually, and/or in conjunction with any changes or updates to the NTTF and TTF workload policies.

Rationale

The overarching goal of this document is to provide additional principles to help academic department heads, working in concert with their faculty, apply the approved faculty workload policies to the assignment of teaching loads (See TTF and NTTF excerpts appended below). This guidance is needed because faculty workload policies are silent on topics such as, minimum class sizes, frequency of new course preparations, and distribution of faculty teaching across an academic year, all of which are important considerations for ensuring equitable application of the workload policies. Although not exhaustive, this document is intended to address some of the most frequent teaching assignment considerations likely to be encountered by faculty and their academic department heads.

The primary goals of this guidance are to: 1) ensure delivery of high quality educational experiences for students, 2) promote fairness of teaching assignments across faculty members (i.e., not equivalence), and 3) ensure that students have the access they seek to the esteemed faculty that originally attracted them to our academic programs, college, and university. In the interest of providing an unparalleled student academic experience, faculty are encouraged to regularly teach a mixture of class sizes and instructional formats, which may include first year undergraduate, advanced graduate, synchronous or asynchronous online courses, practicum/internship/supervision sections, and a balance of small and large class sizes.

This document must be read in conjunction with the College's professional responsibilities policies and the Collective Bargaining Agreement (CBA). To the extent there is a conflict between this guidance and those documents, the College's policies and/or the CBA control.

Timeline of Activities

In consultation with faculty, staff, the office of the Associate Dean for Academic Affairs and Equity, academic department heads will:

1. In collaboration with academic program coordinators and faculty, prepare a one academic year instructional plan/course schedule for the following academic year,

which includes preliminary faculty and anticipated graduate employee teaching assignments, by November 1 of the prior academic year.

2. Compare and coordinate course offerings, faculty workload and course coverage across academic departments to produce a second draft of the course schedule by February 1, and

3. Consult with academic program coordinators and faculty to create a final course schedule for approval by the Associate Dean for Academic Affairs or another Dean designee by April 1.

Academic Year Distribution of Teaching Assignments

The standard teaching workload for tenure-related faculty is five courses, and for career-track faculty, eight courses. Tenure-related faculty, however, may receive a reduction from a five-course to a four-course load for a given academic year (See B.1. of the TTF workload policy excerpted below)

In order to invoke this teaching load reduction, academic department heads will forward a brief rationale describing the qualifying activities (1 page or less) on behalf of each faculty member seeking the reduction to the Associate Dean for Academic Affairs and Equity by February 1 for the following academic year. Additional documentation to support the reduction could include a LOI (Letter of Intent to apply for a grant competition), or similar evidence.

Assuming either a four- or five-course load, tenured-related faculty (TTF) who do not have a course release, or buyout due to external research funding, are assigned a teaching load that is balanced across the academic year (e.g., the number of courses distributed across successive quarters could be, for example, 1+2+1, 2+2+1, or 2 + 1+ 1 for fall, winter, and spring quarters). However, to provide some flexibility for departments and members of the faculty to most effectively balance their teaching obligations with their research and service activities, the College will allow departures from a balanced fall/winter/spring teaching assignment to concentrate teaching assignments into two quarters under the following conditions.

- a) In cases of joint appointments, both academic department heads must agree on the consolidation of teaching assignments into two quarters instead of three.
- b) In the absence of a sabbatical or other approved leave, faculty are expected to be available to their students on campus to participate fully in student mentoring and advising, and university, college, and departmental service activities during all three academic quarters.

The Associate Dean for Academic Affairs and Equity must approve all unbalanced department/program teaching plans before they can be adopted.

Career-track (NTTF) instructional faculty with a .90 or greater instructional appointment are expected to teach during each of the Fall, Winter, and Spring terms. Graduate employees serving in instructional roles are also expected to have work assignments that are balanced across the academic year.

Class Sizes

Minimum class enrollments for 2017-2018 are 12 students in undergraduate courses and 6 students in graduate courses. These minima do not apply to independent study classes. Reassignment of faculty workload due to cancellation of low enrollment classes is addressed in the faculty workload policies.

Large classes (greater than 50 students) should receive priority when assigning graduate employees to support faculty instruction.

Priorities for Teaching Assignments

All other considerations being equal:

- a) A faculty member who has taught a class previously because of having relevant research expertise should have priority for that course assignment in the future.
- b) Assignments of teaching across faculty members should reflect a similar balance of new course preparations (e.g., if the majority of faculty in a department do not have a new course preparation it would be unfair to burden a single faculty member with three new course preparations).
- c) Attention to consistency and equity of faculty assignments should be maintained in terms of the type of class (e.g., practicum/supervision versus regular format classes) and student enrollment in classes.
- d) Coursework should align with faculty teaching and research expertise as documented in their CV, a copy of which is kept on file in COE Faculty Services.

Balancing Faculty Teaching and Service

Faculty are encouraged to work collaboratively with their colleagues and Department Heads to create effective and equitable teaching assignments and balance these with their research and service responsibilities. Temporary adjustments to faculty service responsibilities, for example, may be used to help a faculty member engage in ad hoc or unusual academic program responsibilities such as: a) preparing an accreditation report, or for an accreditor team site visit, b) coordinating a developing program with small enrollments, or deactivating an academic program, or c) service as an external reviewer for an ad hoc academic program review committee. These activities may require, for example, temporary reductions in ongoing service activities such as multiple committee assignments at departmental, college, or university levels.

As provided for in the College's professional responsibilities policies and Article 17 of the CBA, before assigning professional responsibilities, faculty members shall have the opportunity to meet with their Department Heads to discuss their work assignment preferences.

Sample Course Assignments

The following examples are provided to describe how course assignments are made in a manner consistent with approved workload policies. **These examples are by no means exhaustive given the diversity of faculty work.**

Career-track faculty (i.e., greater than .90 instructional FTE) sample scenarios for academic year instructional assignments may include:

- Eight courses – teaching 8 graduate, undergraduate courses, or mixture of the two
- Seven courses – teaching 7 courses in addition to using one course release in conjunction with allocated service time to coordinate an established graduate or undergraduate program.
- Eight courses – teaching 2 regular graduate or undergraduate classes of at least three credits in addition to 6 practicum/supervision/internship/clinical training courses.
- Five courses – teaching 5 courses in addition to having the equivalent of three classes of external research grant buyout.

Tenure-related faculty sample scenarios for academic year instructional assignments may include:

- Five courses – teaching 5 graduate, undergraduate courses, or mixture of the two.
- Three classes – teaching 3 courses in addition to using one course release to coordinate an established undergraduate or graduate program (on a previously approved four-course workload).
- One course minimum per B.1. of policy – teaching 1 course in addition to having the equivalent of three classes of external research grant buyout (on a previously approved four-course workload).

Excerpt 1: from COE TTF Professional Responsibilities Policy (2017)

https://academicaffairs.uoregon.edu/files/coe_ttf_workload_final_06_15_17_mh_formatted_for_coe.pdf

Tenure Track Faculty Workload Policy

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.

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 Policy), and course buyout may be approved for faculty receiving an external funding award (See Course Buyout Policy). 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 should include assignment of a mentor, 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 possible. 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.

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.

Excerpt 2: from COE CNTTF (Instructional Faculty) Professional Responsibilities Policy (2017)

(https://academicaffairs.uoregon.edu/sites/academicaffairs2.uoregon.edu/files/coe_nttf_professional_responsibilities_final_12_05_17_sp_mh.pdf)

COE NTTF Workload

A. Instruction^[1]_[SEP]1. Teaching

- 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.^[1]_[SEP]
- 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.^[1]_[SEP]
- 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.^[1]_[SEP]
- Course load reduction (buyout). These policies are described in section IV below.^[1]_[SEP]
- Team-teaching. A course that is team taught by two faculty members will typically count as half a course.^[1]_[SEP]

2. Advising and Student Contact

- 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.^[1]_[SEP]
- 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.^[1]_[SEP]