*Revised 9-19-15*

**UNIVERSITY OF OREGON, COLLEGE OF EDUCATION**

**WORKLOAD FOR TENURE TRACK FACULTY POLICY DOCUMENT**

Tenure-track faculty at AAU research institutions are expected to contribute to three major areas of faculty activity: scholarship, instruction, and service. The purpose of this policy is to delineate: (a) the general workload elements that represent the annual assignments and responsibilities expected of tenure-track faculty and the FTEs associated with each of the areas of scholarship, teaching and service; (b) the process for Department Heads and individual faculty to negotiate annual workload commitments; and (c) the conditions for negotiating a workload across the three major areas of contribution. Specifically, this workload policy:

1) Defines what constitutes scholarship, teaching, and service in the COE,

2) Delineates the workload and the FTE expectations for faculty across departments in the college;

3) Describes the process that should be employed in the annual development of a faculty member’s workload.

In this 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 of discussion between an individual faculty member and the Department Head on the priorities of the college, department, and major. The discussion should also consider the faculty member’s other commitments including internally and externally funded projects, editorial appointments, or administrative commitments. The standards articulated in this policy are designed to serve as a basis for negotiating faculty workloads that result in comparable faculty efforts within and across departments. However, these standards also permit variation in faculty workloads that allow a faculty member to individualize workload when warranted and justified. Additionally, it provides tenure-track faculty with the general considerations of workload expectations so that workload may be re-negotiated on an annual basis. Variations from this policy in scholarship, instruction, and service activities are acceptable to the extent that they are documented in agreements between the faculty member and Department Head. Clearly, this policy is meant to be applied flexibly, judiciously, and individually, not mechanistically.

**Definition of Workload**

**Instruction.** COE faculty are expected to engage in high quality instructional activities for bachelors, masters, and doctoral students through advising, teaching courses, curriculum development, and research mentoring and supervision. Instruction, for purposes of workload calculation is considered to be a reasonably broad category that includes several major faculty-directed or faculty-initiated activities which may include: (a) the preparation, delivery and administrative management of COE-approved courses, or courses taught in other University of Oregon academic units; (b) the time involved in advising and mentoring students, particularly Ph.D., and D.Ed. students; and (c) the time and effort required to advise students in the preparation, delivery and defense of master’s thesis, dissertation, or research mentoring through journal articles, book chapters, or other research projects. Teaching expectations include the delivery of 3 to 4 courses that represent 12 credits per academic year (e.g., three 4-credit or four 3-credit courses). Teaching load needs to consider the time and effort of the faculty member in delivering the course, including, for example, new course preparations, co-teaching, development of digital curricula, or level of GTF or other support. In discussion with the Department Head, the instructor load will reflect the level of time and commitment of the faculty member. This teaching load does not typically include infrequent or time limited teaching activities such as guest lecturing, or independent study courses. Workload is discussed among Department faculty members and the Department Head at least annually, and may be developed based on several factors including external funding (i.e., grant dollars available to “buy out” from course commitments, typically .10 FTE for a 3-credit course or .15 FTE for a 4-credit course), faculty seniority, administrative responsibilities (e.g., serving as academic program director or director of training), or external professional service appointments requiring multiple year commitments (e.g., serving as editor of a major journal). However, all full-time, tenure-track faculty, regardless of these considerations, are required to teach a minimum of one, 3 or 4 credit course in each academic year, supervise student research projects, and advise and mentor graduate students to degree completion.

An essential and necessary component of instruction, and a defining role, for TTF is faculty research mentoring and advising of students. Research mentoring and advising takes many forms, from thesis and dissertation advising to co-authoring research manuscripts for publication or presentation to supervising students on research teams to consulting with students on research design and methodology. All TTF should be engaged in these and/or similar types of student research instructional activities. Supervising student dissertations and theses (or thesis- equivalent research papers or projects, capstone research, etc.) are particularly important because these activities are required for students to complete their degrees.

In general, supervising student research is not counted toward teaching credit load expectations. However, in rare cases faculty members supervise an unusually high number of dissertation and masters’ research projects (theses, capstone research, specialty research projects, etc.). In this case, a faculty member may work with other program faculty and the department head to determine if there is an adjustment needed to instructional load.

**Scholarship**: COE faculty are expected to engage in scholarship, research, and creative activities that provide local, national, and international intellectual leadership to their disciplines and society. For purposes of workload calculation, scholarship is considered a reasonably broad category that includes numerous faculty-directed and faculty-initiated activities completed in an academic year, including, for example: (a) publication of articles in peer-reviewed journals, (b) publication of other scholarly work (e.g., books, book chapters, non-refereed journal articles, technical reports); (c) invited addresses or presentations at national or international academic professional organizations, and (d) grant development and management. All tenure-track faculty are expected to routinely engage in the development and dissemination of a variety of research and scholarly activities/products every year, including some combination of journal articles, books or book chapters, or invited addresses or presentations delivered at meetings of academic societies.

**Service:** COE faculty are expected to engage in stewardship of the COE, UO, and their profession. Service incorporates a range of activities that are directly related to the COE, the University, and the profession. Faculty are expected to serve on external bodies (e.g., professional organizations), provide service to local, state, or national agencies, serve on editorial boards, or grant review panels, and engage in ad hoc activities such as, convention program chairperson, external review of faculty, or review of academic programs at other research universities. The level and scope of service activities are expected to vary with faculty experience and rank. As such, faculty members at the professor and associate professor ranks are expected to carry a significantly higher service workload to permit assistant professors to focus primarily on teaching and scholarship activities. Examples of this variation by rank follow:

*Professor*

· Leadership and active participation on university, college, and department committees

· Active contributions to administration/management of a program, major or department

· Active participation and leadership in curricular or program development or revision.

*Associate Professor*

· Active participation on several committees or work groups at the program, department, college or university level

· Leadership (e.g., chair) on one or more committees

· Active participation in curricular or program development or revision

*Assistant Professor*

·Active participation on at least one or more committees. There is an expectation of less service in the first three years of an Assistant Professors’ experience, but an increasing expectation for service after a successful third year review.

**Expectation of Work Effort**

Within the College of Education, workload is calculated based on a 1.0 full-time equivalent (FTE), which is typically distributed across the three major areas of faculty activity as follows: Instruction (.40-.45 FTE), scholarship (.40-.45 FTE), and service (.10-.20 FTE). Variation in faculty FTE assignments across these three areas is expected when a faculty member undertakes additional duties (e.g., a COE or department administrative assignment, appointment as editor of a major journal), or other external commitments and resources (e.g., a higher research FTE commitment in lieu of a lower FTE commitment in teaching).

**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. Consistent with the guidelines in Article 17 of the CBA, assignment of professional responsibilities should reflect the following considerations:

• Instruction, research and service needs of the College, department and research centers

• 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 review

The faculty member will disclose to the Department Head any internal or external activities that may require a workload that deviates from the typical standard workload of the department (e.g., course buy-out using external grant funds, courses to teach, service opportunities, or internal administrative duties and responsibilities). Typically course buyout is defined as .10 FTE for a 3-credit course and .15 FTE for a 4-credit course. In order to ensure adequate information to support decision making, substantial changes in assigned workload are typically made based on two or three years of faculty annual performance assessments, rather than being based 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.

**Special Situations.**

**Stipends**. Stipends represent funds paid to faculty in addition to a faculty member’s annual salary. Stipends are paid to faculty for the purpose of carrying out a range of discrete assignments, including administrative assignments or other academic assignments. The amount of the stipend can vary based on the expectations, duties, and FTE of the assignment each academic year and can be allocated beyond the annual evaluation period to support the timely completion of the assignment or administrative service. The Department Head/Dean and the faculty member must agree to the assignment or service commitment. The faculty member has the right to refuse the stipend (i.e., assignment) without worry of disciplinary action. The Department Head and the Dean must agree on the amount of the stipend before the assignment or service is initiated.

**Overload**. When negotiating workload, the Department Head may ask the faculty member to take on additional responsibilities that include, for example, the management and oversight of a unique process (e.g., professional review or accreditation, substantial curriculum review, additional administrative responsibilities) or situation (e.g., illness of other program faculty member). The compensation for these efforts is often considered worthy of an overload appointment or reduction of workload in instruction, research, or other service responsibilities. An overload appointment will be assigned an FTE percentage commensurate with the typical workload standards and compensated accordingly. The faculty member must agree to the additional assignment. The faculty member has the right to refuse the overload assignment without worry of disciplinary action. Additionally, the faculty member may request that compensation for the overload assignment be a temporary course(s) release with no additional FTE. The Dean and Provost or their designees must approve the overload assignment. Federal funds may not be used for overload compensation.