

College of Liberal Arts Workload Policy (DRAFT)

Effective September 16, 2021

Section 1: Origins

This policy draws on an extensive workload survey that included faculty, program and school leadership, and CLA leadership in Spring 2017. Among other things, the CLA Faculty Workload Taskforce Report noted some significant discrepancies in workloads among CLA schools, among individual faculty members, and between tenure-track faculty and instructors. It also noted disparities regarding the portion of an FTE that one course constitutes, and while the taskforce cautioned against a mechanical, one-size-fits-all approach to faculty workloads, it also urged attention to these inconsistencies in the pursuit of fairness and equity.

Section 2: General Principles

2.1 Position Description Expectations

All portions of a Position Description (PD) should add up to the total FTE of the faculty member, and each component of a PD should reflect roughly an amount of work proportional to its portion of the FTE.

Full-time instructors at all ranks typically teach between 10 courses (0.80 FTE) and 12 courses (0.96 FTE) per academic year. All non-teaching FTE assigned to instructors must involve activities with measurable outcomes (e.g., serving as a program coordinator, performing curriculum reviews, sitting on assigned or elected committees, etc.). The amount of FTE assigned to these roles reflects the expected time commitment in these areas.

Tenure-line faculty at all ranks typically have FTE in research, teaching, service, and advising/mentoring/outreach. The standard position description in the College for faculty who have significant duties in graduate programs will assign 0.40 FTE to teaching (5 courses), 0.10 FTE to advising/mentoring undergraduate and/or graduate students, 0.40 FTE to research, and 0.10 FTE to service.

The standard position description in the College for faculty who do not have significant duties in graduate programs will assign 0.48 FTE to teaching (6 classes), 0.02 FTE to advising/mentoring (understood to relate to undergraduate advising and mentoring), 0.40 FTE to research, and 0.10 FTE to service.

Variations are possible, with parameters defined in this document.

2.1.1 Course Releases

Course releases outside of the one-course release provided for tenure and promotion preparation purposes (ref. 2.4.8 Teaching Prior to Promotion and Tenure) require an explanation from the unit head outlining the basis for awarding the release, which is subject to approval by college leadership.

2.2 Definition of Areas of Work in Position Descriptions

Position descriptions may include assignments in:

(i) Research

Research includes the entire lifecycle of scholarly and creative work, from preparation and/or data gathering to publication and/or performance.

(ii) Teaching

Teaching includes face-to-face classroom, hybrid, and Ecampus teaching, communicating with students (through office hours, email, phone calls, discussion boards, etc.) and course development. Teaching obligations belong to the appointment period, not only to the scheduled dates of the class sessions, and may include such tasks, after the final date of the course, as: responding to grade complaints; responding to requests from students for letters of recommendation; and similar post-term activities.

(iii) Service

Service includes attendance at relevant School and committee meetings; committee work at the unit, College, and university levels; external service to discipline and/or profession as appropriate.

(iv) Advising, Mentoring, and/or Outreach

Advising and mentoring includes graduate and undergraduate advising and mentoring on programs of study, thesis projects, independent studies, career preparation and opportunities, graduate or professional school applications, and the like. As appropriate, faculty serve as the HR supervisor for GTAs and/or contribute to evaluations of GTAs, tasks which are considered as part of this section.

Outreach includes consultation, community-needs assessment, advocacy, campus-community collaborations, and the like.

(v) Administration

Administration includes work defined by a specific appointment made at the College level or at the point of hire. The difference between “service” and “administration” is that the former is appropriate for committee work, positions that rotate in the unit (including Directors of Graduate and Undergraduate Programs), and other ad hoc labors, while the latter is appropriate for positions that are appointed at the College level or that were defined as including an administrative component at the point of hire.

(vi) Other

Other assignment areas are possible with approval of the Dean.

2.3 Commitment to Diversity, Equity, and Inclusion (DEI)

Oregon State University is committed to maintaining and enhancing its collaborative and inclusive community that strives for equity and equal opportunity. All faculty members are responsible for helping to ensure that these goals are achieved in the context of the duties in their PDs. Such contributions can be part of teaching, advising, research, or service (or administration if applicable). That is, a commitment to DEI is expected as part of normal work and is not a separate category of work with

its own FTE. DEI expectations will be included in all PDs in the College. Reporting on DEI engagement activities or accomplishments is expected as part of the Periodic Review of Faculty (PROF) process.

2.4 FTE per Course

Each course delivered during the academic year, with the few exceptions described below (see 2.4.1), is equivalent to 0.08 FTE.

- Three- and four-credit courses are equivalent regardless of credits per course.
- Courses are equivalent regardless of the mode of delivery (Ecampus, face-to-face, or hybrid) or location (Portland, Hatfield, Cascades, Corvallis).
- Courses are equivalent regardless of the job classification of the instructor of record (instructor, tenure-line, etc.).

2.4.1 Course Exceptions

Blanket numbered courses (e.g., 401-410, 501-510, and 601-610) are most often taught to a very small number of independent study students and are generally counted as part of “advising and mentoring” students rather than as an in-load course.

In some units, seminars (407/507) are exempt from this provision and may be counted as part of the standard teaching load.

One- and two-credit courses are typically (a) paid as an overload (e.g. an Honors colloquium); (b) treated as accumulations within three- and four-credit series that are taught over multiple terms but accounted as one standard 0.08 FTE course in the aggregate (e.g. a graduate pro-seminar that runs for one credit in fall, winter, and spring); or (c) described, depending on the content of the course, in other areas of the PD, e.g. a course on job-application preparation for a given cohort of students that may be construed within advising and mentoring duties.

Schools may establish internal policies that count particularly large, labor-intensive, or time-intensive (e.g., studios with extended contact hours) courses as more than 0.08 of FTE. School Directors will carefully monitor actual workload and adjust as needed.

Not-for-credit classes (PACE, etc.) are assigned FTE appropriate to the workload.

2.4.2 Adjustments to FTE devoted to Teaching

When a program requires significant effort in a non-teaching area, the percentage assigned to teaching PDs may be lowered to allow faculty to complete the work in the other area. PDs must detail the work to be performed so that the work in all areas can be accounted for and evaluated.

2.4.3 Grant and Fellowship Buyouts

The rate to buy out of a course through an internal or external grant/fellowship is that instructors’ salary and OPE for teaching that course.

2.4.4 Ecampus Developments, Honors Courses, PACE courses

FTE for developing and redeveloping Ecampus courses (under formal agreements with Ecampus), honors courses, and PACE/continuing and professional development courses may take the place of a course or a portion of a course.

2.4.5 Teaching during Sabbatical Year

In cases wherein the standard teaching load is five courses per academic year, tenure-line faculty going on sabbatical for one term receive two course releases in that term. Faculty going on sabbatical for two terms receive three course releases for the year. Those on sabbatical for the entire academic year have no teaching expectation.

In cases wherein the standard teaching load is six courses per academic year, tenure-line faculty going on sabbatical for one term receive two course releases in that term. Faculty going on sabbatical for two terms receive four course releases for the year. Those on sabbatical for the entire academic year have no teaching expectation.

2.4.6 Overload Compensation for Tenured/Tenure-Track Faculty

In unusual circumstances, a tenured/tenure-track faculty member may be asked to teach an additional three- or four-credit course, or perform some other work related to the position description, over and above their regular workload. No more than once per academic year, a T/TT faculty member may be compensated for this overload teaching.

2.4.7 Process to Address Cases of Perceived Overwork

Faculty and supervisors shall work cooperatively to address cases of excessive workload. Faculty shall first appeal to their immediate supervisor (typically the academic unit leader) for review of the faculty member's current workload assignment.

Should the issue remain unresolved at the unit level, the matter may be appealed to college leadership for review.

2.4.8 Teaching Prior to Promotion and Tenure

As a matter of policy, all tenure-track faculty will be extended one pre-tenure course release. The course release must be taken prior to the year in which the faculty member is being actively reviewed for promotion and tenure. The exact timing should be worked out between the faculty member and the unit supervisor in the academic year prior to the one in which the release is taken. Other teaching reductions that may occur prior to tenure are subject to the same policies governing all faculty members, included in the provisions of 2.4.3, above.