



Guidelines for Academic Faculty Workload

These College of Health (COH) faculty workload guidelines are developed to:

- clarify distribution of effort for academic faculty,
- achieve consistency within the college,
- provide a framework for decisions that advance faculty and program excellence in teaching and advising, research and scholarship, service, and program coordination and administration.

Distribution of Faculty Effort

The level of effort and relative distribution across functions are described in terms of full-time effort (FTE). See [OSU's academic appointment guidelines](#) for more specific information.

Standard COH FTE are interpreted as guidelines for the relative distribution of effort. Multiple factors will influence individual faculty workload assignment. Adjustments may be negotiated between the individual and supervisor based on reported and reviewed activities within the primary duties and these guidelines to support faculty strengths and productivity. Faculty with an administrative appointment will generally have their faculty FTE proportionally distributed following these guidelines.

Professor (Clinical): Standard COH load of 0.75 FTE engaged in teaching/advising and clinical activities, 0.05-0.15 FTE scholarship, and 0.10 FTE service. Assignment may include program coordination duties.

Instructor (Fixed-term): Standard COH load of 0.90 FTE teaching/advising and .10 FTE service. Assignment may include program coordination or other duties.

Instructor (PAC) (Fixed-term): Standard COH load of up to 1.00 FTE teaching/advising. Assignments may include service and/or other duties.

Professor (Practice): Standard COH load of up to 1.00 FTE with a variety of extension efforts with 0.10 - 0.15 FTE scholarship contributing to effective educational program delivery and research application at local or regional levels. Assignment may include teaching, other educational programming (not for academic credit), county leadership, program development/implementation/ management, and/or service.

Professor (Teaching): Standard COH load of 0.75 FTE teaching/advising, 0.15 FTE scholarship, and 0.10 FTE service. Assignment may include program coordination and/or other duties.

Professor (Tenure Track and Tenured): Overall FTE must be at least 0.50 FTE. Scholarship and instruction should be sizable and relatively balanced, with a smaller percentage for service. Standard COH distribution is 0.50 FTE teaching/advising, 0.40 FTE research and scholarship, and 0.10 FTE service. Assignment may include program coordination duties. Appointments within Extension will have assignments that may include educational programming not for academic credit.

Documentation of Individual Faculty Assignments



General roles and responsibilities associated with a specific assignment are described in a position description. When there are significant changes in the overall role and responsibilities associated with a specific position, the position description can be revised or updated by the supervisor in collaboration with the faculty member, then reviewed and approved by the human resources classification and compensation team.

Specific expectations for a faculty member in each year/time period are specified in a plan of work. The supervisor develops this plan based on unit needs, consideration of distribution of effort in previous or anticipated years, and in correspondence with the faculty member. A plan of work for a given academic year will be prepared by the end of the prior spring term, with any later necessary changes resulting in an updated plan of work at the time of the change. Actual FTE distribution may vary from year to year as specified in the plan of work. If an academic faculty member believes they have an excessive teaching workload, they should speak with their supervisor. If a faculty member has concerns regarding workload guidance, the faculty member may speak with the Associate Dean of Academic and Faculty Affairs.

Diversity, Equity, and Inclusion (DEI)

Oregon State University is committed to maintaining and enhancing a culture and environment that promotes [diversity, equity, inclusion \(DEI\)](#). DEI is embedded in OSU's and the COH's mission and values and all faculty members are expected to contribute to this aspect of the mission. Specifically, COH faculty are expected to contribute to the COH Health Equity and Justice Plan. Contributions can be made through any of a faculty member's responsibilities, whether teaching and advising, research, extension and engagement, service, or other scholarly and creative activities. Examples of the varied ways OSU faculty members have engaged in DEI efforts can be found in the [OSU Resource Guide for Planning and Reporting DEI Activities for P&T](#).

Innovation & Entrepreneurship (I&E)

Oregon State University was integral in a national effort to define and support innovation and entrepreneurship (I&E) as an essential component of realizing the institution's mission to society. I&E impact can occur in all the various functions of faculty. Oregon State University promotion and tenure guidelines now includes language in the criteria section. The COH values I&E within teaching/advising, research/scholarship, and service and encourages contributions through any of a faculty member's responsibilities.

Teaching and Advising

Quality teaching is essential and at the heart of OSU's mission as a public land-grant and research university. As a standard COH expectation, each credit is considered 0.03 FTE for a 9-month academic year and .0225 for a 12-month academic year, as illustrated in the table below with the following understanding:

- Curriculum preparation, instruction time, record keeping, grading, office hours, liaising with graduate teaching assistants when assigned, and responding to student emails are included in FTE for the assigned course.
- [Blanket-numbered-courses](#) (e.g. independent studies, thesis credits) do not count towards the teaching FTE.
- Typically, new full-time faculty members will be given one course release in the first year of employment to assist them in their careers. This course release does not



affect the position description.

- The COH follows [general guidelines](#) for assigning FTE to a graduate teaching assistant (GTA).
- The teaching/advising FTE may allow for effort dedicated to a faculty member's student mentoring activities (e.g., major advisor and/or committee member on thesis, dissertation, and culminating project committees; undergraduate honor's mentor; URSA mentor; etc.).

Academic course credits and FTE for 9-month academic year:

Credits	6	8	9	12	15	16	18	21	24	27	30
FTE	0.18	0.24	0.27	0.36	0.45	0.48	0.54	0.63	0.72	0.81	0.90

Academic course credits and FTE for 12-month academic year:

Credits	6	8	9	12	15	16	18	21	24	27	30
FTE	0.135	0.18	0.2025	0.27	0.3375	0.36	0.405	0.4725	0.54	0.6075	0.675

The process for establishing teaching assignments for the academic year includes identifying program needs and faculty expertise. Priority is given to teaching courses within one's academic program.

For Ecampus course development/redevelopment, commensurate FTE will be assigned by the School Head. Full redevelopment efforts will be limited, and prioritized for major revisions, and courses that are working towards Quality Matters designation. The stipend for taking Ecampus training will be provided to faculty as professional development funds.

Select teaching/development assignments may vary in terms of effort per credit, recognizing potential differences in courses and effort. For example, this may include:

- Number of students
- Design or topic of course
- Faculty-led study abroad programs or courses
- Honors College courses (sections/colloquia)
- Ecampus course delivery
- Co-teaching (effort will not exceed course credits)
- Internship and practicum courses
- Teaching/developing the same course in multiple modalities: Ecampus/On campus/Honors section/Honors colloquia
- Open Educational Resources Unit (OERU) funding to adapt, adopt, or author an open textbook related to a COH course
- Hybrid course teaching/development
- Development of a new COH course approved through the curricular process
- Approved redevelopment/refresh of a COH course
- Summer arrangements for course development/redevelopment

In some circumstances, funds received may be provided to faculty as professional development funds rather than within the teaching load.



The COH follows the university's policy of minimum class enrollments: 25 students for lower division, 15 for upper division, and 6 for graduate courses. For upper division slash courses (4xx/5xx) the minimum of 15 students should be upheld. Exceptions are possible based on program or instructor needs or may differ for internship, practicum, lab, and physical activity courses. The faculty member will be consulted about a potential cancellation two weeks before the start of the quarter. Should a course need to be cancelled, the plan of work will be adjusted accordingly by the supervisor, and may include alternative teaching assignments (e.g., teach another course, develop or refresh a course).

Extension faculty are expected to engage in non-academic credit teaching tailored to their position and extension goals, which should be discussed with their supervisor and documented.

Research and Scholarship

Faculty are expected to conduct rigorous, high-quality research and scholarship. For a scholarly career and to achieve promotion (and tenure for tenure-track), faculty members with research effort must establish an active research program and gain external professional recognition. Sponsored research includes federal, industry, non-profit, foundation, governmental commercialization, state and local funding. The level of scholarly expectation differs between faculty lines based on research effort.

Scholarship activities for all COH faculty are expected to include the following, depending on where the faculty member is in the lifecycle of their research endeavors: 1) seeking and securing extramural funding, 2) engaging community or study populations, 3) managing and administrating research projects, 3) conducting research, 4) disseminating findings, and 5) translating the scientific findings into practice. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and effectively communicated. Such work is diverse in forms and must be based on a high level of professional expertise; give evidence of originality; be documented and validated as through peer review, critique or validation by evidence of societal or disciplinary usage/benefit; and be communicated in appropriate ways so as to demonstrate significant impact for the public and/or for the discipline itself (including future impact as appropriate). The breadth of research is broad within COH disciplines and faculty should contribute to research/scholarship within their area of expertise. Teaching or instructional research/scholarship activities can contribute to pedagogical advancement related to the discipline.

Scholarship for COH faculty includes, but is not limited to, peer-reviewed creative activity, presentations, publications, book chapters, books to publics beyond the University or to the discipline, patent applications/awarded, and commissioned work. Publication expectations are specific to discipline and rank and vary according to the nature of the research. Authorship of professional practice guidelines, textbooks, book chapters, monographs, videos, extended learning materials, or other educational materials are considered appropriate. Advising government agencies, industry, or professional groups are all considered evidence of scholarship. Faculty are expected to conduct research and scholarship activities with students, trainees, and, if applicable, community/professional partners.

Clinical Activities, Scholarship and Creative Activity

Clinical faculty in COH must develop and maintain clinical activities that have demonstrable



effect within a practice setting per the OSU faculty handbook. Clinical scholarship and creative activities can contribute to professional issues or program development. Emphasis is placed on peer recognition as a practitioner-educator. While publication in peer reviewed journals is the most traditional form of scholarship, clinical track publication might more commonly encompass description and evaluation of novel patient care services, program development and innovation, outcomes of innovative programs and/or services, definitive therapy reviews, or case reports, among others.

Community, Industry and Entrepreneurship Engaged Research and Scholarship

Community engaged research involves the collaboration between COH faculty and their larger communities, affected populations, industries, government, foundations, and non-profits (local, regional/state, national, global) for the mutually beneficial generation and dissemination of knowledge and resources. Engaged scholarship involves intentional efforts to connect knowledge generated through faculty activity directly to the public in ways that collaboratively address health and community needs and concerns, and sharing of impacts through multiple platforms to diverse audiences. It is a process by which scholars communicate and work with communities and populations. It is reciprocal and mutually beneficial. A college guide provides recommendations for [Community Engaged Scholarship](#).

External Funding to Cover Effort

Faculty may apply external funds to cover a portion of their academic year effort, consistent with the effort expected in a successful grant proposal. A course buyout may be possible for faculty with for-credit teaching in their workload, but is dependent upon college supported research activities, effort allocated to research/scholarship, and the balancing of program needs. A minimum of two terms advanced notice is expected. The supervisor will work with the faculty to determine appropriateness and timing of the proposed buyout. Some external funds may not be used for course buyouts, such as capacity funds (e.g. the Agricultural Experiment Station Funds (AES)). A buyout from external funds will require at least 9% of 9-month effort (including OPE) per 3-credit course (12% per 4-credits) and must reflect actual effort contributed to the externally funded project. Typically, modified professorial faculty with research expectations (Clinical and Teaching) have the opportunity to buy out of a maximum one course per academic year with external funding. The minimum expected teaching load is two courses (6-8 credits) per academic year for full-time tenured/tenure-track faculty. The priority is to teach required courses in their program's curriculum, as determined by the supervisor, with input from the program director and the faculty.

Service

Faculty are expected to provide an appropriate balance of institutional, professional, and community service. It is generally expected that promoted faculty should be involved in prominent service. Prominent service opportunities and their support of program and/or organizational needs should be discussed with the supervisor.

Common institutional duties include, but are not limited to: participating in student recruitment and retention efforts, program-specific service, review of student applications, serving as core faculty for more than one program, faculty meetings, graduate council representative, peer teaching reviews, writing letters of recommendation, serving as student club advisor, and serving on or chairing college and/or university committees (e.g. P&T committees, search committee, search advocate, curriculum committee).



Common professional service duties include, for example: serving as a grant reviewer, formal editorial role on a journal (e.g., editorial board member), reviewer of journal manuscript submissions, and leading or being a board member of professional societies. Membership in professional societies is not considered a service activity.

Community engagement and outreach, which may also be an important part of research and teaching, involves professional service activities done within communities, including presentations for the public, and serving on community advisor committees and boards. Community service activities should involve the faculty member's application of professional expertise and benefit the college/university.

Programmatic Administrative Duties

Faculty may be assigned coordination or administrative duties as part of their academic program responsibilities that vary across units.

Guidelines were updated from 2017 Guidelines by the COH leadership team with input from faculty within the college. Approved by the COH dean, January 15th, 2026.

Questions or concerns regarding the guidelines can be raised with the Associate Dean of Academic and Faculty Affairs.

