

College of Public Health and Human Sciences

Guidelines for Clinical-Track Faculty Assignments, Non-Extension

Intent

These guidelines are developed to:

- clarify faculty distribution of effort,
- 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 administration.

The guidelines primarily address issues relating to quantity: the relation between teaching full-time equivalents (FTE) and course credits; the distribution of faculty effort across teaching, advising, and other assignments; research and scholarship; service; and administration. The quality of a faculty member's work is objectively evaluated in accordance with the college's policy on periodic reviews and OSU's [promotion and tenure guidelines](#).

FTE and Expectations for Clinical Faculty Effort

Clinical track faculty are engaged in clinical practice and/ or clinical teaching, scholarship (generally 0.05 to 0.15 FTE), and university service. The level of effort and relative distribution across different functions are described in terms of FTE. Estimates of FTE are interpreted as guidelines for the relative distribution of effort. Multiple factors will influence individual faculty workload assignment, including, for example, external funding and administrative duties.

Documentation of Individual Clinical 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, and reviewed and approved by the human resources classification and compensation team. Specific expectations for a faculty member in a given year or time period is specified in a plan of work. The plan of work describes the specific courses, scholarship, and other major tasks that a faculty member is expected to complete over the specified period of time. The supervisor develops this plan of work with input from the faculty member before the start of the specified time period. The process for teaching assignments includes identifying program needs, faculty and program director input, and supervisor approval. A plan of work will be prepared by the end of spring term before the following academic year, with any changes resulting in an updated plan of work. Actual FTE distribution may vary from year to year as specified in the plan of work. Faculty members who believe their assigned workload is different from the guidelines established for their position should engage in dialogue with their supervisor to address workload concerns as part of the plan of work finalization process when possible. Any unresolved concerns will be reviewed by the Associate Dean of Academic and Faculty Affairs.

Equity, Inclusion, and Diversity (EID)

OSU 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. To this end, faculty are provided multiple opportunities for and are strongly encouraged to engage in EID training. While no FTE is assigned specifically for EID, faculty are expected to foster equity, inclusion, and an appreciation of diversity through their responsibilities related to teaching and advising, research and scholarship, service, and administration within the framework of public health and human sciences.

Teaching and Advising

Quality teaching is essential and is at the heart of OSU's mission as a public land-grant and research university. Clinical faculty engage in a variety of teaching responsibilities which may include: teaching credit courses; supervising the clinical work and internships of students; direct undergraduate and graduate projects, as well as mentoring undergraduate and graduate students. In the CPHHS, clinical practice may involve teaching, coordination, and oversight of clinical courses, sites, and student internships.

Each course credit is considered 0.03 FTE per 9-month academic year. It is expected that all clinical faculty, regardless of their ability to fund course buy outs, will teach a minimum of 6 to 8 credits per academic year. Curriculum preparation, instruction time, record keeping, grading, office hours, and responding to student emails are included in the FTE for each course. Course instruction in the Study Abroad program and the Honors College may be counted towards teaching FTE balancing the needs of the faculty member and the needs of the program. If the course is taught out of load, funds received from the Honors College are provided to the faculty as professional development funds.

Development of a new on campus course will receive a one-time reduction in teaching FTE equivalent to the number of credits developed. Preparation to teach an existing on campus course for the first time may, depending on the extent of the preparation needed, be eligible for a one-time partial credit reduction in teaching FTE. [Blanket-numbered-courses](#) (e.g. independent studies, thesis credits) do not count towards the teaching FTE, with the potential exception of seminars (e.g. 407/507/607). Internship courses (e.g. 410/510) or practicums (e.g. 344/345) that include an instructional component will receive commensurate FTE.

Ecampus course instruction is counted towards teaching FTE. Ecampus provides funds to the college for course development and refreshment per a memo of understanding. Faculty who develop or refresh an Ecampus course can receive these funds as overload pay. Alternatively, in lieu of overload pay, faculty can receive a one-time reduction in teaching FTE equivalent to the number of credits of a new Ecampus course developed, and a one-time partial credit reduction in teaching FTE for refreshment of an existing Ecampus course. Alternatively, the amount of funds received from Ecampus to develop or refresh a course may be paid as overload pay.

Any funds received from other opportunities such as hybrid course development, and Open Educational Resources Unit (OERU) funding to adapt, adopt, or author an open textbook, are provided to the faculty member as discretionary funds that can be used to fund teaching FTE, summer FTE, or otherwise used to support the faculty's professional development.

Any FTE assigned for advising (including mentoring) is in addition to the FTE for teaching, but it is part of the overall teaching and advising FTE. Advising may include masters and doctoral students, as well as undergraduate and Honors College students. Faculty will receive advising FTE commensurate with their roles and efforts.

Faculty content experts provide topic expertise to graduate teaching assistant who are instructor of record for a course or a lab. Faculty will be consulted before being assigned as a content expert. Faculty who serve as a content expert for multiple courses, sections, or labs taught by graduate assistants will receive teaching FTE commensurate with the assigned effort. Faculty

teaching mentors provide support to multiple graduate teaching assistants, including training and overseeing the assistants, and offering guidance throughout the quarter. Mentors will receive teaching FTE for this role commensurate with the assigned effort.

The college follows the university's policy of minimum class enrollments: 25 students for lower division, 15 for upper division, and 6 for graduate courses. The faculty member will be consulted about a potential cancellation two weeks before the start of the quarter. Should a course that is scheduled need to be cancelled, the plan of work will be adjusted accordingly by the supervisor with input from the faculty member and the program director, and may include alternative teaching assignments (e.g., another course, develop or refresh a course). Enrollment minimums may differ for internship, practicum, and physical activity courses.

FTE assigned for courses co-taught by more than one faculty will be established by the supervisor and with input from the faculty members, after an evaluation of the course objectives and the specific distribution of efforts.

Research and Scholarship

All clinical faculty members are expected to engage in research and scholarship as described in OSU's [promotion and tenure guidelines](#). According to university guidelines, at least 0.05 FTE must be allocated to research and scholarship, and generally ranges from 0.05 to 0.15 FTE.

Scholarship 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. Authorship of professional practice guidelines, textbooks, book chapters, monographs, videotapes, extended learning materials, or other educational materials are considered appropriate. Advising government agencies, industry, or professional groups are all considered evidence of scholarship.

External, Agricultural Experiment Station (AES), or other (e.g. internal) funding can change teaching and research assignments when the funding provides sufficient faculty salary and benefits to justify the adjustment. Reducing the annual teaching load will require 0.0275 FTE (salary plus OPE) of funding per credit. When faculty are at the minimum teaching load of 6 to 8 credits per academic year, the priority will be for them to teach required courses in their program's curriculum, as determined by the supervisor, with input from the program director and the faculty.

When a grant proposal is submitted, the faculty member will notify the supervisor of a potential course buy out should the grant be funded. If a grant is awarded, the supervisor will work with the faculty and the program director to determine the timing of the course buy out, balancing the needs of the faculty member and the needs of the program.

Service

All clinical-track faculty members are expected to provide an appropriate balance of institutional and professional service. The standard faculty position within the CPHHS will include a 0.10 FTE for service. In unusual circumstances, FTE may vary as determined and approved in advance by 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 of college and/or university committees (e.g. P&T committees, search committee, search advocate, curriculum committee).

Common professional service duties include, for example: in-services provided to health care professionals, a journal reviewer or editor, and leading or being a board or committee member of professional societies or accreditation bodies.

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.

Administrative Duties

Faculty members may be assigned administrative duties as part of their responsibilities. Program directors and other administrative roles have responsibilities that vary across units. The FTE will be established by the supervisor and with input from the faculty member. Administrative FTE may reduce FTE for teaching, scholarship, and/or service.

Developed by the CPHHS leadership team with input from clinical faculty. Approved by the CPHHS dean, July 2021. Updated March 2022