

College of Public Health and Human Sciences

Guidelines for Faculty Assignments

Intent

These guidelines are developed to:

- clarify faculty distribution of effort,
- achieve consistency across schools within the College,
- provide a framework for decisions that advance faculty and program excellence in teaching, scholarship, outreach and engagement, and service.

The College of Public Health of Human Sciences values teaching, scholarship, outreach and engagement, and service. As a College, PHHS is characterized by a strong commitment to serving a large number of students with quality educational programs. To strengthen our future, these guidelines seek to retain our quality in teaching while elevating our capacity to achieve excellence in scholarship. These guidelines support these results by increasing faculty time available for scholarship and increasing external support for our research endeavors.

Faculty expectations and evaluation involve measures of both quality and quantity of teaching, scholarship, outreach and engagement, and service. For example, devoting more time to scholarship increases the responsibility to be productive in a manner that can be evaluated objectively by one's peers. This document primarily addresses issues relating to quantity: the relation between teaching FTE and course credits; the distribution of faculty effort across teaching, advising, and other assignments; research and scholarship; outreach and engagement; and service. The quality of a faculty member's work will be objectively evaluated in accordance with school and College review and University Promotion and Tenure Guidelines.

“FTE” and PHHS Faculty Expectations

In this document, the level of effort and relative distribution across different functions are described in terms of full-time equivalents (FTE). Faculty appointments are professional positions with quality standards established independent of the amount of time it takes to complete a task. FTE estimates are interpreted as guidelines for the relative distribution of effort, not a mechanism for determining the number of hours dedicated to a given task.

Currently, the balanced, standard resident tenured or tenure-track faculty position within the College of Public Health and Human Sciences reflects a load of .45 FTE teaching, .45 FTE research and scholarship, and .10 FTE service.

Multiple Factors will influence Individual Faculty Expectations

Each faculty position is unique; therefore defining a rigid set of expectations for all faculty members in the College is neither possible nor appropriate.

School co-directors work to maximize the effectiveness of their faculty to meet the school and College goals related to teaching, scholarship, outreach and engagement, and service. They do so by individualizing faculty assignments to meet the different responsibilities needed to fulfill the mission and goals of the unit, recognizing the talents, interests, and expertise of the faculty. The

following are some of the factors that may result in differences between individual faculty assignments:

- External funding sufficient to warrant reduced teaching expectations
- Increased teaching expectations congruent with the faculty appointment (e.g., Instructor, Clinical Assistant Professor) or to meet school needs
- Major administrative appointments (such as major program leadership or school co-director responsibilities)
- Specific position expectations such as for Extension programming
- Location on and off-campus or at OSU-Cascades campus
- Differential emphasis in graduate advising based on the degree program and research emphases
- Allocation of Ph.D., M.S., and MPH advisees
- Class size and distribution of GTA support
- School differences in accredited professional training programs and related constraints of these programs
- Involvement in important outreach efforts and their contribution to scholarship and/or teaching
- Distance education and priority academic program development
- Start-up time for new hires, when teaching and service expectations are reduced

Documentation of Individual Faculty Assignments

General roles and responsibilities associated with a specific assignment are described in a *position description*. This document should be reviewed annually but should be general enough that it only needs to be revised when there are significant changes in the overall role and responsibilities associated with a specific position. Such revisions, when needed, are made by the school co-directors in conjunction with the faculty member. Specific expectations for a faculty member in a given year or time period may be defined 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 faculty member and co-directors will develop this plan in conjunction with the periodic review of faculty (PROF).

Faculty position descriptions assign FTE in up to four areas: 1) teaching, advising, and other assignments; 2) research and scholarship; 3) outreach and engagement; and 4) service. The following sections describe College guidelines for faculty expectations in each of these areas.

Teaching, Advising, and Other Assignments

Teaching a standard 3-credit course (undergraduate or graduate) is considered .25 FTE per term or .083 FTE per 9-month academic year. (This FTE level applies across the College, to faculty in professorial rank and instructors.) The current balanced standard for tenure and tenure-track faculty assignments is to have no more than 45% of the available FTE assigned to teaching. This FTE represents five 3-credit, four 4-credit, or three 5-credit classes per academic year. As described above, multiple factors will influence individual faculty expectations assigned by school co-directors.

Quality teaching is essential and is at the heart of OSU's mission as a public land-grant and research university. It is imperative that all tenure and tenure-track faculty contribute to the

teaching mission, with priority given to teaching the core courses within one's academic program. Therefore, it is expected that all tenure-track and tenured resident faculty, regardless of their graduate-student advising and ability to fund "release time," will teach a minimum of 2 core courses (6-8 credits; .17-.22 FTE per academic year), and a guiding principle is that all faculty will teach in the undergraduate curricula.

Professional advising and related work, such as mentoring masters and doctoral students, are recognized as teaching expectations. Whether or not any FTE is assigned specifically for graduate advising will be determined based upon the level of advising that is assigned to a faculty member, which varies among the College's graduate programs.

Research and Scholarship

All tenured and tenure-track faculty members are expected to conduct rigorous, high-quality research and scholarship. According to University guidelines, at least .15 FTE must be allocated to scholarship.

Tenured and tenure-track faculty members with a scholarship assignment are expected to consistently publish journal articles reflecting rigorous research activity. A common frame of reference is that faculty should have a significant authorship role on a minimum of two peer-reviewed articles a year. Ideally, these publications would appear in journals with measurable and moderate-to-high impact as appropriate for their field of study. Specific expectations vary according to the nature of the research faculty members conduct. For individual faculty members, these expectations will be negotiated by the school co-directors and the faculty member and will be indicated in the plan of work. Expectations for faculty members' scholarship obligations include publishing with graduate students.

Tenured and tenure-track faculty members are expected to seek, obtain, and manage external funding for research. Specific expectations for individual faculty members will be negotiated by the school co-directors and the faculty member and will be indicated in the plan of work.

External Funding and Release Time

External funding can change teaching and research assignments when the funding provides sufficient faculty salary and benefits to justify the adjustment and when the faculty member and co-directors agree. The basic formula for reducing teaching load is as follows:

Reduce annual teaching load by one 3-credit course for every 8.3% of faculty salary and OPE (or one 4-credit course for every 11% of faculty salary and OPE) secured through external sources (i.e., one 3-credit course reduction is 25% of salary and OPE per term or 8.3% of salary and OPE for the 9-month academic year).

Unless justified by unusual circumstances, tenured and tenure-track resident faculty will not be approved to reduce teaching loads below a minimum of two courses per academic year (i.e., a minimum of 6-8 credits per academic year, which is .17-.22 FTE).

Funds “released” through this process (because a portion of the faculty salary is now being paid through external funds) will be available to the school co-directors to cover the cost of teaching the course or courses from which the faculty member has been released, associated administrative costs, and other investments. Release-time for faculty with Extension appointments may be for the reduction of FTE devoted to education or program development rather than for a formal course.

Extension Assignments

The workload of tenured and tenure-track faculty who are supported through funds originating in OSU Extension can be similarly profiled. These positions are typically 12 month. Typical expectations relating to the allocation of effort across the three missions of the University for full-time Extension faculty vary depending on whether the position is located on- or off- campus:

Off-campus positions typically have assignments that are 80% teaching, 15% research and scholarship, and 5% service, whereas

On-campus positions typically have assignments that are 60% teaching, 30% research and scholarship, and 10% service.

County-based faculty members link University expertise and research with community needs. Their “teaching” role is to identify the needs of the community, develop and deliver an education program impacting those needs, grow support for needed programs, and evaluate and report outcomes. Scholarship expectations include meaningful participation in and growing financial support for applied research to increase understanding of important public health issues relating to their communities, and sharing their innovative work with peers in a manner that can be validated as significant.

On-Campus Extension faculty members are a critical bridge between on-campus faculty and students and community education through Extension off-campus faculty and other community collaborators. A College goal is to increase flexibility, funding stability, and program strength through on-campus resident and Extension faculty whose appointments can be interchanged for short and longer periods of time depending on needs and opportunities. An important role of these positions is to help assure that Extension community education programs take advantage of and reflect the best available research findings on a given topic. A second important role is to develop and lead applied research and education programs to help resolve important public health issues within Oregon’s communities. Up to .20 FTE may be allocated to outreach and engagement for time-limited periods for on-campus, non-Extension faculty when appropriate and by mutual agreement.

AES Supported Research

One funding source for research within the College of Public Health and Human Sciences is through federal support for the Agricultural Experiment Station (AES). The College is moving toward a model in which AES support is competitively allocated in a manner that aligns AES investments with AES priorities, and when appropriate will help generate additional extramural funds. As this shift is implemented, AES support will be treated the same as other competitive grant support in determining faculty workload expectations. High research-related FTE

commitments, when funded from AES or other internal or external research funds, can justify reductions in teaching load, consistent with the College policy on release time.

Service and Administrative Duties

All tenured and tenure-track faculty members are expected to provide an appropriate balance of institutional (school, College, University) and professional service. The recommended “standard” resident faculty position within the College of Public Health and Human Sciences will include a 0.10 FTE for service. As noted above, the FTE allocated to service is a guideline for relative distribution to tasks and not intended to reflect actual hours worked.

Faculty members are often assigned administrative duties as part of their responsibilities to their school, College, or University. If these appointments involve extensive time commitments that consume significant FTE over a significant period of time, faculty members may discuss a change in workload to reflect these responsibilities. Typically, chairing school or College committees or providing leadership for a faculty search is within the normal realm of service to the school and College and do not warrant re-negotiation of work expectations. Allocation of FTE for school or academic program administrative duties (e.g., graduate coordinator, program coordinator) is negotiable between the school co-directors and the faculty member. When such duties are sufficient to justify a change in pre-existing expectations and are likely to last for a significant period of time, they should be documented in a revised position description. Other assignments, when significant, should be documented in a person’s position description, with FTE allocated (e.g., internship coordination, extended education, international programs, and academic affairs).

Revised 2006

Revised 2012; *Approved by the CPHHS Dean, Associate Deans and School Co-Directors*

ADDENDUM

CPHHS Guidance Document on Teaching Assignments

(March 6, 2017)

Given the College's commitment to the university's land grant mission, undergraduate and graduate student success, and ensuring all students have access to the diverse expertise and talents of our faculty, the following principles and policies will inform teaching assignments:

- A "full" teaching load is, on average, 12 credits per academic year. This credit load is three 4-credit course or four 3-credit courses. For faculty teaching a combination of 3- and 4-credit courses, average course load over multiple years will be considered.
- All tenure-track and tenured resident faculty, regardless of their graduate-student advising and ability to fund course buy-outs, will teach a minimum of two courses (6-8 credits; .17-.22 FTE) per academic year.
- When faculty are at the minimum teaching load, the priority will be for them to teach required courses in their program's curriculum.
- In general, our expectation is that all faculty will teach in the undergraduate curricula. The frequency will depend on program needs and other factors. For example,
 - Programs without an undergraduate major, option, or minor may have few undergraduate courses. If there is little need or opportunity to teach undergraduate courses, faculty are strongly encouraged to demonstrate engagement with undergraduate students in other ways (e.g., working with undergraduate students on research, serving as faculty advisor for an undergraduate student club, participating in a student success initiative).
 - Programs may need to offer required graduate courses and have few qualified faculty available to teach them.
 - In determining the course schedule and teaching assignments, priority will be given to requests that help facilitate our ability to offer required courses, followed by courses in a "select from" list, followed by general electives.
 - If multiple faculty in the same academic program are seeking release from teaching undergraduate courses in a given year, priority will be given to faculty who have not recently had such a request approved, all other factors being equal.
 - Release from teaching undergraduate courses should not adversely affect the School's ability to meet the curricular needs of programs.