

## **College of Public Health and Human Sciences**

### **Guidelines for Instructors (Fixed-Term) Assignments, Non-Extension**

#### **Intent**

These guidelines are developed to:

- clarify instructor distribution of effort,
- achieve consistency within the college,
- provide a framework for decisions that advance instructor and program excellence in teaching and advising, 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 instructor effort across teaching, advising, service, and administration. The quality of an instructor'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 Instructor Effort**

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. Instructor positions within the College of Public Health and Human Sciences (CPHHS) reflect a load of up to 1.00 FTE teaching and advising, with a maximum teaching load currently set at 27-30 credits per 9-month academic year. Individual instructor workload assignments may include assigned service and administrative duties.

#### **Documentation of Individual Instructor 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 instructor member, and reviewed and approved by the human resources classification and compensation team. Specific courses and expectations for a fixed-term academic year instructor is specified in a plan of work. The supervisor develops this plan of work with input from the instructor before the start of the specified time period. The process for teaching assignments includes identifying program needs, instructor 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 for fixed term academic year instructors, with any changes resulting in an updated plan of work. Specific teaching assignments for a term by term instructor are based on program needs and approved by the supervisor. 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 instructors are responsible for helping to ensure that these goals are achieved. To this end, instructors are provided multiple opportunities for and are strongly encouraged to engage in EID training. While no FTE is assigned specifically for EID, instructors are expected to foster equity, inclusion, and an appreciation of diversity through their responsibilities related to teaching and advising, 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. It is imperative that all instructors contribute to the teaching mission, with priority given to teaching the core courses within one's academic program.

Each course credit is considered 0.03 FTE per 9-month 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. Instructors who develop or refresh an Ecampus course can receive these funds as overload pay, if their fixed term appointment is over 1.0. Alternatively, in lieu of overload pay, instructors 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 instructor as discretionary funds that can be used to fund teaching FTE, summer FTE, or otherwise used to support the instructor's professional development.

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

Instructor content experts provide topic expertise to graduate teaching assistant who are instructor of record for a course or a lab. Instructors will be consulted before being assigned as a content expert. Instructors 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. Instructors who serve as teaching mentors to multiple graduate teaching assistants, including training and overseeing the assistants, and offering guidance throughout the quarter, 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 instructor 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 instructor 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 instructor will be established by the supervisor and with input from the instructors, after an evaluation of the course objectives and the specific distribution of efforts.

### **Service**

Some instructors may be assigned to provide institutional and professional service, and community engagement and outreach. If assigned, FTE will be 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 instructor for more than one program, faculty meetings, graduate council representative, participation in faculty meetings Integrative Learning Experience assessments, 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 may include, for example, leading or being a board member of professional societies.

Community engagement and outreach, which may also be an important part of teaching, involves professional service activities done within communities, including presentations for the public, and serving on community advisor committees and boards.

### **Administrative Duties**

Instructors 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 instructor. Administrative FTE may reduce FTE for teaching and/or service.

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