

College of Liberal Arts
Workload Policy
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.

After a draft policy was sent to CLA faculty and leadership for discussion in Fall 2020, a CLA Workload “Working Group” was formed with the goal of continuing to develop the policy based on faculty input from across CLA.

Throughout this document, “faculty” is defined as unclassified employees in the academic ranks. It includes Instructors, Senior Instructors I and II, Assistant Professors, Associate Professors, Professors, and any other unclassified faculty assigned teaching duties.

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 generally reflect an amount of work proportional to its portion of the FTE. In all cases, faculty, whatever their job classification or rank, who do similar work, should have that work reflected similarly in the PDs.

- Full-time instructors at all ranks typically have FTE assigned to teaching and service, with the standard in CLA for full-time instructors assigning .9 FTE to teaching/mentoring/advising, and .1 FTE to service.
- Tenure-line faculty at all ranks typically have FTE in research, teaching, advising, and service. The standard position description in the College for tenure-line faculty who are active in research/creative activity at all ranks is .45 FTE assigned to teaching/advising/mentoring, .45 FTE assigned to research, and .1 FTE assigned to service.

While the above are standard position description FTE allocations, variations will be necessary to meet program and faculty needs. These variations must be authorized by the faculty member's school director and accompanied by a written rationale (that can be generally incorporated in the position description). Work assignments are the responsibility of the School Director. The Director is responsible for ensuring that the assignment of each faculty member is administered appropriately and equitably, in accordance with the PD, taking into account the needs of the faculty member, the university, and its students.

The PD will be reviewed each year by the faculty member and may be revised by the Director.

2.1.1 Course Releases

Course releases outside of the two-course release provided for tenure and promotion research and creative purposes (see below re: 2.4.10 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 and/or Creative Activity

Research and creative activity include the entire lifecycle of scholarly and creative work, from invention, preparation, and/or data gathering to publication, display, presentation, and/or performance.

(ii) Teaching, Advising, and Mentoring

Following the Faculty Handbook, 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. 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 employment supervisor for GTAs and/or contribute to evaluations of GTAs, tasks which are considered as part of this section.

(iii) Service and Outreach

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

(iv) 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.

(v) 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, justice, 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). A commitment to DEI is part of normal work and 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. Examples of work can be found at the ADVANCE website (<https://advance.oregonstate.edu/metrics-evaluating-support-equity-inclusion-and-justice>) and in the OID strategic plan (<https://diversity.oregonstate.edu/strategic-plan>).

2.4 Teaching and FTE

Each course delivered during the academic year, with the exceptions described below (see 2.4.2), is equivalent to 0.09 FTE.

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

2.4.1. Standard Teaching Loads

High quality teaching lies at the heart of OSU and CLA's mission. It is expected therefore that all faculty make an important contribution to the teaching mission, with priority given to teaching core courses in one's academic program. It is expected that all tenure-track faculty loads will include teaching in the undergraduate curricula.

Tenure-line faculty with a typical .45 FTE assigned to teaching will teach 5 classes a year. Full-time instructors who have .9 FTE assigned to teaching will teach 10 classes a year. Instructors may opt to teach 11 classes per year with a corresponding reduction in other duties, as agreed upon by both the director and the instructor and documented as such in their position description.

2.4.2 Course Exceptions

Schools may offer courses that for a variety of reasons vary from the range of expectations around the standard .09 per course FTE. If needed, a School will develop written policy that includes faculty input around courses that vary from the standard FTE. A copy of the School's Exception Policy will be authorized by the School Director and the Deans' Office, with the goal of assuring that exceptions are applied equitably to faculty of all ranks and job classifications in the College.

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. Any exception must be applied equitably to faculty in the school.

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

2.4.3 University Course Minimums

Class enrollments will be expected to follow university regulations overseen by the Office of Academic Programs and Assessment (<https://apa.oregonstate.edu/minimum-class-size>), which currently are:

Lower Division: 25 students

Upper Division: 15 students

Graduate Level: 6 students

Classes that fail to meet the university minimum prior to the start of classes may be cancelled. According to the policy “Every effort should be made to cancel under-enrolled classes well before the start of classes; no classes should be canceled under the provisions of this policy after the day following the first meeting of class.” School directors can determine the timeline for cancellation, consistent with university policy. Under-enrolled classes will require the authorization of the director in consultation with deans’ office to proceed. Typically, the justification for allowing exceptions for an under-enrolled class to proceed occurs in cases where the class is necessary for progress toward degree completion or when a particular course constitutes a previously agreed-upon exception to the policy. Exceptions for under-enrolled courses will not generally be made due to individual faculty preferences for teaching specific content areas that fail to attract a sufficient number of students. When a course is canceled, tenure-line faculty, regardless of rank, will be assigned another course, either in the same quarter or in future quarters. When a course is canceled, fixed-term faculty will be assigned another course in the same quarter or in future quarters or a reduction in FTE.

2.4.4 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.

2.4.5 Grant and Fellowship Buyouts

The rate to buy out of a course through an external grant/fellowship is the faculty member's salary and OPE for teaching that course. Grant and Fellowship Buyouts must be approved by the school director.

2.4.6 Teaching during Sabbatical Year

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

2.4.7 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.

2.4.8 Teaching Prior to Promotion and Tenure

All tenure-track faculty will be extended two pre-tenure course releases prior to the year in which their dossier is evaluated. These may be taken as Center for the Humanities residencies for faculty in relevant disciplines; pre-tenure faculty are not eligible to apply for additional Center for the Humanities funding which equates to course releases. When the course releases occur is at the discretion of the director, in consultation with the faculty member. An exception applies in Schools whose faculty pursue research in labs that involve F&A recovery. Pre-tenure faculty in these Schools will receive a minimum of one course release, as negotiated at the point of hire.

2.4.9 Process to Address Cases of Perceived Overwork

Faculty and their directors shall work cooperatively to address cases of excessive workload. Should the issue remain unresolved at the unit level, the matter may be submitted to the dean's office for guidance and/or review.

Section 3: Revising the College Workload Policy

Any revisions to the College Workload Policy deemed necessary or desired can be made by the Dean and Directors after consultation with faculty. The policy will undergo a formal review that includes faculty input within two years of its implementation.