

COLLEGE OF SCIENCE WORK ASSIGNMENT GUIDELINES FOR ACADEMIC FACULTY

March 18, 2021

Final draft

Purpose of document

This document provides guidance for work assignments for College of Science academic faculty, covering general elements of the work assignment and the position description. The scope of the guidance is for all academic faculty, both tenure-track (TT) and fixed-term (FT), which carry the classifications, with varying ranks, of instructor, lecturer, professor, and all fixed-term professorial categories. All faculty are expected to contribute to inclusive excellence. Most TT and FT faculty are expected to contribute to instruction and to service, and TT faculty are expected to contribute to research and scholarship. Some faculty may have other duties including outreach.

Definitions

Teaching. Teaching is implicitly defined in the [faculty handbook](#) as “presenting resident course credits, international programs, for-credit distance learning programs”, “directing undergraduate and graduate research projects, internships, and theses and serving on master and doctoral committees”, “collaborating with and mentoring undergraduate and graduate students, and postdoctoral associates.” Mentorship of students, directing student research projects, and serving on thesis committees is defined as teaching for the purposes of this document and position descriptions. Within the College of Science, advising of students will also generally fall under teaching. See appendix for examples.

Research and scholarship. According to the faculty handbook, “research is the active pursuit of new ideas and knowledge. Research may add to our theoretical understanding of an area or may focus on the improved application of existing knowledge or methods. Scholarship related [to] research results are demonstrated by characteristics such as peer review.” See appendix for examples.

Service. Examples of service in the faculty handbook are “faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees.” The faculty handbook makes clear that service to national and international intellectual communities and professional organizations may be considered as part of service, or may be research if it is “peer-validated” and disseminated. See appendix for examples.

Inclusive excellence. The Office of Institutional Diversity at OSU defines inclusive excellence as “the recognition that an organization’s success is dependent on how well it values, engages and includes the rich diversity of its community members, including its students, faculty, staff, alumni, friends and affiliates.” All OSU employees have a responsibility to contribute to inclusive excellence. See appendix for examples.

Principles of work assignment

- **Individuality:** The work assignment distribution may vary from faculty member to faculty member both within departments and across the college, depending on the needs of the department and other assigned responsibilities.
- **Transparency:** Work assignment expectations should be documented in writing, via the Position Description (PD), and reviewed periodically.
- **Discipline-specific standard position teaching assignment:** The college recognizes the need for

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discipline/department-specific distribution of work assignment that vary between departments.

Guidance

- 1. Position description (PD).** The position description (PD) should provide an overview of responsibilities in the following areas (when applicable): 1. research and scholarship; 2. teaching, advising, and other instructional assignments; and 3. service. If work to advance inclusive excellence is not outlined within these three areas, then it should be outlined in 4. inclusive excellence. Other areas may be included, such as outreach. The PD should be reviewed at each Periodic Review of Faculty (PROF). The PROF is annual for FT faculty and TT faculty at the following ranks: instructor, lecturer, and assistant professor. The PROF is every two years for senior instructor I, senior lecturer I, and associate professor, and may be up to three years apart for senior instructor II, senior lecturer II, and full professors. Regular initiation of the PROF is the responsibility of the unit head, while timely provision of necessary documents is the responsibility of the faculty member. The unit head may choose to do the PROF as frequently as annually, and faculty may request an annual PROF. The PROF does not need to be completed in the academic year (July 1 – June 30) in which promotion or tenure is to be evaluated, nor in the academic year that a third-year review is completed. Position descriptions should specify the fraction of effort devoted to each area, to a precision of $\pm 5\%$, averaged over two academic years. The $\pm 5\%$ variance is standard and does not need to be listed in the PD. Variance beyond $\pm 5\%$ that is expected to last more than two academic years should trigger an update to the PD. Unforeseen circumstances, such as e.g., the need for a large research proposal, an extra class, or a large service assignment, may be managed with a short-term variance. A short-term variance of more than 5% but lasting less than two years should be documented by an email between the unit head and the faculty member.
- 2. Assigned by head.** Work assignments are the responsibility of the department or unit head. The responsibility of the head is to ensure that the total work assignment is administered appropriately and equitably, in accordance with the PD, taking into account the needs of the university and its students, and the amount of faculty FTE available to meet those needs. Work assignments should be reviewed in the context of the PD, at the time of each PROF. Unit-level guidance about work assignments should be developed in consultation with both TT and FT faculty at the unit or department level.
- 3. Appeals.** In the event that a faculty member views their assignment as excessive or unfair, faculty should submit, via email, the ways in which they view their assignment as excessive or unfair. The head should meet with the faculty member and follow up with a response via email. If further appeal is needed, that appeal should be directed to the dean.
- 4. Research and scholarship.** All TT faculty will build and maintain a productive scholarship program as measured by the norms of their field and commensurate with their rank, as described in the Faculty Handbook. This expectation generally includes a combination of
 - a growing publication record and impact,
 - scholarly seminars and presentations outside of OSU,
 - supervision of students and/or postdocs in research and scholarship,

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- d. seeking and gaining significant and sustained external funding. It is recognized that in a few disciplines or subdisciplines that funding levels are modest, and in those disciplines a modest and sustained record of external funding is expected.

Please see the appendix for a longer list.

- 5. **Teaching, advising, and other instructional assignments.** All faculty in tenure-track or instructor positions are expected to teach and to do so effectively. The College uses the following guidelines to establish the number of courses in an individual's assignment.
 - a. **Nominal teaching assignment.** A typical course is expected to require about 10% effort of a 1.0 FTE, 9-month appointment (0.9 months effort) or about 7.5% effort of a 1.0 FTE, 12-month appointment. Some courses may require more work (e.g., a very large course with many TAs or first time teaching a course) or less work (e.g., a seminar) and so this level of effort can go up or down somewhat, at the discretion of the unit head. Mentoring and advising of graduate and undergraduate students is another instructional assignment, and it is expected that all TT and some FT faculty mentor students. Mentoring above or below the average department level should result in other adjustments to the PD to balance the overall work assignment.
 - b. **Buyout.** It is a general expectation that all faculty will contribute in a significant way to teaching and service as well as being active in scholarship. As a result, research activity, in itself, is not a justification for reduction in teaching or service work assignment. At the discretion of the department head, faculty may buy out instructional time through salary release. As a typical 1-quarter course represents 10% of effort, a one course buyout would require 10% of salary + the associated OPE – i.e., for a faculty member on a 9-month appointment, this would be 0.9 months of salary + associated OPE. The funds for the buyout return to the department budget. Course buyouts that bring teaching responsibilities to less than one course per year require approval by the dean.
 - c. **Unit standards.** Each unit is encouraged to establish its own guidelines for how teaching assignments correspond to the fraction of FTE associated with teaching assignments. Unit guidelines must be in agreement with this policy but may be more specific, should be developed consultatively, and should be shared with all academic faculty in the unit and with the dean. Factors that may be considered include course enrollment, number of credits, course level (introductory, undergraduate, graduate, etc.), whether the course is being taught for the first time, whether it is the instructor's first time teaching the course, the number of sections of the same class being taught by one faculty member, level of instructional support (graders, teaching assistants, learning assistants), responsibility for lab or recitation preparation, grading requirements, and e-campus or in-person format. Teaching of a section shared between faculty should correspond to a smaller fraction of FTE associated with the section. In units where advising is assigned to faculty, standardization of advisees to a "course equivalent" is also encouraged.
 - d. **Faculty with lower research and scholarship activity.** A TT faculty member whose research and scholarship activity is lower than expected for their rank and PD shall be assigned an increased teaching assignment and/or other duties proportional to the deficit in scholarly activity. For the purpose of this guidance, research activity is measured as the combination of peer-reviewed publications by the faculty member or their students, extramural grants, and

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employees, students or postdoctoral advisees supported by those grants. For a 9-month 1.0 FTE appointment, assuming 10% service, zero research or scholarship would result in 90% teaching and 9 nominal courses, similar to FT faculty. It is best if departments establish formal guidelines to ensure that expectations are documented and consistently applied. TT faculty who consistently fail to publish in peer-reviewed journals or who lose extramural funding should typically be given two years to reestablish publications and funding before being assigned increased teaching responsibilities, on the condition that the faculty member actively pursues funding and publication during that period, which should be defined and documented by the head in the annual evaluation. Faculty whose teaching assignments have been increased beyond the department average and who wish to re-establish a research program may submit a written request for a limited teaching release to the department head and, if funding is needed for teaching release, the dean. Limited funding may be available for this from the College via such research development programs as SciRIS (at the time of these guidelines).

- e. **Pre-tenure faculty.** To launch a scholarly career and to achieve tenure, a TT faculty member must establish an active research program and gain external professional recognition. Therefore, the head should administer the work assignment of assistant professors so as to provide opportunities to establish a vigorous research program. It is common to allow a lighter teaching assignment during the first one or two years, and all faculty at the rank of assistant professor shall be provided a minimum of one course release in their first two years of employment at OSU. While service is an expected component of the work assignment, in most cases it should not be beyond 10% for pre-tenure faculty.
 - f. **Faculty wishing to teach or serve more.** Any tenured faculty member wishing to emphasize teaching or service in his or her work assignment may request to do so. If the proposal is accepted by the head, the faculty member will be assigned additional courses and/or service and the PD should be adjusted accordingly.
6. **Service.** TT faculty members are typically expected to devote 10% effort to service to administration at OSU. FT faculty members may be assigned service duties. According to the faculty handbook, faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. The department head may assign a reduced work assignment in teaching or research for faculty member who has significant additional service responsibilities. While service outside the university may be included in service, it is expected that all TT faculty contribute service to their departments, the college, and the university.
 7. **Inclusive excellence.** All faculty are expected to contribute to diversity, equity, justice and inclusivity (DEJI). 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>). Work to advance OSU's inclusive excellence may be part of a faculty member's research, teaching or service, or it may be a separate item in the position description, but it shall be explicit in the PD.

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8. **Other assignments.** Some faculty may have other assignments such as administration, center management, outreach, and so forth. Nothing in this guidance precludes or prevents other assignments.

GUIDELINE HISTORY

Revision Date	Description
03.26.21	Initial version from Dean Haggerty dated 03.18.21 (email 03.25.21)

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APPENDIX

Examples of Teaching Activities:

- Undergraduate and graduate classroom, remote, or e-campus teaching.
- Instruction in teaching laboratories.
- Other instruction related activities such as curricular development, laboratory or lecture coordination, and developing grant proposals to support instruction.
- Supervision of undergraduate experiential learning or learning assistants.
- Substantial academic advising of undergraduates, for example, advising 50 students might be equivalent to one 3-unit course.
- Mentoring or advising of undergraduate students, graduate students and postdoctoral researchers.
- Serving as a member of graduate student committees or serving on an Honor's thesis committee.

Examples of Research and Scholarly Activities:

- Individual and collaborative research.
- Publication of faculty and faculty/student research in peer-reviewed journals.
- Other scholarly activity such as preparing textbooks, monographs and literature reviews.
- Seeking/obtaining external support for research.
- Presentation of scholarship at meetings and publication in proceedings; colloquia and seminars at other universities and research organizations.
- Supervision of scholarship or research conducted by undergraduate, graduate, or postdoctoral workers.
- Development and dissemination of peer-reviewed or open-source research software
- Patent applications and invention disclosures for OSU intellectual property.

Examples of Service Activities:

- Membership on Department, College and University committees.
- Service on the faculty senate.
- Serving as a Grad rep on graduate student committees.
- Service to government and professional societies including committee assignments, elected positions, and conference organization.
- Editorial and peer reviewing activities for professional journals and granting agencies.
- Public and community outreach.
- Uncompensated consulting activities for the public good.

Examples of Work to Advance Inclusive Excellence:

- Serving on committees that have a diversity, equity, justice or inclusivity (DEJI) focus.
- Serving as a faculty advisor for a student group that has a DEJI focus.
- Training and serving as a search advocate.
- Attending workshops or conferences that help build multicultural competencies.
- Development and teaching of a Difference, Power and Discrimination (DPD) course.
- Engaging in recruitment to increase the diversity of faculty, staff and students at OSU.
- Bringing speakers to campus from a diversity of perspectives.
- Working to create a safe and inclusive working environment at OSU.
- Further 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>).