

# Academic Faculty Work Assignment Allocation of Effort

## Oregon State University - Cascades

April 13, 2021

As approved by Academic Faculty Council on April 16, 2021

**Context:** While we are obligated to work under certain constraints, our primary commitment is ensuring a fair and equitable work environment for all academic faculty at OSU-Cascades. This document represents a good faith effort to realize a fair workplace. While we understand that no size fits all, this document provides general guidance for work assignments for academic faculty at OSU-Cascades. This work assignment guidance is to take effect by September 16, 2021 academic term. The guidance is inclusive of all academic faculty classifications and ranks. OSU-Cascades has degree programs that represent nine different main campus colleges in addition to the Graduate School. Each of the main campus colleges have developed different guidelines related to faculty work assignments. This Work Assignment Allocation represents our best effort at creating a single guideline to be used across the OSU-Cascades campus. The guidelines have built-in flexibility in an effort to provide discipline and rank specific context and the level of individuality required to deliver academic excellence across a wide-array of degree programs.

### ***I. Categories for Work Assignment Duties***

The definitions below are consistent with definitions found in the [faculty handbook](#).

**Student Related Activities (SRA):** Student related activities are primarily comprised of classroom instruction but can include other program-specific activities that support student success, retention, and recruitment. SRA also includes activities such as program assessment and program accreditation that are both critical to the ultimate success of our student population. For clinical faculty, clinical activities may also be included under SRA. Other examples of Student Related Activities can be found in Section VI.

**Scholarship or Research:** Activities that are in pursuit of new ideas or knowledge that add to our understanding of an area of focus or the improved application of existing knowledge or methods. These activities are demonstrated by characteristics such as peer review.

**Maintaining Currency:** Activities that lead to the personal investment and growth within an area of expertise. This can include the instructor's discipline and/or educational pedagogy. Faculty are expected to maintain familiarity with recent developments in their field and in instructional practices. This can be achieved through literature review, workshops, conferences, or other activities. Instructional faculty are also expected to disseminate ideas, methods, and products connected to the discipline or profession within the program, campus, University and community.

**Service:** Activities that maintain, promote and/or enhance processes related to the needs of the program, campus, University and/or profession.

## **II. Typical Allocation of Effort for Academic Classification and Rank**

**Instructor** faculty have primary duties in the area of undergraduate and graduate instruction. At OSU-Cascades, fulltime (1.0 FTE) instructional faculty are also given primary duties in maintaining currency and service. Ranks are Instructor, Senior Instructor I and Senior Instructor II in ascending order. In general, instructor faculty have an 80/10/10 (SRA/maintaining currency/service) workload allocation.

**Clinical** faculty have primary duties in the area of clinical instruction or research, an expectation of scholarship, and service as defined in the position description. Ranks are Assistant Professor (clinical), Associate Professor (clinical), and Professor (clinical) in ascending order. Clinical faculty workload allocations are documented in the position description and are determined prior to hiring based on individual program needs. Flexibility in workload allocation models for clinical faculty is required due to multiple accreditation organizational requirements.

**Tenure-track** faculty have primary duties in all three areas: SRA, scholarship/research and service. Rank is typically Assistant Professor; however, Associate Professor without tenure is also possible. In general, Tenure-track faculty have a 60/30/10 (SRA/scholarship/service) workload allocation prior to tenure. However, a one-course per year offload is granted pre-tenure to reduce the instructional load and provide more allocated time to scholarship activities effectively resulting in a 50/40/10 pre-tenure workload.

**Tenured** faculty have primary duties in all three areas: SRA, scholarship/research and service. Rank is Associate Professor or Professor (in ascending order). In general, tenured faculty have a 60/30/10 (SRA/scholarship/service) workload allocation.

**Associated Faculty** are instructors with assignments less than 1.0 FTE. Associated Faculty have primary duties in instruction. However, service opportunities for program support may be offered at the discretion of the Dean of Academic Affairs. The term “Associated Faculty” is not meant to create an additional faculty classification or rank but merely to distinguish instructional faculty with less than a 1.0 FTE appointment.

## **III. Full-Time Equivalent Assignment Allocation Model**

All faculty classifications and ranks will have annual work assignments based on a Full-Time Equivalent (FTE) Assignment Allocation Model. Work assignments will be allocated based on the Academic Year (AY) calendar that begins with the first day of summer term and concludes with spring commencement and the end of the spring term. The AY is made up of three terms (quarters) and the summer session (summer session and fall, winter, and spring terms). A new AY begins at the subsequent summer session (e.g. AY22-23 starts with the summer 2022 session and progresses through fall 2022, winter 2023, spring 2023. The AY23-24 then begins with the summer 2023 term.) Overall, the goal is to program work assignments for full-time faculty to within  $\pm 1$  to 2%. Since work assignments are arranged prior to the start of the academic year, the total hours are estimated or proposed. Therefore, it is expected that a  $\pm 1$  to 2% work assignment can be manipulated throughout the year by faculty to stay within an overall 1.0 FTE assignment.

## A. Student Related Activities

Faculty allocation for instruction will include:

- class time
- other student contact hours (e.g. office hours)
- course preparation time including normal course updates or modifications
- assignment grading time
- out-of-class activity time (e.g. course coordination and/or writing letters of recommendation for students).

Faculty allocation for instruction is based on class time multiplied by 4.3 to account for time spent on a class beyond class contact hours. Class time is calculated by student credit hours as approximately 1 hour per week per credit hour.

Program support activities will also be considered SRA. Program supports will be documented and assigned FTE under SRA. In all cases, SRA assignments will be calculated based on the estimated or proposed hours dedicated to each identified program support activity.

### **Faculty on 9-Month Contracts**

For faculty on a 9-month contract, the Full-Time Equivalent Assignment Allocation Model is based on 1560 workable hours in the 9 month period or 520 workable hours per academic term (fall, winter, and spring). An academic term is 13 weeks including 10 weeks of instruction and a finals week. The academic term also includes time on-contract before, between, and after actual classroom instruction periods.

- Fall term: 16 SEP – 15 DEC
- Winter term: 16 DEC – 15 MAR
- Spring term: 16 MAR – 15 JUN

One credit hour is roughly equivalent to one hour of class time per week.

1560 hours = 1.0 FTE for 9 mo. (1 hr = 0.000641 FTE)

1 student credit hour = 0.0275 FTE (~43 hours, 9 mo)

3 credit course = 0.0825 FTE

4 credit course = 0.11 FTE

### **Associated Faculty on Term-by-Term Contracts**

For Associated Faculty, the FTE for a given term is based on 520 workable hours per term (13 weeks). The “term FTE” is equivalent to the 9-month contract FTE multiplied by 3.

520 hours = 1.0 FTE for one term (1 hour = 0.00192 FTE)

1 student credit hour = 0.0825 FTE (~43 hours, 1 term)

3 credit course = 0.2475 FTE

4 credit course = 0.33 FTE

Note that salaries are based on the term FTE divided by 3. The “term FTE” is calculated to assess benefits eligibility. Term FTE calculations are rounded up to the nearest whole percent. For example, two 3-credit courses would equate to 0.495 FTE and will be rounded to 0.50.

### **Faculty on 12-Month Contracts**

For faculty on a 12-month contract, the Full-Time Equivalent Assignment Allocation Model is based on 2080 workable hours in the 12 month period or 520 workable hours per academic term (summer, fall, winter, and spring). One credit hour is roughly equivalent to one hour of class time per week. Faculty allocation for instruction is based on class time multiplied by 4.3. In addition to the three terms above for 9-month contract faculty, the summer term runs from 16 JUN – 15 SEP for 12-month contract faculty.

One credit hour is roughly equivalent to one hour of class time per week.

There are 2080 workable hours in a 12-month contract. At OSU, the 12-month annual salary reflects 11 months of service (1907 hours) plus 1 month of paid annual leave (173 hours).

1907 hours = 1.0 FTE for 12 mo. (1 hr = 0.000524 FTE)

1 student credit hour = 0.0225 FTE (~43 hours, 12 mo)

3 credit course = 0.0676 FTE

4 credit course = 0.0902 FTE

### **B. Research and Scholarship**

In principle, faculty are not asked to account for specific hours dedicated to research or scholarly activities. The expectation is that the appropriate percentage of the full-time equivalent hours based on a faculty member’s particular position description are being spent on activities leading to peer-reviewed dissemination of new knowledge. It is expected that faculty can provide clear and compelling evidence of results, outcomes, and impact regarding research and scholarship effort allocations during the annual review process.

### **C. Maintaining Currency**

In principle, faculty are not asked to account for specific hours dedicated to maintaining currency. The expectation is that 10% of the full-time equivalent hours for a faculty’s position are being spent. This translates to 156 hours for 9 month faculty and 191 hours for 12 month faculty. It is expected that faculty can provide clear and compelling evidence of results, outcomes, and impact regarding effort allocations during the annual review process.

### **D. Service**

Service will be a **trackable and accountable** part of the annual faculty work assignments.

*In all cases, service assignments will be calculated based on the estimated or proposed hours dedicated to each identified task.*

Program Directors will work with faculty to set appropriate service loads for each academic year. The expectation on service capacity is 10% for most faculty classifications and ranks. This translates to 156 hours for 9 month faculty and 191 hours for 12 month faculty. Service to program, campus, discipline and community will be negotiated between faculty and Program Directors. In cases where consensus cannot be reached, the Dean of Academic Affairs will have the final determination. In cases where actual hours dedicated to a service task may exceed the estimated or proposed hours, faculty should consult with their Program Directors. Program Directors will work with faculty to assess continued priorities and impacts and to re-allocate workload as appropriate.

#### **IV. Course Credit Hour Multipliers**

FTE multipliers can be assigned at the discretion of the Dean of Academic Affairs where course credits do not equate with work effort. This can include multipliers greater than 1.0 for laboratory or activity courses or courses with large enrollments or multipliers less than 1.0 for classes with excessively small enrollments.

*In all cases, multipliers to course credit hours will be calculated based on the estimated or proposed hours required to effectively perform the task.*

Multipliers are meant to address credit hours assigned to a course or laboratory that don't represent the level of effort required to instruct and maintain the course. For example, a lab that is assigned 1 credit hour that requires 43 hours to complete within the term will receive a multiplier of 1.0. A 1 credit hour lab that requires 54 hours to complete within the term will receive a multiplier of 1.25 (= 54 hrs/43 hrs). Conversely, a 3 credit hour internship course with 3 students that requires only 25 hours of faculty time would receive a multiplier of 0.6 (= 25 hrs/43 hrs). A 4 credit hour independent study course that has one student enrolled and requires 11 hours of faculty time would receive a multiplier of 0.25 (= 11 hrs/43 hrs).

It is expected that determining course multipliers will be a collaborative process between the Dean's Office and the faculty teaching the affected courses. Faculty should determine the time needed to accomplish the task in question and work with their Program Directors to reach consensus on the appropriate multiplier. In cases where consensus cannot be reached, the Dean of Academic Affairs will have the final determination.

Low-enrollment courses can be handled in one of three ways. First, at the discretion of the Dean of Academic Affairs, courses can be canceled that do not meet enrollment minimums and do not impact student progress towards degree completion. Second, faculty and Program Directors can agree to assess a multiplier less than 1.0 for courses that enroll less than the minimum. Finally, at the discretion of the Dean of Academic Affairs, courses can be allowed to run at full credit (towards faculty work assignment) if there are sufficient academic and/or student progress reasons.

### Examples of Credit Hour Multipliers

Course Type	Typical Multiplier Range
Science Labs	1.0-1.5
Directed Student Research (e.g. 301/401 courses)	0.005*-1.0
Supervision/Independent Study (e.g. 310/410)	0.005*-1.0

§ classes enrolled with more than 80 students will be split into two sections or will receive a multiplier of 2.0

\*0.005 represents a minimum of 10-11 hours over a single term for 12mo. faculty

NOTE: 1 hour = 0.000641 FTE (9 mo.) or 0.000524 FTE (12 mo.)

NOTE: 1 credit hour = 0.0275 FTE (9 mo.) or 0.0225 FTE (12 mo.) equating to ~43 hours

### **V. Special Considerations**

Special considerations can arise for a variety of reasons. Special considerations may be handled through course multipliers or by the addition of FTE specific to the task depending on the most appropriate requested action. Some examples of special considerations include team teaching, teaching multiple courses with high enrollments, high-load graduate courses, and multiple new course preparations in a given AY.

It is expected that determining credit for special considerations will be a collaborative process between the Dean's Office and the faculty affected. Faculty should determine the time needed to accomplish the task and work with their Program Directors to reach consensus. In cases where consensus cannot be reached, the Dean of Academic Affairs will have the final determination.

### **VI. Program Specific Supports**

Program specific supports can be attributed to either student related activities or to service depending on program need and the desire of faculty. For most of these activities, the associated effort range is expected to be between 0.005 and 0.1 FTE. Higher FTE allocations can be negotiated with your Program Director. In cases where consensus cannot be reached, the Dean of Academic Affairs will have the final determination.

In all cases, FTE effort allocation will be calculated based on the estimated or proposed hours required to effectively perform the task.

Some examples of program specific supports include (but are not limited to):

- Directing student research projects
- Program Coordinator
- Program recruitment and marketing
- Student Success (Retention)
- Admissions (Graduate Programs)
- Program assessment
- Accreditation
- Student advising and mentorship (Career, Graduate)

- New faculty mentoring
- Major curriculum changes
- External relationships (COCC, Corvallis, Alumni, etc)
- Internship coordination
- Program oversight/Program cohort lead
- First year experience/Orientation

### **VII. Appeals**

In the event that a faculty member views their work assignment as excessive or otherwise unfair, faculty should submit the concern to their Program Director in writing (email). The Program Director will meet with the faculty member and follow up with a response via email. In cases where faculty and the Program Director cannot agree on a specific outcome, the Dean of Academic Affairs will have the final determination. Faculty can always solicit the help and advice of the OSU-Cascades or University Ombuds Office and can appeal the Dean's decision up to the Office of the Vice President of OSU-Cascades.

### **VIII. Overload**

Course overloads or overloads for other academic activities are generally limited to one instance per academic term. Course credit and multipliers will be consistent between in-load and overload assignments including the consideration of all multipliers. Other academic activities will have FTE calculated based on the estimated or proposed hours required to effectively perform the task.

### **IX. Summer Instruction**

Course assignment in the summer term for 9-month contract faculty and associated faculty is at the discretion of the Dean of Academic Affairs. Instructional assignments will be made in accordance with the summer course strategic planning process that will take place each year between the Dean of Academic Affairs and the Dean's Executive Council (DEC). Course credit and multipliers will be consistent between the academic term and the summer term.

*This document replaces the "Overview of OSU-Cascades Workload Unit (WU) Policy" approved 5/7/15 and last updated 6/21/18.*