**ASSIGNMENT OF PROFESSIONAL RESPONSIBILITIES**

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| **Unit** | College of Education  |
| **Version: Faculty** **approved or Dean approved?** | Faculty Approved |
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1. **GENERAL CONSIDERATIONS**
	1. **Preamble**

This policy governs the assignment of professional responsibilities in the unit. Assignment of professional responsibilities may consist of some combination of instructional activities (including class preparation, classroom teaching, evaluation of student work, advising and mentoring, and various forms of communication with students); research, scholarship, and creative activity; service within the department, school, college, institute, libraries, or the University; service to external organizations or communities; and professional development activities.

* 1. **Workloads**

A faculty member’s particular workload shall be assigned in accordance with their position description and unit-level policy (i.e., the college policy). Assignments shall reflect:

* + 1. The instruction, research, supervision, and service needs of the university and its departments, institutes, centers and other academic units;
		2. The faculty member’s qualifications and expertise and potential to acquire the appropriate expertise;
		3. The faculty member’s evolving professional interests;
		4. Generally accepted practices in the field;
		5. A realistic balance of duties consistent with the criteria for review.
	1. **Assignment of Workload**

The Office of the Provost shall be ultimately responsible, subject to delegation, for the assignment of all faculty members’ professional responsibilities.

Faculty members shall be afforded the opportunity to meet with their department or unit head annually, before responsibilities are assigned, to discuss the faculty member’s preferences regarding assignments for teaching, supervision, research, service and other professional responsibilities as set forth in this policy, and the member’s anticipated resource needs. At the faculty member’s request, their caregiving responsibilities shall be considered in the scheduling of assignments.

Annual workload timelines are set by the COE as indicated in the COE Implementation Guidance. Individual academic departments may set internal timelines to accomplish workload planning within the COE timeline. Internal timelines will include a deadline that indicates when the faculty’s opportunity for input has ended. The department or unit head may modify scheduled assignments after the deadline based on critical needs of the department, provided they discuss changes with the faculty member before they are made and that changes are not made for arbitrary or capricious reasons. Barring unforeseen emergencies that occur at the last minute, faculty members shall be given as much notice as possible ideally in or by the quarter prior to their scheduled assignments about potential changes to their scheduled assignments.

Faculty members may request to adjust schedules or assignments.

This policy primarily applies to core instructional faculty who are typically assigned instructional responsibilities. This includes Tenure Track Faculty (TTF), Career Instructional Faculty (CIF), which consists of instructor, lecturer, and clinical professor classifications, and faculty serving as university supervisors. It also includes pro-tem faculty with at least .5 FTE. Where necessary, other faculty roles are called out. Career Research Faculty (CRF) who are regularly assigned instructional responsibilities but who are not housed in an academic department may have different workload expectations overall than their academic counterparts and so may require alternative processes based on the needs dictated by the given situation. However, the teaching, advising, student contact, and other content and/or pedagogical expectations outlined in this policy apply to any faculty members who are given instructional assignments in the COE.

Each faculty member must be fully engaged in teaching, research, and service work for the university to the extent of their appointment and must be engaged in work or reasonably available for work for the entirety of the term for which the faculty member is employed unless on approved leave.

* + 1. **Accounting for Individual Faculty Needs**

When assigning workload, the unit will account for individual faculty needs by the process described below. Factors to be considered include but are not limited to the following:

* New course preparations
* Balance of workload components based on faculty review, promotion, and tenure, professional development expectations and agenda for research, scholarship, and creative activity
* Administrative duties
* Caregiving responsibilities at the request of the faculty member
* Timing of activities (e.g., publication and grant deadlines, course load in given terms, and promotion review dates)
* Supervision expectations including type of supervision, licensing/credentialing expectations for supervision, on call expectations for supervision, and administrative expectations related to supervision such as new supervisor training Position description

In the Winter and Spring prior to the next academic year, all core instructional faculty members in COE academic units will be invited to submit their anticipated instructional, research, and service activities to their respective department heads using a consistent template (see appendix A). Internal timelines for this activity will include a final deadline for submission and changes. Submitted workload activities will include any specific considerations and/or preferences that the faculty member would like the Department to be aware of for the upcoming year, along with any internal or external activities that may require a workload that deviates from the standard workload of the department. Department heads will consider this information and work with the faculty member to revisit and revise anticipated workloads as they create instructional assignments that work across all department/program faculty. Department heads may consult with program directors as part of their decision making. Consistent with the guidelines in the CBA, when assigning professional responsibilities, in each assignment, department heads will also consider and be prepared to transparently share the influence of items such as:

* Instruction, research, and service needs of the College, Department, and/or Research Unit
* Equity of faculty assignments in terms of the type of class (e.g., practicum/supervision versus regular format classes), number of new class preparations, and student enrollment in classes
* Faculty members’ qualifications, expertise, or potential to acquire the appropriate expertise
* Faculty member’s evolving professional interests
* Faculty member’s recent performance history (over 2 – 3 years)
* Generally accepted practices in the field
* A realistic balance of duties consistent with criteria for annual review and promotion review

Each faculty member will be afforded an opportunity to discuss their assigned workload before it is finalized. Faculty workloads that do not reach mutual agreement between department head and faculty member, may be brought to an Associate Dean of Academic Affairs, or Assistant Dean of Administration for support in achieving resolution.

* + 1. **Workload Adjustments**

Workloads may be adjusted for individual faculty members based on their particular situation in a given academic year, or a longer-term adjustment to their job duties. The following sections highlight some of the typical reasons for adjustments.

* + - 1. **Course Releases**

In the College of Education, a **course release** permits a faculty member to be released from an individual course assignment (or other instructional expectation that is educationally equivalent to a minimum of 3 credit hours) in order to assume administrative leadership duties or to take on additional service appointments that exceed the service expectation typically associated with all faculty roles. Course releases must be approved by the college dean or designee. The reassignment of instructional faculty to non-instructional roles via course release has a direct budget impact on operations as course releases typically require the temporary hire of replacement faculty into the vacant instructional role.

Faculty with instructional responsibilities may be recommended for release from those responsibilities on a per course basis by their department head, with approval from the dean or the dean’s designee. Department heads, in consultation with the dean or the dean’s designee, may recommend release from a course for special assignments within the college such as the following examples:

* Program directorship or associated program coordination
* Clinical or Institute directorship
* Supervision responsibilities\*
* Early career approved start-up activities (these are typically assigned by the dean at the time of hire)
* Department head leadership
* Associate Dean leadership
* Certain university leadership appointments
* United Academics service, as per the CBA
* Other specialized service that exceeds the service expectation typically associated with all faculty roles
* Additionally, some assignments may occur outside the college such as instructional roles in Clark Honors College

\***Note:** Supervision responsibilities vary within the COE and require different levels of consideration when assigning course releases. For example, supervision in the COE may refer to: direct supervision, indirect supervision, clinical supervision, or group consultation.

In rare instances a faculty member may “bank” or postpone the use of a course release assignment (or fractional course release) for use in the subsequent academic year with the permission of their department head and the Dean. Or, a department head may ask a faculty member if they are willing to bank a course for a subsequent year if the department cannot otherwise meet its curricular and enrollment needs for a given year with available resources. A list of banked courses will be noted by the department as part of the annual workload assignment and this record will be maintained centrally. No more than three course releases may be banked at one time, and no more than two banked course releases may be redeemed in a given year without the approval of the Dean or Dean’s designee. A banked course release must be redeemed within two years of being banked unless otherwise approved by the Dean or Dean’s designee.

* + - 1. **Course Buyouts**

A **course buyout** is a mechanism that permits a faculty member to reimburse the college via an alternate revenue stream in exchange for release from a single course assignment (or equivalent), in order to conduct externally funded research or, assume service or other appointments for which alternate reimbursement is provided. Unlike a course release, course buyout implies that the college is reimbursed at a rate that allows them to temporarily fill the instructional gap resulting from the faculty member’s alternate activity. Buyout is typically associated with sponsored research. Course buyout rates are set and approved at the college level and revisited based on a variety of factors. While the financial impact of a course buyout is less than that of a course release, course buyouts do have operational impact on the department and college and therefore require department head and dean or dean’s designee approval. Faculty members who anticipate buying out of one or more courses for the upcoming year would indicate their intent at the time of workload planning.

The COE course buyout rate that is in effect on the date the buyout is first approved will be used as a guideline to determine the internal or external buyout rate for a faculty member.

**External course buyouts** arise when an individual faculty member requests to be released from instruction using funds from external grants, contracts, designated operations, foundation, or research occurring outside of the COE or university. In these instances, the funds are assigned to that individual faculty member and/or activity. These external buyout rates are at or above the COE rates, which are periodically set in the COE course buyout rate guidelines.

**Internal course buyout** is a buyout funded from another unit within the university. In instances where a COE faculty member receives a course buyout from another UO unit (i.e., outside the COE but within the university), the amount the COE or the home unit receives from that unit should be at or above the approved COE rates, which are periodically set in the COE course buyout rate guidelines. In instances where a COE unit buys out a non-COE UO faculty member, the amount paid is subject to the buyout rate set by, or negotiated with, that unit. Approval is required from the Department Head and depends on adequate funding.

* + - 1. **Course Load Increase**

In some cases, course loads may be increased beyond the unit baseline.

Tenured, tenure track, post-docs, graduate students, and other research faculty members in a research-intensive institution play a critical role in advancing disciplinary discourse via ongoing contribution to research and service throughout their careers.

Evaluations of research productivity and service consistent with the expectations of the faculty type, rank, and level are conducted throughout a faculty member’s academic career as part of promotion, performance, and merit reviews, and where appropriate are discussed at the time of performance evaluations and workload assignment as noted in this policy and other COE policies. These expectations for research productivity and service activities (as aligned with faculty type and rank) persist throughout a faculty member’s career and are implemented to ensure equity of contribution and workload across faculty with research obligations.

Tenured faculty members must be actively engaged in research and service throughout their careers. This policy includes consideration of research productivity and service after tenure, and resultant workload equity issues, by providing support for faculty and guidance for addressing unsatisfactory research productivity.

In the College of Education, if concerns about research productivity or service inactivity arise or persist during any Tenure Track Faculty member’s three- or six-year post-tenure review or after three successive unsatisfactory annual reviews, and the Provost or designee concludes that the faculty member’s research or service productivity is unsatisfactory, the department head will consult with the faculty member and recommend to the dean and provost a development plan for improvement that takes into consideration the individual circumstances associated with the reduction in activity and is aligned with the professional responsibilities expectations in the college’s policy.

The development plan related to research productivity for TTF may include assignment of a mentor, and additional supports and suggestions for improvement, as well as timelines and measurable goals intended to support the faculty member in successfully renewing and reengaging in research productivity and/or service. Upon approval by the provost or designee, the development plan will be implemented as soon as practicable. Following completion of the development plan, if the provost or designee concludes that the faculty member’s research productivity and/or service remains unsatisfactory, the faculty member’s standard workload may be adjusted to increase teaching and / or service.

Subsequent annual review processes, including consideration for merit, will reflect the faculty member’s adjusted workload and associated performance for the specified period. Faculty who are operating within a development plan or who have completed a development plan should be made aware that completion of an alternate workload plan or other development plan is not necessarily equivalent to meeting departmental standards for tenure or promotion. All policy-based disciplinary actions (including development plans) can be appealed following typical departmental appeals processes or through the Associate Dean for Academic Affairs or the Office of Human Resources.

A course load increase is implemented with the goal of achieving 1.0 FTE in the event that some activity in one of the areas experiences an extended decline/deficit. Course load increases should not exceed 1.0. If excess of 1.0 is the goal, please refer to the section on “overload.”

* 1. **Impact of Enrollment on Faculty Assignments**

In the event of course cancellation for insufficient enrollment:

* + 1. The University will work with the affected faculty member to determine if it is possible to replace the course assignment with an equivalent course assignment within the same academic year. The assignment of an equivalent course pursuant to the Section shall not be considered an overload assignment.
		2. If it is not possible to replace the course assignment within the same academic year, the department may provide an equivalent, alternative assignment consistent with the department’s workload policy. Examples of such work include but are not limited to the following: advising; determining course equivalencies for transfer credit; assessment projects; curriculum development; substitute teaching; recruiting for study abroad programs; and course development for future years. The equivalent, alternative assignment must be completed during the same term the canceled course was scheduled.
		3. If assignments cannot be made under (a) and (b) of this section, the bargaining unit faculty member shall be assigned faculty-related work by the Dean’s office.
		4. As per Article 16 of CBA, by mutual agreement between the faculty member and the Office of the Provost or the dean, the faculty member may have their base FTE temporarily reduced if the mutual decision is to not take on an alternative assignment.
	1. **Overloads**

An overload assignment is (1) an assignment that is in addition to the faculty member’s regular assignment and FTE status; (2) a one time or limited assignment, made or approved by the Office of the Provost, that is in addition to or different from regular or usual assignments for the member’s classification and rank; or (3) assignments unrelated to the faculty member’s primary job responsibilities.

Overload appointments, except those with alternative compensation models, will be assigned an FTE percentage commensurate with normal workload duties and compensated accordingly. Faculty members may request that overload compensation take the form of course release when the duties are completed in the same academic year as the release. No faculty member may be disciplined or terminated for refusing an overload assignment.

* 1. **General Teaching, Advising and Student Contact Expectations**
		+ 1. **Advising and Student Contact**
				1. **General Advising Expectations**

All faculty who are given instructional assignments in the COE are expected to advise and mentor students who take their courses insofar as this is considered a normal part of teaching courses. Faculty may also be called upon to provide academic advising for students they have not taught in courses but who are enrolled in programs for which they serve as faculty. Faculty who are given instructional assignments in the COE should be willing to write recommendation letters and serve as references for students with whom they have interacted in courses or other contexts.

* + - * 1. **Office Hours and Student Contact**

All faculty who are given instructional assignments in the COE are expected to make themselves available to students through office hours and/or appointments during the terms in which they teach. They should also make themselves reasonably available to students via email and/or other appropriate online media throughout the academic year.

* + - 1. **General Expectations in Teaching (These sections reflect University Policy)**
				1. **Course Content and Pedagogy**

When courses are approved by the University Committee on Courses through the shared governance process, the parameters of the course apply to any faculty member that teaches that course. For any assigned course, faculty are expected to cover the course as approved, including the content described in the course description, any special pedagogies approved at the university level, and the approved learning goals. Faculty are of course free to cover additional relevant content as time allows and employ other pedagogies. In addition, faculty can modify the parameters of the course through the shared governance process.

* + - * 1. **Course Revisions**

Faculty are expected to revise their courses as needed to incorporate advances in academic content and pedagogy, and to ensure their courses continue to promote the learning outcomes of the departments and programs of which they are a part.

* + - * 1. **Syllabi**

Faculty will adhere to the [university Syllabus policy](https://provost.uoregon.edu/syllabus-requirement-policy), which describes when a syllabus is required, how and when it is to be distributed to students in a course, and the required elements of the syllabus. Effective with this policy, all syllabi will be centrally maintained and available for college and university accreditation activities.

* + - * 1. **Student Attendance and Engagement**

Faculty will adhere to the [Course Attendance and Engagement policy](https://provost.uoregon.edu/course-attendance-and-engagement-policy) passed by the University Senate.

* + - * 1. **Use of Learning Management System (Canvas)**

Faculty will adhere to the [university Canvas policy](https://provost.uoregon.edu/canvas-use-policy) which describes when Canvas is required for courses and the minimum requirements for using Canvas.

1. **TENURE RELATED FACULTY PROFESSIONAL RESPONSIBILITIES**
	1. **Workload Expectations for Tenure Related Faculty**

The primary workload areas for Tenure Track Faculty (TTF) faculty in the COE are: (a) Teaching / Supervision , (b) Research, and (c) Service. A possible additional workload area is: (d) Administration.

In addition to teaching assigned courses and advising and mentoring students, TTF are expected to engage in research (or scholarship), and service over the calendar year, commensurate with a 9- or 12-month appointment. As a general guideline, full-time TTF should spend approximately 40% of their effort on research, 40% on teaching, and 20% on service during an academic year. Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with the criteria for annual review and promotion review.

* + 1. **Research, scholarship, or creative activities**

Tenure-track faculty are expected to pursue an active program of research or scholarship appropriate to their professional qualifications, expertise, and evolving professional interests; and to disseminate the results of this effort through publication and other forms of professional dissemination. For purposes of workload calculation, scholarship is considered a reasonably broad category that includes numerous faculty-directed and faculty-initiated scholarly and creative activities, including, for example: (a) publication of books (i.e., academic press and trade press), (b) publication of articles in peer-reviewed journals, (c) publication of other scholarly work (e.g., book chapters, non-refereed journal articles, practitioner and public-facing publications, technical reports); (d) keynote addresses, peer reviewed presentations, and non-peer-reviewed presentations at national or international academic professional organizations, and (e) grant development and grant management activities. Individual faculty research programs are monitored, evaluated, and rewarded through established annual review, promotion and tenure review, post-tenure review, and merit review processes.

Faculty are also expected to engage in the advising and mentoring of graduate students. Research mentoring takes many forms, from co-authoring research manuscripts for publication or presentation and supervising students on research teams to consulting with students on research design and methodology. Further, faculty are expected to advise students through chairing and serving on thesis and dissertation committees.

* + 1. **Teaching**
			1. **Standard Course Load**

The standard teaching load for a full-time equivalent (FTE) faculty who is not taking a leadership role in directing or applying for external research funding is 5 courses. Courses must be at least 3 course credits (15-credit minimum).

However, all TTF are eligible for a reduction to a 4-course load (12-credit minimum) with the approval of the department head. To be eligible, faculty must take a leadership role (e.g., principal investigator, co-investigator) in directing or applying for external research funding, as appropriate to their faculty rank. Funding should include support for any required personnel and research infrastructure at the University of Oregon (i.e., include F & A costs and FTE to support personnel). Upon recommendation of the department head, and with approval of the dean, faculty may also be eligible for a 4-course load for one academic year to complete a major scholarly book or equivalent research project.

One course in the 4-course load or in the 5-course load may be a combination of 1- and 2-credit courses to equal at least 3-credits in total, that may be distributed across the academic year. Under certain circumstances, additional 1- and 2-credit courses can be combined to count as additional courses, with the permission of the department head and the dean.

The standard teaching load does not typically include infrequent or time-limited teaching activities such as guest lecturing or occasional / optional independent study courses. In addition to the standard teaching load, a student’s program may also include independent study courses. When independent studies are optional or added to a student's existing program plan, faculty members are expected to maintain the university’s standards of student work and student-instructor engagement appropriate to the awarding of academic credit. In these occasional cases, independent study would not be counted as part of the regular teaching load and would be discussed with the Department Head as part of service, instruction, or research allocations as appropriate. When independent study courses are a central part of a student’s College of Education program and are assigned to all students who engage in the program, instruction of the course(s) would be counted as part of a faculty member’s regular teaching load based on the credits assigned.

* + - 1. **Adjustments to Standard Course Load**

A course that needs to be team-taught by two faculty members will typically count as half a course for each faculty member. If there are extraordinary circumstances that require two faculty members for the successful administration of the class then, a department head may approve a team-taught course as a full course for each faculty member, provided the unit can meet its instructional needs with existing resources.

Additional course load releases may be assigned to allow faculty to carry out supervision duties, administrative responsibilities, or substantial service contributions (see Course Release provision), and course buyout may be approved for faculty receiving an external funding award (see Course Buyout provision). Tenure track faculty are expected to maintain a minimum instructional course load of at least one course (minimum 3 credits) each academic year. Exceptions are time-limited and require the authorization of the dean.

* + 1. **Service**

The standard service-load comprises 20% of each full-time faculty member’s workload . This is equivalent to 8 hours per week though it may be dispersed irregularly throughout the academic or calendar year. Service includes activities internal to the department, COE, and university, and service benefitting the community, state, and profession.

Faculty in the COE have a responsibility to engage in a unit, department, and/or college’s shared governance and are, therefore, expected to serve actively on academic program, department, college, and university committees and in a variety of leadership roles in service to the institution.

In the COE, departmental, college, university, and professional service typically involves faculty self-electing into service experiences, although sometimes these service roles are assigned based on program, department, or college needs. Faculty are expected to maintain consistent tracking of their service activity over the course of the year in order to provide accurate and verifiable information for annual workload discussions and at the time of evaluations, merit, promotion, and review. In addition to these self-elected experiences, faculty may be encouraged (based on their rank, experience, or time in service, or other shared information) to engage in certain leadership experiences at the program, department, college, university, or professional level.

In addition to voluntary and self-selected service consistent with their discipline and preferences, faculty may be called upon to engage in a range of activities that are directly related to the Department, College, and University administration commensurate with their faculty rank and experience. For example, this may range from participation in standing and ad hoc committees and any other service work that may happen irregularly (e.g., curricular review, program review, peer teaching evaluation etc.) to taking on associate dean and other leadership roles for more senior ranked faculty. Assistant professors are expected to work closely with their department heads and Associate Deans of faculty development to determine the types and variety of services that should be sought out at different stages in their promotional cycle. While all faculty have expectations to engage in service at 20%, more senior faculty may be directed or invited to service that varies in intensity and duration and may be asked to engage in service activities and roles that extend beyond the 20% allocation.

All faculty are encouraged to anticipate certain rotational roles in service to their department, college, or institution and to plan to self-nominate and / or anticipate nominations to participate regularly in the shared governance and administrative support of their institution (program, department, college, university). Faculty at all ranks and levels are encouraged to discuss options and opportunities with their department head or other leaders.

On some occasions, faculty may be asked to assume leadership service roles that rely on their 20% service allocation, and on some occasions, faculty may be asked to take on service obligations that extend beyond their 20% faculty expectation. In the event critical activities and/or leadership activities arise that require service that falls outside of, or is otherwise in addition to existing service activities, these appointments may be accompanied by course releases and/or stipends that are offered in addition to their 20% service allocation to ensure sufficient time and, if appropriate, compensation is connected with the role.

TTF have an expectation to seek out and serve as members or officers of professional organizations, editorial boards, and conference and award committees for their disciplines. Other examples of professional service include service to schools, organizations, and other entities at the local, state, national, and international levels; lending expert evaluations in the peer review of academic publications, grants, books; fellowships; promotion and tenure cases for colleagues at other institutions; and providing expert review of academic programs at other research universities.

All faculty are expected to contribute to the college and university’s goals related to equity and inclusion. Contributions in this area, should be evident and demonstrable throughout a faculty member’s research, instruction, and service activities as appropriate, committees or task forces, as well as involvement with academic and professional associations, non-profit, governmental, and/or private sector organizations.

* + 1. **Professional Development**

Faculty are expected to routinely seek out professional development opportunities consistent with either their research, teaching, or service and related to their discipline on a regular basis, whether via formal professional developmental activities, participation in active reading and writing groups, or participation in professional conferences. Professional development should be engaged in ideally annually, but at a minimum every two years.

Additionally, in the COE, faculty are expected to seek out and regularly participate in professional development that supports both their discipline-specific knowledge and skill in equity and inclusion, but also their personal knowledge and role in supporting equity and inclusion across the full spectrum of their college experience and contributions. See also the College of Education professional development policy.

1. **CAREER FACULTY PROFESSIONAL RESPONSIBILITIES**
	1. **Workload Expectations for Career Instructional Faculty**

The primary workload areas for Career instructional faculty (CIF) in the COE are: (a) Teaching / Supervision and (b) Service. Possible additional workload areas are: (c) Research, and (d) Administration. Career research faculty in the unit will have their workload expectations defined in a position description specific to their position. This position description will be updated as duties change if necessary.

In general, full-time CIF will spend approximately 80% of their effort on teaching and/or supervision, and 20% on service during an academic year. For part-time CIF, FTE will be pro-rated to include service (for example, .50 FTE = .40 teaching/supervision and .10 service). Exceptions will be implemented for those CIF whose responsibilities include research and/or administration activities. Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with criteria for annual review and promotion review.

* + 1. **Research, scholarship, or creative activities**

Career instructional faculty generally do not have FTE devoted to research, scholarship, or creative activity. CIF do have promotional expectations related to scholarly activity, so faculty should identify interests and preferences associated with scholarly activity to determine where they may align with service and where those interests may need to be associated with instructional FTE. CIF should work with their department head or with a dean designee to determine how best to incorporate scholarly activity to support their promotional expectations.

* + 1. **Teaching**
			1. **Standard Course Load**

The standard teaching load for a full-time equivalent (FTE) CIF is 8 courses. Consistent with the mission of a professional school, CIF may also be assigned, as appropriate to their academic program and qualifications, to serve as instructor of record for practicum, internship, clinical supervision, or other field experiences. Courses must be at least three course credits (24-credit minimum).

Two courses in the 8-course load may be a combination of 1- and 2-credit courses to equal at least 3-credits in total, that may be distributed across the academic year. Under certain circumstances, additional 1- and 2-credit courses can be combined to count as additional courses, with the permission of the department head and the dean.

The standard teaching load does not typically include infrequent or time-limited teaching activities such as guest lecturing or occasional / optional independent study courses. In addition to the standard teaching load, a student’s program may also include independent study courses. When independent studies are optional or added to a student's existing program plan, faculty members are expected to maintain the university’s standards of student work and student-instructor engagement appropriate to the awarding of academic credit. In these occasional cases, independent study would not be counted as part of the regular teaching load and would be discussed with the Department Head as part of service, instruction, or research allocations as appropriate. When independent study courses are a central part of a student’s College of Education program and are assigned to all students who engage in the program, instruction of the course(s) would be counted as part of a faculty member’s regular teaching load based on the credits assigned.

* + - 1. **Adjustments to Standard Course Load**

A course that needs to be team-taught by two faculty members will typically count as half a course for each faculty member. If there are extraordinary circumstances, that require two faculty members for the successful administration of the class then, a department head may approve a team-taught course as a full course for each faculty member, provided the unit can meet its instructional needs with existing resources.

Additional course load reductions may be assigned to allow faculty to carry out supervision duties, administrative responsibilities, or substantial service contributions (see Course Release provision), and course buyout may be approved for faculty receiving an external funding award (see Course Buyout provision). Career instructional faculty with reduced course loads due to either course release or course buyout or both, are expected to maintain a minimum instructional course load of at least two courses (minimum 3 credits per course) each academic year. Exceptions are time-limited and require the authorization of the dean.

* + 1. **Service**

The standard service-load comprises 20% of each full-time career instructional faculty member’s workload . This is equivalent to 8 hours per week though it may be dispersed irregularly throughout the academic year. Service includes activities internal to the department, COE, and university, and service benefitting the community, state, and profession.

Career instructional faculty in the COE have a responsibility to engage in a unit, department, and/or college’s shared governance and are, therefore, expected to serve actively on academic program, department, college, and university committees and in a variety of leadership roles in service to the institution.

In the COE, departmental, college, university, and professional service typically involves faculty self-electing into service experiences, although sometimes these service roles are assigned based on program, department, or college needs. Faculty are expected to maintain consistent tracking of their service activity over the course of the year in order to provide accurate and verifiable information for annual workload discussions and at the time of evaluations, merit, promotion, and review. In addition to these self-elected experiences, faculty may be encouraged (based on their rank, experience, or time in service, or other shared information) to engage in certain leadership experiences at the program, department, college, university, or professional level.

In addition to voluntary and self-selected service consistent with their discipline and preferences, faculty may be called upon to engage in a range of activities that are directly related to the Department, College, and University administration commensurate with their faculty rank, level, and experience. For example, this may range from participation in standing and ad hoc committees and any other service work that may happen irregularly (e.g., curricular review, program review, peer teaching evaluation etc.) to taking on associate dean and other leadership roles for more senior ranked faculty. Early career faculty are expected to work closely with their department heads and Associate Deans of faculty development to determine the types and variety of services that should be sought out at different stages in their promotional cycle. While all faculty have expectations to engage in service at 20%, more senior faculty, or faculty hired to contribute to a specific activity based on their expertise or experience in a given area, may be directed or invited to service that varies in intensity and duration and may be asked to engage in non-instructional activities and roles that extend beyond the 20% allocation.

All faculty are encouraged to anticipate certain rotational roles in service to their department, college, or institution and to plan to self-nominate and / or anticipate nominations to participate regularly in the shared governance and administrative support of their institution (program, department, college, university). Faculty at all ranks and levels are encouraged to discuss options and opportunities with their department head or other leaders.

On some occasions, faculty may be asked to assume leadership service roles that rely on their 20% service allocation, and on some occasions, faculty may be asked to take on service obligations that extend beyond their 20% faculty expectation. In the event critical activities and/or leadership activities arise that require service that falls outside of, or is otherwise in addition to existing service activities, these appointments may be accompanied by course releases and/or stipends that are offered in addition to the 20% service allocation to ensure sufficient time and, if appropriate, compensation is connected with the role.

Career instructional faculty are encouraged to engage in service to professional organizations associated with their academic disciplines. Other examples of professional service include service to schools or other organizations at the local, state, national, and international levels, and peer review of academic publications, grants, books or other scholarly works.

Faculty are expected to contribute to the college and university’s goals related to equity and inclusion. Contributions in this area, should be evident and demonstrable throughout a faculty member’s research, instruction, and service activities as appropriate, committees or task forces, as well as involvement with academic and professional associations, non-profit, governmental, and/or private sector organizations.

* + 1. **Professional Development**

In the COE, faculty are expected to seek out and regularly participate in professional development that supports both their discipline-specific knowledge and skill in equity and inclusion, but also their personal knowledge and role in supporting equity and inclusion across the full spectrum of their college experience and contributions. Professional development can take the shape of formal professional developmental activities, participation in active reading and writing groups, online modules, or participation in professional conferences. Professional development should be engaged in ideally annually, but at a minimum every two years. See also the College of Education Professional Development policy.

* 1. **Workload Expectations for Career Research Faculty**

Career research faculty in the unit will have their workload expectations defined in a position description specific to their position. This position description will be updated as duties change if necessary. The primary workload area for Career research faculty (CRF) in the COE is: (a) research, scholarship, or creative activities. Possible additional workload areas are: (b) Teaching / Supervision, and (c) Service, and (d) Administration. Career research faculty in the unit will have their workload expectations defined in a position description specific to their position. This position description will be updated as duties change if necessary.

Assignment of professional responsibilities shall reflect a realistic balance of duties consistent with criteria for annual review and promotion review.

**1.     Research, scholarship, and creative activities**

CRF should work with their research/outreach supervisor or unit director or with a dean designee to determine specific research, scholarship, and/or creative activities. These will vary as a function of the specific role the CRF has and the specific research funding that their FTE is assigned to.

**2.**          **Teaching**

Career research faculty generally do not have FTE devoted to teaching/supervision. On occasion, CRF may be assigned, as appropriate to their qualifications, to serve as instructor of record for a course or supervisor of a COE student in their disciplinary field experience. In these situations, CRF should work with their research/outreach unit supervisor, director, or with a dean designee to determine how best to incorporate teaching/supervision into their workload and to support their promotional expectations.

**3.**          **Service**

Career research faculty (CRF) generally do not have FTE devoted to service. If CRF do have promotional expectations related to service, they should identify interests and preferences associated with service to determine where they may align with their position’s specific expectations to ensure consistency with the specific research funding requirements. Service could include activities internal to the research/outreach unit, COE, and university, and service benefitting the community, state, and profession. CRF should discuss their plans for future service with their research/outreach unit supervisor, director, or with a dean designee at least annually.