**Teaching Assignment Implementation Guidance**

**College of Education**

**Submitted May 30, 2024**

# **Rationale**

The overarching goal of this document is to provide additional principles to help academic department heads, working in concert with their faculty, apply the approved faculty workload policies to the assignment of teaching loads (please refer to the COE Professional Responsibilities policy). This guidance is needed because faculty workload policies are silent on topics such as, minimum class sizes, frequency of new course preparations, and distribution of faculty teaching across an academic year, all of which are important considerations for ensuring equitable application of the workload policies. Although not exhaustive, this document is intended to address some of the most frequent teaching assignment considerations likely to be encountered by faculty and their academic department heads.

The primary goals of this guidance are to:

1. Ensure delivery of high-quality educational experiences for students,
2. Promote fairness of teaching assignments across faculty members
3. Ensure that students have the access they seek to the esteemed faculty that originally attracted them to our academic programs, college, and university.

In the interest of providing an unparalleled student academic experience, faculty are encouraged to regularly teach a mixture of class sizes and instructional formats as appropriate for program needs, which may include undergraduate, graduate, synchronous or asynchronous online courses, practicum/internship/supervision sections, and a balance of small and large class sizes.

This guidance document must be read in conjunction with the College’s Professional Responsibilities Policy and the Collective Bargaining Agreement (CBA). To the extent there is a conflict between this guidance and those documents, the College’s policies and/or the CBA control.

# **Timeline of Activities**

In consultation with faculty, staff, the dean’s office, and the office of the Associate Dean for Academic Affairs, academic department heads will coordinate the annual workload for faculty. Beginning the prior academic year, department heads will launch the process using roughly the following timeline:

1. **March 1:** Core Instructional faculty receive the Workload Worksheets (Appendix A) on which they will indicate their preference for instruction, and their best information related to research (TTF) and service. This worksheet will include any anticipated course buyouts, course releases, reduced course-load eligibility, service commitments, and instructional assignments requests for the following academic year.
2. **March 15:** Faculty submit their individual worksheets to DHs.
3. **March 15 –** **June 1:** Department heads use the faculty worksheets and any additional information such as follow-up faculty discussions and negotiations, consideration of sabbaticals, consultation with program directors, EDUC programming, research faculty, GEs, and pro-tems to compile a cross-department instructional schedule.
4. **Mid-date:** Between March 14 (when faculty submit their interests) and June 1 (when the completed schedule is due to the office of the dean), department heads will offer faculty notification of the updated schedule and an opportunity to respond to their assignment.
5. **June 1:** Department heads submit final workload spreadsheets to Office of the dean for approval by June 15.

**Reduction of Teaching Load For Tenure Track Faculty**

The standard teaching workload for tenure-related faculty is 5 courses, and for career instructional faculty, 8 courses. As noted in the Professional Responsibilities policy, tenure-related faculty may receive a reduction from a 5-course to a 4-course load for a given academic year.

To invoke the teaching load reduction for grant submissions, grant directorship, and scholarly book work, academic department heads will note on the Faculty Workload Worksheet a brief rationale describing the qualifying activities on behalf of each faculty member.

This rationale will be provided as part of the annual Faculty Workload Worksheet by faculty and for submission or grant directorship, will include the following:

1. The grant notice, including the funder, the submission date, and award period for the grant that the faculty member is seeking to invoke a course reduction
2. Draft of specific aims or abstract
3. Key personnel including, PI, or Co-PI, and the faculty member’s specific role
4. Budget

In the case of completion of a scholarly book, the rationale will include:

1. Book contract with a major publisher
2. Book chapter outline with indication of chapters completed
3. Anticipated completion date

Faculty may provide other information, for example, letter of intent (LOI) to apply for a research grant competition, or information that indicates the need to devote additional research FTE to finish a book during the upcoming year.

Multiple chapter technical reports, web site creations, or software programs will not qualify as a “major scholarly book.” Revisions to a previously submitted grant do not qualify for a second course reduction. Only one course reduction per academic year is allowed under this policy (e.g., multiple grant submissions qualify for one reduction).

It is expected that both the size and the role of the faculty member in this scholarly work is commensurable with their faculty rank. For instance, while a more senior member might be take on the PI role in a large external project, more junior faculty might be involved with smaller projects and/or take on co-PI or other related leadership roles.

A course reduction for preparing a grant application, directorship, or writing a scholarly book can only be granted for a single project. Requests for course reduction must be submitted by March 15th of a given year, to be submitted with workload decisions in time to take effect the upcoming academic year (i.e., September of the same year). Projects proposed after the March 15th deadline will be considered for the following year’s March 15th deadline. Revisions of an unsuccessful grant proposal or completion that extends beyond the teaching reduction year are expected to be completed as part of a TTFs assigned research time. If a faculty member does not submit the planned grant proposal that was used to qualify for a course reduction, they will be ineligible for a course reduction the next academic year.

Minor implementation variations related to course reductions may occur by department following Department Head consultation with the Associate Dean for Academic Affairs.

**Course Buyouts**

Course buyout rates are set by the College of Education and are currently .15 FTE per course. Faculty requesting course buyouts for the upcoming academic year should note these buyouts on the Faculty Workload worksheet. Course buyouts should be requested by March 15th of the year before the buyout will take effect.

# **Academic Year Distribution of Teaching Assignments**

Assuming either a 4- or 5-course load, tenured-track faculty (TTF) who do not have a course release, or buyout due to external research funding, are typically assigned a teaching load that is balanced across the academic year (e.g., the number of courses distributed across successive quarters a faculty member with a reduced 4-course teaching load could be, for example, 1+2+1, 2+2+1, or 2+1+1 for Fall, Winter, and Spring quarters). However, to provide some flexibility for departments and members of the faculty to effectively balance their teaching obligations with their research and service activities, the College will allow departures from a balanced fall/winter/spring teaching assignment to concentrate teaching assignments into two quarters.

When an unbalanced assignment is invoked, be sure to consider the following:

1. In cases of joint appointments, both academic department heads must agree on the consolidation of teaching assignments into two quarters instead of three.
2. In the absence of a sabbatical or other approved leave, faculty are expected to be available to their students on campus to participate fully in student mentoring and advising, and university, college, and departmental service activities during all three academic quarters.

Career instructional faculty with a .90 FTE or greater instructional appointment are typically expected to teach during each of the Fall, Winter, and Spring terms.

**Service**

Service can vary widely and include departmental, college, university, state, national, and professional responsibilities. Further, as a state institution, UO has the responsibility to honor Tribal sovereignty as part of our state’s government-to-government responsibility with Tribal Nations. The COE highly values faculty service that includes collaboration with tribal partners and other community partners, and acknowledges the additional time and effort associated with such partnerships.

Service responsibilities are expected to be commensurate with rank for faculty. More senior faculty members are expected to take on more responsibility and leadership in their service work than junior faculty members. For example, while junior faculty members are encouraged to be part of COE service committees, more senior faculty member are likely to be asked to serve as the chairs of these committees.

For additional information about service see the [Provost website](https://provost.uoregon.edu/service).

**Class Sizes**

Minimum class enrollments are 12 students in undergraduate courses and 6 students in graduate courses. These minimum counts do not apply to independent study or required supervision classes. Reassignment of faculty workload due to cancellation of low enrollment classes is addressed in the COE Faculty Professional Responsibilities policy. Department heads will identify courses with low enrollment for cancellation courses at least one week before the course begins. Department heads with work with faculty member to identify the best approach to addressing the shift in faculty responsibilities. Where possible, department heads may be able to identify at the time of workload assignment, the kinds of departmentwide open projects that may benefit from faculty support and service in the event of enrollment deficit.

Large classes (greater than 50 students) should receive priority when assigning graduate employees to support faculty instruction.

**Scholarly Productivity for Career Instructional Faculty**

Career Instructional Faculty whose Professional responsibilities fall predoniantly into instruction or service, but who have promotional expectations associated with scholarly productivity will refer to the guidance outlined in their respective COE Promotion and Tenure / Review policy. CIF are encouraged to engage in scholarly productivity that aligns with their instructional and service obligations. These may vary from the types of scholarly productivity expectations required for faculty being promoted for tenure. In the College of Education at this time, some of the items that qualify as scholarly productivity for CIF are:

* Scholarly publications (e.g., books, chapters, journal articles)
* Development or publication of higher education textbooks or clinical training materials
* Development or publication of pK-12 clinical/educational materials (e.g., K-12 curricula, prevention or intervention programs, assessment tools)
* Program accreditation reports
* Grant writing to support clinical training activities or other program work
* Articles in newsletters of professional organizations addressing practice or training issues

Additionally, there may be some instances where some of the following activities may be considered scholarly productivity. CIF faculty are encouraged to discuss any of the following items that they believe cross-over into scholarly activity with their Department Head, or with an Associate Dean for Faculty Development.

* Conference presentations
* Guest lectures
* Certain professional development activities
* Course developments and refreshes etc.

**Professional Development for Career Instructional Faculty**

PD forcareer instructional faculty is broadly defined and does not always require significant time or funding. Consider Academic Impressions, Teaching Engagement Program (TEP) support, and other local opportunities for PD.

**Appeals and Review**

In the event that any aspect of the policy requires an exception or alternate review, an appeals process can be initiated through the department head, Dean’s office, and/or external offices as appropriate.