

Faculty Workload

A faculty workload policy defines the range and general expectations regarding faculty teaching, scholarship/research, commercialization and service responsibilities in the context of an institution's mission. Special attention should be paid to undergraduate instruction at state institutions of higher education, given their statutory origin and public mission. At Ohio's public institutions of higher education, the undergraduate teaching mission is the foundation upon which flexibility is granted for the achievement of significant contributions in scholarship/research, commercialization and service. However, teaching is the primary means by which a faculty member contributes to the mission.

Differentiation of faculty roles is a fundamental characteristic of individual colleges, departments and equivalent academic units. The aggregate workload policy for each unit must be consistent with that of the institution. Given differences in the mission of departments, faculty responsibilities are critical to determining the relative balance that should exist in that department. Similarly, within departments, significant differences exist in the assignment of workload responsibilities based on individual roles and expectations. One faculty member may be a specialist in scholarship/research, another in commercialization and yet another in service. All should be involved in teaching. Differences in teaching responsibilities reflect individual faculty strengths, interests and abilities, each providing maximum contribution to the mission of the institution.

The academic department, or equivalent, is the initial level at which to determine workload assignments, while remaining consistent with the institution's workload policies and mission. Focusing on the department as the unit accountable for determining and meeting teaching responsibilities, however, allows flexibility and nuance to assign differential workloads among faculty to equitably balance workload. While all faculty are expected to be assigned a full workload, a department chair may make teaching assignments commensurate with the strengths and needs of faculty and the department.

Under no circumstances should an institution that has existing established norms for higher percentage teaching workload lessen this percentage in pursuit of a norm that does not reflect the historical and actual mission of the institution. The intent of the state in establishing teaching workload policies is to maximize undergraduate instruction while recognizing the compelling mission of some institutions to balance scholarship/research, commercialization and service. While some individual faculty are likely to be assigned less teaching based on contributions to the institution in research, commercialization and/or service, other faculty may be assigned full teaching loads where this, too, contributes the greatest benefit to students and the mission of the institution.

By state law, final decisions on institutional workload policies for public colleges and universities rest with the highest governance authority, the board of trustees.

A. Baccalaureate Department:

(Active four-year undergraduate programs with no, or limited, activities in graduate programs, including those in or co-managed by other departments or held centrally).

In general, the norm for teaching activities is at least 70 percent of a total departmental workload, with the remaining devoted to other scholarly activities of research/creative activity and service. Full-time faculty are expected to devote most, if not all, of their teaching effort to undergraduate instruction.

B. Baccalaureate/Masters Departments:

(Active baccalaureate and master's degree programs with no, or limited, activities in doctoral programs, including those in or co-managed by other departments or held centrally).

For academic departments, or equivalent units, with active baccalaureate and master's degree programs, the norm for teaching activities is at least 60 percent of the total departmental workload with the remaining devoted to research/creative activity, service and other professional activities consistent with the department's mission. It is expected that full-time faculty in these departments devote more of their effort to teaching undergraduates than to graduate level instruction.

C. Baccalaureate/Masters/Doctoral Departments:

(Active baccalaureate, master's and doctoral programs).

For academic departments, or equivalent units, with active baccalaureate, masters and doctoral programs, the norm for teaching activities is at least 50 percent of the total departmental workload with the remaining devoted to sponsored and departmental funded research/creative activity, service and other professional responsibilities which further the goals of the department and the university. It is expected that full-time faculty teaching in these departments will be personally involved in undergraduate instruction.

D. University Two-Year or Associate Degree Programs:

(active associate degree programs with no, or little, baccalaureate activity).

Faculty whose principal appointment is in associate degree department/program, with no, or limited, baccalaureate activity, should have undergraduate teaching as their major responsibility. Such faculty members may also have professional development and service as part of their workload expectations, as needed to further the mission of the program and the university. Faculty are expected to devote at least 80 percent of their total workload to teaching related activities, with the remaining devoted to professional development and service.

E. Community College Two-Year or Associate Degree Programs:

(Active associate degree programs with no, or little, baccalaureate activity).

Faculty whose principal appointment is in associate degree department/program, with no, or limited, baccalaureate activity, should have undergraduate teaching as their major responsibility. Some faculty may have unique institutionally assigned administrative responsibilities in addition to professional development and

service as part of their workload expectations. Faculty with institutionally designated responsibilities are expected to devote at least 75 percent of their total workload to teaching related activities. Other faculty are expected to devote at least 80 percent of their total workload to teaching related activities, with the remaining devoted to professional development and service.

F. Part Time Faculty

Part-time faculty include those persons appointed to carry out instructional responsibilities dictated by enrollment demand or by special needs of an academic unit. Because their primary responsibility is teaching, part-time faculty are not usually expected to engage in other duties. Like all faculty they are expected to fulfill all teaching obligations, including meeting all sessions of assigned classes, preparation for the classes, timely grading and return to students of assignments and examinations, and maintaining of office hours or another method of permitting students in their classes to meet with them. The actual assignment of instructional responsibilities for a part-time faculty member will be determined by contractual agreement with the university.

G. Special Cases

One of the hallmarks of higher education in Ohio is its diversity. Diversity is evident in a number of ways, including organizational structure. Not all programs may fit administratively into one of the above categories of departments. In this case, the appropriate proportion of time to be devoted by the academic unit to teaching should be determined by the dean or appropriate academic officer, subject to approval of the provost/chief academic officer. In these cases, the primary concern should be undergraduate teaching activities.

It is recognized that there may be departments that differ significantly from the above classification such as those that have graduate programs but no, or few, undergraduate ones. For example, this may be the case for some health science departments, e.g. nursing, dentistry, medicine, etc. Appropriate teaching responsibilities for such departments should be negotiated between the department chair and the college dean or appropriate academic officer subject to the approval of the provost/chief academic officer.

It is also recognized that there are faculty with responsibilities that differ from those given in the preceding workload policies. For example, this may be the case for academic administrators, faculty with special institutional assignments, research faculty, faculty with significant time funded by external grants. In these cases, teaching assignments should be determined by the appropriate academic officer subject to the approval of the provost/chief academic officer.