



# COLLEGE OF EDUCATION AND HUMAN ECOLOGY

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Differentiated Tenure-Track Faculty Workload Profiles  
College of Education and Human Ecology  
Columbus Campus  
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This document is a tenure-track faculty workload policy that acts as an “umbrella” document for the College of Education and Human Ecology. Each Tenure Initiating Unit (TIU) in the college must have a policy that is aligned with the college document and applied within each respective department or school (See Appendix A for University Rules). The workload policy for each TIU must align with their respective Appointments, Promotion and Tenure criteria, and be included in the unit’s Pattern of Administration document.

Based on criteria established by each TIU, a faculty member’s workload will be developed through discussion with the appropriate chair or director of the TIU, and will be based upon the needs of the unit, the performance skills and interests of the faculty member, and the potential for contribution to the school or department and the college.

The following are principles that should guide the construction of the unit-level tenure-track faculty workload document.

1. The regular workload distribution for tenure-track faculty will align with university recommendations, and will consist of a balance of teaching, research and service reflecting the following distribution: 40% Teaching, 40% Research, 20% Service.
2. The workload for every faculty member is determined by the amount of effort and productivity in each respective category of teaching, research and service. It is expected that each faculty member contribute to all three categories. However, it is recognized that workload distribution within these three categories is influenced by faculty interests, skills, motivation and opportunities that may change from year to year, and is likely to fluctuate over the span of a faculty member’s university career (Krahenbuhl, 1997).
3. As the college budget is based on the marginal gains and losses across units, impact on the college budget must be considered when determining unit-level workload for faculty.
4. All TIU units must have a workload policy for probationary faculty that supports the likelihood of success at the fourth-year and tenure reviews. The committee recommends that all newly hired, tenure-track faculty in the College of Education and Human Ecology should have a workload that provides an opportunity for him or her to establish a research agenda at OSU. Therefore, we are recommending an emphasis on research for the first year, then a gradual transition to a regular workload distribution for the faculty member’s fourth year of service to the college because it is essential for faculty to establish a strong teaching record as well, generally at both the

undergraduate and graduate levels. For example, for newly hired assistant professors, units may provide 70% of time and effort devoted to research during the first year, then a gradual transition to regular workload by the fourth year.

5. It is expected that teaching, research and service will be a part of each faculty member's workload, and that they are all performed in a high-quality manner. Each faculty member's workload will be reviewed during the chair/director's annual review; and individual workload discussed prior to scheduling his or her teaching responsibilities. The regular workload distribution will be used as a reference point. Proposals to modify workload assignment can be initiated by either the faculty member or unit head.
6. Both the quality and quantity of teaching, as well as type of instruction (graduate, undergraduate, experimental, distance etc.), should be considered when determining the teaching component of workload. Teaching expectations should align with the criteria established in the TIU's Appointments, Promotion and Tenure document.
  - a. Regular teaching load (40%) for a faculty member with a 9-month appointment would assume 6 hours per semester. Those with a 12-month appointment would be adjusted accordingly.
  - b. It is acknowledged that the teaching component of the faculty member's workload is influenced by multiple factors, and should be considered when determining workload.
7. Both the quality and quantity of service should be considered when determining the service component of workload. Service expectations should align with the criteria established in the TIU's Appointments, Promotion and Tenure document.
  - a. Regular service load (20%) for each faculty member would include a minimum of 10% service to the academic unit and college. The other 10% could be to the university, the community, professional organizations, or other appropriate venues. Service should be appropriate to rank – e.g. senior faculty would be expected to take leadership roles.
  - b. It is acknowledged that the service component of the faculty member's workload is influenced by multiple factors, and should be considered when determining workload.
8. Both the quality and quantity of research should be considered when determining the research component of workload. Research expectations should align with the criteria established in the TIU's Appointments, Promotion and Tenure document.
  - a. Regular research load (40%) would assume original research/scholarly studies, grant submissions and awards where appropriate, and peer-reviewed publications or means of dissemination of research appropriate to the faculty member's area of study.
  - b. If a faculty member would like to have more time and effort in the research component, greater time and effort in this category may be accomplished in two major ways (in agreement or with concurrence with the unit leader):
    - i. A faculty member may need time to pursue a focused scholarly agenda. A director or chair may offer course releases or Special Research Assignments (SRA) to the faculty member to provide more effort and outcome expectations devoted to the research category. Course releases or SRAs could be offered to faculty based upon the research agenda they currently have in place, or may be used to provide faculty with time to invest in future opportunities (e.g., writing grant proposals to solicit

funding for future research; conducting major data analysis; or writing and submitting manuscripts of articles or books for peer-review in outlets appropriate to their area of study). Outcomes should include those that benefit the faculty member, the school/department, and the college. Expectations should be discussed with the faculty member, and expected outcomes in each respective area should be clearly defined prior to approval.

- ii. A faculty member may have external funds to “buy out” more time from the regular workload distribution, thus putting more effort and outcome expectations in the research category (e.g. course release). Expectations should be discussed with the faculty member, and expected outcomes in each respective area should be clearly defined prior to approval.

## **Appendix A**

### **Office of Academic Affairs (OAA) and University Faculty Rules**

As stated the Duties and Responsibilities section of the Office of Academic Affairs Policies and Procedures Handbook at The Ohio State University (Volume 1, pp. 36-37), "OAA requires departments, in cooperation with their colleges, to establish policies that describe the allocation of effort in the department as a whole. . ." (p. 36). In addition, the University Bylaws, item 3335-5-35, (C)(e) requires units to have a POA, and that the POA includes a statement explaining how faculty duties and responsibilities in instruction, scholarship, and service are to be assigned and distributed equally (f).

The OAA Policies and Procedures Handbook further states,

College and departmental policies should define the range and general expectations regarding teaching, scholarship and research, as well as service responsibilities in terms of the academic mission of the college and department. (p. 36)

Policies should provide for a differentiation of faculty roles and recognize the fact that different colleges within the university and different departments within each college have different missions, resulting in differing expectations for various colleges and departments. (p. 36)

Different colleges in the university have different missions, and there are differing expectations for the various departments within colleges. These expectations should be acknowledged by a college workload policy. It should recognize that departments within a college may have different, but equally valuable, missions and that faculty within departments may make different, but equally valuable, contributions to those missions. (p. 37)

As stated in the Research and Scholarship section (1.4.1.2) of the 2009 Policies and Procedures Handbook, Volume 1:

A unit's policy on faculty duties and responsibilities must include a statement describing the average level of scholarly productivity expected within a time frame appropriate to the discipline. In departments in which seeking and obtaining external funding is customary, the policy should state the expectations for seeking and obtaining such funding.

The degree of specificity in all such statements will vary widely across disciplines. Since scholarly activity is self-generated rather than assigned, however, the language in this section should sufficiently explicit to communicate expectations clearly and to provide a basis for adjusting duties and responsibilities in instruction and service in response to variations in the level of scholarly productivity.