Faculty Workload and the Mission of RHE

With a focus on serving their respective communities across a service region that extends through most of the southeastern quarter of Ohio as well as into parts of West Virginia, Kentucky and Pennsylvania, the five Regional Campuses of Ohio University place their primary emphasis on the mission of undergraduate education through the pursuit of excellence in teaching, scholarship (including research and creative activity), and service. Faculty workload is the sum of these three components. It is recognized that the balance among teaching, research and service activities will have slight variations among individual faculty dependent upon a number of factors. This Policy Statement and the accompanying Workload Matrix provide the framework to help guide decisions about faculty workload at the Regional Campuses. This document proposes a plan to allow a 21-credit semester teaching load for productive scholars.


Definition of Faculty Workload and Metrics

While teaching, scholarship, and service comprise the three major elements of a college faculty workload, teaching is the primary activity for faculty at the Regional Campuses. As referenced in both documents at the web links above, faculty at primarily two-year or associate degree programs should devote approximately 80-90% of their workload to teaching, while those active in four-year undergraduate programs should devote approximately 70-
80% of their time to teaching. Since both the two-year and four-year mission is integral to the Regional Campuses, individual faculty teaching percentages or loads will vary depending upon a variety of factors such as the category of faculty employment (Group I, II and IV), the level and productivity of scholarship and creative activities, the tenure status of the faculty member, extraordinary student advising requirements, the number of laboratory sections, significant academic program coordination and other service responsibilities.

The Ohio Board of Regents and Ohio University recognize that, in general, faculty workload is the equivalent of 30 semester hour annually, 15 semester credits per semester. As noted in the Ohio University policy referenced above, in recognition of the non-classroom responsibilities of faculty, including class preparation, scholarship, campus service, student advising, etc., the teaching load is considered to be 12 credits per semester. (Thus, Group II faculty, who actually teach 12 credits per semester are considered to be performing at 80% of full-time workload and thus are categorized as part-time faculty.)

While teaching, scholarship (research and creative activity) and service are all responsibilities of Regional Campus faculty members, teaching is distinctly the primary responsibility of all faculty members. In practice, Regional Higher Education allows the teaching load to be a minimum of 12 semester credits annually for faculty who have substantial administrative duties. Thus faculty members who are reduced below this level of teaching effort are categorized as Administrators and are ineligible for promotion and tenure as per the Ohio University Faculty Handbook.

This document recognizes that the significant base teaching load of 12 credits per semester, limited resources for the pursuit of traditional scholarship in some disciplines, and expectations for significant service contributions, have implications for how various faculty members will contribute to the achievement of our mission. The Guidelines contained in this Workload Document and Workload Matrix are intended to help clarify expectations across all of the Regional Campuses of Ohio University (RHE) and to assure general consistency in the evaluation processes followed on the various campuses and in the various academic divisions on each campus.
Faculty Workload and the Campus Mission

As noted above, faculty members at the Regional Campuses of Ohio University engage in a wide variety of activities that further the mission of the individual campuses, Regional Higher Education and Ohio University. These activities, which can be parsed into the three broad areas of research, teaching, and service, constitute the workload of the Regional Campus faculty.

Teaching

The Regional Campuses of Ohio University are committed to offering outstanding undergraduate education and to fulfilling this instructional commitment to the rest of the University, to our students, and to the people of Ohio. The undergraduate education we offer serves our students’ needs, which may include individual courses, certificate programs, associate degree programs, baccalaureate degree programs, one- and two-year programs for relocate students, and baccalaureate degree completion programs. On occasion, regional campus faculty may participate in graduate programs and workshops offered through departments on the Athens campus.

Scholarship

Faculty at the Regional Campuses of Ohio University are committed to engaging in scholarship, research or creative activity that informs their teaching, engages our students, serves our communities and keeps faculty current in their fields of expertise. Some faculty may engage in research and creative activity that is nationally or internationally recognized for its excellence.

Service

Faculty members of the Regional Campuses of Ohio University are obligated to ensure that the administrative activities necessary for the efficient operation of the campuses are performed. All faculty engage in some service necessary to the operation of their courses and programs, and contribute substantial effort necessary to the advising of students. Some faculty will have significant program coordination responsibilities as part of
their workload. Faculty are also committed to contributing to the governance of their Campus, Regional Higher Education and Ohio University. Faculty members also engage in service to our local communities and to the broader Appalachian region. Some faculty may choose to engage in disciplinary service or to hold leadership roles in their disciplines at the state, national or international levels.

**Goals of the Faculty Workload Plan**

The Regional Higher Education faculty workload plan has multiple goals. The first is to reflect the values of the Regional Campuses, Regional Higher Education, and Ohio University. Second, this policy seeks to enumerate the multiple activities that constitute a faculty member’s workload, and to see that the responsibilities and goals of the Regional Campuses are fulfilled. The third is to ensure that the collective Regional Campus workload is distributed equitably among the faculty within RHE. Fourth, it seeks to ensure that the RHE workload distribution is flexible, allowing faculty members to draw upon their own strengths and interests and make choices among full-time teaching, scholarship and program service.

Because it is not possible to create a faculty workload policy that anticipates all of the opportunities that a faculty member might encounter, and all of the responsibilities that a Campus may have to address, the Campus Deans are authorized to consider faculty requests for changes in their anticipated workload that are at variance with these guidelines due to special circumstances. Thus this Workload Policy and the accompanying Workload Matrix allows campus Deans to adapt these policies for individual faculty or groups of faculty to respond to special opportunities, problems, or needs as they arise.

The distribution of workload effort consistent with this policy for individual faculty members will be established by the Campus Dean on an annual basis for the following academic year as part of the annual campus peer-review evaluation process. The Campus Dean will set faculty workloads in consultation with the campus Associate Dean, Division Coordinator(s) and appropriate faculty committee(s) as part of the annual campus peer-review evaluation process. For probationary faculty, this process will also be part of the annual review of progress toward tenure. The parameters relating to
percentage of effort allocated across the three faculty workload components (teaching, research, and service) should be incorporated into campus Promotion and Tenure Guidelines and annual review procedures. This Workload Policy document and all related guidelines and procedures should be provided in writing to all faculty. Annual evaluations of individual faculty should take into account the distribution of workload effort. In addition, these annual individual workload distributions should be an integral part of the review process for merit considerations and for all promotion and tenure decisions.

The Regional Higher Education Workload Policy contained within this document, and accompanying Workload Matrix, and all guidelines and procedures contained within it, or referred to in it, are subject to change as they must remain consistent with applicable university and college policies and procedures. Changes or additions to the Workload Policy and Matrix must be approved by the Regional Campus Deans, the Executive Dean of Regional Higher Education and the Executive Vice President and Provost.

**Faculty Workload Plan**

In the context of the above, workload expectations for faculty at the Regional Campuses are described below and included in the Workload Matrix as follows:

**Group II** (0.80 FTE) faculty are not expected to engage in ongoing programs of research but will have modest to minimal expectations in student advising related to the classes they teach. They are expected to devote 100% of their time to teaching and these modest to minimal advising responsibilities and to remain current in their discipline through on-going professional development.

**Group II** (0.80 to 0.99 FTE) faculty are not expected to engage in ongoing programs of research but will have modest to significant service and student advising expectations. They are expected to devote 80% to 99% of their time to teaching and to service and to remain current in their discipline through on-going professional development. The FTE portion above 0.80 FTE should be specified in writing and may include additional teaching
and/or advising responsibilities, service requirements, and/or administrative duties.

**Group I, tenured and tenured track**, faculty have a multi-dimensional workload spread across teaching, scholarship and service, and it is expected that they will be involved to some degree in all three areas of work. They are expected to engage in an ongoing program of research or creative activity; provide leadership in service to the discipline, the campus, and the university; while devoting the majority of their time to teaching. In addition, they are to remain current in their discipline through on-going professional development. Active research scholars may have teaching loads reduced accordingly by one three-credit course dependent upon a variety of factors related to the academic needs of the program or campus. Faculty engaged in program coordination may receive additional reductions according to the guidelines in the Workload Matrix.

**Probationary Group I faculty members.** It is important that probationary faculty members have time to establish their research programs. For this reason, probationary faculty members will be assigned to the active research category during their first two years and thus receive one three-credit course reduction regardless of scholarship completed. For subsequent years leading up to the promotion-and-tenure decision, any reduction in teaching load will be dependent upon scholarly activity in the same manner as all other Group I faculty. Probationary faculty in their final year of a terminal contract (that is, those denied tenure) will be expected to fulfill all of their contractual responsibilities through teaching (that is, teach 24 credits).

**Group IV Faculty** are considered full-time faculty, so while teaching is their primary role, they may be assigned advising or other service duties. Scholarship may also be an expectation of their role. Group IV faculty members receive contracts of one-year duration and may be reappointed twice for a maximum of three years. Generally their teaching load is expected to be 24 credits annually.

**Faculty Workload in the Context of Promotion and Tenure**
Within the broad mission of Ohio University, regional campuses have a specific commitment to outreach and access. Successful pursuit of this
commitment requires that we encourage the development of an outstanding faculty, with a particular emphasis on excellence in teaching, but also that we recognize the importance of accomplishments in research and creative activity, as well as in service to the campus, University, and community. Promotion in rank and tenure are rewards for achievements in these areas. Division, Campus and RHE Guidelines on Promotion and Tenure should be aligned and consistent with this Workload Policy.

**Role of the Faculty in Evaluation of Workload and Performance**

Every campus shall have in place faculty committees to assess the annual performance of each faculty member in regard to teaching, scholarship (including research and creative activity) and service and to make a recommendation to the campus Division Coordinators(s) and Deans as to annual salary action within the context of the annual workload of each faculty member. In accord with the Ohio University Faculty Handbook, for probationary faculty, a campus Promotion and Tenure Committee will also make an annual assessment of each individual faculty member’s progress toward tenure and promotion within the context of the annual workload of each faculty member as a recommendation to campus Division Coordinators and the campus Dean. Campuses may develop an agreement where faculty submit annually, in advance, a statement of how they wish to allocate their workload effort among the three categories of teaching, scholarship and service. The committee may then base its annual assessment on the extent to which faculty members have met the goals outlined in advance in their respective agreements. Actual teachingloads and other aspects of faculty workload may be adjusted based upon attainment or non-attainment of goals outlined in the workload plan but remain consistent with the guidelines in this document and the Workload Matrix.