

Scripps College Faculty Workload Policy

Adopted January 23, 2012

As a University System of Ohio Center of Excellence in Culture and Societal Transformation, the Scripps College of Communication maintains strategic commitments to innovative teaching, research, creative activities, and outreach. Our activities as intellectual leaders in the state and in the field of communication occur through the many roles enacted by our faculty. The objective of the Scripps College of Communication workload policy is to accomplish the diverse objectives of the college while also enabling faculty to excel as teacher-scholars.

Faculty workload is defined as the total of the instructional and advising, scholarly and creative activities, and professional service each faculty member contributes to the institution. The College policy is developed in accordance with University policy; School documents must be consistent with the College policy. The following principles and logistics are meant as guidelines for schools in the Scripps College of Communication. These principles and logistics refer to workload policies only and, just as should be the case with the workload policies of the individual schools, must be consistent with, and should not usurp the promotion and tenure documents or merit processes of the schools or the college. This policy is applicable to Group I faculty; workload expectations for Group II, III, or IV faculty are specified in the employment offer letter and will be re-evaluated as needed during the term of employment.

Principles

Development of this policy was based on three primary sources: (1) Existing University policy 18.009, (2) A report and set of recommendations generated by an 8-person faculty committee convened in the Winter and Spring quarters of 2011, and (3) Suggestions from School Directors responsible for implementing the policy. From those sources, the following principles were synthesized to guide development of the Scripps College of Communication workload policy:

1. **Flexibility.** Each faculty member's workload allocations should be regularly assessed and agreed upon by the School Director and the individual faculty member. The degree to which each faculty member participates in each of these areas must remain flexible to account for differences in departmental instructional and service needs and the strengths and interests of individual faculty members. Those needs and interests may change over time.
2. **Transparency.** The development and implementation of College and School workload policies should be transparent so that all faculty are aware of options available to them.
3. **Fairness.** Faculty members' workloads should be as comparable as possible while considering the other principles outlined here. No matter how faculty members' loads are managed in a given year or across time, each individual faculty member

should be expected to make comparable overall contributions to the school, college, university, and discipline.

4. **Academic Freedom.** As faculty contribute to the missions of their Schools, the College, the University and their disciplines, their workloads should be negotiated and implemented in a manner that honors the principle of academic freedom.
5. **Professional Growth.** An important purpose of a workload policy should be to encourage the professional development of faculty members. Workload agreements should strengthen the individual faculty member's ongoing professional development and lifelong learning and be consistent with the needs and priorities of the program, department/school, and college.
6. **Accountability.** The development and implementation of workload policies require accountability from both faculty members and the institution. In determining workload contributions, both the faculty and the institution make commitments, and both should be held accountable for honoring those commitments. Faculty are held accountable through yearly performance reviews for how well they fulfill their agreed upon contributions in teaching, research and creative activity, and service. The University must be accountable by honoring commitments made to faculty during workload negotiations.
7. **Commitment to Students.** The workload of faculty must facilitate our primary goal of providing students with outstanding educational opportunities. This occurs through work taking place both inside and outside the classroom.

These principles are not meant to be exhaustive, but do point to key drivers serving as a basis for this policy. As with all we do as members of the academic community, development of workload policies, as well as the negotiations and discussions involved in their implementation, should be undertaken with a spirit of collaboration and mutual respect while also recognizing our core mission as an academic unit.

Logistics

Each year Group I faculty will discuss with their School Director how their percentage of effort will be distributed for the next academic year. Because probationary faculty must work toward standards established by School Promotion and Tenure documents, their percentage of effort should be guided by those standards; for most situations this would typically translate to a 40-40-20 percent distribution for teaching, research/creative activity, and service, respectively.

Reflecting the diversity of our faculty and programs, there are ranges of acceptable distributions of percentage effort for faculty members in the college across the three categories of teaching, research and creative activity, and service. For faculty members on full load, i.e. without externally funded buyouts, on leave, or administrative assignments:

- Teaching may constitute 40-70% of faculty members' contributions to their school, college, and university.
- Research and creative activity may range from 20-50%.

- Service may range from 10-30% of activities, or more for those with formal administrative assignments such as school directors or associate directors.

In compelling situations, the Dean may consider exceptions to these parameters based on a recommendation from a School Director. This flexibility does not supersede tenure and promotion policies, nor alter the requirements and criteria listed there.

Each faculty member's distribution of effort must be operationalized as specific commitments to be carried out over the course of an academic term. Negotiation of the workload allocation should occur at a regular interval as dictated by school policy and appropriate in relation to University deadlines for course scheduling, raise pool distributions, and other factors. Negotiation over percentage of effort distributions should be informed by past activities accomplished in a multiple-year time frame considered appropriate to that academic unit. Workload negotiations should take into account the needs of the unit, the demonstrated strengths of the faculty member, and also the faculty member's professional goals for the upcoming period.

When enacting a flexible workload policy, some faculty may opt to emphasize some areas of strength, which necessarily means focusing less emphasis on other areas. Because standards of practice differ among and even within schools, percentages of effort cannot be directly mapped onto specific expectations across the College. However, our strategic commitments to students, our community, and our field require that all full time, tenure track and tenured faculty must contribute in each of the three areas of effort. Minimum workload expectations for faculty who are not on grant-funded buyouts, on leave, or who have administrative assignments include:

- Teaching the equivalent of two regularly scheduled, normal credit weight courses per term, holding office hours and being generally available to students, advising students in accordance to School policies and procedures, participating in curriculum discussions and procedures in the school, revising courses as necessary, and maintaining up-to-date syllabi.
- Annually contributing to the research and creative activity mission of the College by staying current in an area of expertise and contributing to the Scholarly mission of the College as consistent with the disciplinary norms of the School.
- Active and informed participation in shared governance activities and other forms of service to the School, College, University and/or profession.

The culture and requirements in individual Schools may require greater expectations, both quantitative and qualitative, for minimum workload expectations. Those expectations will be specified in School workload policies.