

Faculty Workload Policy
Boone Pickens School of Geology
Oklahoma State University
(revised, 12/2014)

PRINCIPLES AND GOALS:

The workload policy of the school starts from the conviction that faculty members are highly trained professionals and are to be treated as such by administrative units at all levels. Academic excellence is inextricably linked to the principle of academic freedom. Therefore, faculty activity must retain a high level of personal autonomy; indeed excessive administrative control over faculty time and activity is deleterious to the establishment and maintenance of high standards of academic performance.

For purposes of measurement and assessment, faculty responsibilities are customarily divided into three areas: teaching, research, and service/extension. These areas frequently overlap, and categorization of faculty activity by any one of these areas is sometimes artificial. Moreover, the activity and emphasis of an individual faculty member may vary over time. Opportunities, interests, and the needs of the school are all subject to change over time, and will influence faculty activity. Therefore, the workload configuration for each faculty member is to be negotiated individually with the school head on an annual basis, either as a part of the yearly Appraisal and Development (A&D) process or in a separate individual meeting.

While teaching and research may often overlap in a general sense, it is recognized that research and service/extension activities are limited by the amount of time directly devoted by faculty members to the instructional mission of the school. Faculty members with heavier teaching loads will generally not have as much time and energy to devote to original research, extension activities, or the pursuit of external funding.

In the allocation of teaching loads among faculty members, the following principles are to be respected by the school head:

1. Equal burden-sharing. Effort will be made to equitably distribute teaching assignments.
2. Equity in rewards. In allocation of rewards, outstanding instruction is to be weighted equally with outstanding research. Faculty members who excel in the classroom are to be equally eligible for any potential rewards, financial and otherwise, as those with outstanding research and publication records.
3. Consideration of expertise and interests. In assigning teaching duties, the school head shall take into consideration the professional interests and specialization of faculty members. Whenever possible, course assignments shall be consistent with the academic specialization of each faculty member.
4. Equal opportunity for control over career path. Individual faculty members shall be afforded opportunities to alter the balance among professional activities on an equal basis.
5. Consideration of junior faculty members. Since research is a major element of promotion and tenure decisions, untenured faculty members shall be given reduced teaching loads when possible in order to facilitate their efforts to build publication/funding records.

In allocation of teaching loads, the following additional factors are to be considered by the school head:

1. Level/type of course.
2. Size of course enrollment.
3. Extent and number of course preparations by faculty members.
4. Demands of university service activities on faculty time.
5. Demands of professional development activities on faculty time.

In all cases, assignments, judgements and evaluations made by the school head in consideration of the above principles and factors shall be consistent with the FTE allocation for each faculty member.

In all cases, assignments, judgements and evaluations made by the school head shall be consistent with the availability of resources.

LOAD ASSIGNMENT POLICY:

Untenured tenure-track faculty members (TT) shall be afforded a 2/1 or 1/2 course load per academic year whenever possible. Under normal circumstances the course load of an untenured tenure-track faculty member is never to exceed 2/2 per academic year without their written consent. In the first year of appointment, an untenured assistant professor shall normally be afforded a reduced course load as negotiated during the hiring process. These assignments shall be arranged by the school head, in consultation with the faculty member, and subject to the principles articulated in the workload policy.

Visiting faculty (V) appointments may be made for a range of purposes, and so teaching load assignments shall be made in accordance of the specifications of the individual positions. Regardless, the expected teaching load of a visiting faculty member is never to exceed 2/2 per academic year without their written consent.

Tenured faculty members (T) may opt for either a 1/2 or 2/1 teaching load per academic year, to be reflected in FTE documentation. For tenured faculty in endowed chairs and named professorships, the standard teaching load shall be 1/1 each year with the understanding that the incumbents of such positions maintain a strong externally funded research program. Teaching load for tenured faculty in endowed chairs and named professorships may vary depending on the intent of the donors, conditions spelled out in letter of offer for the individual position, and conditions in the articles of incorporation for said position. Reduced teaching loads may be negotiated by any tenured faculty member depending on their individual research and service/extension commitments. Alternatively, increased teaching loads may be required of faculty having a minimal or inactive research program.

The teaching load for clinical faculty (C) is not to exceed a 9-hour load per semester or as determined by the school head or by contract.

For purposes of performance assessment, the differences among the basic loads are as follows:

	<u>2/1 or 1/2 load (T,TT, V)</u>	<u>1/1 load (T)</u>	<u>Clinical faculty</u>
Teaching	45%	25%	90%
Research	45%	60%	0%
Service	10%	15%	10%

Loads are subject to review and alteration as a part of the annual A&D process involving the individual faculty member and the school head. Changes in individual load assignments are to take effect in a manner consistent with departmental course scheduling deadlines.

Faculty members may qualify for a reduced teaching load in the following ways:

1. Procurement of a grant or contract from an internal or external source may qualify the faculty members involved for reduced teaching loads for the duration of the project if warranted by the time commitments required to meet project and contractual obligations.
2. Faculty members may request release from teaching responsibilities altogether for one semester to pursue a specific research or professional activity. Such requests are subject to the terms of the Research Leave Policy.