

Faculty Workload Policy
Department of Political Science
Oklahoma State University
(revised, 3/2013)

PRINCIPLES AND GOALS:

The workload policy of the Departments 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 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 department 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 department head on an annual basis, either as a part of the yearly Appraisal and Development process or in a separate subsequent individual meeting.

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

In the allocation of teaching loads among faculty members, the following principles are to be respected by the department 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 department 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 records.

In allocation of teaching loads the following additional factors are to be considered by the department 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 department 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 department head shall be consistent with the availability of resources.

LOAD ASSIGNMENT POLICY:

Untenured tenure-track faculty members shall be afforded a 2/2 course load per academic year whenever possible. Under normal circumstances the course load of an untenured tenure-track faculty member is never to exceed 2/3 or 3/2 per academic year. In the first year of appointment, an untenured assistant professor shall normally be afforded a 1/2 or 2/1 course load. Additionally, in the year after successful reappointment, the untenured assistant professor shall normally be afforded a 1/2 or 2/1 course load. These assignments shall be arranged by the department head, in consultation with the faculty member, and subject to the principles articulated in the workload policy.

Visiting faculty are expected to be engaged in active research and service to the department, and as such, are afforded a 2/2 course load per academic year whenever possible.

Tenured faculty members may opt for either a 6 or 9 hour teaching load per semester, to be reflected in FTE documentation. The teaching load for clinical faculty is a 12 hour load per semesters or as determined by the department head.

For purposes of performance assessment, the difference between the three loads is as follows:

	<u>6-hour load (T/TT, visiting)</u>	<u>9-hour load (T/TT)</u>	<u>Clinical faculty</u>
Teaching	45%	65%	90%
Research	45%	25%	0%
Service	10%	10%	10%

This choice is subject to review and alteration as a part of the annual Appraisal and Development (“A&D”) process involving the individual faculty member and the department head. Changes in individual load assignments are to take effect in a manner consistent with departmental course scheduling deadlines.

Faculty members with 9-hour loads may qualify for a reduced teaching load (i.e.. 6 hours) in the following ways:

1. Publication of an average of one refereed article per year in a journal or other scholarly outlet, not to exceed three years without additional published work. (For example, a faculty member who published four or more articles in one year would still be limited to three years of reduced course load on the basis of that work.) Examples of other scholarly outlets would include (but are not limited to) chapters in books and articles in conference proceedings *if subject to a peer referee process*.
2. Procurement of a contract for a book-length manuscript or other major work (e.g., computer programs) from an established and recognized publishing house, provided that the work in question is either a scholarly work or a textbook. Such a contract qualifies the faculty member for a reduced teaching load for one year, at which time the reduced load may be renewed or cancelled depending upon the status of the project.
3. Publication of a book (scholarly or text) as author or co-author qualifies the faculty member for a reduced teaching load for one year.
4. Publication of a book (scholarly or text) as editor or co-editor qualifies the faculty member for a reduced teaching load for one semester.
5. Procurement of a grant from an external source (i.e., outside the university) qualifies the faculty members involved for reduced teaching loads for one year *or the duration of the project if less than one year*, after which the reduced load may be renewed or cancelled depending upon the status of the project.
6. Procurement of a grant from within the university *may* qualify the faculty members involved for reduced teaching loads. Cases are to be decided on an individual basis in consultation with the involved faculty members and, if desirable, the office offering the grant.
7. 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.