

## TET Workload

### **A. Faculty Workloads at WSU**

Faculty work consists of teaching, scholarship, and service. The work of individual faculty members varies greatly, as each person contributes to the mission of the University. Collectively, the WSU faculty far exceed the workload expectations set forth below in a variety of ways. This guidance document is not intended to set limits or regulate what faculty members do but rather to provide the foundation of responsibilities for an academic year. Creativity and innovation that further the mission of the university are encouraged within a framework of accountability.

### **B. Setting Workloads**

The process for determining individual faculty workloads is as follows. In addition to the formal process set forth below, faculty are encouraged to seek informal resolutions of differences that may arise.

1. By January 31, all faculty members submit (1.) a list of their publications and grants during the preceding five calendar years, (2.) a report of their scholarly activity during the previous calendar year not listed in (1.), and (3.) a report of their teaching and service during the preceding three calendar years. Any requested workload that departs from either the Standard Faculty Workload as defined below or the faculty member's workload for the previous year should contain a brief explanation based on the criteria for modifying the workload as set forth below under "Alternative Faculty Workload." Any late submission will be assumed to be a request for a standard workload.
2. By March 15, the chair (Vice Provost in the case of Lake Campus) accepts or modifies the request and returns it to the faculty member with a workload assignment, which shall include an explanation for anything that differs from either the standard workload (as set forth in the section titled "Standard Faculty Workload" below) or the faculty member's request. This workload assignment must indicate the number of courses to be taught by the faculty member during the next year, but it does not have to identify what specific courses will be assigned or the number of courses taught in any specific semester. If the workload assignment differs from what the faculty member requested, then the chair will send promptly a copy of the faculty member's request and the workload assignment to the provost.
3. Upon request of either the chair or faculty member, the two will meet to discuss the faculty member's workload for the next year.
4. If the chair alters the workload assignment, she or he will give the faculty member a revised workload assignment promptly. In this event, the chair will send at the same time a copy of the faculty member's request, the chair's initial workload assignment, and the revised workload assignment to the provost.
5. The workload assignment may be modified by the provost in order to ensure consistent application of this workload guidance document (in which case the provost will give the

faculty member a revised workload statement promptly), and any such modifications must be accompanied by an explanation for the changes.

6. Within 10 working days of receiving a workload assignment, a faculty member may submit an appeal to the Provost, who will then ask the Faculty Governance Committee (FGC) for a recommendation regarding the appeal. The FGC will make a written recommendation to the Provost as to whether the workload assignment is consistent with this guidance document, and if not, what modifications are needed in order to correct the inconsistency, and the Provost will inform the faculty member of her or his decision, along with a written explanation.

### **C. Standard Faculty Workload**

The workload requirement for each faculty member with an academic (9 month) appointment, consists of the “standard” teaching, scholarship and service, as described below, or an equivalent alternative.

1. Standard scholarship. A faculty member fulfills Standard Scholarship Expectations by producing during the previous five calendar years at least 50% of the requirements for promotion to Associate Professor in that department. The previous five calendar years used to determine a faculty member’s academic year 2020-2021 workload, for example, are 2015-2019. In a case where an odd number of publications (or other works of scholarship) are required for promotion to Associate Professor, the nearest whole number which is less than 50% will fulfill this requirement if it is accompanied by other scholarly productivity such as published proceedings, a chapter in a scholarly book, papers presented at professional meetings, book reviews in scholarly journals, or the equivalent.
  - a. A requirement for both grants and publications can be satisfied with 100% of the bylaws requirement in one category and 0% in the other, as long as the faculty member has, within the five calendar years, submitted at least one qualifying article for publication and one application for a qualifying grant that would, if accepted, satisfy some portion of the 50% requirement within the five calendar years. Likewise, 25% of one requirement at 75% of the other will be satisfactory; etc.
  - b. In the case of bylaws that identify three levels of scholarship achievement for promotion to Associate Professor, standard scholarship will be based on 50% of the middle level requirement.
  - c. Department Bylaws (college bylaws for the Lake Campus) may include statements that further clarify or modify the requirement for standard scholarship.
2. Standard service. A tenured faculty member fulfills standard service expectations by meeting the requirements for “expected service.” All tenured faculty are obligated to effectively perform “expected service,” which involves some combination of active engagement and productive leadership. During the three-year period under consideration, faculty are expected to actively and effectively participate in at least six of the following “engagement” activities (an average of two per year) and two “leadership” activities, or another equivalent combination of engagement and leadership.

## Engagement

- Productively serving on a department, college, or university-level committee
- Serving on the faculty Senate
- Directing and leading a study abroad program
- Coordinating service learning courses/activities
- Engaging in service to the community that uses one's professional expertise
- Serving as an active advisor to a student organization or activity (clubs, honorary societies, student case competitions, etc.)
- Mentoring and/or evaluation of peers (untenured TET, tenured TET of lower rank, NTEs, adjuncts, or graduate teaching assistants)
- Regular and active participation in professional organization activities
- Planning and coordination of WSU sponsored special events (such as language immersion days)
- Service to AAUP-WSU or the Ohio Conference of AAUP or the national AAUP
- The equivalent

## Leadership

- Chairing an active and productive department, college, or university-level committee
- Developing internships or service learning courses, projects and partnerships
- Providing formal and substantial faculty mentoring
- Promoting student success through documented initiation of innovative strategies or a superior commitment to student advising
- Coordinating a substantial college, campus or community event or a policy or process change within the college
- Actively promoting alumni relations or engaging in fundraising
- Exercising documented leadership that draws on professional expertise outside the university in a professional or community association
- Effectively chairing a major government or community board
- Editing a substantial professional journal
- The equivalent.

The assigned duties of service for which a reduction in teaching is provided are not counted as engagement or leadership, as listed above. Extra initiatives and leadership in such a role, however, should be considered as engagement or leadership, as appropriate.

An untenured faculty member fulfills standard service expectations by meeting the requirement for "routine service." All faculty are obligated to perform "routine service," which refers to basic faculty engagement in shared governance at the departmental level. The routine service obligation can be met by regular attendance at departmental meetings (an obligation regardless of other service that faculty may perform) plus effective service on one reasonably active departmental committee (e.g., a committee dealing with curricular matters or program assessment), or the equivalent. Equivalent activities include serving on committees outside the department, working within programs and departments, assisting in developing and coordinating the curriculum, participating in program assessment, and other activities. These

opportunities for “routine service” may vary across the University, but the magnitude of the “routine service” obligation does not vary significantly from unit to unit.

3. Standard teaching. A faculty member fulfills standard teaching expectations by successfully performing the duties of the “standard teaching load” in that faculty member’s college or department.

The “standard” teaching load for each college is based on a “norm” that includes a defined number of 3 or 4 credit hour classes (or equivalent in units or points as described in sections C and D plus additional teaching duties that are routinely performed by faculty in that college, similar to examples provided below. The “standard” teaching “norm” for each college is as follows:

RSCOB: 5 classes per year (at least 3 credit hours each) plus participation in routine curricular assessment, and student mentoring activities.

CECS: 4 classes per year (3-4 credit hours each) In addition, CECS faculty are expected to engage in a variety of teaching activities such as undergraduate project advising (senior design teams, design competition teams, undergraduate honors theses, etc.), M.S. thesis advising, Ph.D. dissertation advising.

CHEH: 5 classes per year (at least 3 credit hours each) in addition faculty are expected to successfully complete one or more of the following on an annual and ongoing basis: advising graduate students; directing theses; supervising student teaching, interns/practicum students; preparing accreditation reports; coordinating partnerships with schools districts, clinical placements, programs; developing curricula; assessing student outcomes; and other duties necessary for the operation of national accredited degree programs in CHEH. Nursing faculty see Nursing Faculty Workload Guidance Document.

For Professional Psychology Clinical Faculty: teach at least 5 classes per year (at least 3 credit hours each), facilitate at least one practice tutorial group or professional development group per year, serve on at least 3 clinical competency examination committees per year, chair at least 6 professional dissertations per year, and serve as a member of at least 3 professional dissertation committees. For Professional Psychology Basic Science Faculty: teach at least 5 classes per year (at least 3 credit hours each), chair 8 professional dissertations per year, serve as a member of at least 3 professional dissertation committees, and facilitate at least 1 professional development group per year.

Lake: 6 courses per year (at least 3 credit hours each) for non-lab science faculty; 5 courses per year (4 credit hour courses) for lab-science faculty and for non-lab science faculty who are assigned five 4 credit hour classes; plus (for all faculty) routine curricular assessment, and student mentoring activities.

- COLA: 5 classes per year (at least 3 credit hours each); the equivalent in Theater, Dance and Motion Pictures (18 hours) and in Music (36 units per year in Music; see Music Workload Guidance Document). In addition, faculty are expected to advise departmental and interdisciplinary majors and students enrolled in classes. Faculty in performing arts are expected to prepare for and in some cases participate in performances.
- COSM: 4 classes per year (4 credit-hours each) or the equivalent, for faculty in comprehensive departments; coordinated teaching roles for faculty in matrix departments, reasonably consistent with past practice. Substantial student research supervision or responsibility or course labs involving substantial faculty preparation may count towards the number of courses taught by faculty in comprehensive departments. In addition, faculty are expected to successfully perform customary additional teaching duties.

A teaching assignment differing from the standard teaching loads described above may be regarded as equivalent to those standard teaching loads if the different assignment—

- a. is due to curricular or scheduling decisions with which the affected faculty members in a department or program have collectively agreed, or
- b. entails class sizes significantly smaller or larger than those of other faculty in the faculty member's department, or
- c. is due to significant variations from the normal additional duties in a department or college.

#### **D. Alternative Faculty Workloads**

An alternative workload consists of a combination of teaching, scholarship, service that is equivalent to the “standard workload.” One faculty member might undertake less service or scholarship in order to teach a larger load. Another might pursue less teaching or research in order to take on a substantial service obligation or administrative responsibility. These alternative loads entail increases and decreases in standard teaching load, as follows:

1. Scholarly productivity that does not reach the threshold requirement for standard scholarship will result in an increase in the teaching assigned: one class per year added when the individual has demonstrated ongoing productivity through publications, papers presented, book reviews, grants, or other products of scholarship; two classes per year added when the individual's record has little or no evidence of scholarly productivity. No more than two classes per year will be added because of scholarship that does not meet the standard expectation.
2. Superior scholarship: Scholarly productivity that is nationally or internationally recognized as extremely high in impact and prestige may lead to a reduction in the standard teaching load. Normally, such accomplishments exceed 200% of the research requirements for Associate Professor over the previous five years, although a large number of publications alone or grants alone is not sufficient for a course reduction.

3. When it is not recognized as scholarship in the relevant department's bylaws, a textbook published by a highly regarded publisher, or an equivalent work, will be credited as fulfilling a portion of the standard scholarship requirements. Unless department bylaws specify otherwise, an authored first edition of a substantial textbook will normally be regarded as the equivalent of two scholarly peer-reviewed articles.
4. Service that is clearly below expectations for "meritorious" in service will result in an increase in the teaching assigned. No more than one class per year will be added because of service that does not meet the standard expectation.
5. Faculty members who accept substantial service assignments (including administrative responsibilities) from the University may receive teaching load reductions, as agreed to by the faculty member and the University.
6. External service responsibilities and accomplishments that are recognized as extremely high in impact and that bring considerable renown and prestige to the university may lead to a reduction in the standard teaching load. A large number of service activities is not sufficient for a course reduction.
7. Faculty who are appointed to unusual work assignments may receive continuing teaching load reductions for the period they hold such appointments.
8. A faculty member and the University may agree to a teaching load reduction paid for directly from a grant or contract at customary rates within the faculty member's college.

#### E. Return to Standard Scholarship

The award of tenure confirms that a faculty member has met the standard scholarship expectations during her or his probationary period. In the years after being awarded tenure, however, the focus of some faculty members may shift such that they do not fulfill the standard scholarship requirements for one or more years. Because of an administrative assignment or substantial service, a faculty member may have suspended scholarship activity, for example. Another faculty member may have completed reduced scholarship because of an elevated teaching load. Regardless of the reason for past levels of productivity in scholarship, a faculty member will be assigned the standard load in scholarship when he or she identifies a realistic plan for meeting the standard load expectations, including specific agreed-upon outcomes to be achieved in the coming year. The plan might include an outcome such as a submitted grant proposal or refereed scholarly article, chapter(s) in a book that have been completed, or substantial research gathered for a larger research project. The plan must also include documented preparation for the proposed project. If the faculty member satisfactorily achieves the agreed-to outcome for an individual year and submits appropriate outcomes for the following year, then he or she will be permitted to continue with a standard research assignment the next year. If the faculty member does not meet the agreed-upon outcomes, then his or her service or teaching will be increased for the following year. To be acceptable, outcomes must be high quality, publishable scholarly products or well-developed grant proposals that involve substantial scholarly work one during the previous academic year. Chairs are not obligated to accept plans that do not meet these criteria.

#### F. Workload Assignments for Untenured Assistant Professors

Normally, untenured Assistant Professors will be assigned no more than the standard teaching load in their department, are expected to pursue scholarship that will result in timely completion of tenure and promotion criteria, and will be encouraged to take on limited service obligations so as to meet minimal expectations without interfering with their teaching and scholarship.

Assignment of an untenured Assistant Professor to more than the “standard teaching load” requires approval of the Provost.