

School of Media & Strategic Communications
Faculty Workload Policy (Approved by faculty 4/20/18)

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 in to three areas: teaching, research, 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 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 director on an annual basis, either as a part of the yearly Appraisal and Development (A&D) process or in a separate subsequent individual meeting. In some cases, alterations to a typical workload model may be appropriate. These alterations may be requested by the faculty member to allow for additional focus on an area of strength or may be assigned by the school director in consultation with the faculty member (see below for specifics).

Whereas teaching and research activities may often overlap in a general sense, it is recognized that research and services/extension activities are strongly and adversely influenced by the amount of time directly devoted by faculty members to the instructional mission of the school. Faculty members with heavier teaching loads generally do not have the time and or energy to focus on producing 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 school director:

1. Equal burden-sharing. Effort will be made to equitably distribute teaching assignments after taking into account the ranks, tenured or tenure-line status, research expectations, research foci, teaching experience, industry experience, skillsets, and educational backgrounds of faculty members.
2. Equity in awards. 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, interests, and desires. In assigning teaching duties, the school director 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. Although not always possible, faculty members should generally be assigned courses they desire to teach and are in line with their expertise. However, faculty must be flexible in their desired choices by listing at least five SMSC courses regularly offered in the SMSC undergraduate and graduate curricula that they are willing to teach through a survey of faculty teaching preferences that is to be distributed by School administration every two years.

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.
6. Advanced notice for teaching assignments: All faculty should be informed of their tentative course assignments and the area heads consulted about course offerings in their programs before a full draft of the overall schedule is sent to faculty in advance of each term. This provides faculty more time to prepare for upcoming semesters and to raise any concerns with administration before the final schedule is published.
7. Time allocated for research focus: Unless requested otherwise or agreed to by individual faculty, tenure-line faculty on 2/2 fall/spring loads should be limited to teaching classes and labs that collectively meet no more than three days per week to allow time to focus on research. Tenure-line faculty on a 3/2 or 2/3 fall/spring load should be limited to teaching classes and labs that collectively meet no more than four days per week to allow time to focus on research, although administrators should strive to limit teaching days for all tenure-line faculty, who have at least 30% of their workload assignment dedicated to research, to three days or less per week. Those figures do not include any courses that are counted as overloads, or taught separately through outreach or are outside of a faculty member's base fall-spring courseload (e.g., a tenure-line faculty member requesting a course to teach during an intersession could be assigned class meetings five days per week).
8. Engagement with students: As a professional-oriented School, faculty are expected to interact with and assist students outside of the classroom. At a minimum, faculty who are teaching any courses that meet in person must post at least two available office hours per week in syllabi for that semester. These office hours can be the same for multiple courses (e.g., 8-11 a.m. on all syllabi for all courses). Any professor who teaches fully online courses must post a minimum of one virtual office hour per online class.

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

1. Level/type of course.
2. Number of required contact minutes with students (i.e., lecture and lab meeting times) assigned to the course instructor as part of the course.
3. Size of course enrollment.
4. Extent and number of course preparations by faculty members.
5. Demands of university service activities on faculty time.
6. Demands of professional development activities on faculty time.

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

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

TEACHING LOAD ASSIGNMENT POLICY:

Untenured, tenure-track faculty members shall be afforded a 2/2 course load (12 teaching hours total) per academic year whenever possible. Under no circumstance should the course load of an untenured, tenure-track faculty member ever exceed 2/3 or 3/2 (15 teaching hours total) per academic year. In the first academic year of appointment, an untenured assistant professor shall normally be afforded a 1/2 or 2/1 course load (9 teaching hours total). Additionally, in the year after successful reappointment (i.e., generally a faculty member's fourth year on the tenure clock), an untenured assistant professor shall normally be afforded a course release, allowing that faculty member to revert back to a 2/1 or 1/2 load for that one academic year. These assignments shall be arranged by the school director, in consultation with the faculty member, and subject to the principles articulated in the workload policy.

Tenured faculty members generally maintain an annual 2/2 (12 total teaching hours) or 3/2 or 2/3 (15 total teaching hours) over the fall/spring academic year. Tenured faculty may opt for a higher teaching load per semester, which would be reflected in FTE documentation. The teaching load for clinical faculty, lecturers, and visiting (teaching) assistant professors is generally a 12-hour load per semester or as determined by the school director. This document does not recognize intersession, summer, or overload teaching assignments. These hours are voluntary and are accounted for outside of the faculty FTE.

Although these percentages may vary by individual faculty based on assignments, for purposes of performance assessment, the difference between the four loads may breakdown as follows with hours in parentheses signifying teaching hours taught over the combined fall/spring terms:

	<u>2-2 load (12 hrs.)</u>	<u>3-2 or 2-3 (15 hrs.)</u>	<u>Clinical Faculty (24 hrs.)</u>	<u>Lecturers/VAP (24 hrs.)</u>
	(T/TT)	(T/TT)		
Teaching	40%	50%	90%	100%
Research	50%	40%	0%	0%
Service	10%	10%	10%	0%

This choice is subject to review and alteration as part of the annual Appraisal and Development ("A&D") process involving the individual faculty member and the school director. Changes in individual load assignments are to take effect in a manner consistent with the school's course scheduling deadlines. Tenured and tenure-line faculty members' base (fall/spring) teaching loads should not be increased from the terms of their original offer letters unless a faculty member receives a rating of below expectation or lower on research/scholarship for three consecutive years on a faculty member's A&D. However, tenured and tenure-track faculty members can be assigned up to one teaching-credit hour over their combined assigned fall/spring teaching loads due to credit for a separate lab or extended-minutes lecture/lab courses. This extra hour must be accounted for in their A&D, but not for their teaching loads or annual workload percentage assignments. For example, a tenure-line faculty member on a 2/2 teaching load may be assigned one extended-minutes lecture/lab combo or a course with a separate lab over the fall/spring terms without affecting that faculty member's teaching load. Any additional such assignment must result in an adjustment of that faculty member's teaching load and workload assignment.

Teaching Assignment Credits and Guidelines Based on Contact Minutes Required with Students Per Class:

1. (a) 50-minute, 3-day-a-week undergraduate lecture classes, (b) 75-minute, 2-day-a-week classes, and (c) lecture/lab courses all worth 3 credit hours that require 170 total minutes or less of instructor contact minutes with students per week all count as 3 teaching hours for teaching loads and workload assignments.
2. Online and hybrid courses worth 3 credit hours and taught within load during the fall or spring semesters count as 3 teaching hours for teaching loads and workload assignments.
3. 170-minute, one-day per week graduate courses worth 3 credit hours count as 3 teaching hours for teaching loads and workload assignments.
4. 100-minute lecture courses worth 3 credit hours with a separate lab up to 110 minutes or extended-minutes combined lecture/lab courses that require more 171 or more direct contact minutes with students count as 4 teaching hours for teaching loads and workload assignments. However, faculty may be assigned one of these courses annually over the fall/spring terms without an adjustment in teaching loads or workload assignments. If assigned two or more extended-minutes courses over the fall/spring terms, then all extended-minutes courses must be counted for teaching loads and workload assignments.
5. Each subsequent lab (no more than 110 minutes each) added to a teaching assignment will count an additional hour to a faculty member's teaching load for teaching loads and workload assignments. Thus, a 100-minute lecture course with two separate 110 minute labs counts as 5 teaching hours even though the class is worth 3 credit hours for students. A 100-minute lecture course with four separate 110 minute labs counts as 7 teaching hours. If mutually agreed upon by the faculty member and director, this can be adjusted down to account for smaller lab sections. For example, a faculty member who could teach three full or near-full to capacity separate labs as part of a course, but requests four labs with smaller enrollment to provide more individual attention to students would only receive 6 teaching hours for that course and four separate labs, so long as that is agreed to in advance by both the faculty member and director.
6. Preference will be to assign courses with additional labs taught by the course instructor to non tenure-line faculty. No tenured or tenure-track faculty member will be assigned more than one course in their annual base fall/spring load that includes more than 170 contact minutes (lectures and labs) with students for three (3) hours credit unless that faculty member requests assignments of extended-minutes courses that better fit her/his expertise. If so, that faculty member's workload assignment and A&Ds will be adjusted to account for the extra time required in the classroom. Faculty may, during the annual A&D process, agree to additional lecture/lab courses in exchange for an adjustment in teaching and research recent efforts.
7. Courses counting for 1 or 2 credit hours count as 1 or 2 teaching hours, respectively, in the teaching model.

RESEARCH

Housed at a land-grant, research-intensive university, primary mission of the School is to promote scholarly research and professional performance. Accordingly, most tenured and tenure-line faculty carry reduced teaching loads to allow time for research. Thus, faculty with lower teaching loads will have a greater expectation for producing scholarship. In the processes of workload assignments, FTEs, A&Ds, and various

types of rewards, the following types of primary research produced by SMSC scholars are to be recognized and prioritized by the Director, although other types of scholarship should be recognized on a case-by-case basis:

1. Refereed and peer-reviewed academic journal articles and books (authored and edited). These are the most common type of scholarship outlet for research produced in the School and should be factored into workload assignments and A&Ds. Factors to be considered in the evaluation of these publications include (A) quality of journal based on acceptance rate, publisher, and affiliation; (B) solo vs. group authorship; (C) author ordering (e.g., first author on a journal article receives more credit than being a third author); and (D) reputation of publisher of books and handbooks.
2. External grants. The successful procurement of external grants as a PI or co-PI should be recognized in a faculty member's A&D and possibly affect that member's workload assignment as noted above. Unsuccessful attempts to attain external funding should be positively noted in faculty members' A&Ds but have no affect on workload assignments.
3. Book chapters and refereed monographs. These publications are valuable, but recognized on a secondary level compared to refereed journal articles and authoring/editing books. Factors to be considered in the evaluation of these publications include (A) solo vs. group authorship; (B) author ordering (e.g., first author on a journal article receives more credit than being a third author); (C) reputation of publisher of books and handbooks; (D) reputation of editor or authors of a book or handbook.
4. Refereed conference papers and presenting papers as part of refereed conference panels, published, editor-reviewed academic articles, and published book reviews in refereed journals. These will be considered in A&Ds, but do not affect annual workload assignments. Factors to be considered in the evaluation of these publications include (A) solo vs. group authorship; (B) author ordering (e.g., first author on a book chapter receives more credit than being a third author); (C) reputation of conference and/or sponsoring organization; (D) publisher of editor-reviewed academic journals.
5. Creative projects. Due to its ties and need to stay relevant with the industry, these types of creative works should be given equal credit to more traditional outlets for scholarship. However, to receive the highest level of credit equivalent to research articles, books, and external grants, creative projects must be recognized in juried and/or peer-reviewed competitions and require extensive time to complete. Factors to be considered in the evaluation of these publications include (A) reputation of conference and/or sponsoring organization; (B) published reviews of the creative work; (C) awards won via this project; (D) solo vs. group authorship; (E) author ordering, although serving as last producer after a list of students must be viewed favorably).
6. Internal grants. These are to be recognized as a successful means of junior, tenure-line faculty advancing their careers in A&Ds, but are not factored into workload assignments.

Course Release Reward System for Research/Creative Works Production

Faculty members with 15-hour annual teaching loads (3/2 or 2/3) or higher who are not already receiving a course release or course reduction for any purpose may qualify for a reduced teaching load for up to one course annually in either the fall or spring semesters through meeting any of the criteria below. However,

faculty assigned teaching loads cannot be reduced to lower than 12 hours (fall and spring terms combined) by exceeding the output required below. Faculty must provide notice of eligibility for a potential course reduction when submitting the annual faculty appraisal and development program form. Faculty are not eligible for two course reductions in the same year through the research/creative works formula below unless they can potentially buy out multiple courses through successful procurement of an external grant. In rare cases, a faculty member's earned course reduction could be banked but delayed a year, because another faculty member from the same area of teaching expertise already earned a course reduction and thus the School might have difficulty staffing courses in that area if both faculty received course reductions in the same academic year. Further, while intra-department collaborations are strongly encouraged, credit toward a potential course reduction earned from a book that involves multiple School faculty members will only go toward the faculty member in the earlier ordering of authorship of that book. The same rule does not apply for journal articles, where both faculty may receive credit toward a potential course reduction.

1. Publication of an average of at least one refereed article per year in a quality journal over a three-year period with at least 50% of that faculty member's publications as lead/solo author, not to exceed two years without additional published work. (For example, a faculty member who published three or more articles in one year would still be limited to three years of reduced course load on the collective basis of work if that faculty member does not have any articles published in years No. 2 and No. 3 of that period). Published works for this system and for A&Ds may be counted for only one year, either the year that is in press or the year that it is published.
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, including new editions of a textbook already in circulation. Such a contract qualifies the faculty member for a reduced teaching load for one semester of one year.
3. Publication of a book (scholarly or text) through a major publisher or as part of a national series as author or co-author qualifies the faculty member for a reduced teaching load for two semesters over a two-year period.
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) of \$10,000 or more as a PI or Co-PI qualifies the faculty members involved for reduced teaching loads for one semester or the duration of the project if less than two years, after which the reduced load may be renewed or cancelled depending upon the funding status of the project. Being listed as a secondary researcher (non-PI or co-PI) on an external grant is credited in a faculty member's A&D, but does not affect workload assignments or teaching loads.
6. Publication of a creative project that takes extensive time (e.g., full documentary counts, but a column in the *Stillwater News Press* does not) through a juried or peer-reviewed competition as lead/solo director/producer/author, etc. or as a secondary director/producer/author, etc. in a work involving OSU students could potentially qualify a tenured faculty member for a reduced teaching load for one semester. To qualify, this project must take extensive time to complete.

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.

SERVICE

This proposal calls for establishment of **THREE** separate service categories for the School—Academic-Internal, Academic-Academy and Applied-External. Faculty are encouraged to volunteer for service that best fits their interests and expertise. The director is to equally recognize the value of all three types of service in doing A&Ds, but that does not mean that all activities falling under the various types of service must be accounted equally. For example, serving as an ad-hoc reviewer for a single paper/abstract submitted to a scholarly conference is not equivalent service to being on an editorial board of a top scholarly journal.

Examples of Academic-Internal service would include:

- Membership on School's permanent committees (e.g., Personnel, Technology);
- Membership on School's job search committees;
- Membership on College/campus committees (e.g. A&S council, etc.);
- Organizing and directing SMSC sponsored events for high school, college students;
- Advising SMSC student organizations;
- Serving as an area head for one of the School's three undergraduate programs;
- Making academic presentations to campus groups (outside of SMSC).

Examples of Academic-Academy service would include:

- Service as officer and or conference planner for national-international organizations (AEJMC, BEA, NCA, ICA, etc.);
- Service to state academic groups such as OBEA;
- Serving on editorial review boards;
- Reviewing papers for journals and or conferences;
- Serving as editor (or guest editor) of academic journals;
- Serving as outside reviewer for tenure and promotion cases from peer institutions.

Examples of Applied-External service would include:

- Presenter/panelist in professional workshops, conferences;
- Used as news source for mass media story (print/video/online);
- Working as professional consultant/advisor/board member for outside media, a professional or academic organization, and/or for a strategic communication project or campaign.