

**FOR ACTION**

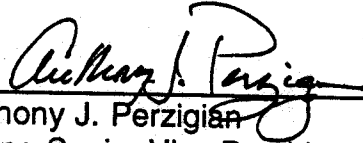
**Recommendation to the Board of Trustees  
Regarding Academic Affairs**

**May 27, 1994**

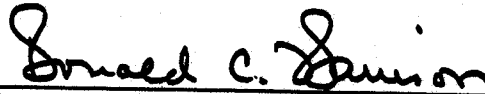
We recommend approval by the Board of Trustees of the University of Cincinnati Faculty Workload Task Force Report dated April 1, 1992. We also recommend approval of the various college faculty workload policies attached hereto. The purpose is to establish faculty workload standards at the University of Cincinnati as required by Ohio state law Amended Substitute House Bill Number 152, Section 3345.45; and, in accordance with the "Report of the Regent's Advisory Committee on Faculty Workload Standards and Guidelines". At a minimum, all college guidelines must:

- 1) Complement and reinforce the college and academic unit mission(s) and responsibilities. To this end, these guidelines must be reviewed, revised and newly approved, as warranted over time.
- 2) State that the workload policies are distinct from reappointment, promotion and tenure criteria. Workload policies establish the baseline requirements of professional performance. Meeting workload requirements is preliminary to the attainment of performance standards established for reappointment, promotion or tenure.
- 3) Allocate faculty time to instruction, research, and service according to the percentages and definitions set forth in the "Report of the Regents' Advisory Committee on Faculty Workload Standards" and the "University of Cincinnati Faculty Workload Task Force Report."

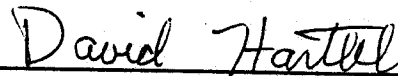
- 4) State that college workload policies must be implemented through deans and academic unit heads. The academic unit head must assign instructional responsibilities and certify full workload across teaching, research and service. The dean must monitor implementation across academic units to assure faculty workload equity throughout the college.



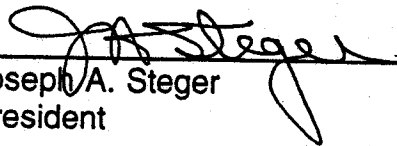
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**APPROVED**

JUN 21 1994

**BOARD OF TRUSTEES**

**UNIVERSITY OF CINCINNATI**

**FACULTY WORKLOAD TASK FORCE REPORT**

April 1, 1992

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# FACULTY WORKLOAD TASK FORCE REPORT

## Table of Contents

<b>The Charge to the Committee</b>	<b>1</b>
<b>Introduction</b>	<b>2</b>
<b>Definitions</b>	<b>3</b>
<b>Faculty Workload: Teaching and Scholarship</b>	<b>4</b>
<b>Faculty Workload: Research</b>	<b>6</b>
<b>Faculty Workload: Service</b>	<b>7</b>
<b>Faculty Workload: Interactions Among Teaching, Research and Service</b>	<b>8</b>
<b>Principles for Implementing Faculty Workload Policies</b>	<b>9</b>
<b>Conclusions and recommendations</b>	<b>10</b>
<b>Appendix</b>	
<b>Programs Offered by Schools and Colleges of the University of Cincinnati</b>	<b>11</b>

## UNIVERSITY OF CINCINNATI FACULTY WORKLOAD TASK FORCE REPORT

### THE CHARGE TO THE COMMITTEE

The University Faculty Workload Task Force was charged in February 1992 to address two issues. The first was to clarify to external audiences the sum and substance of faculty effort. The second was to develop and oversee a process to articulate faculty workload standards at the University of Cincinnati. Specifically, the report was to address how to:

1. Achieve equity and fairness across the University through its establishment of University expectations;
2. explain to external audiences what faculty do as professionals; and
3. determine if any budget savings can be achieved in the process of completing items 1 and 2 above.

The charge includes directions to develop University standards which articulate a threshold or base workload for all faculty. These are to be broad enough to address the heterogeneous nature of our academic units and their missions. Each college or other appropriate academic unit will develop its own faculty workload standards within the standards defined by the University. The charge specifically excludes consideration by the Task Force of workload standards for field-service, research and clinical appointments, and for librarian appointments.

This document describes workload for faculty at the University of Cincinnati and explains what faculty do as professionals. In essence, it accomplishes the second item in the charge, and sets out criteria for accomplishing item one. In its conclusion it recommends actions to accomplish better items one and three.

## I. INTRODUCTION

The University of Cincinnati, as one of the two comprehensive/research universities in the State of Ohio, carries out a unique mission in the state's educational system. The role of a comprehensive/research university is the transmission of knowledge and skills across the generations as well as discovery of new knowledge and advancement of culture in our society. The University of Cincinnati attracts students and scholars from beyond the borders of its community, establishes an environment in which new ideas are welcome, and disseminates these ideas in the study programs for undergraduate students, graduate and professional students, and postdoctoral fellows. As a comprehensive/research university, the University of Cincinnati provides access to knowledge at all levels through certificate, associate, baccalaureate, graduate and professional degree programs in a wide variety of areas, as well as postdoctoral and resident training programs, non-degree programs, and through continuing education at all levels. As a comprehensive/research university, the University of Cincinnati provides access to knowledge in the fine arts, social sciences, life and health sciences, physical sciences, business, applied sciences, and engineering and in the professions of law, medicine, pharmacy, nursing, clinical psychology, speech/language pathology and audiology. The Appendix is a table listing the educational programs offered by each of the colleges which comprise the University.

The faculties, programs and students at a comprehensive/research university are heterogeneous. The students served by its programs, the qualifications and responsibilities of the faculty who provide instruction, and the many benefits to the State and nation are not easily categorized. What is certainly true is that the University of Cincinnati, as a state institution, serves the citizens of the State of Ohio, that graduates of its programs are important to industry and government and the citizens of the State, and that its national reputation as a comprehensive/research institution attracts business, jobs and capital.

Diverse programs require diverse faculty performance. This report describes these diverse obligations assumed by the faculty of the University of Cincinnati. In spite of the heterogeneity of their programs and missions, expected performance of faculty members is relatively simply described. In this report this collective expectation is called workload, and it includes teaching and scholarship, research and service. The essential character of this performance is established in the guidelines for reappointment, promotion, and tenure within each unit at the University.

## II. DEFINITIONS

**Workload.** All faculty activities related to essential professional duties and responsibilities: teaching, research, interacting with students, clinical care, institutional service, service to the community, and professional development.

**Teaching.** One component of workload; it includes classroom, laboratory, studio and clinical contact hours as well as hours spent preparing to teach, evaluating students, and teaching students beyond the formal classroom setting. Indeed, the most valuable teaching frequently occurs in one-on-one sessions outside of the classroom; every contact with students is a teaching opportunity.

**Research.** One component of workload; it includes all scholarly activities that have as their goal a specific scholarly production - writing books, articles or reviews, painting, giving a recital, composing music or poetry, reviewing the work of colleagues, engaging in scientific experimentation or field research and presenting and publishing the results of this research. It does not include personal development activities such as reading, attending some workshops and conferences or engaging in other activities that lead to personal intellectual growth but do not lead to the production of specific scholarly output. Research output can be measured by number of productions, quality of productions and, in some fields, by grant and contract funds received.

**Service.** One component of workload; it includes advising students, working with student organizations, consulting for community and professional groups, serving on governance committees, performing administrative duties, recruiting prospective students, and contributing to the professions themselves. Among all these, advising students is a critical part of the educational process; its portion of the overall workload formula varies from program to program with the extent and type of advising required.

**The Work Day.** Faculty members are independent professionals without prescribed working hours. For some, the work day fits a conventional eight o'clock to five o'clock span five days a week; for most, the work day is more flexible, and ultimately more time consuming, and falls into seasonal patterns of heavy research or grading which fill days, late nights and weekends, relieved by

periods of lesser activity. Like other professionals engaged in work that is relatively independent of place and clock time, faculty members seldom put their work aside.

**The Work Week.** Most faculty members work considerably more than forty hours per week. The work week includes activities in a multitude of environments such as libraries, laboratories and in formal and informal settings around the University and elsewhere. Such activities include teaching, constructing and scoring examinations, reading and grading papers, mentoring, directing graduate thesis research and dissertations, administrative duties, governance work, research and creative work, keeping abreast of developments in the field, and providing professional services.

**The Work Year.** The work year for faculty ranges from nine to twelve months. Many faculty are not compensated for some months of each year, yet spend these months preparing new courses, maintaining professional currency, and preparing research or creative projects for publication, exhibition or performance.

### **III.A FACULTY WORKLOAD: TEACHING AND SCHOLARSHIP**

One role of the comprehensive/research university is to transmit accumulated knowledge to successive generations. Formal classroom teaching may be measured by semester or quarter credits. The courses may consist of lectures with large or small enrollments, discussion and quiz sections, laboratory exercises, field studies, industrial and clinical practice, and seminars. Formal classroom teaching requires preparation, performance, individual coaching and conferring, and evaluation of student performance.

Individual faculty members may have several quite different teaching duties, some of which may be highly specialized, and the weight of these duties may vary at different times during the year. They may teach fewer courses when contact hours substantially exceed credit hours, as they usually do in laboratory and field work assignments. It is important, therefore, that individual workloads be determined in consultation with the academic unit most familiar with the demands involved. Those responsible should be allowed a measure of latitude in making individual assignments, and care should be taken that all of the individual's services to the institution are considered. According to the



classifications listed in the Appendix, this document describes typical classroom teaching responsibilities as follows:

**Associate and Certificate Programs:** Faculty members teach the equivalent of four three-credit courses per quarter.

**Baccalaureate Programs:** Faculty members teach the equivalent of three three-credit courses per quarter.

**Masters Programs:** Faculty members teach the equivalent of two three-credit courses per quarter.

**Doctoral Programs:** Faculty members who are active in funded research teach the equivalent of one or two three-credit courses per quarter.

Another teaching setting for graduate faculty is the graduate teaching assistant's classroom. Here the teaching assistant is trained and supervised by the faculty member through pre- and post-observational conferences, performance observation and written evaluations.

Teaching and scholarship often occur in intense and time consuming settings beyond the classroom. In these settings, credits do not measure the contact hours faculty spend with students; however, much undergraduate laboratory, studio and field work, and most graduate education is accomplished in this manner. This form of education has many of the aspects of an apprenticeship. The student learns hypothesis formulation, designs experiments to test hypotheses, develops skills in complex laboratory, field and historical research techniques, perfects performance skills, and participates in the most challenging of all components of education, invention and creation. At the graduate level this kind of education commonly occurs in situations where faculty have artistic or research ideas (often partially or totally funded by industry, government, and private foundations), and students have as their goal participation in the creative process. Through this manner of teaching, physicians-to-be learn diagnosis and treatment procedures from the clinical faculty as they treat their patients, and other students in the health care professions observe and learn appropriate health care delivery. In this kind of teaching, the comprehensive/research university provides to the state and its citizens services not available from any other source. Both classroom and beyond the classroom teaching are important. Every member of the University faculty participates in either or both to varying degrees.

The responsibility for scholarship among the faculty is of crucial importance since it is the faculty who train the scholars who will advance our civilization. To be effective teachers, it is mandatory that the faculty know and understand the intellectual and practical status of each subject which they teach. This component of workload is not measured by number of courses taught or credits earned, but it is probably the most important feature which distinguishes the faculties of universities from those of most other educational institutions. Scholarship, thus defined, is at the heart of all of the academic programs which form the University.

### **III.B FACULTY WORKLOAD: RESEARCH**

All members of the baccalaureate and graduate faculties of the University of Cincinnati are selected partly on the basis of their potential contributions to original research. Most members of the University faculty are expected to maintain active research programs. Research can consist of scientific discovery, artistic creativity, humanistic and legal scholarship, engineering development, and applications of life science research to medical treatment. Research styles and methods vary widely, primarily dependent upon discipline. The historian may spend long hours in the University library and in bibliographic collections scattered widely across the globe. The physical scientist teaches graduate students research skills they will use to gain new insights into the fundamental nature of matter and to develop new products when they assume professional positions. The mathematician develops mathematical theories and models which provide new insights into real world mysteries. The engineer may form an academic-industry team to improve the local infrastructure or change the way in which orthopedic surgery is done. The life scientist and the undergraduate, graduate and postdoctoral students in her/his laboratory may search for the fundamental structure of the cell membrane or the cause of Alzheimer's disease. The performer, artist, poet and architect create visions, sounds, and words which uplift the spirit of the community.

Large fractions of the salaries of many faculty, and the salaries of supporting staff, and the costs of graduate and professional education depend upon funds received from federal agencies, private foundations, industry, and clinical services in addition to funds from the State of Ohio. To accomplish their research and training missions, faculty of the University of Cincinnati were awarded more than \$100

million in research grants and contracts from external sources other than the State of Ohio and received a similar amount in fees for treatment of patients of clinical faculty in fiscal year 1991-92. In effect, the institution maintains extensive research and clinical teaching services for a fraction of the University general fund expenditures that would otherwise be required. Grant and contract funds are obtained by individual faculty members devoting a major portion of their time to preparation of innovative research proposals capable of competing with those from scholars in other leading research institutions across the nation. Funds from clinical services are obtained by dedicating extensive faculty time to the provision of superior clinical care.

Whatever its methodology or funding source, by its definition, research leads to products such as peer-reviewed publications, performances, presentations, exhibits, inventions, and improvements in clinical care. Research, as the word is used here, represents valuable and positive contributions to humankind's culture and knowledge. It is distinct from and in addition to the scholarship required to keep abreast of the current state of knowledge and activity in one's professional discipline.

### **III.C FACULTY WORKLOAD: SERVICE**

Members of the University faculty have a pervasive influence in the community, the state and the nation. Faculty members serve on the committees and commissions that deal with reorganization of the municipal school system, plan upgrades of the city infrastructure, address health care issues and provide clinical services. They edit professional journals and serve on the editorial boards that evaluate the quality of manuscripts submitted for publication, serve as officers of professional societies, constitute the groups that advise state and federal governments in selection for funding of research grant applications, organize and chair meetings and symposia, and serve in advisory capacities to government, industry and social service organizations. The faculty have shared responsibility for most of the functions of University governance. They serve on admissions committees, faculty search committees, review panels, reappointment, promotion and tenure committees, budget and program task forces, minority recruitment committees and many others. A well-run institution of higher education demands commitment to governance, administrative, professional and community service from faculty

which parallels that required of industrial middle management and members of governmental legislatures.

#### **III.D. FACULTY WORKLOAD: INTERACTIONS AMONG TEACHING, RESEARCH, AND SERVICE.**

The three components of faculty workload described above are not always clearly distinct. Teaching and research become one for most physical science, life science, social science, humanities and clinical faculty projects, where research by the faculty member is inseparable from teaching research methods to baccalaureate and graduate students and postdoctoral fellows involved in the project. Research and service are inseparable when the research involves issues relevant to the city or state. Teaching and service are one when the teaching is in a community health care center or a demonstration school. Research and teaching missions are also combined in programs other than those leading to baccalaureate and graduate degrees. For example, a faculty member may be doing research on reading which affects teaching in the classroom and is applied to adult literacy programs in the community.

Much or all of the teaching effort in some programs in the physical sciences, life sciences, social sciences and visual and performing arts consists of one-on-one teaching on site in the laboratory, in the studio, in the field, on the stage, in the hospital and in the offices of community health care providers. In these settings, teaching and advising merge, and teaching is not measured by number of credit hours taught. Such instruction often accounts for half or more of the work week for the faculty involved and is the single most important component of the educational process for their students.

Thus, programs must determine equitable workload plans based upon the realities of effort expended across the range of teaching, research and service responsibilities.

#### **IV. PRINCIPLES FOR IMPLEMENTING FACULTY WORKLOAD POLICIES AT THE UNIVERSITY OF CINCINNATI.**

- A. Every academic unit accepts the responsibility to be accountable for teaching, research and service. Academic unit heads are charged with accounting to their Deans for adherence of the overall unit effort to workload expectations developed through the process described in this document. Workload is measured at the unit level, not individually.
- B. The workload expectations established here are to be seen as typical over a term or an academic year. Because of the flexible, overlapping, and complex nature of the work, and because many faculty are able to set their own schedules within a class-time framework, time spent in any one of the three arenas of teaching, research and service varies from day to day and may change markedly from term to term. Academic unit heads are responsible for holding individuals accountable over time to the workload expectations described in this document.
- C. Considerations for adjusting teaching expectations for a given individual must relate to:

  - 1. Difficulty, scope and size of courses (e.g., number of preparations, development of new courses or revisions of old courses, scope of the work involved whether graduate or undergraduate, class size, use of teaching assistants);
  - 2. Research and service expectations.
- D. Research, service and non-classroom teaching are more difficult to quantify than formal classroom teaching. However, reappointment, promotion and tenure guidelines for each academic program clearly establish minimal rank expectations and are strictly enforced in making these decisions.
- E. Policies and practices shall assure that full-time faculty members have comparable total workloads; individual distributions of teaching, research and service may vary but will not result in lighter workloads for individuals within an academic unit.

## **V. CONCLUSION AND RECOMMENDATIONS:**

This document describes workload for faculty at the University of Cincinnati and can be used to explain to external audiences what faculty do as professionals. It can also be used to establish criteria and procedures to achieve equity and fairness across the University. We have not dealt with the third element of the Provost's charge (determination of possible budget savings) because the period of time available to us was not sufficient to do so and because this cannot be done equitably until the colleges and academic units of the University provide an analysis of their current workload policies and practices. In order to accomplish the charge, the Task Force makes the following recommendations:

- A. That all colleges and academic units within the University formalize and clarify their criteria and procedures to assure that all faculty members within the colleges and units have comparable workloads as workload has been defined in this document;
- B. That faculty members participate fully with academic unit heads in the determination of the criteria and procedures for the unit;
- C. That appropriate faculty governance bodies at the unit, college, and University levels participate fully in the development and implementation of workload policies;
- D. That reappraisals of workload policies within colleges and academic units occur at regular intervals to respond to University and college missions and to adjust to changes in size, structure and curricular demands; and
- E. That current approved policies and practices be made clear to all faculty members including those faculty new to the institution each year.

These recommendations must be implemented in such a way that they are in accordance with the collective bargaining agreement between the University of Cincinnati and the American Association of University Professors.