

**Department of Sociology**  
Workload Policy  
Oklahoma State University  
(Revised 1/2017)

**Policy Goals and Principles**

Goals. This document outlines a workload policy for the Department of Sociology at Oklahoma State University. Fulfilling OSU's mission requires effective instruction, substantive research (and artistic outcomes), and professionally-related public service. Fulfilling this mission also requires that faculty members engage in institutional service, academic program development, curricular design, and professional development. The distribution of workload assignments for a tenured/tenure-track academic faculty member is determined in accordance with the mission and priorities of the University, the goals and needs of the faculty member's governing unit, and the faculty member's pursuit of career paths emphasizing, to varying degrees, excellence in teaching, research, and service to the institution and/or profession. Individual faculty may also engage in outreach, extension and/or administration work, but these are not typical aspects of tenure-track and tenured faculty position in the Sociology Department (and must therefore be negotiated between the faculty member and Department Head).

Principles for Developing an Academic Workload Policy. This policy exists in accordance with University and College policies. This policy also recognizes that faculty members in the pursuit of academic excellence have a right to academic freedom in faculty research, including the publication of research results, and in instructional settings.<sup>1</sup> A degree of faculty autonomy is required for each tenure-track and tenured faculty member to pursue career paths of excellence in areas of disciplinary scholarship and the distribution of teaching and research activities as a part of the individual's overall workload.

The American Association of University Professors' (AAUP) Statement on Faculty Workload defines the *"maximum teaching loads for effective instruction at the undergraduate ... level"* as a *"teaching load of twelve hours per week,"* and *"[f]or instruction partly or entirely at the graduate level, a teaching load of nine hours per week"* based on an academic year of not more than 30 weeks of classes. Universities engaged in high levels of research, furthermore, commonly adjust teaching workloads for full time, tenure track and tenured faculty to six contact hours per week in the social sciences, or two 3-credit hour courses, to enable faculty to spend more time conducting research and disseminating research findings. OSU Sociology therefore adopts the standard teaching workload of six contact or "credit" hours.

The standard teaching/research workload of six credit hours in teaching and the time-equivalent of six credit hours of teaching for research for a total of 12 time-credit units, assumes that OSU Sociology faculty members also fulfil the following criteria.

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<sup>1</sup> Source: American Association of University Professors (AAUP), <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

Faculty must: engage in sufficient research scholarship to be considered to be "satisfactory" under the merit evaluation criteria (academic standards) of the Sociology department and to remain current in their discipline(s); participate in advising/mentoring of students; and engage in service to the department, college or university.

Individual faculty workloads may vary depend on individual FTE (the hours worked by a faculty member on a full-time basis). Faculty engaging in other significant mission-critical activities noted above (including but not limited to engagement with university outreach, administration, or extramurally funded research) may also negotiate teaching workloads that differ from the standard teaching load. Such negotiations, however, must not detract from the department's fulfillment of its contributions to the overall mission of the university. To the extent that individual faculty members' workloads depart from the standard faculty workload, these variations must not undermine the department's overall ability to meet its obligations to fulfilling the teaching, research, and outreach mission of the college and university.

Principles for Decisions Regarding Faculty Workload Assignments. In the allocation of teaching loads among faculty members, the following five principles are to be respected by the department Head. The department Head must also ensure that individual faculty workloads are defined in a manner that enables the faculty collectively to fulfil the department's responsibilities to the college and university.

In all cases, assignments, judgements and evaluations made by the Department Head must be consistent with the availability of resources.

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 in accordance with each faculty member's assigned levels teaching and research. Faculty members who excel in the classroom and carry a heavier teaching load relative to other faculty are to be rewarded appropriately.  
Excellent teaching, however, is not a substitute for a faculty member's fulfillment of research, outreach or service expectations as outlined in individual workload assignments. Given each academic unit's and college's research expectations for reappointment, promotion and tenure, individual faculty should not expect to attain advancement without the required level research productivity.
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 and new course preparation should be minimized.
4. 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. Number of course preparations by faculty members.
4. Demands of departmental, college, university and professional service activities on faculty time.
5. Demands of professional development activities on faculty time.

In all cases, assignments, judgments 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. 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 may be negotiated individually with the department head as conditions warrant.

### **Department Position Titles and Workloads**

Tenure track/tenured faculty, in accordance with University, College and Department Reappointment, Promotion and Tenure policies, are viewed as teacher/scholars and their workloads should normally reflect a mixture of teaching, research, and service.

Adjunct Instructors are hired only to perform instructional functions. Their workloads are therefore defined entirely in units of instruction.

Temporary faculty appointments such as Visiting Assistant Professors are hired only to perform instructional functions. Their workloads are therefore defined entirely in units of instruction.

Post-Doctoral Fellows are hired only to perform research. Their workloads are therefore defined entirely in units of research.

Research Assistant Professors, Research Associate Professors, and Research Professors are hired only to do research. Their entire workloads are therefore defined in units of Research.

In the event that department hires faculty personnel whose work falls more appropriately into other University-designated titles, the Head will consult with the Personnel Committee define the workload for that title.

The workload policy guidelines below shall apply to full-time, tenured and tenure-track academic faculty.

Departmental Workload Policy TEMPLATE (\*Assumes a standard academic year "workload" of 24 units with 12 units/semester. Standard workloads assume that of the 12 units/semester, 6 units or "credit hours" will be dedicated to teaching.)

<b>Tenure/Tenure Track Faculty: Expected Average Workloads Per Semester</b>	
	Units
Typical tenure/tenure track faculty instructional workload of two 3-SCH courses/term	4.8
Typical research workload equivalent to two 3-SCH courses/term	4.8
Service workload equivalent to one 3-SCH course/term	2.4
Major support of the instructional mission (in lieu of instruction of one 3-SCH course/year)	(1.2)
Non-classroom courses, e.g., Readings, Special Topics, Theses and Dissertation guidance are part of normal instructional load of each tenure/tenure track faculty member. This type of work will be considered by the Department Head as evidence of the amount and quality of faculty performance during yearly Appraisal and Development meetings	0.0
<b>Total</b>	<b>12.0</b>

<b>Tenure/Tenure Track Faculty: Optional Workloads Per Semester (As negotiated by individual faculty)</b>	
	Units
<b><i>Teaching-Emphasis Workload</i></b>	
Higher tenure/tenure track faculty instructional workload of three 3-SCH courses/term	7.2
Reduced research workload equivalent to one 3-SCH course/term	2.4
Service workload equivalent to one 3-SCH course/term	2.4
Major support of the instructional mission (in lieu of instruction of one 3-SCH course/year)	(1.2)
Non-classroom courses, e.g., Readings, Special Topics, Theses and Dissertation guidance are part of normal instructional load of each tenure/tenure track faculty member. This type of work will be considered by the Department Head as evidence of the amount and quality of faculty performance during yearly Appraisal and Development meetings.	0.0
<b>Total</b>	<b>12.0</b>
<b><i>Research-Emphasis Workload</i></b>	
Reduced tenure/tenure track faculty instructional workload of one 3-SCH course/term	2.4
Higher research \Workload equivalent to three 3-SCH courses/term	7.2
Service workload equivalent to one 3-SCH course/term	2.4
Major support of the instructional mission (in lieu of instruction of one 3-SCH course/year)	(1.2)
<b>Total</b>	<b>12.0</b>

\*Each Sociology Department tenure/tenure track faculty member, except under extenuating circumstances (e.g., FMLA leave), is expected to contribute 12.0 units/ term for a 9.0 FTE appointment. For most tenure/tenure track Sociology faculty, this will mean 4.8 units of teaching, 4.8 units of research, and 2.4 units of service.

<b>Non-Tenure Track Faculty: Workloads Per Semester</b>		
Typical part time Adjunct instructional workload to be determined based on departmental needs		< 9
Typical full time Temporary Visiting Assistant Professor instructional workload of four 3-SCH courses/term		9- 12
Post-doc full time research workload to be determined based on terms of externally funded grant		12
Research faculty full time research workload to be determined based on terms of contract		12
*Each Sociology Department non-tenure track faculty member, except under extenuating circumstances (e.g., FMLA leave), is expected to contribute 12.0 units/ term for a 9.0 FTE appointment.		