This policy is based on three guiding principles: active scholarship, strong links to home departments or TIUs, and flexibility. First, as a regional campus of The Ohio State University, the Mansfield campus has a primary mission of providing high-quality undergraduate instruction to students. Scholarly research is a vital aspect of that mission, as there is no substitute for the palpable link between the classroom and faculty research. Second, having close ties between Mansfield and Columbus faculty is an essential element of our ideal of constituting one university on multiple campuses. Tenure-track faculty on the Mansfield campus are therefore encouraged to develop and maintain strong relationships with their respective departments, including contributing to the intellectual life of their departments by producing high-quality research. Third, we recognize and value the fact that faculty may wish to balance their teaching, scholarship, and service responsibilities in different ways at different points in their careers. This workload policy aims to accommodate such variations in emphasis. It also recognizes the diverse types of research and creative activity conducted by Mansfield campus faculty.

1. **STANDARD WORKLOAD**: The standard workload for tenure-track faculty on the Mansfield campus is approximately 18 credit hours of teaching per academic year in addition to research or creative activity and service. Typically, these three primary areas of responsibility will account for the following percentages of a faculty member’s total annual workload: 50% teaching, 40% research or creative activity, and 10% service. These percentages may be adjusted annually in consultation with the campus deans to accommodate the variations in emphasis described above. It is worth noting that teaching 9 credit hours per semester is considerably more than tenure-track faculty on the Columbus campus typically teach; in light of such differences in regional versus Columbus faculty teaching loads, TIUs should place less weight on the quantity of research produced by regional campus faculty, while the quality of such research should be comparable to that produced by Columbus TIU peers.

With respect to teaching, faculty whose courses do not divide evenly into 18 credit hours may have their annual teaching load averaged across two or three years, such that a faculty member’s teaching load might be 16 credit hours in one academic year and 20 credit hours in the next. Courses with labs carry more credits than typical classes (i.e., 4 or 5 credits rather than 3). The full-time teaching load for associated faculty is 24 credit hours per year, and that for Visiting Assistant Professors and Clinical Faculty is 21 credit hours per year. Faculty teaching a lecture with one lab section (capped at 25) will get credit for one course, but faculty teaching a lecture with two lab sections may get credit for two courses (either 8 or 10 credits) if each lab section is capped at 25. This applies to tenure-track, clinical, and associated faculty. However, faculty teaching the lecture but not the lab portion or vice versa will receive only partial credit for that course toward their workload.

2. **BUDGET CONSIDERATIONS**: This workload policy will be evaluated periodically by the Faculty Professional Development Committee (hereafter PDC) in conversation with the campus Dean, Associate Dean, and Senior Fiscal Officer to ensure a fair and equitable process of distributing teaching-load reductions—Special Assignments (SAs), Faculty Professional Leaves (FPLs), and one-course reductions—for the support of additional research or service work. Given
that budgetary resources vary from year to year, the number of teaching-load reductions available each year will likewise vary. The distribution of teaching-load reductions will be prioritized as described below. In determining how many teaching-load reductions of various types the campus can award for a given year, the Dean and Associate Dean will work creatively to find ways to award reductions while minimizing the budgetary impact of doing so when possible.

3. **COURSE REDUCTIONS:** There will be four categories of course reductions for tenure-track faculty from the standard teaching load of approximately 18 credit hours per year: 1) guaranteed (non-competitive) reductions for **probationary faculty**; 2) **service-based reductions**; 3) **earned teaching reductions**; and 4) **PDC-vetted reductions**. In cases of severe budget restrictions, this order represents the priority ranking of these categories of reductions. In a typical year, there would be up to four research-based reductions for probationary faculty, 10 service-based reductions, up to four earned teaching reductions, approximately 15 one-course reductions vetted by the PDC, and four single-semester FPLs and/or SAs.

a) **PROBATIONARY REDUCTIONS:** In keeping with current practices and according to their contracts, probationary tenure-track faculty will be automatically granted a total of two one-course reductions from the standard teaching load to be used during their first 5 years. Assuming programmatic needs are covered, the two course reductions shall be taken regardless of typical credit hours of courses taught by that faculty member. Faculty will work with administration and program coordinators to determine which courses they will be released from and when they will use those releases. Probationary faculty members also are encouraged to apply for an SA before their sixth-year review.

b) **SERVICE-BASED REDUCTIONS:** In consideration of the additional work required of certain Program Coordinator positions, faculty who serve in those positions have their annual teaching load reduced by three (3) credit hours so they can use that time to fulfill their Program Coordinator responsibilities. Three credit hours equates to approximately ten (10) hours per week for a semester or five (5) hours per week over two semesters. Actual time spent on Program Coordinator responsibilities is expected to ebb and flow each week.

Different Program Coordinators have different responsibilities, depending on the needs of the academic program area each one serves. The following list is therefore intended to indicate the types of activities that may be undertaken by those Program Coordinators who receive a teaching load reduction.

- Create and submit a course schedule for your academic area for the following academic year (including course numbers and instructor names) in a timely manner and in the appropriate format, with one version that includes requested teaching-load reductions and one without.

- Create and maintain a 3-year tentative course schedule plan (not including instructor names, and some courses may be listed categorically rather than specifically, as in, “English 2xxx to satisfy x, y, and z major / minor / GE requirements”).

- Attend or coordinate other faculty members to attend most admissions events (visit day, admitted day, orientation as needed) to represent your academic area, as well as other
events such as Buckeye Pathways, the Academic Awards celebration, Convocation, and Graduation Celebration.

• Promote your academic area in other ways (e.g., hosting a “schedule-athon” to provide students lunch [be sure to include a food budget to the associate dean by March of year before] and highlight the following semester’s course offerings; periodically offering a panel session on internships, careers, or other related topics).

• Hold office hours beyond what you would normally offer to support your classes, such as being available on a third day per week on campus, and making sure to be available both fall and spring semesters to be available to students, faculty, and administrators—but especially to be available to meet with students interested in the field or in research for informal advising and mentoring.

• If there is a student club for your academic area, serve as the advisor to the club or coordinate another faculty member to serve as the advisor.

• Coordinate engagement with tenure-track and associated faculty in your academic area (professional development, community building, and mentoring/onboarding new faculty, helping to guide tenure-track faculty through the Promotion & Tenure process).

• Provide performance review feedback about associated faculty members in your academic area to the Associate Dean (the Associate Dean may provide access to relevant annual review materials).

• Work with your department in Columbus to support the inclusion of regional campuses in course assessments.

• Attend periodic Program Coordinator meetings (typically about once per semester) with the Associate Dean to discuss academic program and other curricular matters.

Faculty potentially eligible for a service-based three-credit-hour teaching load reduction include the Program Coordinators of Education, English, History, Math, Psychology, Sociology/Criminology; the Writing Program Administrator; and the Faculty President. The Art Gallery Coordinator may receive one three-credit-hour teaching load reduction per semester. In the unlikely case that the budget requires any of these service-based reductions be cut, then a staff member will assume the relevant responsibilities unless financial exigency demands more drastic reductions in workforce.

c) **EARNED TEACHING REDUCTIONS:** Faculty who elect to offer their students independent study courses, undergraduate thesis supervision, and other credit-bearing coursework on the Mansfield campus not counted as part of the regular teaching load can qualify for earned teaching reductions after such courses have been completed. Faculty who elect to teach graduate courses or independent studies courses offered through the Columbus campus are not eligible for this type of teaching reduction because such courses generate no revenue for the Mansfield campus and are not required as part of a Mansfield faculty member’s regular duties. A faculty member must first accumulate a total of at least 24 undergraduate credit hours or 18 graduate credit hours in order to request a 3-credit course reduction. (The minimum enrollments for upper-level undergraduate courses is 8, whereas it is 6 for graduate courses; so a regular 3-credit hour course would generate a minimum total of $3 \times 8 = 24$ credit hours at the
undergraduate level and $3 \times 6 = 18$ credit hours at the graduate level; see Cancelling Classes, below). At the undergraduate level, 32 accumulated credit hours would be required for a 4-credit-hour course release and 40 for a 5-credit-hour one.

Requests for earned teaching reductions should be made directly to the Associate Dean by November 1st each year (for a reduction in the following year) with supporting documentation showing when the additional teaching occurred (the number of additional credit hours taught in each applicable term and year). As with other course-reduction requests, the term in which such requests are granted and the specific course assignment from which a faculty member gets released may depend in part upon programmatic needs, although faculty preferences will be met whenever possible. Other special teaching situations such as faculty who routinely teach more than 18 credits per term or those taking on excessive enrollments in a given year will work out standard arrangements with the Associate Dean and their program coordinator.

d) PDC-VETTED LEAVES AND COURSE REDUCTIONS: To the extent possible, the faculty on PDC members will include representatives from all fields (broadly speaking) at Ohio State Mansfield (e.g., humanities, SBS, math and science, education etc.).

The Dean will inform the PDC of the approximate number of reductions it will have to work with in a given year. The PDC will determine its own application process, ranking criteria, and deadline schedule. Applications for research-based course reductions, SAs, and FPLs will typically be evaluated according to the following criteria: (a) the number of such reductions and leaves granted in the previous five to seven years (with the goal of distributing that number equitably among applicants each year); (b) the timeliness or urgency of professional opportunities and goals (e.g., an invited research opportunity, a grant opportunity, a promotion goal, etc.); (c) past research productivity and the likelihood of the reduction or leave resulting in significant progress in productivity.

Faculty members need to submit only one application per year. If more releases become available, the administration will give releases to faculty according to their initial rankings.

Once applications have been submitted, the PDC will rank applications within and between each category of course reductions. The PDC may choose to rank applications in groups (e.g., selecting the top 12 one-course reduction applications, unranked, and then either ranking the next 5 applications or simply identifying them as a group and leaving it to the Dean’s office to rank them when determining the cut-off point). That said, we believe it is an important aspect of faculty governance to have the PDC play a strong role in determining which faculty receive course reductions each year. The Associate Dean will be actively involved with the PDC during the deliberation process in order to facilitate open communication between the PDC and the administration. Once the PDC has officially recommended their priority rankings of applications, the Dean will make his/her final decisions based on budgetary considerations and the merits of individual applications. If the Dean deviates from the PDC recommendations, s/he will provide the PDC with an explanation, and will be available to meet with the PDC to consult on these matters. In some cases, based on the budget and number of qualified applicants, the Dean may approve an individual’s request but at a lower number of releases than originally requested (e.g., 2 course releases requested but only 1 granted).
i) **Special Assignments (SAs)** can be requested by tenure-track faculty for release from one semester (1 to 3 courses depending on the faculty member’s course load). Special assignments can be not only for scholarship, but also for unusual service commitments, outreach, or professional development. Faculty with SAs, per University rules, are still responsible for service unless their research takes them outside of Ohio.

ii) Pursuant to University policy, **Faculty Professional Leaves (FPLs)** can be requested by tenured faculty once every seven years. FPLs can be used for research, outreach, or professional development opportunities ([https://oaa.osu.edu/assets/files/documents/facultyprofessionalleave.pdf](https://oaa.osu.edu/assets/files/documents/facultyprofessionalleave.pdf)). One semester FPLs (2 to 3 courses, depending on the faculty member’s course load) are at full pay; 2 semesters at two-thirds pay. While on FPL, faculty members are not responsible for service.

iii) Faculty may apply for **Course Reductions** for scholarship, major outreach opportunities, or major service obligations to the profession (e.g. journal editorship, officer of a national scholarly association). Typically, such course reductions will be for one course (between 3 and 5 credit hours); applications for two course reductions in a given year may be ranked alongside SA applications.

4. **COMBINATION OF REDUCTIONS IN ONE YEAR:** It is possible for tenure-track faculty to have multiple types of course reductions (e.g. earned teaching reductions and a PDC vetted course release). Yet tenure-track faculty members should teach a minimum of 8-9 credit hours per year except in the following situations: 1) an FPL/SA; 2) course-release money earned through a grant; 3) a part-time administrative appointment; and/or 4) Family Medical Leave. In all cases, combinations of course reductions will be authorized by the Dean on a year-by-year as well as case-by-case basis, will be sensitive to equity issues in terms of the distribution of course reductions across academic programs, and will involve a rigorous scrutiny of the applicant’s overall teaching, research, and service record.

5. **EXCEPTIONS IN REDUCTIONS:** There may be cases when a faculty member is awarded a reduction but, due to programmatic needs or lack of a replacement, the faculty member is not able to use the course reduction immediately. The faculty member in this situation will be able to bank that course reduction for future use, which will translate into a higher priority given to their application in a subsequent year.

6. **COURSE BUYOUTS:** Other course reductions related to release time from funded research projects also are available as course buyouts. The Ohio State Mansfield Course Buyout Policy, an internal document approved by Faculty Assembly, will be revisited periodically to ensure it is fair to faculty but also fiscally sound.

7. **ANNUAL REVIEW PROCESS:** During the annual review process, each faculty member will enter into an agreement with the Dean and Associate Dean regarding workload. This agreement will specify research, teaching, and service goals for the upcoming year and percent efforts, and will specify what data and other evidence will be used to determine the fulfillment of those goals and efforts. At the subsequent annual review, the Dean, in consultation with the appropriate Department Chair, will judge the record and decide whether or not the goals and efforts were successful.
8. **TEACHING-INTENSIVE WORKLOAD:** Faculty members whose research activity is negligible over the course of five years may volunteer or be encouraged to opt for an increase in their teaching load of one additional course above the baseline. As a benefit, this faculty member will not have their research scores factored into their annual evaluation for raises. However, faculty members working on this teaching-intensive workload cannot use this as part of an application for a teaching reduction in the following year nor can they take on such an intense load during a year when they were granted a PDC reduction. However, faculty can opt to discontinue teaching intensive workloads in future years.

9. **AD-HOC SERVICE:** The Dean is responsible for asking tenure-track and clinical faculty to participate in ad hoc service duties such as student recruitment events and staff search committees. The Dean will make sure that such duties are rotated equitably among the faculty.

10. **SCHEDULING:** When it makes sense pedagogically (taking into consideration logistics such as classroom and student scheduling perspectives) and in consultation with their program coordinator and the Associate Dean, the 7-week half semester and the Summer term may be considered viable options for tenure-track faculty interested in spreading out their regular teaching load beyond the standard fall and spring semesters.

   The Senior Fiscal Officer will assist the Associate Dean in monitoring the teaching level of all faculty members to ensure that the number of required courses is being taught and equitably distributed. They will work with the Program Coordinators and Advisors to ensure that courses are scheduled in such a way to maximize the chance that number of enrolled students will meet course cap limits.

11. **CANCELING CLASSES:** Undergraduate elective courses below the 3000 level should have an enrollment of at least twelve and an elective course at the 3000 level or above should have an enrollment of at least eight for the course to be taught; elective graduate courses will be cancelled if fewer than 6 students enroll. However, programmatic and campus needs may necessitate offering some courses at enrollments below these numbers; decisions in these cases will be made by program coordinators and the Associate Dean.

12. **CO-TEACHING:** Faculty who “team teach” courses, provided that each faculty member contributes approximately 50% of the teaching and course preparation, will be credited with teaching one-half of a course (e.g., 1.5 credits if the course is worth 3 credits).

Endorsed by Faculty Assembly on October 20, 2020