



## Ohio Administrative Code Rule 3337-18-09 Faculty workload.

Effective: March 16, 2026

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### (A) Purpose and scope

The purpose of this policy is to comply with standards for instructional workloads for faculty as described in section 3345.45 of the Revised Code.

This policy establishes a comprehensive framework for assigning and managing faculty workloads at Ohio university. The policy applies to all faculty appointments across all colleges and campuses of Ohio university. It sets clear expectations for teaching, research/scholarship/creative activity (RSCA), service, and administration workloads in compliance with the Revised Code and Ohio university standards.

This policy supersedes any conflicting departmental or college guidelines and is not subject to collective bargaining negotiation in accordance with section 3345.455 of the Revised Code. It will be reviewed and updated no less than once every five years, with approval by the board of trustees, and will be publicly accessible as required by law.

All workload assignments must be free from political or ideological considerations in accordance with section 3345.0217 of the Revised Code.

The intent of this policy is not to require the same level and type of activity of every faculty member but to recognize that differentiation of roles is necessary to allow departments/schools, colleges, or equivalent academic units to carry out their mission.

### (B) Definitions

- (1) Faculty: Faculty refers to Ohio university employees holding faculty appointments with faculty rank and faculty status.
- (2) Credit hour: as defined in 34 C.F.R. 600.2, a credit hour reflects an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For purposes of this policy, a credit hour is the standard unit for measuring all faculty workload elements, including teaching and equivalents for RSCA, service, administration, and other duties.
- (3) Full-time workload (nine-month): Full-time faculty workload is defined as thirty credit hours per academic year (two semesters). This represents a baseline one hundred per cent workload dedicated entirely to teaching (with no RSCA or service duties). All full-time faculty workload allocations for teaching, RSCA, service, administration, and other duties are proportional to this thirty-credit baseline.
- (4) Teaching, RSCA, service (TRS) ratio: The percentage breakdown of a faculty member's effort across teaching, RSCA, and service. For example, a TRS of



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sixty-thirty-ten indicates sixty per cent teaching, thirty per cent RSCA, ten per cent service. All TRS breakdown allocations employ the thirty-credit full-time workload standard.

- (5) Justifiable credit hour equivalencies: All components of workload are translated into credit hour equivalencies to facilitate compliance. RSCA, as well as service and administrative duties, and clinical responsibilities (if applicable), are assigned credit-hour values to represent credit-hour equivalencies (CHE) that count toward the thirty-credit full-time load.
- (6) Annual assignment and review: A faculty member's initial workload distribution will be identified in the letter of appointment and reviewed annually as part of the annual performance evaluation process. The workload distribution is subject to revision at the recommendation of the department chair, school director, or equivalent academic unit leader, subject to dean approval.
- (7) Workload equity and flexibility: While this policy provides standard expectations, flexibility may be permitted to accommodate individual strengths, varying disciplines, and evolving responsibilities. Department chairs, school directors, or equivalent academic unit leaders may recommend, subject to dean approval, adjusted allocations (different TRS ratios) for individual faculty to support greater emphasis on teaching, RSCA, service, or administrative or clinical duties (if applicable), as long as the unit meets its overall instructional obligations. Any such differential assignments must be documented and aligned with the unit's mission and needs.

(C) Distribution and effort

Teaching, RSCA, and service, each broadly defined, constitute the three major areas of faculty responsibility. The educational responsibility of faculty includes more than the hours directly spent in classroom instruction and scholarship. Other factors to be considered include class preparation; grading and other forms of evaluation of students' work; thesis and dissertation direction; academic advising of students; laboratory, studio, or practicum requirements; size of classes; availability and use of teaching assistants. Service includes assistance to the public and the profession and the community in the form of professional activities external to the university. RSCA includes a variety of professional, research, scholarly, and creative activities. At its best, these three dimensions of faculty effort are mutually reinforcing.

Annual TRS workload assignments and corresponding performance expectations must be defined using a combination of instructional credit hours and justifiable credit hour equivalents (CHE) using full-time workload as the baseline.



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Quantitative standards for teaching, RSCA, and service/administration may be weighted for individual faculty upon recommendation of department chairs and school directors and approval by the dean to reflect the particular strengths/interests of faculty and department/school needs. For example, a faculty member may have a higher percentage of effort directed toward teaching, with a corresponding decrease in RSCA and service expectations. Faculty with major RSCA commitments may request reductions in the other areas of faculty responsibility in order to devote more effort to RSCA.

(D) College and department responsibility for policies

Each college, or equivalent unit having permanent faculty, shall develop a policy on faculty workload that will allow for differentiation of mission for departments and schools within the college and for faculty within the departments and schools. Within the college there may be significant differences in the assignment of responsibilities to individual faculty members so long as all units within the college are able to meet their responsibilities for instruction. All policies at the department or school-level must comply with college-level policy and are subject to approval by the dean. All college-level policies are subject to approval by the provost.

(E) Policy guidelines

Each college, or equivalent unit having faculty, will develop faculty workload guidelines in line with the standards of this policy. These guidelines will provide a statement of faculty workload that will allow individual faculty, the academic unit, and its college to understand how each contributes to the accomplishment of the university's mission.

- (1) Tenure-track (probationary) and tenured faculty are expected to contribute to all three areas: teaching, RSCA, and service.
- (2) Instructional (non-tenure-track) faculty focus on teaching and service (if applicable) and do not have RSCA as part of their workload.
- (3) Clinical (non-tenure-track) faculty workload may include a combination of teaching, service, RSCA, and clinical practice or supervision.
- (4) Part-time faculty (instructors) should be assigned a proportional workload determined by the number of credit hours taught relative to the full thirty-credit hour annual load.



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(5) Visiting faculty TRS workloads should be determined on a case-by-case basis referencing the listed distinctions.

(F) Compliance

The university reserves the right to take administrative action including (but not limited to) censure, remedial training, or for-cause termination, if a faculty member fails to comply with the policy's requirements. Termination under these circumstances requires the recommendation of the dean, provost, and president, and approval of the state institution of higher education's board of trustees.