

College of Medicine Faculty Workload Guidelines

Approved by the Office of Academic Affairs: February 11, 2026

I. Introduction and Purpose

Faculty at the Ohio State University College of Medicine (COM) are essential to the COM's mission of transforming the health of our communities through inclusive and innovative education, discovery, and care. Teaching and mentoring (herein teaching), basic, clinical, and translational research (herein research), clinical care, and service and administration (herein service) are core elements of COM faculty workload that enable the COM to fulfill its mission. To ensure tenure-initiating units (TIUs) within the COM are distributing faculty workload fairly, transparently, and consistently, and comply with [Faculty Rule 3335-5-7](#) and the university's [Faculty Appointments, Faculty Workload, Tenure, and Retrenchment policy](#), this document provides guidance on how faculty workload should be delineated in TIU governance.

The COM recognizes that TIUs vary with respect to their emphasis on teaching, research, clinical care, and service. Therefore, TIUs should determine the relative balance of effort for individual faculty members in these areas. Within and across TIUs, different faculty types (tenure track, clinical, research, associated) contribute differently to the COM's mission, and their workload may comprise different time allocations to different duties. For example, faculty with higher workloads in research or clinical care may have proportionally lower workloads in teaching and/or service.

The COM expectation is that TIU leaders address workload for the upcoming year as part of each faculty member's annual review. For these guidelines, TIU leaders are defined as those who oversee faculty workload and conduct faculty annual reviews, including Department Chairs and their designees (e.g., Vice Chairs, Division Chiefs/ Directors, Section Chiefs, Center/Institute Directors). These guidelines are intended to be used by TIU leaders and faculty to align faculty workload with the TIU's mission, expectations for appointments and promotion for different faculty types, and with the faculty annual review process.

The COM expectation is that TIU's assign a workload that ensures that each faculty member can meet or exceed the TIU's criteria for promotion and tenure (if applicable) while also ensuring that faculty obligations and expectations outlined in letters of offer/contracts/letters of annual evaluation can be met.

II. Workload Expectations for Each Faculty Type

- A. Tenure Track Faculty:** Tenure track faculty in the COM are primarily engaged in the discovery and dissemination of new knowledge through research. All tenure track faculty are engaged in teaching, and the nature and scope of teaching responsibilities and workload vary based on other aspects of tenure track faculty workload. Tenure track faculty may engage in classroom, clinical-based, and/or research-based teaching as described in Section III below. Tenure track faculty are also expected to contribute to service and may take on administrative roles.
- B. Clinical Faculty:** Clinical faculty in the COM focus primarily on outstanding teaching, research, and delivery of exemplary clinical care. All clinical faculty are engaged in teaching, and the nature and scope of teaching responsibilities and workload vary based on other aspects of clinical faculty workload. Clinical faculty may engage in classroom, clinical-based, and/or research-based teaching as described in Section III below. In

consultation with their TIU leadership, clinical faculty may pursue a varied distribution of workload among clinical care, teaching, research, and service.

- C. Research Faculty:** Research faculty in the COM focus nearly entirely on research. Research faculty may engage in teaching (e.g., supervising students and trainees in the context of research) and service (e.g., COM, unit, or university service) on a limited basis. In general, research faculty are expected to recover 90-95% of their salary from extramural research funds.
- D. Associated Faculty:** Associated faculty in the COM include unpaid adjunct faculty, paid or unpaid associated faculty with practice appointments, lecturers and senior lecturers, faculty with tenure track titles < 50% full time employment, visiting faculty, and returning retirees. Workload for associated faculty varies and is described in faculty contracts depending on the needs of the TIU and expectations for each faculty member.
- E. Guidelines for Faculty Workload by Faculty Type:** The table below reflects general, not restrictive, guidelines for ranges of COM faculty workload across teaching, research, clinical care, and service by faculty type. Each TIU is responsible for defining faculty workload in their Pattern of Administration (POA), ensuring that every faculty member has duties and responsibilities commensurate with their appointment and that the overall that workload in the unit is distributed fairly among its faculty.

Note: The percentages below differ from the percentages presented in the university's [Faculty Workload Standards and Guidelines](#) to align with sources of funding for faculty activities.

Sources of funding for COM faculty activities include research buyouts (e.g., obtaining external funding from federal, private, industry, foundational, and other sources), clinical time allocations, and administrative responsibilities.

For clinical faculty who are actively engaged in translational, clinical, health services, and other forms of patient-oriented research, and who thereby make substantive contributions to COM scholarship, the proportion of effort devoted to research may appropriately extend beyond the teaching emphasis defined in the Faculty Rules ([Chapter 3335-7](#)). In alignment with the OSU Faculty Rules and College of Medicine's faculty definitions, such faculty may be classified or evaluated where translational, clinical, health services, and other forms of research are recognized as a major component of academic contribution. Research effort should therefore be explicitly documented and supported according to the criteria outlined in the unit's Appointment, Promotion & Tenure (APT) document.

Faculty Type	Teaching	Research	Clinical Care	Service/Administration
Tenure track without clinical responsibilities	5-50% ¹	30-90%	0%	5-20%
Tenure track with clinical responsibilities	5-40% ²	30-85%	15-60%	5-20%
Clinical	5-75% ³	0-40%	25-95%	0-25%
Research	5-10%	90-95%	0%	5-10%
Associated	5-100%	0-20%	0-95%	0-20%

¹ Includes research-based teaching workload described below

² Includes research and clinical-based teaching workload described below

³ Includes clinical-based teaching workload described below

In the following sections, we describe in general COM faculty responsibilities in each of these areas.

III. Teaching

COM faculty teach and mentor a variety of learners, including undergraduate students, graduate students, medical students, residents, fellows, post-doctoral scholars, and other faculty. COM faculty teach and mentor learners in a variety of arenas, including classrooms, research laboratories and centers, and various clinical settings. COM faculty teaching and mentoring often comprises working with learners outside of classrooms, such as research mentoring, clinical teaching, and other activities.

Classroom Teaching:

COM faculty classroom-based teaching includes but is not limited to:

- Teaching assigned courses for credit
- Revising materials for an existing course or developing materials for a new course
- Advising (e.g., meeting with students) and grading
- Chairing or serving on committees for student theses and dissertations
- Supervising and mentoring student, fellow, and post-doctoral scholar research projects, independent studies, practical experiences, and other academic activities
- Academic advising for students
- Mentoring, including mentoring for individual training, career development, and other awards
- Other activities that support the success of students, trainees, and faculty (example: individual longitudinal career mentoring, coaching, etc.)

Some COM faculty also have administrative educational roles that involve or include classroom-based teaching. These efforts must also be considered in the teaching workload. Examples of such administrative educational roles include, but are not limited to:

- Residency or fellowship program director
- Research center or institute education director
- Vice chairs and/or associate chairs for education
- Course directors (see Parts I-IV of the medical student curriculum)
- Admissions directors
- Directors of unit undergraduate or graduate programs
- Directors of institutional research training awards
- Leadership roles in COM educational units (example: Biomedical Sciences Graduate Program, Doctor of Medicine Program)
- Other administrative educational roles that support learners

Clinical-Based Teaching:

Clinical teaching occurs when faculty with clinical responsibilities (example: tenure track, clinical, and associated faculty) teach, precept, supervise, or evaluate learners in the clinical setting. This includes medical students, residents, fellows, and other health sciences students/trainees. In general, clinical teaching can constitute approximately 10%-40% of a faculty member's *clinical workload*. However, the workload for clinical teaching for COM faculty with clinical responsibilities will vary based on the type of faculty appointment and nature and scope of their clinical responsibilities.

Research-Based Teaching:

Research-based teaching for faculty engaged in research occurs when faculty teach and mentor learners during research activities. This includes undergraduate students, graduate students, medical students, post-doctoral scholars, and other learners. For example, many faculty engaged in research serve as the Principal Investigator of a research laboratory or lead a research center where they teach and mentor learners in the context of research. In general, research-based teaching can constitute approximately 10%-30% of a faculty member's *research workload*. However, the workload for research-based teaching for COM faculty engaged in research will vary based on the type of faculty appointment and the nature and scope of their research responsibilities.

IV. Research

The COM broadly defines scholarship (i.e., research) as the discovery and dissemination of new knowledge. COM faculty engage in research ranging from basic science to clinical and translational research, scholarship of education, and other areas relevant to the mission of the COM and/or TIU. Research includes but is not limited to leading or collaborating on research studies, disseminating research findings (e.g., publishing peer-reviewed articles, presenting research at meetings and conferences, invited research presentations), preparing and submitting applications for research funding from federal, private, industry, institutional, and other sources, leading research laboratories and teams, directing research activities at research institutes and centers, developing intellectual property, and other activities.

V. Clinical Care

COM faculty with clinical responsibilities (e.g., tenure-track, clinical, and associated faculty) engage in patient care. This includes patient care in university and university-affiliated hospitals, outpatient facilities and other settings. The scope and nature of clinical workload vary based on the type of faculty appointment and faculty members' workload with respect to teaching, research, and service.

For clinical and associated faculty, patient care workload and responsibilities are established in their letters of offer and expectations are discussed at every annual review.

VI. Service

Faculty may engage in service to their TIU, the COM, the university, their research and/or clinical disciplines, and the broader community. Examples of faculty service to their TIU, the COM, and the university include but are not limited to committees, working groups, and task forces that advance the academic mission of these respective groups. Examples of faculty service to their research and/or clinical disciplines include service to academic and professional societies (e.g., leadership roles, committees), peer review activities (e.g., for journals, grant applications, fellowship applications), advisory roles for government agencies and clinical organizations, and other service activities.

Each TIU describes faculty service responsibilities that advance the unit's mission and the faculty member's career in the unit's Appointments, Promotion, and Tenure document.

COM faculty members also take on administrative workload and leadership responsibilities that constitute service. These include but are not limited to:

- TIU roles, such as Department Chair, Vice Chair, and Associate Chair
- Division roles, such as Division Director, Division Chief, and Section Chief
- COM roles, such as Vice Dean, Associate Dean, and Assistant Dean

- Program Director
- Center/Institute Director

Typically, assumption of such administrative responsibilities requires commensurate reduction of expectations for teaching, clinical care, research, and/or other service based on the nature and scope of administrative responsibilities and appointment type.

VII. Joint Appointments

Joint appointments between a faculty member's COM TIU and another TIU are created for the mutual benefit from the faculty member's expertise that advances the teaching, research, and/or clinical missions of the respective units. These positions share FTE and salary support across units. The COM expectation is that TIUs assign faculty workload proportional to the faculty member's appointment (FTE) in their TIU and that TIU leaders work with faculty members during annual reviews to define workload and responsibilities for the coming year.