Faculty workload within the department comprises 1) teaching, 2) research and/or scholarship, and 3) service. Individual faculty members’ workload may have different percentages of the three. For example a NTT teaching faculty member would not be expected to have a research and scholarship workload and would typically have a higher teaching load. Each full-time faculty member should have a 100% workload. A faculty member can be compensated for extra workload following the guidelines of the university and CASB. Following the university guidelines, a faculty member can be paid up to three months of summer pay using funds from research grants, incentive funds (such as SRI, sponsored research incentive, or CEI, continuing education incentive,), summer teaching, or similar sources. Faculty members with split appointments or administrative duties may receive adjustments to their workload expectations.

**Teaching**

Standard teaching load for faculty without research expectations or a course reduction for service or other reasons is 12 credit hours (4 courses) per semester. Tenured or tenure-track faculty members with a service and research expectation are expected to carry a 3-3 teaching load (9 credit hours per semester). Faculty members who are willing to assume an additional service load and/or scholarship can have this reduced to a 3-2 (or 2-3) teaching load. An “additional” load should be considered within the context of the faculty member’s status. For example, the expectation for service is lower among assistant professors relative to associate or full professors. A course is counted as follows:

- Lecture classes are counted by their assigned credit hours
- Large lecture classes have the following multipliers:
  - Fewer than 50 students = 1
  - 50 – 74 students = 1.5
  - 75 or greater = 2.0
- Lab sections that require 3 hours/week of in-class time will count as a separate class if taught by the faculty member. Faculty cannot count lab course taught by others such as a GTA.

Teaching a graduate and undergraduate class jointly should be avoided. Undergraduates taking a primarily graduate class should be held to the graduate student standard and the class is considered one course in terms of faculty workload. If graduate students are taking a primarily undergraduate course to prepare them for their graduate work, the class should be considered one course in terms of faculty workload. If there are both undergraduate and graduate students taking classes together and the instructor can demonstrate appreciable differences in the content being presented to the different student groups (e.g. different readings, different exams, different syllabi, and different activities) then the class may be counted as two courses for workload purposes, pending the approval of the department chair.
- A class with two sections that are cross-listed in two departments is counted as one class unless the previously stated large lecture values apply (e.g., Human Factors in Engineering Management or psychology courses in the Teacher Education Program).

- Recognition will be given for nontraditional teaching when it is comparable to the time required for the average-size lecture class in the department. This can include but is not limited to: OURE, independent study, honors projects, chairing a thesis committee, supervising volunteer research assistants, Psych 4000, Psych 4099, and the like. Such situations will be determined on a case-by-case basis via consultations between the faculty and the department chair.

The department chair can reduce the teaching load for special circumstances such as first year of employment at S&T, or significant course design/redesign. A first year tenure-track faculty member should have no greater than a 2-2 teaching load. The faculty member can agree to take on extra teaching for extra compensation in accordance with university and college policies.

**Research and/or Scholarship**

Tenured and tenure track faculty members are expected to engage in research and/or scholarship. It is expected that all tenured and tenure track faculty will engage in research and scholarship activities during a typical academic year. Specific expectations are addressed in the promotion and tenure policy and the post-tenure review policy. Examples of such activities are:

- Work resulting in a peer-reviewed publication
- Work resulting in a professional presentation
- Receipt of competitive grants or contracts
- Other scholarly outputs as determined by the department and outlined in the tenure and promotion and post-tenure guidelines.

**Service**

Service responsibilities of faculty members are defined as formal and informal professional activities on behalf of the department, college, university, system, profession, and the public. As a part of shared governance it is vital that all faculty members actively participate in the analysis, decision making, and implementation of department-level decisions. In the event that a faculty member is assigned major service or administrative responsibilities, the faculty member’s teaching load can be reduced.

When rare and extenuating circumstances dictate, the department chair may temporarily amend the above guidelines. Permanent policy changes require consent of the faculty.