

# **Kansas State University**

## **College of Business**

### **Faculty Workload Guidelines**

#### **Premise**

The purpose of the 'faculty workload guidelines' is to ensure fairness and consistency in workload assignments across the college. The guidelines also are designed to recognize that each faculty member contributes to the mission of the College and Department in different ways, and to explicitly articulate expectations about the contributions required from each faculty member.

The specific workload weights of teaching, research, and service of a faculty member will be decided between the faculty member and his/her department head during the goalsetting process each year and must be consistent with the mission of the College and Department. The workload of a faculty member in teaching, research, and service must be used in the goal setting and annual review processes.

The expectations that departments have for faculty in the area of research are higher, in terms of quality and quantity combinations, than the minimum level of research productivity needed to maintain Scholarly Academic (SA) status for AACSB accreditation standards as noted in the CBA's Standards for Faculty Qualification and Engagement.

#### **Teaching**

One 3-credit course during the academic year (Fall & Spring Semesters) is considered to be 10% of a faculty member's time. For example, four typical 3-credit courses taught during the academic year would make up 40% of a faculty member's workload. Variations are allowed between departments, but should be consistent within a department.

The teaching percentage assigned may be adjusted upward from the basic standard of "one 3-hour course = 10%" in the event that the department head believes the total teaching workload necessitated by the courses taught substantiates this adjustment (e.g., large course sizes, especially rigorous course material, or necessary one-on-one consultations with students could be reasons to assign a higher percentage than the standard 10% for one 3-hour course). These adjustments should be documented during the annual review process.

A baseline teaching load for "tenured and tenure-track" faculty will be four courses per year or 40% teaching.

A baseline teaching load for "Instructor" faculty will be eight courses per year or 80% teaching.

Deviations from these baseline teaching loads (that still adhere to the 3-credit hours = 10% guideline) may be made for faculty whose roles in achieving the mission of the college justify a different allocation. For example, faculty may be asked to teach an additional course as part of program development, or a Teaching Professor may be assigned a different load than the baseline load for tenure-track research active faculty.

#### **Service/Outreach/Professional Development and Administration**

Faculty are expected to complete service and professional development as part of their role in furthering the mission of the college. The average faculty member should allocate 20% of their time to these

activities, with the exception of non-tenured tenure-track faculty, where a 10% allocation may be more appropriate, depending on the department's needs. For faculty with additional administrative or service responsibilities an additional time allocation may be made for this activity, with corresponding reductions in required teaching load or research load. The time allocation, and expectations related to the time spent, should be documented during the goalsetting process.


## Research

For faculty who have a research expectation as part of their position, the percentage weights assigned to research are determined in coordination with their teaching and service/outreach requirements consistent with the following guidelines.

1. Non-tenured, tenure track faculty - The primary goal of non-tenured tenure track faculty is to perform the teaching, research, and service needed to gain tenure and promotion. New hires are typically given a 40/50/10 or 40/40/20 (teaching, research, service/outreach/professional development) load to nurture their initial research productivity. Variations from this allocation that decrease the allocation assigned to research for non-tenured, tenure track faculty must be approved by the Dean.
2. Research intensive academic faculty – For tenured faculty who remain research active by meeting or exceeding their department's research expectations, the typical load will remain 40/40/20 (with variations allowed across departments).
3. Teaching/Service intensive academic faculty —Tenured faculty may, if consistent with the needs of the department, be assigned an increased teaching, service or administrative load with a correspondingly reduced research allocation. In no event should an individual expected to maintain the Scholarly Academic status for AACSB purposes be assigned a lower research load than 20%. For example, a 3-3 teaching load could result in a 60/20/20 assignment.

Faculty may request to move between Research Intensive and Teaching/Service Intensive loads, or the department head may initiate this change during the annual evaluation discussion. Faculty requests are approved at the discretion of the Department head, consistent with the needs of the department and college. However, the following guidelines provide a basis for making these requests:

1. An individual must be **considered** for movement from Research Intensive to Teaching/Service Intensive if they have received an annual review rating for research of Fails to Meet Expectations or Needs Improvement. If the department head does not choose to make an adjustment in their time allocation, the department head and individual should develop an improvement plan consistent with the department's annual review guidelines to remedy the deficiency.
2. An individual may request to move from Teaching/Service Intensive to Research Intensive if they can demonstrate that they meet the department's expectations for research.

Approved: 

Jesse Mendez, Provost

Date: 7/30/2025