Philosophy. Oklahoma State University prides itself in being a leader in instruction, research, and service. The Department of Chemistry seeks to uphold and elevate these values. To this end, our research-active and instructional faculty members are required to contribute in these three phases of excellence to enhance the profile of the department both internally and externally.

Practice. At Oklahoma State University, a research-active faculty member is one who: has or is actively pursuing research funding; is publishing the results of research work or engaging in suitable scholarly activity; and is mentoring students engaged in research or scholarly activity. These research-active faculty and will teach one course per semester with a workload of 45:45:10 (instruction:research:service). This workload is consistent with those in chemistry departments in the Mid-America State University Association (MASUA) and other peer institutions. Faculty members, who are not designated as research active, in consultation and in agreement with the Department Chair, will assume a teaching workload of up to two courses per semester, or a maximum 80% instruction, with the balance distributed between research and service. These faculty members can be designated as instructional faculty. The workload of a faculty member should be reflected in their annual appraisal. Moderate changes in these effort allocations may occur depending on specific assignments.

The instruction component of an assignment may include: lecturing in small and large courses; supervising laboratories, either as stand-alone or part of other courses; mentoring graduate students in research (CHEM 5000 or 6000); and mentoring undergraduate students in research (CHEM 2990 and/or 4990). Such mentoring of graduate and undergraduate students includes, but is not limited to, group meetings, informal scholarly discussions, and research reporting. The responsibility for teaching large sections should be spread around in the department.

The research component of an assignment may include: laboratory maintenance and laboratory safety; administration of research grants; pursuit of external funding; peer-reviewed publications of scholarly work; other publications and activities involving scholarly work; and scholarly presentations at professional meetings.

The service component of an assignment may include: serving on faculty councils, departmental, college and university committees; and other departmental service; scholarly presentations at external institutions; activities at the local and national level, e.g., professional societies, K-12 interactions and meetings, review panels, symposium organization, and scientific reviewing.

A variety of pathways in workload assignments that allow faculty to meet the needs of the institution and offer flexibility on how best they can contribute to the desired department outcomes. However, two important considerations may impact this flexibility:

The workload expectations of the department may restrict this flexibility. As a group, the faculty need to reach a nominal target of performance in each category. Flexibility is viable as long as faculty meet their collective obligations.

The requirements for promotion and tenure (as detailed in the RPT policies and procedures) supersede the workload assignments prescribed in this document. Specifically, a faculty member seeking tenure and/or promotion needs to fulfill the balanced requirements of excellence in instruction, research, and service.

Assessment of outcomes and the quality of a faculty member's performance in all elements of their respective workload assignment is part of the A&D process.