

LSU College of Science Teaching Policy for Tenured/Tenure Track Faculty

This policy clarifies teaching expectations for tenured and tenure-track faculty at LSU, as dictated by the Office of Academic Affairs, and outlines procedures for managing special circumstances. Teaching loads and course assignments for all faculty are managed by the individual departments in the College of Science and are communicated to the Dean's office.

It is expected that each faculty member will teach in both the fall and spring semesters. Teaching responsibilities may vary among tenured and tenure-track faculty within each academic department and may change over time for individual faculty. This may be a result of changes to their contributions to teaching, research/scholarship/creative activity, and service.

Factors that may be considered in differential teaching assignments include, but are not limited to:

- Employment contracts that stipulate a reduced teaching load. A common example in the College of Science is a joint appointment with the Center for Computational and Technology, with a reduced teaching load in accordance with the terms of the split appointment.
- Terms of employment for junior faculty that typically allow for one or more semesters free from teaching prior to tenure review.
- Changes in the level of research, scholarship, or creative activity.
- Enrollment trends that vary between fall and spring semesters.
- Administrative or other university duties beyond those typically expected of tenured and tenure-track faculty (e.g. faculty serving as curators, associate deans, on temporary assignments with Academic Affairs, etc.).
- Instruction in courses that require unusual preparation time.

Reductions in teaching load during the academic year (e.g., buy-outs with extramural funds procured by the faculty member) are permissible, providing the department can meet its teaching demands in the semester in which the buyout is requested. Otherwise the buy-out shall be delayed.

The need for faculty members at times to devote large uninterrupted amounts of time to research without teaching and committee work and to spend time periodically in personal renewal and development is fundamental to every good university. LSU has a well established sabbatical program; faculty are encouraged to take advantage of a sabbatical program for the these purposes.

It is also recognized that circumstances may arise on occasion that justify modified teaching loads that can be granted as an exception. Examples include: teaching a course overload in previous semesters, absences for fieldwork that must occur during the academic year, or organizing large interdisciplinary research proposals. Department chairs will consider these situations on a case-by-case basis, and flexibility is encouraged. Advance planning by the department is recommended so that the teaching needs of the unit can be managed in a fair and strategic manner. Course banking, i.e. teaching additional courses above the required teaching load to provide a semester of teaching release, is acceptable. Course banking is not expected to occur more frequently than once in a 3-year period.

Before the beginning of each semester, the department should provide a list to the Dean's office documenting faculty who will not be teaching for the given semester, including those on sabbatical, medical leave, or teaching buy-outs, and providing justifications for those who have special circumstances such as those described above.