

# University of South Dakota

## Workload Policy

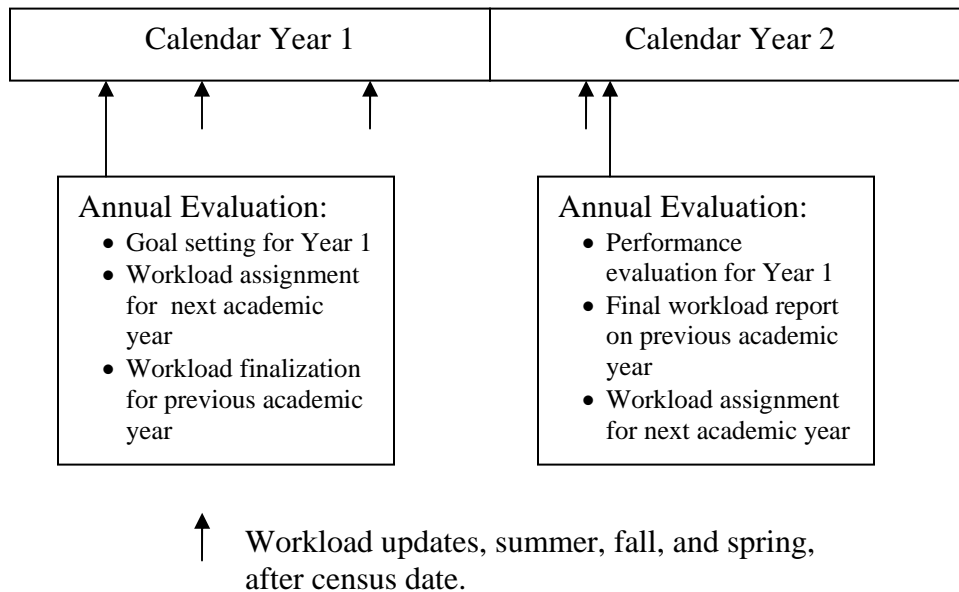
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1. **Purpose of document.** This document is intended to provide guidance to faculty members and their supervisors in the assignment of duties. It is intended to be consistent with the expectations of faculty productivity as outlined in “*Expectations of the Faculty at The University of South Dakota.*”
2. **Full time workload.** As set forth in BOR policy, workload is based on a total of 30 workload units of undergraduate instruction or its equivalent per academic year for a full-time faculty member.
3. **Unit workload addenda.** Individual academic units are required to develop a *workload addendum*, with a level of detail appropriate to the unit, that establishes specific expectations, equivalencies, and guidelines in conformance with the items below,. The unit addenda will be approved by the appropriate dean in consultation with the Vice-President for Academic Affairs or the Vice President of Health Affairs, as appropriate.
4. **Graduate equivalency.** Consistent with the workload assumptions used by the BOR, graduate didactic work will be counted at 4/3 the rate of undergraduate coursework for the purpose of workload calculation. That is, a graduate course that is nominally a three-credit course will count as four credits in the workload calculation. The conversion will be applied to cross-listed courses (400/500) at the discretion of the Chair in consultation with the Dean, provided significant graduate enrollment exists and sufficient distinction in workload between undergraduate and graduate students exists in the course.
5. **Variability of workload.** Workload calculations will reflect the special contributions and talents of individual faculty members as those contributions relate to the overall mission of the academic unit and the University. For example, some faculty members may show higher teaching loads than others because of differential contributions to the teaching, research and creative activity, service, and advising responsibilities of the unit. Individual workloads may be determined by the unique mission of the unit, as well as the unit’s contribution to USD’s unique undergraduate signature programming, including the First-Year Experience, the Honors Program, the IdEA Program, and Undergraduate Research. However, except in rare cases it is expected that workloads will reflect the tripartite expectations of the faculty.
6. **Workload assignment and annual evaluation.** Discussions of workload between a faculty member and chair should occur as an integral part of the annual performance evaluations, since workload and performance expectations are

intimately linked. In that regard, the annual performance meeting should include discussion on at least these topics:

- a. The previous calendar year performance evaluation;
- b. The upcoming calendar year goals;
- c. The previous academic year final workload reporting;
- d. The upcoming academic year workload expectations.

With respect to workload reporting, the Office of Academic Affairs will prepare a Workload Report Form that will be transmitted to the units prior to the annual evaluation period. That form will be filled out prospectively as part of the annual evaluation, that is, with the next year’s anticipated assignments, as a result of discussion between faculty member and supervisor. Recognizing that changes may occur as the academic year proceeds, the workload form will be updated after each term begins to reflect the actual workload for that term. At the subsequent annual evaluation period, the form for the previous year will be finalized and turned into academic affairs.



7. **Release-time for baseline activities.** Ordinarily, six credits of release-time per academic year (taking the remaining annual workload to 24 units) will be granted for tenured or tenure-track faculty members above the rank of instructor. This time is assigned for the purpose of fulfilling responsibilities of research/creative activity, service, and advising/mentoring. This release-time will be granted provided that in the previous annual evaluation, the faculty member has been rated at “meeting expectations” or higher in teaching, research/creative activity, and service, as defined in the document, *“Expectations of the Faculty at The University of South Dakota.”*

8. **Release-time for research/creative activity, service, or special assignments.** With the specific written approval of the chair or next level supervisor, in consultation with the Dean, further release time (resulting in a remaining annual workload of less than 24 units) may be granted to faculty members who are:
  - a. Engaged in research or creative activity on an ongoing basis that results in peer-reviewed dissemination of results in a manner and through a forum appropriate to the discipline, and at a rate commensurate with active scholars at other institutions offering equivalent degree programs.
  - b. Engaged in professional service activity that has significant impact beyond the campus.
  - c. Engaged in special assignments for the benefit of the University.
  - d. Engaged in externally-supported projects that specifically fund a portion of the faculty member's salary or otherwise carry expectations of a significant time commitment necessary for successful completion of the project.
  - e. Engaged in clinical or other professional activity for the purpose of maintaining expertise or certification.
  
9. **Special circumstances.** With the specific written approval of the chair or next level supervisor, in consultation with the Dean, the workload calculation may reflect special circumstances including:
  - a. Active involvement, interpreted to mean serving as the advisor of students, in thesis- or dissertation-intensive programs, including graduate programs, undergraduate research, or the Honors program.
  - b. Teaching in high-enrollment classes.
  - c. Teaching in writing or evaluation intensive classes.
  - d. Serving as a course coordinator.
  - e. Engaging in major curricular development or assessment beyond that normally expected of an active teacher.
  - f. Teaching classes that require intensive technological innovation.
  - g. Teaching in situations where student contact hours significantly exceed course credit hours, including internships, laboratories, clinical supervisions.
  
10. **Accreditation.** The expectations of specialized accrediting agencies regarding workload will be met in those areas that have such accreditation.