

South Dakota School of Mines & Technology

Faculty Workload Policy

I. Introduction

This document provides general policy for unit faculty members (professorial and lecturer ranks) and their supervisors to develop workload assignments at the South Dakota School of Mines and Technology (SD Mines). Each South Dakota regental institution is required to have such a workload policy, which is included within an appendix in the agreement between the SD Board of Regents (BOR) and the Council of Higher Education (COHE).

The faculty is the most critical resource of a university, and each faculty member has the ability and obligation to make significant contributions to SD Mines. To that end, faculty workload policy must:

- be consistent with workload policy guidelines contained within the BOR-COHE agreement;
- align with the mission and strategic goals of the university;
- promote excellence in every aspect of the institution's mission;
- maintain high quality of faculty work;
- manage the university and departments within the resources available;
- optimize the talents of faculty members and deploy those talents in a way that provides maximal benefit to both the university and individual faculty member's professional development;
- support annual performance and promotion/tenure expectations;
- promote administrative best practices;
- promote equity across the institution while recognizing the varying and evolving missions of different disciplines on campus; and
- provide supervisors of unit faculty with flexibility in addressing departmental/program needs and deploying faculty talent in a way that makes the best possible resource-management decisions for the university.

Within the BOR/COHE agreement, workload is established as 30-credit hours of undergraduate instruction or its equivalent per academic year (15 credits/semester). Based on a minimum of 40 hours per week, workload allocation is generally defined as follows:

- 1 credit hour = 1 workload unit
- 1 workload unit = 2 hours and 40 minutes in a work week
- 1 work week = 40 hours
- 10% Effort = 1.5 workload units/semester or 3 workload units/academic year

Each department and program with unit faculty will establish a department-specific document outlining equivalences for use by unit faculty and their supervisors in determining percentages of effort in annual evaluations and in the Professional Development Plan (PDP). Once established and approved by the Provost and Vice President for Academic Affairs, these equivalencies will be reviewed regularly and applied consistently for all unit faculty members within an

administrative unit. The Provost and Vice President for Academic Affairs, in consultation with Department Heads and Program Directors, will ensure department specific equivalences are reasonably equitable across Departments, while taking into account differences in program structure and factors unique to the subject being taught and the research being done. This document provides recommendations to aid departments/programs in developing equivalences for faculty workload.

II. Faculty Roles

Faculty roles encompass three broad areas: teaching, scholarship and service. The distribution for each area of professional activity will vary by position, discipline, and individual.

Professorial-rank faculty will participate in all three areas, and the distribution of effort for each area will usually be at least 10%. However, for distributions that include greater than 45% research or greater than 20% service, there must be sufficient justification, and productivity demonstrated, to make such an assignment financially viable.

Ordinarily, professorial rank faculty will be assigned reasonable time to support active research, scholarship or creative artistic activity or active discipline-related professional service at a level of effort equivalent to 6 undergraduate credit equivalences per year (20% effort), even if such research is not externally funded (COHE 10.3).

For lecturer rank faculty, duties focus on undergraduate instructional responsibilities and related administrative activities.

During the annual evaluation process for the prior year of service, the unit faculty member and his/her supervisor will determine and provide justification for the percentages of effort for the upcoming year. For this purpose, a template will be used to report such information for all faculty (see Appendix A). Workload distribution is subject to approval by the Provost and Vice President for Academic Affairs through the annual evaluation process.

III. Teaching

The fundamental mission of a university is to provide opportunities for learning and academic achievement. Teaching refers to the broad area of student/faculty interaction for educational purposes. At SD Mines, teaching duties relate to activities involving instruction as well as academic advising, student training, and administrative responsibilities related to instruction. Teaching includes classroom and distance instruction, lab and field instruction, design project guidance, undergraduate or graduate training and mentoring (including independent studies and non-thesis projects), internship and coop advising, program accreditation and/or assessment duties, student academic advising, and other activities as designated by individual departments or programs. In their teaching roles, faculty members may be expected to initiate, develop and evaluate educational programs, courses and related materials; incorporate new ways of conveying and sharing knowledge, and training others; integrate new knowledge and research

into learning experiences; use technology appropriate to their discipline areas for instruction; and be regularly available for out-of-class consultation with students.

At SD Mines, the percentage of effort in teaching is related to, but not necessarily a linear function of, the number of course credits taught. In general, one course credit is equivalent to one workload unit, although equivalencies may vary above or below this benchmark, depending on administrative unit guidelines. Factors that can alter workload associated with classroom teaching may include the number of unique sections taught by a unit faculty member; section sizes; the number of times a faculty member has taught a course; development of new resources, content or delivery for an existing course; responsibility for oversight of associated labs; the academic level of the course (e.g., undergraduate only vs. graduate only vs. combined); coordination of multiple course or lab sections; course delivery method (e.g., distance, face-to-face, hybrid); availability of teaching assistants to guide lab activities and assist with grading; and the level of interaction with students required by the course. Each administrative unit (department, program) with unit faculty will develop guidelines for workload equivalencies that account for such factors in teaching. These guidelines will be reviewed at least once every three years.

At SD Mines, advising is considered an essential part of the teaching mission and provides both formal and informal guidance intended to help students investigate, identify, and accomplish individual academic and career plans. The academic adviser's role is to be a concerned, knowledgeable, and skilled facilitator who enhances the advisee's relationship with SD Mines. Graduate advising may include teaching and research as well as mentoring and individualized training of students as they pursue their graduate degrees. Each administrative unit (department, program) with unit faculty will develop guidelines for workload equivalencies that account for such factors in teaching. These guidelines will be reviewed at least once every three years.

In general, the following guidelines for teaching and advising are recommended:

- An average of 2 hours and 40 minutes of effort per week = 1 workload unit
- Advising 30 students = 1 workload unit
- 1 course credit = 1 workload unit

Equivalencies may vary above or below this benchmark, depending on administrative unit guidelines and approval from the Provost and Vice President for Academic Affairs.

When assigning teaching and advising duties, every effort should be made not to overload a faculty member in teaching. Guidelines to accommodate occasional overloads in a particular semester are outlined in Section VI.

As discussed below, individual faculty members may also be released from a portion of their full time teaching load to engage in scholarship and service activities that are consistent with the mission of the University.

IV. Scholarship

Scholarship is an important activity for a university that seeks to advance knowledge and its application. Scholarship is expected of all professorial rank faculty members at SD Mines. Scholarship can take a variety of forms and workload can vary greatly among disciplines, among individuals, and over the course of a faculty member's career. Scholarship work includes acquiring and using new skills and knowledge relevant to the discipline; submitting grant proposals; administering grants and contracts; supervising graduate and/or undergraduate students in conducting research; producing scholarly work (which may include proprietary reports to sponsoring organizations); developing intellectual property and technology transfer (e.g., patents, licenses, software); and producing or performing creative works. Scholarship may focus on research in a faculty member's academic discipline or in learning and pedagogy associated with that discipline. For professorial rank faculty members with more than the minimal research load required by the institution, the BOR, and/or COHE, there is an expectation of significant research productivity.

Scholarship workload will be established at the department/program level and workload assignments are intimately tied to both productivity and quality. Research productivity may be demonstrated through a variety of products: publication of scholarly work, conference presentations, invited contributions (manuscripts or presentations), governmental (e.g., state or federal) and industrial research grants and contracts, patent or copyright awards, support of graduate students, and graduation and placement of student research advisees. Quality factors to consider include, but are not limited to, publication venue (e.g., peer reviewed, journal impact factor, selectivity), conference venue (e.g., regional, national, international), and degree program of student research advisees (i.e. undergraduate, M.S., and Ph.D.). For tenure-track faculty members to meet departmental/program and institutional expectations for tenure and promotion, a reduced teaching load to allow an active research program to be established is often required.

Scholarship workload must support annual evaluation performance expectations as well as promotion and tenure reviews. In addition, such workload should foster progress toward higher performance levels, peer recognition outside the institution, and leadership growth within the profession. Thus, if a faculty member is held to an expectation of nationally or internationally competitive scholarship, he or she needs a workload distribution allowing the time to meet this expectation. Conversely, if a tenured faculty member's research productivity does not reach or declines from a level of performance that is comparable to peers within their discipline over time, workload should be adjusted to reflect a reduced research effort.

Each administrative unit (department, program) with professorial rank unit faculty will develop, and regularly review, guidelines for workload equivalencies for research that account for the factors outlined in this section. In general, an average of 2 hours and 40 minutes of effort per week is equivalent to one workload unit, although these values may vary above or below this benchmark, depending on departmental/program guidelines.

Because research is an expensive endeavor to sustain, any program that allocates significant faculty time to research should have an expectation that these assignments produce adequate return on investment in a reasonable timeframe. Therefore, research workload assignments above

the minimal research load need to be justified with research productivity to ensure that these distributions remain financially viable and support the university's mission.

In order to fulfill its mission, SD Mines expects the faculty to establish an active program of research or scholarship funded at a level consistent with the expectations of the discipline, either in the faculty member's academic discipline or in the teaching and pedagogy associated with their respective discipline. Release time from teaching is provided to fulfill this responsibility. Newly employed faculty may have 3 to 6 equivalent workload units per semester released from teaching during the first two years to enable them to initiate and develop a program of research or scholarship at SD Mines.

In addition, release time may be provided to other faculty who can document an established and active program of research or scholarship. Faculty who engage in scholarly activity commensurate with the expectations of their discipline may have the equivalent of up to 6 workload units released per semester for that activity. To receive this release time, there must be an established record of research or scholarly activity as outlined above. A faculty member who is active in research will make annual presentations of the results of their research or scholarship at national or international professional meetings, and will supervise students enrolled in undergraduate or graduate level research.

The following are guidelines when allocating workload units for supervision of students:

- PhD student fully funded from external resources = 2 workload units
- PhD student fully from university funds or unfunded = 1 workload unit
- MS thesis student fully funded from external resources = 1.5 workload units
- MS thesis student fully funded from university funds or unfunded = .75 workload units
- MS non-thesis student (during final semester when conducting project) = 1 workload unit
- Undergraduate students conducting research = 0.3 workload units per student

Faculty members can, subject to the approval of the faculty member's Head, negotiate for a further reduction in teaching load contingent upon the faculty member's ability to obtain external funding to release a portion of their academic year salary. Funds generated from external grants in this fashion are to be returned in part to the faculty member's department to allow the hiring or compensation of teaching faculty to replace the teaching services not covered as a result of the faculty member being released from their teaching commitment.

To be released from an obligation of 3 equivalent workload units for one semester, a faculty member would have to generate from external grants, at a minimum, the larger of 10% of their academic year salary or the actual cost to hire a qualified replacement instructor, with the actual amount to be negotiated by the Department Head and approved by the Provost and Vice President for Academic Affairs.

V. Service

Full-time unit faculty members are expected to contribute to service because it is essential to academic life. Failure to meet service expectations impedes department/program function and reflects a lack of commitment to the university's mission.

Service involves using one's professional knowledge and abilities for the benefit of others on campus, as well as for professional and civic groups. The faculty service role includes three general components: university, professional, and community. Examples of service to the university include assisting in faculty development, participating in shared governance, participating in committee work, shouldering administrative duties, recruiting prospective students, and advising student organizations or student activities. Service to the profession can be more discipline specific, but examples can include reviewing manuscripts, performing editorial work in professional publications, evaluating grant proposals, organizing professional meetings, leading contributed paper sessions at conferences, and serving as an officer for a professional society. Community service includes activities that benefit an audience that stretches beyond the SD Mines campus and specific discipline. A few examples of community service include serving on advisory boards that rely on a faculty member's professional expertise, performing educational outreach, acting as a representative of the university, or fostering economic development.

Leadership roles in service can require significant amounts of time and careful consideration should be involved when a unit faculty member agrees to or is assigned a leadership position within a service role. Faculty members with heavy service roles should receive consideration when it comes to the impacts these commitments have in relation to other duties. That said, workload assignments above 20% in service need to be justified to ensure that these assignments are financially viable, support the university's mission, and are approved by the Provost and Vice President for Academic Affairs.

Each administrative unit (department, program) with unit faculty will develop, and regularly review, guidelines for workload equivalencies for service. In general, an average of 2 hours and 40 minutes of effort per week is equivalent to one workload unit, although these equivalencies may vary above or below this benchmark, depending on departmental/program guidelines.

VI. Increased Workload Assignments

In some situations, a faculty unit member may be assigned more than 15 workload units during a particular semester. In these circumstances, the workload assignment for an overloaded faculty member will coincide with the overload guidelines outlined in COHE 19.5 and will require the approval of the Provost and Vice President for Academic Affairs.

APPENDIX A
FACULTY WORKLOAD DESCRIPTION WORKSHEET (Please use Excel Spreadsheet for Official Document)

NAME: _____ DATE: _____
 ACADEMIC RANK: _____ DEPARTMENT: _____
 TENURE STATUS: _____ ACADEMIC YEAR: _____

A. TEACHING

YEAR	SEMESTER	COURSE PREFIX	COURSE NUMBER	COURSE TITLE	PERCENTAGE OF COURSE TEACHING DUTIES	CREDIT HOURS	NUMBER OF SECTIONS TAUGHT	ESTIMATED AVERAGE ENROLLMENT PER SECTION	CREDIT HOURS GENERATED	WORKLOAD UNITS
TOTAL						0.00	0.00	0.00	0.00	0.00

CAPSTONE/EPICS/HONORS DESIGN TEAM ADVISING PROJECT TITLE(S)	WORKLOAD UNITS	
	FALL	SPRING
TOTAL FALL WORKLOAD UNITS		0.00
TOTAL SPRING WORKLOAD UNITS		0.00

B. CURRICULAR ADVISING--Estimated number of students you will be advising during the evaluation period

	NUMBER OF STUDENTS		WORKLOAD UNITS	
	FALL	SPRING	FALL	SPRING
UNDERGRADUATE				
GRADUATE				
TOTAL FALL WORKLOAD UNITS			0.00	
TOTAL SPRING WORKLOAD UNITS			0.00	

C. RESEARCH/SCHOLARSHIP--List planned activities and factors that should be considered for workload
All professorial-track faculty shall have 20% of their time--3 undergraduate credit equivalents per semester--to pursue research and scholarly activity even if not externally-funded.

1) RESEARCH WITH STUDENT SUPPORT (Academic Year Only)

YEAR	SEMESTER	RESEARCH SPONSOR/GRANT NO.	STUDENT NAME	FRACTION OF THE SDBOR GRAD ASSISTANTSHIP				WORKLOAD UNITS
				EXTERNAL FUNDING		UNIVERSITY FUNDING		
				M.S.	PH.D.	M.S.	PH.D.	

2) EXTERNALLY-FUNDED RESEARCH WITHOUT STUDENT SUPPORT

YEAR	SEMESTER	RESEARCH SPONSOR/GRANT NO.	RESEARCH SUBJECT	APPORTIONED AWARD AMOUNT	WORKLOAD UNITS

3) UNIVERSITY-FUNDED AND UN-FUNDED RESEARCH & SCHOLARLY ACTIVITY WITHOUT STUDENT SUPPORT

YEAR	SEMESTER	RESEARCH SUBJECT OR SCHOLARLY ACTIVITY	WORKLOAD UNITS

TOTAL FALL WORKLOAD UNITS			0.00
TOTAL SPRING WORKLOAD UNITS			0.00

D. SERVICE--List planned activities and factors that should be considered for workload			
YEAR	SEMESTER	SERVICE ACTIVITY	WORKLOAD UNITS
TOTAL FALL WORKLOAD UNITS			0.00
TOTAL SPRING WORKLOAD UNITS			0.00

E. OTHER FACTORS--List any other factors related to workload			
YEAR	SEMESTER	OTHER FACTORS	WORKLOAD UNITS
TOTAL FALL WORKLOAD UNITS			0.00
TOTAL SPRING WORKLOAD UNITS			0.00

_____ FACULTY MEMBER SIGNATURE	_____ DATE
_____ SUPERVISOR SIGNATURE	_____ DATE
_____ PROVOST SIGNATURE	_____ DATE

	FALL	SPRING	TOTAL WORKLOAD UNITS	% EFFORT
TEACHING	0.00	0.00	0.00	0.00%
ADVISING	0.00	0.00	0.00	0.00%
RESEARCH	0.00	0.00	0.00	0.00%
SERVICE	0.00	0.00	0.00	0.00%
OTHER	0.00	0.00	0.00	0.00%
GRAND TOTAL	0.00	0.00	0.00	0.00%