DAKOTA STATE UNIVERSITY WORKLOAD DOCUMENT

The faculty workload document of Dakota State University is stated in sufficiently broad and sufficiently specific terms to allow for the fulfillment of the mission of the University while respecting the rights and prerogatives of faculty members and administration. This policy is effective May 1, 2021 and will be reviewed at least once every three years. The review will include formal consultation with the general faculty.

SECTION I. WORKLOAD DURING THE ACADEMIC YEAR

All faculty members are expected to fulfill the basic professional responsibilities of the mission of the institution in concordance with their annual contract. In any given semester, a faculty member might be required to teach on-campus, off-campus and/or on-line sections. Workload expectations should be discussed with the faculty member and assigned prior to the beginning of the academic year, although they are subject to revision as the academic year progresses. The standard two-term workload for faculty members requires 30 workload units of instruction, or its equivalent, per academic year. Faculty members who hold 10-, 11-, or 12-month contracts have an additional workload obligation to the university:

• 10-month contracts: 15 workload units per term plus 3 workload units for summer for a total of 33 workload units per fiscal year.
• 11-month contracts: 15 workload units per term plus 6 workload units for summer for a total of 36 workload units per fiscal year.
• 12-month contracts: 15 workload units per term plus 9 workload units for summer for a total of 39 workload units per fiscal year.

SECTION 1A. FACULTY MEMBERS HOLDING PROFESSORIAL RANK

While the standard workload is 30 workload units per academic year, reasonable time is allocated to faculty members who hold professorial rank and who actively engage in research, scholarship or creative artistic activity or who actively pursue professional service activities related to their disciplines. Ordinarily, reasonable allocated time is equivalent of six workload units of instruction, or its equivalent per academic year and, if assigned, the faculty member must be actively engaged in productive scholarship. The institution may adjust this workload requirement to ensure faculty members have adequate time for research and scholarship or service or as deemed necessary by the institution and as specified below in this workload document. Tenured faculty members, with consent of the dean, may opt out of the requirement for scholarship/creative activities and, in lieu of research, increase the workload assigned to instruction or service. Upon mutual agreement with the dean, faculty members who are unable to perform expected service responsibilities may be assigned increased workload units for instruction.

The typical full-time teaching load for tenured or tenure-track faculty is 24 semester credit hours for each academic year (fall and spring). Faculty whose teaching load exceeds that requirement (and who are actively engaged in research, scholarship or creative artistic activity and who actively pursue professional service activities related to their disciplines) may qualify for overload pay when the teaching load exceeds the 24-credit requirement in any given academic year. See Section III below for a discussion of overload compensation. Faculty holding professorial rank but located off-campus are required to provide service to the university, service to the discipline, and to actively engage in research, scholarship or creative artistic activity.

1 This section applies to faculty identified as Assistant, Associate and Full Professors.
1B. FACULTY MEMBERS HOLDING LECTURER RANK

The standard two-term workload for faculty unit members who hold lecturer rank will be based primarily on instruction, although up to 3 credits of allocated time per academic year may be assigned for service functions. Faculty whose teaching load exceeds 30 credits (or 27 credits if they have been given 3 workload units of time allocated for service obligations) may qualify for overload pay when their teaching load exceeds that limit in any given academic year. See Section III below for a discussion of overload compensation. Lecturers may be asked to assist the professorate formally and/or informally in matters involving the curriculum and course delivery.

Faculty members who hold lecturer rank with a full teaching load of 30 workload units are typically exempt from shared governance and other university service obligations, although three workload units of time may be allocated as compensation for service obligations. Faculty members with lecturer rank and appropriate credentials and experience may be assigned graduate teaching responsibilities when approval is received from the college dean and the Graduate Council. See Section II A for the equated workload credit assigned for graduate courses.

1C. FACULTY MEMBERS HOLDING LIBRARIAN RANK

Faculty members assigned to positions in the Karl Mundt Library will normally not be required to work on more than five (5) calendar days per week unless the assignment is mutually agreed to by the administration and the faculty member. Such faculty members will not be required to work more than seven (7) consecutive days unless mutually agreed to by the administration and the faculty member.

Faculty members assigned to positions in the Karl Mundt Library will normally average forty (40) hours during any work week. The work week, for purposes of this document, will begin at midnight Friday and end at midnight the following Friday.

1D. FACULTY MEMBERS HOLDING PROFESSOR OF PRACTICE OR VISITING PROFESSOR RANKS

Workload for Professor of Practice and Visiting Professor ranks are determined on an individual basis in discussions with the dean and are informed by this document.

SECTION II: CALCULATION OF TEACHING WORKLOAD

Unless an equated formula is stipulated below, the semester credit hours of the course will be used to determine the course’s value in the faculty member’s teaching workload (regardless of type of rank held for the faculty member). The semester credit hour teaching load of a faculty member is determined by adding the semester credit hours and the equated workload units of the assigned courses. Refer to Appendix A for a more detailed description of each of these instructional methods. Equated workload units for the courses designated below will be calculated using these formulas in Section IIA. Please note that, in some cases, the delivery mode (e.g., online, face-to-face on-campus, etc.) may alter the assigned workload units. In general, however, there is the assumption that teaching via online modalities requires an equivalent amount of work on the part of the faculty as face-to-face instruction.

The university administration reserves the right to determine the minimum enrollment needed, consistent with sound fiscal practices, to justify offering the class. The administration will announce minimum enrollment expectations per section at least one month prior to the beginning of each semester. When a section fails to meet

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2 This section applies to faculty identified as Lecturer, Senior Lecturer and Instructor.
3 This section applies to Librarians at all academic ranks.
4 The section applies to faculty with Assistant, Associate or Full Professor of Practice Rank.
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date specifieMinimum enrollment and the section continues to be offered, workload may be adjusted by utilizing the independent study calculation. Student enrollment at census date will be used in all cases to determine final workload calculations.

IIA. WORKLOAD CALCULATION FACTORS

1. Science laboratories (Instructional Methods C and L): 3 contact hours or equivalent equal 2 workload units. Online laboratory sections will be allotted 1 workload unit.

2. Clinical experience (Instructional Method G): 2 contact hours equal 1 workload units.

3. Private Instruction (Instructional Methods M): 3 contact hours equal 2 workload units.

4. On-campus Studio (Instructional Methods A): 3 contact hours equal 4 workload units.

5. On-line Studio (Instructional Methods A): 3 credit hours equal 3-4 workload units depending on demonstrated individual interactions with off-campus students.

6. Activity courses with a PE prefix (Instructional Method P): 2 contact hours equal 1 workload unit.

7. Independent Study Courses (Instructional Method I–courses in the x91 series.): (.10) x (semester credit hours of the course) x (number of students enrolled) equals workload units;

8. Supervision of formal research experiences when a student is registered for dissertation credits (898D):
   a. Undergraduate research supervision (courses in the 498 series): (.10) x (semester credit hour of course) x (number of students enrolled) equals workload units.
   b. Master’s-level research supervision: considered part of the faculty member’s formal research workload and not considered as part of the faculty member’s teaching workload.
   c. Doctoral-level research supervision:
      i. Chair: 1 workload unit for the dissertation chair per student per academic year. Maximum of 3 units may be earned in a year; and maximum of 3 years for any student.
      ii. Committee membership is considered part of the faculty member’s formal research workload.

9. Graduate Courses at the 500-level and above: (1.33) x (semester credit hours of the course) equals equated workload unit. For courses that carry both undergraduate and graduate credit (400/500 level), the academic level of the majority of the students in the class determines the workload units assigned to the class.

10. Supervision of student teaching:
    a. For all student teaching supervision: 1 student = .67 workload unit.
    b. Level III: 1 credit hour = 1.125 workload unit

11. Cross-listing of on-campus and online sections:
    a. Cross-listing is the process of treating multiple sections of a course taught with different modalities (i.e., on-campus and online) as a single section for workload purposes.
    b. One additional workload unit will be added if this type of cross-listing occurs.
    c. Cross-listing will occur only when one of the sections has insufficient enrollment to satisfy the standard expectations for minimum enrollment set by the administration at the beginning of the academic year. Otherwise, the cross-listed sections are considered to be separate and distinct for workload calculations.

12. Cross-listing of sections with distinct prefixes:
    a. Cross-listing, in this case, refers to two sections with different prefixes that are taught as a single section either face-to-face or online.
    b. Face-to-face sections are considered to be a single section for workload purposes if the students in both sections are scheduled for the same room at the same time.
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c. The combined online sections follow the same guidelines as any other online section for expected maximum enrollment and would normally be considered a single section for workload purposes.

Other factors may be considered at the college level and may be used to allocate a proportional amount of the normal, full-time teaching workload assignment, upon authorization by the Dean and by the Provost or their representatives. These include:

- Class size and other related classroom issues such as the nature of the classroom assignments;
- Institutional committee chair;
- Responsibility for institutional projects;
- Heavy advising load (see section IIB on Academic Advising);
- Involvement in GS 100 series;
- College recruitment responsibilities;
- Guidelines of external accrediting agencies;
- Strong research agenda that supports the university’s mission.

If an agreement cannot be reached at the college level by the dean and the faculty unit member relative to the faculty member’s teaching workload, the faculty member may contact the Ombudsperson to help resolve differences and/or request a review by the Provost Office.

IIB. ACADEMIC ADVISING

Academic advising is recognized as part of a faculty member’s teaching workload and generally will not exceed an assignment as primary adviser of more than 50 students for faculty members with professorial rank and more than 30 students for faculty members with lecturer rank. An unusually heavy advising load can be offset by a reduction in the faculty member’s committee or other college assignments and/or a reduction in teaching load for faculty members holding lecturer rank.

IIC. CLASS PREPARATION

The usual number of class preparations for faculty members will be three (3) to six (6) per semester. If/when the faculty member’s teaching assignment for any given semester exceeds six class preparations, other workload assignments may be reduced proportionately. As many as six preparations should only be assigned if the sections are closely aligned in content and delivery method and no more than four sections are 3-credit classes.

When two or more sections of the same course are taught by the faculty member during the same semester, those courses will be counted as a single class preparation.

IID. OFFICE HOURS

Faculty members are expected to maintain an office schedule that provides for reasonable on-campus accessibility during the work week. Standards for office hours have been set as part of this documents. The requirement for faculty office hours will be 2 hours per week for each section taught spread over a minimum of 3 days with a maximum of 8 hours per week. Faculty teaching online sections during the academic year and during the summer session will create a comparable schedule to be available to students. Faculty will include notice of availability for office hours or equivalent as part of the syllabus. In addition, faculty will include in their syllabi a statement that they are available by appointment and establish reasonable and responsible e-mail response times of a maximum of 48 hours, Monday through Friday, excluding holidays, semester breaks, and sick or personal leave. Faculty who teach online classes or who set assignment deadlines over the weekend will set e-mail response times that consider students’ need for information and reassurance as assignment deadlines draw near.
When faculty are temporarily unable to meet their e-mail response guidelines, they will notify students of the delay in advance. If faculty are unable to notify students ahead of time (e.g. due to disabling illness) they will so inform the college office. In any event, the college office should be notified, so that student questions can be handled appropriately.

II: SHARED GOVERNANCE RESPONSIBILITIES
All faculty members who hold professorial rank are expected to participate in the academic governance of the university, to contribute to the work of academic unit committees or task forces, and to participate in searches for new members for the academic unit. Service to the institution also includes:

- Significant work for academic unit, college and university committees;
- Service on the General Faculty and its committees;
- Significant responsibilities relating to the academic or support services of the university community;
- Contributions to the development of library or other learning resources;
- Institutional studies or reports such as those required by accrediting organizations;
- Coordination, advisement and supervision of student organizations or student activities; and
- Participation in institutionally sponsored student support activities.

Faculty members who hold lecturer rank are not normally subject to shared governance expectations and responsibilities, except in the case where they are assigned service obligations are eligible for three workload units (See Section IB.).

SECTION III: OVERLOAD COMPENSATION DURING THE ACADEMIC YEAR
Courses created by the university because of small enrollments are counted in the faculty member’s workload and are also counted in overload using the workload calculations listed below. Courses initiated by a faculty or student request to support research projects, or a special interest area may be counted in the faculty member’s teaching load but are not counted in overload, unless the activity is specifically assigned by the dean and compensation arrangements are made at the time of the assignment.

To protect the integrity of student transcripts, some small-enrollment courses are not moved to independent study status. Decisions on which courses to move to independent study are made by the college deans, with notification to the registrar. To maintain consistency across programs and faculty, faculty workload for all overload courses not meeting the standard expectations for minimum enrollment set by the administration will be calculated using the independent study workload formula.

Additional instructional responsibilities may only be offered to faculty members who already carry a full workload. Faculty members who accept overload assignments are compensated at the rate of 8 percent of their 9-month base salary for each 3-credit course taught regardless of course level. The overload compensation will be adjusted pro rata. Release time for administrative duties is counted in the faculty member’s workload but is not counted in overload. The administration reserves the right to identify which of the faculty member’s courses would apply to overload assignment.

Faculty members who have a larger-than-normal workload assignment in the fall may also request or be assigned a reduction in their spring teaching load, in lieu of overload compensation.

Assigned time as part of external grants is counted with the standard workload of faculty, although instructional duties may be applied to overload if there is not a readjustment of workload to address how research time will be accommodated within the standard workload.
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Faculty members who unilaterally agree to supervise independent study courses, directed practices and directed studies courses (those courses generally numbered (x9x) will not be compensated with overload pay for this supervision, unless the activity is specifically assigned by the dean and compensation arrangements are made at the time of the assignment. Overload for courses with enrollments that do not meet the enrollment minimum, when offered, will be calculated using the Independent Study/Mentored Course equated workload formula as defined above.

SECTION IV: MAXIMUM COMPENSATION

DSU Policy 02-02-00 specifies a maximum compensation for faculty members during the academic year and for the summer session.

SECTION V: SUMMER SCHOOL WORKLOAD

Faculty unit members whose time is not fully obligated to the university or other state or federal agencies to perform externally funded research may be offered course assignments to teach during the summer session.

During the summer term, a faculty member will be compensated at the rate of 8 percent of their 9-month base salary for each three-credit course. If a course exceeds or falls short of three credit hours, the compensation will be adjusted pro rata. During summer semester, a faculty member might be asked to teach on-campus, off-campus and/or on-line sections.

In the interest of quality instruction, a faculty member’s teaching assignment in the summer will not exceed 10 credit hours during the summer term. Any exceptions to this stipulation must be approved by the Dean and Provost prior to a summer school contract being issued to the faculty member.

Faculty members who unilaterally agree to supervise independent study courses, directed practices and directed studies courses (course numbered in the x9x series) during the summer will not be compensated for this supervision, unless the activity is specifically assigned by the dean and compensation arrangements are made at the time of the assignment. When compensation is awarded, it will be calculated using the Independent Study/Mentored Course equated workload formula. Dissertation chairs will be compensated at .001% of salary per student assuming the student has been enrolled in dissertation hours the previous spring semester; and maximum of 3 years for any student.

The university administration reserves the right to determine the minimum enrollment needed, consistent with sound fiscal practices, to justify offering the class. When a course fails to meet the specific minimum enrollment, the summer school contract may be voided by the administration, or the faculty member may request an opportunity to teach the course at reduced compensation. The administration will announce minimum enrollment expectations per section at least one month prior to the beginning of the summer semester. Faculty members will be advised of any changes in the minimum enrollments specified by the university at the time the summer school contract is offered but no later than three weeks prior to the beginning of summer term. When a course has not achieved that minimum enrollment one week prior to the first scheduled class meeting, the administration will

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5 For the 2020-21 academic year, the maximum compensation during the academic year is 20% above AY salary unless an exception is approved by the Dean and Provost.
6 For the summer 2021 semester the minimum expected enrollments will be 7 for graduate sections and 10 for undergraduate sections.
contact the faculty member to discuss whether the faculty member would be willing to teach the course at reduced compensation.

For faculty members whose summer teaching load is part of their 9-month teaching obligation, the semester credit hours of the course will be used to determine the course’s value in the faculty unit member’s workload, unless an equated formula is stipulated above (see Section IIA Calculation of Teaching Workload). For those faculty members, the summer school teaching workload is determined by adding the semester credit hours and the equated workload units of the assigned courses.

Workload Document Committee

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Effective May 1, 2021

APPENDIX A

The definitions of instructional methods listed below are taken from the AAC Guideline 5.4 on Instructional Methods


Laboratory (L)
- Course instruction takes place in a specialized physical setting – that is, the laboratory.
- The laboratory component complements the lecture; instruction promotes hands-on application of concepts presented during lectures.
- Enrollment maximum varies, but typically does not exceed 25.

Clinical Laboratory (C)
- Learning takes place in a clinical laboratory, an operation which conducts diagnostic tests performed on samples taken on/from the human body.
- These clinical laboratories may be free-standing or situated within hospitals or medical clinics.
- Faculty members are heavily involved; they maintain direct and close supervision of students.
- Enrollment is limited; it varies from 1 to 9 students.

Clinical Experience (G)
- This course entails provision of direct patient care in a clinic-based setting.
- Through observation and treatment of patients, students focus on developing specific skill sets designed to improve health (physical and/or mental).
- Oversight and instruction are provided by a faculty member and/or approved site supervisor.
- Enrollments are small (1 to 9) due to the inherent nature of this experience.

Private Instruction (M)
- This course centers on personalized training; two common examples include music performance and flight instruction.
- Course content is consistent with prescribed learning outcomes; it is not negotiable.

Studio (A)
- Course content compels significant one-to-one student/instructor interaction; the course is very hands-on with extensive student engagement.
- This instructional method is intended for fine arts courses; possible content areas include ceramics, painting, dancing, etc.

Physical Education Activity (P)
- This course is devoted to participation in/performance of a physical activity; faculty instruction includes proper form and technique.
- The enrollment maximum varies, depending on factors such as nature of the particular sport, availability of venue and equipment, and safety considerations.

Design/Research (J)
- This course focuses on designing and conducting research; a viable and appropriate plan is developed as a collaborative effort between faculty member and student.
- Interaction between faculty member and student researcher is both extensive and intensive.
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- This instructional method is not intended for either research methods courses (which are grounded in theory) or graduate thesis/dissertation courses.

Experiential Learning (X)
- This course entails discovery learning in a specified area or discipline; through dedicated participation, students derive personal understanding and attach particular meaning to acquired experiences.
- Focus is placed on the learning process itself, not preconceived learning outcomes; the contrast to traditional instruction presents a defining element of this method.
- Learning is inductive, student-centric, and activity-oriented. Throughout, participants critically assess the experience, draw useful conclusions, and anticipate application of such knowledge to future situations. The assigned faculty member assumes a role of mentor/coach.
- Geared toward participation-based experiences such as service learning and job shadowing.

Internship/Practicum (S)
- This field-based learning experience is monitored and supervised; examples include discipline-specific field work, student teaching, and cooperative education.
- Students acquire relevant, real-world experience; each follows a prearranged plan of study.
- Such experience may or may not be associated with payment of wages.
  Enrollment is variable; it depends on factors such as availability of placements, requisite level of supervision, etc.

Independent Study (I)
- The format is individualized; content is tailored to the student(s) and particular situation.
- Enrollment varies; typically, however, section size is small (1 to 5 students).
- For each section, a suitable plan of study and meeting schedule are negotiated and established.

Thesis (T)
- A formal treatise presenting the results of study, which is submitted in partial fulfillment of the student’s degree requirements.
- The faculty thesis director is a strong presence; he/she provides considerable mentoring, guiding, and directing. Members of the thesis committee engage in more limited – but still important – interaction with the student.
- Should the student not complete all thesis requirements in the current term, a transitional grade (see BOR 2:10) must be assigned.

Thesis/Research Sustaining (U)
- This 0-credit course is used to track students who are actively conducting graduate research, but not registered for credit-bearing course work during the current term.
- Enrollment allows graduate programs to retain active status.
- Caution is strongly advised; administrative oversight is imperative.