

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Statement Concerning Faculty Expectations

**NUMBER:** 4:38

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### **A. PURPOSE**

The purpose of this policy is to describe the Board's expectations for faculty in performing their work duties.

### **B. DEFINITIONS**

None

### **C. POLICY**

#### **1. Faculty Activities and Performance Expectations**

All faculty members will be significantly active in the broad areas of teaching, scholarship, and service as assigned by their institution. Within each area of professional responsibility, faculty members will be expected to achieve levels of service that are consistent with national standards for excellence. The quantitative expectations for activity in each area depend broadly on the mission of the university, the faculty member's discipline and its role within the university, and on specific past and present role assignments of individual faculty responsibility. Given the relationship between the expectations for individual activity and the mission of a person's university, department, discipline, and assignments, a variety of activities may warrant recognition in each area.

Although institutions inform faculty members of the activities to be reviewed when evaluating performance, the assessment of faculty performance cannot be reduced to a mere inventory of activities by kind and quantity. The institution shall evaluate not merely the kind and quantity of actions, but also the quality of the results achieved or services provided.

Quality of performance in teaching, advising, research, scholarship and creative activity and service is to be distinguished from quantity and not equated. For example, advising a large number of students does not speak to how well students are advised. Similarly, publishing several articles does not speak to the quality of the publications. Consequently, there must be evidence of quality performance in addition to the breadth and intensity of participation in workload activities and contribution to the profession. Furthermore, performance indicators are not intended to be used as a checklist in which faculty check off various indicators after completing a task or activity. In the absence of quality, the mere number of performance indicators met or exceeded does not insure the grant of promotion, tenure or performance-based salary increases. If a faculty member or department head is

not sure how to assess the quality of performance, several indicators that could be considered (in no particular order):

- What evidence is there of student learning?
- Does the faculty member employ acceptable and valid research, theory, teaching, and advising methods?
- Does the work reflect increasing professional competence?
- Does the profession, through its periodicals and other information outlets, recognize the merit of the work?
- Is the work valued by other reputable professionals, as evidenced by favorable citation or adoption of the work or its derivatives?
- Do the faculty member's colleagues or public recognize the quality and impact of the faculty member's service?

## **2. Workload Policies**

The Board recognizes the value of policies that communicate workload expectations for faculty. Each institution shall establish workload policies in consultation with their faculty. Workload policies shall acknowledge workload expectations relating to the overall number of expected work load units, credit hours, contact hours, preparation, clinical work, instructional methods, research, service and other factors deemed appropriate. Institutional workload policies shall include expectations for all faculty classifications (e.g., professors, librarians, instructors, lecturers, professors of practice). Institutional workload policies shall include consideration of national standards, institutional standards and priorities, and benefits to the state of South Dakota.

Faculty members will be expected to undertake an effort equivalent to that needed to deliver thirty (30) work load units. Ordinarily each work load unit corresponds to approximately three (3) hours of effort per week. The administration reserves the prerogative to make other assignments in exceptional circumstances as approved by the institutional president. To teach graduate courses, unit faculty must meet institutional requirements and be approved as graduate faculty. Independent study courses (instructional method I) do not factor into calculation of workload.

## **3. Institutional Selection of Activities**

**3.1.** The universities have substantial autonomy to select and determine the relative importance of various activities in the areas of teaching, scholarship and creative activity and service. Faculty members have a legitimate interest in knowing which professional activities are to be recognized and their university's determinations of the relative importance of the recognized activities. To that end:

- Each university shall select the teaching, scholarship, and service activities, consistent with those activities and principles identified herein, that are to be recognized in the evaluation and promotion processes;

- Each university shall determine the relative importance of the three areas of professional activity and the relative importance of selected activities within each category;
  - The university's selections shall be consistent with the mission and programs of the university as approved by the Board;
  - The selection of activities and the relative importance of the activities may vary within a university, and across the system;
  - After selecting activities and determining their relative importance, each university shall adopt standards that describe the facts and circumstances that will be considered when evaluating the range of individual faculty member activities and the quality of effort that faculty members achieve;
  - The university's selections shall be consistent with the guarantee of academic freedom as provided to faculty members in Board Policy 1:11;
  - The university's selection of activities and determinations of relative importance shall be disclosed in writing to each faculty member.
- 3.2.** Each institution has discretion in determining the responsibilities of faculty in all ranks. This includes participation in curriculum review, academic programming operations, advising, and other factors. Faculty in non-professorial ranks assigned shared-governance and service responsibilities shall have adequate experience and qualifications as determined by the institution. Workload expectations will reflect all such assignments.
- 3.3.** It may be necessary from time to time to review and to revise institutional priorities. It is expected that the modification of institutional statements shall not result in the change in expectations of a faculty member during the then-current annual evaluation cycle.

#### **4. Agreement to Recognize Other Activities**

Faculty members and their department heads may agree that other specific activities shall be considered teaching, scholarship, or service contributions and that significant performance will be recognized, provided that such specified activities are consistent with the university's mission, the faculty member's specific assignment as agreed to by the faculty member and the department head, and approved by the institution's chief academic officer, and the policy goals stated in this appendix and university statements implementing them. Provision for agreement to recognize other activities is intended to permit the modification of institutional statements only where warranted by unique circumstances.

An activity that is not clearly included in the institutional statement of recognized activities or an approved individual agreement must be justified in terms of the mission of the university, the role or mission of the faculty member's department or discipline or the faculty member's specific assignment. The faculty member shall be responsible for providing such justification.

## **5. Civility in Working with Colleagues, Staff Members, Students and Others**

Universities play a special role in preparing students to lead the complex social organizations through which businesses and professions operate and through which free people govern themselves. Students must be taught, and they must be shown through the example given by institutional employees, that members of stable, effective and prosperous social organizations observe norms of conduct under which all participants treat one another civilly and carry out their respective tasks in a constructive and informed manner. Complex social organizations derive their strength from the cooperation of those who participate in them. By virtue of their special role in preparing future generations of leaders, universities have a particular concern with conduct that destroys the bonds of cooperation and common purpose on which society rests by demeaning members of the community, and such conduct cannot be tolerated in an institution whose very purpose is to shape the skills and conscience of the rising generations.

Faculty members are responsible for discharging their instructional, scholarly and service duties civilly, constructively and in an informed manner. They must treat their colleagues, staff, students and visitors with respect, and they must comport themselves at all times, even when expressing disagreement or when engaging in pedagogical exercises, in ways that will preserve and strengthen the willingness to cooperate and to give or to accept instruction, guidance or assistance.

## **6. Teaching, Scholarship, and Service Activities**

### **6.1. Teaching**

A fundamental mission of a university is to provide opportunities for learning and academic achievement. Related to this mission is the professional evaluation of student achievement according to standards of the discipline and university. In order to meet expectations in teaching, all faculty members must achieve a minimum standard of basic performance. Faculty members are expected to:

- Demonstrate competence in teaching and in evaluation of student performance;
- Offer consistently challenging and current courses that afford students opportunities to learn the information, methods of inquiry, and professional skills identified in the course descriptions and relevant departmental or program mission statements;
- Develop and implement plans to review the effectiveness of pedagogical techniques on a regular basis as measured by student learning, and make adjustments in technique in response to such reviews where necessary;
- Instruct and evaluate at levels meeting or exceeding university standards for the discipline;
- Incorporate scholarly activities or findings into their teaching on a regular basis;
- Make available opportunities for students to learn of the primary sources of information associated with the area of study;
- Provide students with information about course objectives, content, activities, and performance expectations;

- Be regularly available for out-of-class consultation with students;
- Review and revise periodically course content, classroom activities, out-of-class assignments, and evaluation procedures to be consistent with national expectations concerning content and quality;
- Require all students engaged in course activities to make active use of advanced technological resources employed by professional practitioners in the discipline, including information processing and communications technologies, to the extent that such technological resources are available to the employing institution and appropriate to the course level;
- Participate actively in university efforts to implement assessment policies and procedures;
- Be conscientious in advising students assigned to them with respect to the requirements of academic programs and the selection of electives consistent with the students' goals (the student's responsibility for degree and program requirements is understood); and
- Adhere to the university's standards and procedures for ensuring academic integrity.

Teaching includes the following or similar activities, the recognition and importance of which will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty member's assignment:

- Teaching undergraduate courses;
- Advising undergraduate students;
- Teaching graduate courses;
- Advising graduate students;
- Developing and teaching new undergraduate courses;
- Developing and teaching new graduate courses;
- Developing, supervising, and evaluating internships;
- Teaching courses in the honors program;
- Teaching continuing education courses for academic credit;
- Teaching continuing education unit courses;
- Conducting noncredit workshops, institutes, and seminars on campus;
- Conducting noncredit workshops, institutes, and seminars off-campus;
- Teaching televised courses;
- Guiding and evaluating undergraduate individual study;
- Guiding and evaluating undergraduate project papers;

- Guiding and evaluating graduate project papers;
- Guiding and evaluating theses;
- Guiding and evaluating dissertations;
- Serving on graduate committees;
- Experimenting with instructional methods and techniques;
- Developing assessment policies and procedures;
- Preparing proposals for curricular change; and
- Sponsoring field trips that provide meaningful learning experiences for students.

## **6.2. Scholarship and Creative Activity**

The mission of a university requires of each faculty member a serious commitment to scholarship. Scholarship, broadly defined, is a prerequisite for competent and current teaching, contributes to the expansion of knowledge and the development of the arts, and enhances the services provided to the public. Each faculty member is expected to continue learning in his or her discipline through appropriate journals and books and to participate in the discipline's professional deliberation.

The product of scholarly activity may take a variety of forms, but it cannot be only for the classroom or take place only in the classroom; it must involve the presentation of one's ideas and works to one's professional peers or the learned public for debate and judgment. Such presentations may occur in a variety of settings reflective of the professional practices of each discipline, but to be worthy of recognition it is expected at a minimum that the presentation be subject to peer review or comparable professional scrutiny and that it be made in a forum appropriate for gaining extramural recognition for ongoing scholarly accomplishment and leadership.

The recognition and importance of the different forms and presentations of scholarship will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty member's assignment. Thus, although scholarship and creative activity includes the following and similar activities, not all of these need be recognized or judged to be important or sufficient for each faculty member:

- Publication of the results of research, scholarship, and creative endeavor in peer reviewed scholarly journals and books, textbooks, chapters in professional books, abstracts, book reviews or other peer reviewed fora in print or other media;
- Publication of peer reviewed poems, novels, plays, musical compositions or other creative works in print or other media;
- Exhibition of works of art;
- Musical performance;
- Delivery of invited lectures, papers, speeches, or presentations at other universities, professional meetings, conventions, and conferences;

- Creative application of existing technologies;
- Patents on inventions;
- Application for patents;
- Application for research or development grants;
- National recognition as an expert in a field related to the faculty member's professional responsibilities;
- Contribution as a co-author or co-presenter of one's own research results to joint research projects involving other professionals;
- Participation as an expert reviewer on government or private research grant review panels or site visits, participation in accreditation reviews and comparable professional activity.

### **6.3. Service**

Scholars have special insights and abilities to contribute to the deliberative processes through which universities, professions and society as a whole respond to their changing circumstances. The public support for the universities gives rise to significant service responsibilities to the state and society. By tradition, the professorate has contributed to meeting such expectations of public service and has assisted in the governance and operation of universities and of professional groups.

There are three aspects of service:

- Service to the department, college or school, or institution;
- Service to the profession or discipline; and
- Service to the community, state, region, nation, or international community.

A variety of activities are classified as service. The needs of the institution and the expertise of faculty members may require that faculty members concentrate efforts in certain service areas to the exclusion of activity in other service areas.

The recognition and importance of the different forms of service will vary depending upon the mission of the university, the role of a discipline within the university's functions and the individual faculty member's assignment. Thus, although service includes the following and similar activities, not all of these need be recognized or judged to be important or sufficient for each faculty member.

#### **6.3.1 Service to the Institution**

All faculty members are expected to be willing to participate in the academic governance of their universities, to contribute to the work of departmental committees or task forces, and to participate in searches for new members for the department. Service to the institution also includes the following or similar activities:

- Significant work for departmental, school, college and university committees;

- Service on the academic senate 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.

### **6.3.2 Service to the Discipline or Profession**

Service to the discipline or profession includes the ranges of activities through which members of the learned professions sustain organizations that advance their disciplines or professions. These include, by way of illustration and without limitations, the following or similar activities:

- Significant contributions as an officer of local, regional, national, or international professional associations;
- Participation in meetings, conferences and conventions of professional associations;
- Editing professional journals;
- Evaluating manuscripts that have been submitted to a journal;
- Reviewing proposals for textbooks in one's field of specialization for publishers;
- Serving as an organizer or session chairperson of a meeting of a local, regional, national, or international professional association;
- Supporting special projects, including academic institutes or workshops.

### **6.3.3 Service to the Community, State, Region, Nation and World**

The mission statements adopted by the Board of Regents direct each university to perform public service. Significant faculty activity that contributes to the institution's performance of its service mission will encompass activities undertaken on behalf of the university, employing the skills and knowledge that faculty members have acquired through the exercise of their respective disciplines or otherwise involving exercise of independent professional judgment. These include, by way of illustration and without limitation, the following or similar activities:

- Discipline-related service to the community, state, region, nation or international community;
- Institutes, short courses, seminars, and workshops related to the faculty member's discipline;

- Consultation related to the faculty member's discipline;
- Service as the designated representative of the university;
- Professional practice involving the exercise of independent professional judgment;
- Participation as an expert reviewer on government or private research grant review panels or site visits, participation in accreditation reviews and comparable professional activity.

**FORMS / APPENDICES:**

None

**SOURCE:**

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