



Darla Moore School of Business

Office of the Dean

POLICY: Faculty Distribution of Work Responsibilities Policy

DATE: March 24, 2025

BACKGROUND

The faculty of the Darla Moore School of Business (DMSB) plays an essential role in the teaching, research, and outreach missions of the DMSB and the University of South Carolina, but members of the faculty may contribute to these missions in different ways. The distribution of work responsibilities for individual faculty members should fulfill the tripartite mission of the DMSB in a way that fully engages them and offers the best use of their talents. To that end, this document serves as the general guideline for the distribution of work responsibilities for tenure-track and professional-track faculty in the DMSB. The purpose of these guidelines is to provide clear and equitable expectations for the distribution of work. In the event of a conflict, the University of South Carolina Columbia Faculty Manual is to be considered the final authority.

1. DISTRIBUTIONS OF WORK RESPONSIBILITIES

1.1. Standard Workload

As per the faculty manual, the default teaching load of all full-time faculty is 24 credit hours per academic year, which shall be adjusted based on the number of students in the class, the level of the course, research, and other factors (see “Normal Work Schedule”). At the same time, all full-time faculty have a responsibility to participate in faculty governance activities that are essential to the operation of the University. Thus, at least 10% of their time should be devoted to internal service. Faculty may be required to spend more than the minimum time on other activities (i.e., significant service and administrative assignments) for pre-approved reasons. Workload distributions for all full-time faculty should total 100% of their time.

1.2. Tenure-Track and Tenured Faculty

In accordance with the research mission of the university, tenure track faculty will spend a significant amount of their time in the pursuit of research. The amount of time devoted to research should be based on the quality and quantity of their research as well as their rank. Typical workload distributions for tenure-track and tenured faculty members within each rank are presented in Table 1 below.

Table 1

| Rank | Research | Teaching | Service |
|-------------|-----------------|-----------------|----------------|
|-------------|-----------------|-----------------|----------------|

| | | | |
|------------------------|-----|-----|-----|
| Assistant (pre-tenure) | 50% | 40% | 10% |
| Associate | 45% | 40% | 15% |
| Full | 40% | 40% | 20% |

To ensure rapid startup of their research programs and facilitate their progress toward tenure, assistant professors are expected to focus mostly on research activities. To support this, assistant professors are typically expected to spend 50% of their time on research through their penultimate tenure decision year. During this period, 40% should be spent on instructional activities (i.e., typically, 9 credit hours per academic year), and 10% of their time should be allocated to service.

For tenured faculty at the ranks of associate professor and professor, workload distribution should be contingent on the quality and quantity of research. Tenured faculty will be classified as either “Research Active” or “Low Research Active.” To be classified as Research Active, the faculty member should have sufficient intellectual contributions over a rolling five-year period to maintain their Scholarly Academic (SA) AACSB status. Tenured faculty who do not meet the standards of SA status will be designated Practice Academic (PA).¹ If a faculty member fails to meet the intellectual contribution threshold for maintaining their SA status for two or more consecutive years after the aforementioned five-year window, they should be classified as Low Research Active.

Research-Active faculty at the rank of associate professor typically have a workload distribution of 45% of their time devoted to research, 40% of their time devoted to instructional activities, and 15% of their time devoted to service. Research-Active faculty at the rank of professor typically have a workload distribution of 40% of their time devoted to research, 40% of their time devoted to instructional activities, and 20% of their time devoted to service. Service activities for all tenured professors – Research Active or Low Research Active – should include internal service that significantly contributes to the operations of the department, DMSB, and/or University.

Low Research-Active faculty at the ranks of associate professor or professor will spend between 10% and 30% of their time on research and intellectual contributions consistent with AACSB PA status, with the remaining 70-90% of their time distributed between instructional activities and service. Typically, a minimum of 50%-60% of their time will be devoted to teaching (i.e., 1 to 2 additional courses relative to the standard for Research-Active faculty). Faculty that meet a high level of research and intellectual contributions relative to the PA standard will typically spend 50% of their time on teaching, and faculty to meet a moderate level of research and intellectual contributions relative to the PA standard will typically spend 60% of their time on teaching.

Individuals hired into the rank of associate professor or professor are expected to have a

¹ While tenured faculty may fall into either SA or PA classification, it is expected that the PA designation will be relatively unusual, as maintaining a critical mass of SA faculty is necessary for AACSB accreditation.

record of sustained research performance that meets the unit’s criteria for effectiveness. Therefore, their workload upon hire will be the same as a Research-Active faculty at the rank of associate professor or professor.

1.3. Professional-Track Faculty

Typical workload distributions for professional-track faculty are presented in Table 2 below.

Lecturers are expected to spend a minimum of 10% their time on internal service.

Clinical faculty members of all ranks are expected to spend a minimum of 10% of their time on internal service. The distribution of time dedicated teaching and research should be contingent on their AACSB classification. The intellectual contributions of clinical faculty members will be evaluated over a rolling five-year period and each clinical faculty member will be classified as Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). The workload distribution for clinical faculty at all ranks classified as either SA or PA is typically 10% for intellectual contributions, 10% for service, and 80% for instructional activities. The workload distribution for clinical faculty at all ranks classified as either SP or IP is typically 0% for intellectual contributions, with the remaining allocated to teaching and service.

Intellectual contributions of clinical faculty will be evaluated over a rolling five-year period relative to their AACSB classification. If a clinical faculty member fails to meet the intellectual contribution threshold for maintaining either SA or PA status for two or more consecutive years after the aforementioned five-year window, they should be reclassified as SP or IP as appropriate, with the corresponding change in workload distribution.

Table 2

| Title | AACSB Classification | Intellectual Contribution | Teaching | Service |
|----------------------|-----------------------------|----------------------------------|-----------------|----------------|
| Lecturer – all ranks | N/A | 0% | 90% | 10% |
| Clinical – all ranks | SA or PA | 10% | 80% | 10% |
| | SP or IP | 0% | 80% | 20% |

2. MODIFYING THE DISTRIBUTION OF WORK RESPONSIBILITIES

The distribution of work may be modified for three broad reasons: (a) change in AACSB status, (b) the addition of new responsibilities, or (c) temporary personal circumstances. In either case, modifications of the distribution of work should align with the skills and interests of the faculty member so as to optimize their effectiveness and engagement. Modifications to the distribution of work should be made jointly between the faculty member, and the Department Chair. Revised distributions of work should be summarized in a letter, endorsed by the faculty member and

department chair, and approved by the Dean.

2.1. Modifications Due to a Change in AACSB Status

As per the faculty manual, all tenure-track and professional-track faculty are evaluated annually on their performance in research, teaching, and service. Each faculty member's performance should be evaluated with respect to the expectations for research, teaching and service associated with their track and rank as listed in Tables 1 and 2 or according to approved modifications in the distribution of work.

The evaluation of research and intellectual contributions will be made over a rolling five-year window. If the evaluation of research and intellectual contributions falls below the AACSB standard for the track (i.e., SA for tenured faculty and PA for clinical faculty), the faculty member may choose to work with the Department chair to develop a modified distribution of work that better aligns with their talents and interests. Alternatively, the faculty member, in consultation with the department chair and unit peer evaluation committee, should develop a written plan describing goals, timelines, and resources necessary to reestablish AACSB status. Department Chairs are encouraged to include a designated mentor or coach and to hold periodic meetings with the faculty member to discuss progress.

If the faculty member increases their research or intellectual contributions within that two year interview meets AACSB standards, they will be re-designated Research Active and their workload will not change. If after two years of working under a development plan the faculty member has not met the AACSB standards of research and intellectual contributions for their track, their workload distribution should be modified in accordance with the guidelines above.

When a faculty member increases their research or intellectual contributions in subsequent years to meet AACSB standards, they should transition back to the appropriate workload distribution.

2.2. Modifications Due to New Responsibilities

When faculty members assume additional responsibilities or commitments, their distribution of work may be adjusted. Examples include:

- Appointment to an administrative position (department chair or higher).
- Appointment to a center director position.
- Appointment to an academic program director position.
- Grant-funded course buyouts.
- Editorships at "A" journals

This is not intended to be an exhaustive list but rather common examples of reasons for adjustments to the workload distribution. These adjustments may result in a reduction in time devoted to teaching, research, or service. Where possible, letters for modifications due to new responsibilities should specify the end date.

2.3. Modifications Due to Temporary Circumstances

Typical workload distributions and evaluation time windows may also be modified to accommodate faculty health issues, FMLA, approved modified or reduced duties, faculty appointments to significant administrative positions, and other special circumstances. Letters for modifications due to temporary circumstances.

RELATED DMSB POLICIES

AACSB Faculty Classifications (this will be hot linked)