

Faculty Senate Proposal

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| Proposition: | 05-08/09 |
| Sponsor(s): | Erickson, CoB; |
| Proposed Committee Assignment: | Faculty Affairs |
| Actual Committee Assignment: | Faculty Affairs 10/14/08 |
| Title: | A Proposal to Modify University Policy on Faculty Teaching Load |
| Proposal: | Amend Chapter 5.20.20 “Assignments – Teaching Load” of the New Mexico State University Policy Manual by replacing the current text with the proposed text. |
| Rationale: | Current policy is outdated, not universally followed, and does not account for differing faculty roles. |
| History: | Approved by ADC 9/9/08 |
| Format of Presentation | 1) Proposed Text (in blue) 2) Original Text to be replaced (in black) 3) Discussion (in red) |

1) Proposed Text:

5.20.20 Assignments – Teaching Loads

Faculty members perform a wide variety of tasks determined by the requirements of their discipline and by the mission of the University. Accordingly their workload will vary from individual to individual and over time for a particular individual. The purpose of the Faculty Workload Policy is to establish a fair and equitable allocation of workload among faculty taking into account the interests of the faculty and the needs of the University. Recognizing the complex role played by faculty in the university setting, the primary responsibility for establishing workloads shall rest with the departments or equivalent administrative unit.

The rules set out here apply to faculty time financed from instruction and general (I&G) funds. Faculty time not financed by I&G funds is not covered by these rules. Faculty time partially funded from I&G shall be prorated.

A faculty member employed on the Las Cruces (Main) Campus budgeted exclusively from I&G funds will normally be responsible for the equivalent of teaching 12 credits per semester. The faculty member may be expected to participate in some scholarly and creative activity, professional and/or public service, or internal service to the university. Significant work of this kind reduces the faculty member's responsibility for formal instruction. The teaching load for community college faculty members will normally be the equivalent of 15 credits and additional duties usually will not be required. The teaching load shall be prorated for short courses or courses taught over part of a semesters.

The provost/executive vice president and president shall seek to allocate faculty resources among departments or equivalent administrative units, taking account of internal and external constraints, so as to distribute workload in a fair and equitable manner. Factors that may be considered in allocating resources include accreditation, workloads at peer institutions, national disciplinary norms, retention of faculty, the needs of new programs, credit hour production, legislative mandates, and other factors.

Within each college or equivalent unit, the college dean or equivalent administrator shall seek to allocate faculty resources within their college or equivalent unit in order to achieve a fair and equitable workload. When inequitable workloads arise, it shall be the responsibility of the dean or equivalent administrator to rectify the inequality.

Departments and equivalent units will specify how they determine teaching loads. Departmental or equivalent unit workload policy will be 1) developed by the department faculty in collaboration with the department head and approved by the dean or equivalent administrator, 2) contained in written departmental guidelines, and 3) distributed to all faculty in the department. Department guidelines shall clearly specify the method by which teaching load is distributed. The dean or equivalent may ask for revisions to the departmental workload policy.

In determining teaching load, the departmental or equivalent unit workload policy shall consider the impact of: courses with a lab component; career path of the instructor; tenure and promotion; workloads at peer institutions; national disciplinary norms; faculty retention; relative proportion of graduate and undergraduate instruction; supervision of master's theses or doctoral dissertations; student advising and retention activity; mentoring activity, individual faculty member's scholarly and creative productivity; service productivity; new preparations; method of course delivery; class size; help from graduate assistants; administrative and/or service assignments; team teaching; and methods of grading. Given the importance of graduate programs to the mission of the University, special consideration must be given to support of graduate programs. Other factors specific to particular departments or disciplines may also be considered.

The teaching load for each faculty member will be determined annually by the department head or equivalent administrator through a process that follows established departmental or equivalent unit policy and involves an element of negotiation. The agreed upon teaching load for each faculty member will be articulated in writing and

signed by the faculty member and the department head or equivalent administrator, and shall be included in the faculty member's personnel folder. If agreement on these responsibilities cannot be reached, the faculty member may appeal the case in accordance with university procedures. (See Chapter 4 Personnel – General – Appeals) In an appeal situation, if a change in academic responsibilities will affect the faculty member for more than one semester, the appeals procedure must have been completed before the reassignment can be made or continued.

The percentage breakdown of time allocated to each academic activity may vary among faculty members. The allocation will be based on the average time required for the satisfactory performance of the activity.

Courses such as thesis, dissertation, research, special problems and independent study are not automatically considered to be the equivalent with teaching typical graduate or undergraduate courses. When such activities are included in the teaching load, the department head or equivalent administrator and the affected faculty member shall collaboratively determine course equivalency consistent with the department teaching load policy.

In collaboration with faculty in their department or equivalent unit, and subject to approval by the college dean or equivalent administrator, department head or equivalent administrator may make adjustments to faculty teaching loads if those adjustments increase load equity and are at least revenue neutral. Adjustments to teaching loads within programs should result in or maintain load equity, should respect the career paths of faculty, and should not place an extra teaching burden on junior faculty who are preparing for tenure review. When a faculty member is assigned special duties above the normal load, arrangements will be negotiated between the faculty member and concerned administrators to determine the amount of additional compensation, if any, to be received.

When considering individuals for tenure, promotion in rank, merit pay increases, research/service awards, and/or endowed chairs/professorships, departmental workload policy and an applicant's teaching load history must be presented to reviewing bodies and individuals. An applicant's teaching load and its potential impact on scholarly and creative activities, and service must be considered in the review process. The successful application of these guidelines depends upon maintaining goodwill between faculty and administrators.

2) Original Text—to be replaced:

5.20.20 Assignments - Teaching Load (See also Department Heads - Teaching Loads.)

A faculty member budgeted exclusively from instruction and general funds (as opposed to a faculty member's time sponsored all or in part to perform research or some other specific tasks) will normally be responsible for the equivalent of teaching 12 credits. (The teaching load for branch campus faculty members will normally be the equivalent of 15 credits and research will not be required. For branch faculty the

full load for 6-weeks is 6 semester credits or equivalent.) The faculty member is expected to participate in some research or creative endeavor, professional and/or public service, and internal university activities. Thus, it should be noted that circumstances such as level and/or type of instruction, number of students, extent of preparation and research or institutional requirements (department head, departmental research, special projects, etc.) may cause the number of credits taught to change from the standard base.

The academic responsibilities of a faculty member are a matter of circumstances and judgment. Such responsibilities will normally be determined annually by discussion between the faculty member and appropriate administrative officers. If agreement on these responsibilities cannot be reached, the faculty member may appeal the case in accord with university procedures. (See Chapter 4 Human Resources - General - Appeals.) In an appeal situation, if a change in academic responsibilities will affect the faculty member for more than 1 semester, the appeals procedure must have been completed before the reassignment can be made or continued.

The percentage breakdown of time allocated to each academic activity may vary among faculty members. It will be based on the average time required for the satisfactory performance of the activity. For the purpose of definition and statistical reporting, the following applies:

11. A credit equals 1 hour of lecture per week during a semester.

12. To convert laboratory clock hours to credits, divide the laboratory clock hours by 2. Thus, a course designated as (2+3P) could be evaluated as 32 credits.

13. Courses such as special problems, independent study, or dissertation and thesis supervision do not lend themselves to a credit-for-credit apportionment. The following formula awards credit proportional to #1 and #2 above:

Student credit hours for courses numbered 700, 699, 600 and 599 will be divided by 4.5.

Student credit hours for 598 will be divided by 6.

Student credit hours for all other special problem courses numbered 450 and above will be divided by 10.

Student credit hours for all other special problem courses numbered below 450 will be divided by 15.

In the calculation of faculty teaching loads, credit for any one student will be limited to:

599 courses -- 12 credits

600, 699, and 700 courses -- 24 credits cumulative

Credit limits may be extended with the prior written permission of the appropriate dean.

Assignment of academic activities should result in equity between and among the faculty. However, as with any profession, responsibilities may vary from one faculty to another. Responsibilities, therefore, should be examined to evaluate quality and effectiveness of performance. When a faculty member is assigned special duties above the normal load, arrangements will be worked out between the faculty member

and concerned administrators to determine the amount of additional compensation, if any, to be received.

Teaching Assignments: A faculty member budgeted exclusively from instruction and general will be responsible for teaching 12 credits or the equivalent. Teaching loads for individuals budgeted less than full-time from instruction and general will be proportionate to the amount of time funded from the instruction and general budget. Teaching loads may include consideration for class size; number of preparations; type, level, and/or content of course; instructional support provided; and method of instruction, provided the assignment has the approval of the department head and cognizant dean(s). For example, a faculty member may have the equivalent of less than a 12-credit teaching load even though the faculty member was assigned 12 credits if the teaching involves only two preparations and both courses have been taught a previous semester and have small enrollments. Another professor teaching 9 credits may have the equivalent of a 12-credit load if the professor's teaching involves three preparations with two new courses involving large enrollments.

Research Assignments: Research sponsored from the instruction and general budget (departmental research) may be included in the 12 credits, provided the assigned research time has been approved by the department head and cognizant dean(s). The following procedures are recommended in approving departmental research:

11. Faculty members will prepare a written statement outlining their requests for assigned time for research or other creative endeavors. The statement should include a description of the research or other creative endeavor, its objectives, probable results, and method of evaluation, as well as time needed to complete the research and amount of assigned time requested.

12. The department head and cognizant dean(s) will review the request and reach an agreement on the amount and duration of the time to be assigned.

13. The department head and cognizant dean(s) will periodically review and evaluate the progress of the research or other creative endeavor, including:

- 1• Data collection.
 - 2• Proposals presented for funding.
 - 3• Funds granted.
 - 4• Materials submitted for publication.
 - 5• Publications and their quality.
 - 6• Exhibits and productions.
4. Peer review and evaluation may be used where appropriate.
 5. Faculty members with unusual service loads not related to a specific course or courses may request an adjustment in their teaching loads through the department head and cognizant dean(s).
 6. Faculty members have a professional responsibility to themselves, the students, the university, their profession, and the general public which will not be explicitly acknowledged in the assignment of academic responsibilities.
 7. When possible, departments should send materials relative to assignments to new faculty and teaching assistants to allow lead time for preparation before arriving on campus

3) Discussion

At the Deans' Retreat during Summer 2006, it was decided that a new faculty workload policy was desirable as current policy is outdated, not universally followed, and does not account for differing faculty roles. Subsequently, the Faculty Senate considered and rejected a proposal to modify existing university policy regarding teaching loads. Discussion during consideration of that original bill focused on problems of interpretation and application. Much of the language in the proposal was provisional, allowing for a broad range of potentially conflicting interpretations. A special committee consisting of faculty and administrators was appointed to consider faculty workloads, which was charged with developing rules that are clear as to how workload is to be determined and that ensure that:

- Faculty workloads are to be equitable
- Faculty workloads are to be established by policies originating in specific departments
- Academic work beyond that represented by traditional classroom "credit hours" be counted in faculty workload
- Junior faculty workloads be considered when they are preparing for and applying for tenure review

The committee was also charged with soliciting feedback from the faculty concerning workloads. This was done via email solicitations for comment on various drafts of the proposal. More than thirty faculty and administrators replied. The comments were generally favorable towards the draft. Many of the suggestions made have been incorporated into the document.

Two principles that were quickly determined by the committee was that workload rules had to be centered in the departments and that a single metric could not be developed for the entire university, given the diverse activities undertaken by faculty. Accordingly a set of guidelines as to what was to be included in determining workloads was developed that could be used by each department or equivalent. In addition, the current bill makes explicit the obligation of the university and college administration in ensuring that each workload is distributed fairly and equitably.