New Mexico State University
Faculty Senate Proposal
Fall of 2006

Proposition: 03-05/06
Sponsors: Creider, Library; Kelly, Engineering
Proposed Committee Assignment: Faculty Affairs
Actual Committee Assignment: Faculty Affairs 9/12
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.

Presentation: The proposal is presented in three forms. In the first, new material is in *italics* and removed material is *struck through*. In the second, the new text is presented in a “clean form,” followed by the existing text. In the third form, current and proposed texts are placed in a two-column format.

Rationale: Current policy is outdated, not universally followed, and does not account for differing faculty roles.

History: Approved by ADC 6/28/06

Combined Texts:
5.20.20 Assignments – Teaching Load

A faculty member budgeted exclusively from instruction and general funds (as opposed to a faculty member sponsored for all, or a portion, of his/her time 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.
Teaching load may be impacted by such factors as: lab courses; financial resources; national disciplinary norms; relative proportion of graduate and undergraduate instruction; supervision of master’s theses or doctoral dissertations; individual faculty member’s scholarly and/or service productivity; new preparations; method of course delivery; class size; help from graduate assistants; administrative and/or service assignments; team teaching; sponsored project reassigned time; and methods of grading.

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. Subject to approval by the dean, and following previously-established college guidelines, main campus departments will specify how they determine normal teaching loads. Departmental workload policy will be 1) developed with input from faculty, 2) contained in written departmental guidelines, and 3) distributed throughout the department. The teaching load for each faculty member will be determined annually by the department head through a process that follows established departmental policy and involves an element of negotiation. If agreement on these responsibilities cannot be reached, the faculty member may appeal the case in accord 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 1 semester, the appeals procedure must have been completed before the reassignment can be made or continued.

New departmental workload policies, or proposed changes in existing policies that could lead to significant loss in semester credit hour production and/or a need for additional financial resources, will require approval by the college dean or branch director. Branch directors may allow reassigned time for administrative and/or service duties.

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.

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 number 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 below 450 will be divided by 15.

In the calculation of faculty teaching loads, credit for any one student will be limited to 12 credits for 599 courses and 24 credits cumulative for 600, 699, and 700.

Credit limits may be extended with the prior written permission of the appropriate dean.
Courses such as special problems and independent study do not lend themselves to credit-for-credit apportionment. When such courses are included in the teaching load, the department head and the affected faculty person should collaboratively determine course equivalency.

When loads have been adjusted to accommodate for graduate teaching, further teaching credit for supervising graduate practicum and/or dissertations is usually not allowed. There may be exceptions when the faculty person is supervising a disproportionate share of graduate students and where that activity results in sufficient enrollment to support a separate course or courses sustainable through state formula funding.

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. In collaboration with faculty in their departments, and subject to the college dean or branch director’s approval, department heads 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. Adjustments in teaching loads should not result in enrollment reductions or extensions to expected degree/program completion periods. Except for faculty reassignments associated with sponsored project buyouts or reassignments to distance-delivered courses, adjustments in teaching loads should not lead to an increase in the use of adjunct (part-time) faculty. 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 his/her teaching involves three preparations with two new courses involving large enrollments.

Research Assignments: Research sponsored from the instructional 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:

1. 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.

2. 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.

3. The department head and cognizant dean(s) will periodically review and evaluate the progress of the research or other creative endeavor, including:
   - Data collection
   - Proposals presented for funding
   - Funds granted
   - Materials submitted for publication
   - Publications and their quality
   - Exhibits and productions

4. Peer review and evaluation may be used where appropriate.

5. Faculty members with unusual service load 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.

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.

When considering individuals for tenure, promotion in rank, merit pay increases, and/or research/service awards, 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 scholarship and service must be considered in the review process.

Clean copy of Proposed Text:

5.20.20 Assignments – Teaching Load

A faculty member budgeted exclusively from instruction and general funds (as opposed to a faculty member sponsored for all, or a portion, of his/her time 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.
Teaching load may be impacted by such factors as: lab courses; financial resources; national disciplinary norms; relative proportion of graduate and undergraduate instruction; supervision of master’s theses or doctoral dissertations; individual faculty member’s scholarly and/or service productivity; new preparations; method of course delivery; class size; help from graduate assistants; administrative and/or service assignments; team teaching; sponsored project reassigned time; and methods of grading.

Subject to approval by the dean, and following previously-established college guidelines, main campus departments will specify how they determine normal teaching loads. Departmental workload policy will be 1) developed with input from faculty, 2) contained in written departmental guidelines, and 3) distributed throughout the department. The teaching load for each faculty member will be determined annually by the department head through a process that follows established departmental policy and involves an element of negotiation. If agreement on these responsibilities cannot be reached, the faculty member may appeal the case in accord 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 1 semester, the appeals procedure must have been completed before the reassignment can be made or continued.

New departmental workload policies, or proposed changes in existing policies that could lead to significant loss in semester credit hour production and/or a need for additional financial resources, will require approval by the college dean or branch director. Branch directors may allow reassigned time for administrative and/or service duties.

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.

Courses such as special problems and independent study do not lend themselves to credit-for-credit apportionment. When such courses are included in the teaching load, the department head and the affected faculty person should collaboratively determine course equivalency.

When loads have been adjusted to accommodate for graduate teaching, further teaching credit for supervising graduate practicum and/or dissertations is usually not allowed. There may be exceptions when the faculty person is supervising a disproportionate share of graduate students and where that activity results in sufficient enrollment to support a separate course or courses sustainable through state formula funding.

In collaboration with faculty in their departments, and subject to the college dean or branch director’s approval, department heads 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. Adjustments in teaching loads
should not result in enrollment reductions or extensions to expected degree/program completion periods. Except for faculty reassignments associated with sponsored project buyouts or reassignments to distance-delivered courses, adjustments in teaching loads should not lead to an increase in the use of adjunct (part-time) faculty. 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 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.

When considering individuals for tenure, promotion in rank, merit pay increases, and/or research/service awards, 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 scholarship and service must be considered in the review process.

Clean Copy of Existing Text:

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:

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

2. 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.

3. 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:

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**Old and Proposed Texts Side by Side:**

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