UNM Department of Computer Science Faculty Workload Policy

Adopted 9 March 2022

1 Introduction

This policy documents the workload expectations for the faculty in the Department of Computer Science. The academic workload policy is intended to create an equitable distribution of work, considering research, teaching, and service, while ensuring that the Chair has the flexibility to meet the needs of the Department. Different expectations apply to faculty at different ranks.

2 Guidelines and Parameters for Balancing Teaching, Service, and Research for Regular Faculty with Full-Time Appointments

All faculty are expected to participate in some service activities:

- All faculty are expected to provide academic course advising for their assigned share of CS students.

- All faculty are expected to mentor and advise students in their courses and labs.

- The Department acknowledges that faculty may engage in valuable service activities outside of assigned work within the department, for example, nationally and internationally visible service to professional organizations or mentoring outside of their classes. The Chair may, as appropriate, account for such activities when assigning departmental service and teaching loads.

The guidelines and parameters in this section assume a normal university and professional service load as described above. Additional faculty expectations are described in the following categories:

1. Lecturers:

   - The base teaching load is 6 classes per year. At the discretion of the Chair, the load can be reduced, depending on the experience of the lecturer, the level of service, or other relevant considerations, including class size.
   - The service expectation for lecturers is to serve on one, and in some cases, two, departmental committees, typically the undergraduate committee and hiring committees for new lecturers. Senior lecturers are expected to mentor junior lecturers.

2. Pre-tenure Assistant Professors

   - The base teaching load is typically 2 classes per year. All Assistant Professors are expected to advise Ph.D students once they have established their labs, and in most cases, they are expected to engage in small amounts of other research mentoring including serving on Ph.D. and M.S. Thesis committees or advising undergraduate research.
   - The service expectation is to serve on one or two departmental committees or occasionally chair a low workload committee and lead colloquium as assigned.
   - The scholarship expectations are to establish a research program, publish an increasing number and quality of papers over time, and serve on a small number of committees or review panels in their discipline in order to establish the scholarship and research reputation necessary for tenure.

3. Pre-tenure Associate and Full Professors are, in most cases, expected to meet the teaching expectations of pre-tenure faculty and the service and scholarship expectations commensurate with their rank and experience.

4. Post-tenure faculty (Associate and Full Professors)

   - The base teaching load for research active faculty in this category will typically be 3 classes per year.

Research-active faculty will have high-quality scholarly output. They will be Principal Investigators or Co-Principal Investigators on grants, comparable to NSF grants, or will be actively and diligently seeking external funding. They are expected to advise Ph.D. students and to engage in other research mentoring including serving on Ph.D. Dissertation and/or M.S. thesis committees and/or advising undergraduate research. Professors who are not research-active should expect to have additional teaching assigned by the Chair.

At the discretion of the chair, highly active research faculty supervising large numbers of research students, with large amounts of funding or managing many grants, may be assigned reduced teaching.

At the discretion of the chair, faculty with extraordinarily high service contributions may be assigned reduced teaching.

- The departmental service expectation is to chair a committee that requires tenured leadership or a high-workload committee, lead colloquium as assigned, serve on School or University committees, and/or to have greater service on disciplinary or nationally visible committees than pre-tenure faculty. Full Professors and non-research-active Associate Professors are expected to take on a greater service commitment than research-active Associate Professors.

- The Department recognizes that tenured faculty may have different emphasis on teaching, service and research, and departmental service and teaching expectations will reflect this. Full professors are expected to have more service responsibilities than Associate Professors and those may be at the departmental, university, or national levels.

5. Research Faculty

There are no explicit service or teaching expectations for Research Faculty who are expected to satisfy the conditions of their funders. However, Research Faculty are encouraged to engage in unofficial mentoring and to serve on M.S. Thesis committees and Ph.D. Dissertation committees.

3 Sabbatical leave

If a faculty member, whose assigned teaching load is n courses/year, elects to take sabbatical leave with full pay for one semester, then the teaching load for the other semester will be $\lfloor \frac{n}{2} \rfloor$ courses (one half of n rounded down to nearest whole number). For example, a faculty member who would otherwise be scheduled to teach 3 courses in a given academic year may opt to take sabbatical leave in the fall semester and then teach one course in the spring semester.

4 Release time

Faculty members may reduce their teaching load by using research or other funding to compensate the department at a level that is normally 15% of the academic year salary for each unit of course reduction. Such release time funds will be managed by the Chair. Plans for this type of teaching load reduction must be conveyed to the Chair with sufficient advance notice, typically as part of the annual teaching scheduling exercise.

A faculty member who wishes to reduce the teaching load below one course per year must have approval by the Chair.

5 Regular Faculty with Less than Full-Time Appointments, and with Administrative Appointments

For faculty members with less than full-time appointments, the base teaching loads above will be adjusted in proportion to the fraction of the appointment. For example, faculty members having 0.5 FTE appointments within the department or having a 50% administrative appointment within the department would have base teaching loads that are one half of those above.

Administrative appointments that are at the level of 50% include, for instance:

- Department Chair

- Associate Dean for Academic Affairs

- Associate Dean for Research

In all cases in which the base teaching load is reduced for a reduced FTE or administrative appointment, the guidelines for further course load reduction through release time funding remain the same as those described above.

6   Special Circumstances

Circumstances may occur wherein it is in the interests of the department to reduce a faculty member's teaching load. For example, a reduced teaching load is often part of a new faculty member's startup package or part of matching funds or other institutional commitments made as part of a grant application. All such cases will require written approval by the Chair.

Circumstances may occur wherein it is in the interests of both the department and a faculty member to increase that faculty member's teaching load in a given semester beyond that which is otherwise described herein. For example, this may occur if another faculty member unexpectedly becomes unavailable to teach a course. When this occurs, the faculty member will be compensated for the excess teaching load with a correspondingly reduced teaching load in a future semester or future academic year. All such cases will require written approval by the Chair.

7   Procedure for Establishing Faculty Base Teaching Load

The base teaching load for each faculty member will be established by the Chair each January for the following academic year. For example, the determination will be made in January 2023 for the 2023–2024 academic year, which will start in August 2023.

It is in the interests of the department to implement this Faculty Workload Policy in academic year 2022–23, to the extent possible. With this in mind, the base teaching load for each faculty member will be established by the Chair as soon as possible after the Policy goes into effect. It is recognized that teaching assignments will have already been made by that time for the academic year 2022–23 and may be difficult to change in many cases.

8 Other Considerations

University policies on parental and medical leave take precedence over this Faculty Workload Policy.