

# Academic Load Policy

## Department of Nuclear Engineering School of Engineering University of New Mexico

Adopted by the NE faculty on February 25, 2022

### 1. Introduction

Section *C100: Academic Load* of the UNM Faculty Handbook articulates a policy governing the officially recognized duties carried out by faculty. These duties fall into the three familiar categories of teaching, scholarly work, and service. This policy and the closely related *C110: Teaching Assignments* policy wisely provide uniform guidelines across Academic Affairs, while recognizing that the overall academic load can be achieved by different mixes of teaching, research, and service to accommodate the diverse character and needs of individual units. This Nuclear Engineering Academic Load Policy comprises uniform guidelines for all faculty ranks in the department while taking full advantage of the flexibility articulated in Section *C100* to enable the breadth of the department's academic mission.

The NE Academic Load Policy is directed towards:

- enhancing sponsored research activity by the faculty
- encouraging the generation and commercialization of intellectual property emanating from research
- giving incentives for faculty to support additional graduate students, particularly at the PhD level
- providing a flexible approach for determining the appropriate teaching load for faculty in light of their research and service activities
- establishing a mechanism for faculty to decrease their teaching load and increase their research load by using research funding to compensate the department
- providing flexibility for the department chair to implement this policy in the department's best interests.

The distribution of effort between the three areas will vary for different faculty members. The department will set forth the following guidelines to provide overall direction for tenured, tenure-track, and non-tenure-track faculty in the department. The department chair has the responsibility for determining the workload of each faculty member using the following general guidelines for teaching and research.

When counting the number of classes, a lab-intensive course without a TA will be counted as 1.5 classes considering the amount of time spent during lab sessions. A faculty member is expected to teach at least two core undergraduate classes a year.

## **2. Distribution of Academic Load**

### **2.A. Distribution of Academic Load for Tenured and Tenure-Track Faculty**

The base distribution of academic load in teaching, research, and service for tenured and tenure-track faculty is 40:40:20. This baseload can be adjusted for each faculty member depending on her/his rank, level of research, teaching, and service or other relevant considerations, as determined by the department chair. For example, a newly hired faculty member will have reduced teaching and service loads to spend more time on research.

### **2.B. Distribution of Academic Load for Non-Tenure-Track (NTT) Faculty**

#### Lecturers

The base distribution for lecturers is 0:80:20. However, the actual distribution of academic load can be adjusted based on the service load or other relevant considerations, as determined by the department chair.

#### NTT Teaching Faculty

The base distribution for NTT teaching faculty is 0:100:0.

#### NTT Research Faculty

The base distribution for NTT research faculty is 100:0:0.

## **3. Guidelines on Teaching Load**

### **3.A. Guidelines on Teaching Load for Tenured Faculty**

The base teaching load for tenured faculty is 3 (2+1) classes per year, which is equivalent to 40% of the total academic workload. The faculty in this category are expected to have active research programs (40%) and provide adequate service to the department, university, profession, and community (20%). The teaching load can be adjusted depending on her/his level of research and service or other relevant considerations, as determined by the department chair.

### **3.B. Guidelines on Teaching Load for Tenure-Track Faculty**

Newly hired tenure-track faculty may teach 2 classes (1+1) per year until the mid-probationary review is over to enable them to initiate and develop a program of research or

scholarship. After the mid-probationary review, the new faculty should increase their teaching load to 3 classes per year (2+1), consulting the department chair.

### **3.C. Guidelines on Teaching Load for NTT Faculty**

#### Lecturers

The base teaching load for lecturers will typically be 6 classes per year (3+3). However, depending on the level of service or other relevant considerations as determined by the department chair, their teaching load can be reduced.

#### NTT Teaching Faculty

The teaching load of NTT teaching faculty will be decided when the contract is established.

#### NTT Research Faculty

There is no obligation to teach, but it is encouraged to give a seminar annually on their research topics to promote collaboration with the faculty in the department.

## **4. Guidelines on Research Load**

All tenured and tenure-track, regardless of ranks, are expected to have active research programs, which includes securing research grants, submitting research proposals, supervising undergraduate and graduate student assistants, post-docs, research scientists, and research faculty, demonstrating scholarly impact through peer-reviewed publications, conference presentations, invited talks, and patents.

Lecturers and NTT teaching faculty are not required to do research but encouraged. NTT research faculty are expected to be actively involved in research programs comparable to tenured or tenure-track faculty, depending on their ranks.

## **5. Guidelines on Service Load**

### **5.A. Guidelines on Service Load for Tenured Faculty**

In addition to research and teaching, all tenured faculty, regardless of their ranks, are expected to participate in service to the department and the university actively. Service activities include but are not limited to committee activities, outreach, recruitment, student advising, mentoring junior faculty, participating in graduation ceremonies. In addition, active participation in professional society activities, including technical division activities, journal and conference paper reviews, proposal reviews, etc., is encouraged.

The base service load would be serving on one committee and chairing one committee for the department or university or equivalent service.

#### **5.B. Guidelines on Service Load for Tenure-Track Faculty**

Newly hired tenure-track faculty may reduce their service load until the P&T review is over to spend more time developing and maintaining research programs. After the P&T review, they should increase their service activities commensurate with tenured faculty.

The base service load would be serving on one committee for the department or university or equivalent service.

#### **5.C. Guidelines on Service Load for NTT Faculty**

Because of the small size of the department, lecturers are also expected to provide service to the department comparable to that of the tenured faculty (20%). They are not required to chair a committee but expected to actively participate in outreach, student recruitment, undergraduate curriculum development, committees, etc.

NTT teaching or research faculty are not obliged to provide services to the department or universities but encouraged.

### **6. Course Release and Overload Mitigation**

If a faculty member needs to increase research activities far beyond the baseload (40%) and thus needs more time and effort for research, she/he may reduce 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 remain in the department to be managed by the department chair. A faculty member who wishes to reduce her/his teaching load below 1 course/year must have the approval of the department chair.

In addition, when a faculty member is imposed with a service load far beyond the baseload, her/his teaching load may be reduced as determined by the department chair.

Faculty are not expected to teach more than the teaching loads defined in the above sections. However, if such a case happens to accommodate an unexpected situation, a compensation mechanism should be applied to the instructor. The chair will determine the amount of compensation after discussion with the instructor.

### **7. Increase in Teaching Load**

Tenured faculty with poor research performance are expected to increase their teaching load and service activities, consulting the department chair. No tenure-track faculty should try to be included in this category.

## **8. Guidelines for Part-Time Faculty**

For faculty members with less than full-time appointments, the base loads in Section 2 will be adjusted in proportion to the percentage of the appointment.

## **9. Guidelines for Faculty with Administrative Appointments**

Administrative appointments within the department include:

- Department Chair (50%)
- Associate Dean for Academic Affairs (50%)
- Associate Dean for Research (50%)
- Associate Department Chair (25%)

The workload of the faculty with administrative appointments is reduced in accordance with the percentage of their administrative role.

## **10. Further Guidelines**

In addition to what is articulated above, other circumstances may occur wherein it is in the interests of the department to reduce or increase 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 "in-kind matching funds." Or a faculty member may need to increase her/his teaching load to accommodate an unexpected situation in the department, such as the unavailability of an instructor for any reason. All such cases will require approval by the department chair. Each case will be decided based on its own merits, with attention to the goals articulated in Section 1, and consistent with the spirit of the overall policy. University policies on parental and medical leave take precedence over the Department's Academic Load Policy.

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