

University of New Mexico (UNM) School of Public Administration

Faculty Workload Policy

- 1. Mission.** The UNM School of Public Administration has complementary missions in teaching, scholarship, and service for its Master of Public Administration (MPA) and Master of Health Administration (MHA) programs. It is expected that substantial contributions, which meet the standards set forth in the Promotion and Tenure Policy of the School, will be made by each member of the faculty in each of these three areas.
- 2. Expectations of Faculty.** In meeting these responsibilities, faculty are expected to:
 - 2.1.** Contribute to the instructional programs of the School through course instruction, advisement, and supervision of student projects.
 - 2.2.** Contribute to the research productivity of the School through scholarly activities that include but are not limited to the authoring of books, refereed articles, book chapters, research reports, monographs, and presentation of papers at professional conferences. Also, participation in the preparation of proposals for external funding is highly valued and submitting grant proposals count.
 - 2.3.** Be engaged in School, College, and University service activities, including leadership roles, committee memberships, and special assignments.
 - 2.4.** Serve in volunteer capacities in relevant professional associations, including in the areas of public administration, health administration, and others that serve the public interest. This includes but is not limited to serving on committees, in leadership roles, as a journal reviewer, as a journal editorial board member, and on the editorial team of a journal.
 - 2.5.** Be engaged in furthering the College's external public service responsibilities at the local, regional, national, Tribal, or international levels. This service could include, but is not limited to, securing funding, and conducting applied research, providing technical assistance, and serving in leadership roles for relevant community groups, nonprofit organizations, foundations, or governments.
- 3. Balance of Faculty Contributions.** It is recognized that the most productive combination of the above activities for the School will differ among faculty and over time and so will be administered. As specified in the Collective Bargaining Agreement, the annual workload plans of faculty members shall consist of activities mutually agreed upon with the School Director, considering the preferences and aptitudes of the person, along with the needs of the instructional, public service, and research programs of the School and College. At the request of a faculty member or the administrator, changes in workload may be negotiated throughout the year to reflect new circumstances.

4. Workload Expectations.

Tenure-line Faculty

Typically, tenure-line faculty have a teaching load of four 3- credit courses for the year. The remainder of the annual workload for tenure-line faculty is to be distributed in accordance with procedures indicated in Section 3 above among:

- Scheduled individualized instructional activities
- Research and scholarship
- University service activities, including administrative responsibilities
- Professional service activities, and
- Public service

All tenure-line faculty should have at least 20 percent of their workload allocated to scholarship and at least 10 percent to teaching (one course per year). Workload plans will specify the teaching, scholarly, and service activities that will be undertaken to satisfy contract requirements.

A typical 9-month tenure-line faculty member will have the following workload:

Scheduled instruction	40%
School, College, University, professional, and public service	20%
Research and scholarship	40%
	100%

Assistant Professor

Teaching: Two courses per semester or four courses per academic year.

Scholarship: The submission of two papers to a journal or the equivalent effort in research development and dissemination in line with the School's Promotion and Tenure policy.

Service: Serving on at least one School standing committee per academic year.

Associate Professor

Teaching: Two courses per semester or four courses per academic year.

Scholarship: The submission of two papers to a journal or the equivalent effort in research development and dissemination in line with the School's Promotion and Tenure policy.

Service: Serving on at least two standing committees per academic year.

Professor

Teaching: Two courses per semester or four courses per academic year.

Scholarship: The submission of two papers to a journal or the equivalent effort in research development and dissemination.

Service: Serving on at least two standing committees per academic year. Service on at least one committee outside the School (College, University).

Non-Tenure Line Faculty
Professor of Practice

Teaching: Three courses per semester or six courses per academic year.

Scholarship: The professor of practice is expected to keep current in their profession. This can be through participation in conferences, workshops, continuing education, and submission of articles to professional and popular journals related to their field of expertise.

Service: Serving on at least one School standing committee per academic year. Serving on external boards and in leadership positions in professional and civic organizations.

Variations from the typical workload can be negotiated with the School Director as per the process above as a result of individual and academic program needs such as the funding of research and public service projects, increased program teaching needs such as covering sabbaticals, and individualized faculty needs. Moreover, faculty holding honorific titles, such as Endowed Professor, will receive modification to the standard workload, per approval by the School's Director. The workload may include teaching one course per semester or two courses per academic year, submitting three papers to a journal or the equivalent effort in research development and dissemination, and serving on at least two standing committees per academic year and serve on external boards and in leadership positions in professional organizations.

- 5. Adjusting the Teaching Load.** Adjustments to the standard teaching load can be negotiated with the School Director, subject to the need to maintain the integrity of the program curricula. The primary requirement for reducing the teaching load is that additional time devoted to other components of the annual workload will advance the interests of both the faculty member and the University. A regularly scheduled 3 credit class should count for 3 units toward a 9-unit teaching load.

5.1. Teaching Activities. The standard 2-2 classroom teaching load may be adjusted or reduced through teaching activities such as adjusting the load by teaching more courses in one semester to offset School needs due to sabbaticals (such as a 3-1 instead of a 2-2 and teaching a commensurate number of students in an experiential/supervised instruction course (such as practicum) as compared to a classroom-based course.

With prior approval from the School Director, a faculty member who assumes extraordinarily demanding teaching activities, which are of considerable benefit to the School, may request reduction from the 2-2 teaching-effort reduction. Such teaching efforts may include activities such as: teaching overloads one semester in exchange for a reduction in another (particularly for semesters when other faculty are on leave or on sabbatical), supervising a commensurate number of credit-hours as an average classroom based-course (such as practicum).

Also, a faculty member may receive financial compensation for teaching overloads above the standard teaching load. For School of Public Administration faculty, the compensation rate is \$5,000 per 3-credit course teaching overload. Overload compensation will be paid from School funds and will not be provided by the College directly or through the TPT

allocations, if any, unless approved by the Dean.

Any teaching activity adjustments must be negotiated with and approved by the School Director.

5.2. Research Activities. The teaching workload can be reduced by time devoted to sponsored research, consistent with UNM policies for buying out of instructional time. To buy out of one of the standard four courses per year requires the funding needed to hire an adjunct to teach the course.

5.3. Service Activities. In consultation with the School Director, faculty may extend their service workload beyond the standard 20% allocation that is associated with eight hours per week of service to UNM, the academic profession, or public service. This will be done

5.3.1. School, College, & University Service. Faculty members have a responsibility to contribute to the governance of the University, College, and School through timely participation on committees and other advisory groups at the School, College, and University levels. On the occasion that these commitments require significant additional time, beyond the baseline expectation of approximately eight service-related hours per week (for 20% service workload), faculty may request a temporary reduction in teaching/research load. The conditions of the course reduction are to be negotiated with School Director but, at a minimum, require a demonstration that the service commitment requires no fewer than eight *additional* hours of service time per week for the equivalent of a full semester.

5.3.1.1. Administrative duties. Faculty performing the intensive administrative duties such as serving graduate or undergraduate programs in coordinator roles will receive a course release or financial compensation. The financial compensation will be \$5,000 per academic year. In addition, faculty will receive \$1,000 for performing such duties during the summer. Compensation will be paid from unit funds and will not be provided by the College directly or through the TPT allocations, if any, unless approved by the Dean.

5.3.2. Service to the Profession. Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession. Professional service includes service to professional organizations and other groups that engage in or support educational and research activities. Examples of outstanding services include, but are not limited to, volunteer service as elected officer (President, Chair, etc.) of a national or international academic or professional association, editing a professional journal.

5.3.3. External Public Service. External public service consists of activities that arise from a faculty member's role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located.

6. Adjusting the Scholarship Workload. For tenured and tenure-track faculty, maintaining active research or other scholarship activity is expected. Adjustments to the scholarship load can be negotiated with the School Director. The primary requirement for reducing the scholarship load is that additional time devoted to the other components of the annual workload will advance the interests of both the faculty member and the University.

- 6.1. Teaching Activities.** During the academic year, tenured faculty members who wish to devote more time and effort to teaching above the typical 2-2 course load may request to teach additional credit hours. Upon approval by the School Director, a faculty member's teaching workload percentage will rise in proportion to the number of credit-contact hours added, with a concomitant reduction in research and/or service efforts. This adjustment should not be so drastic as to eliminate the faculty member's responsibility to contribute to scholarly research leading to publication.
- 6.2. Service Activities.** With prior approval from the School Director, a faculty member who assumes extraordinarily demanding service commitments, which are of considerable benefit to the Department, may request research-effort reduction. Such service may include activities specified in 5.3. If the request is granted, the workload percentages will be adjusted to reflect the increased service effort and the decreased research effort.
- 7. Adjusting the Service Workload.** The baseline service workload can be reduced by ten percentage points (e.g., from 20% to 10%) with documented increases of four (4) hours per week beyond the baseline expectation for teaching or scholarship activities.
- 8. Alignment of Workload with Activities and Accomplishments.** Adjustments to workloads are not automatic but must accord with the actual contributions of the faculty members who are assigned such workloads. Thus, workload assignments to support research and scholarship (as listed above in Section 2.2) must, over time, be reflected in research and scholarly productivity commensurate with the workload responsibility. If a faculty member's research, teaching, or service productivity falls below or exceeds expectations delineated in the workload agreement over time, adjustments (that is, additions or reductions in workload proportions) in that faculty member's research, teaching or service responsibilities may be made by the School Director.
- 9. Special Administrative Components (SAC).** The Special Administrative Component (SAC) policy of the College of Arts and Sciences is incorporated into this workload policy. All SACs paid to faculty by the unit will be consistent with the College SAC policy for Category B appointments. Category B SACs are paid out of School funds and will not be provided by the College. If the unit cannot offer pecuniary compensation, the faculty member may be compensated in-kind by adjusting workload as described above.
- 10. Annual Review of Workload Expectations.** Each year, in the spring semester and before May 1, the School Director will undertake a review of each bargaining unit member's workload expectations in accordance with the parameters set out in this policy. The review will include a system of accounting for work done during the academic year. The annual review has two components: a) review of work done consistent with the previous year's expectations established in the previous review, and b) review the current expectations and establish revised expectations for the next review cycle.

The department recognizes faculty member's interests and focus can change over time, which may be reflected in flexibility in the distribution of workload between teaching, scholarship, and service. It is during the annual workload review that each faculty member can express a desire to alter the distribution of workload across these categories within reason.

In the spirit of transparency and accountability, the workload expectations accounting for each bargaining unit member will be made available to any bargaining unit member in the department each year upon request.

Approved 2-21-22; Rev 11-18-22; Approved 2-23-24