“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.” *Excerpted from NMSU Policy Sec.5.20.20.*

**Allocation of Effort Policy**

The current university work load policy says that faculty “will normally be responsible for the equivalent of teaching 12 credits per semester.” In addition to this “normal” load, the faculty member may be expected to participate in some scholarly or creative activity, professional and/or public service, or internal service to the university. Based on this policy, the “standard” percentage allocation of effort would typically be as follows:

- 8 courses/24 credits per year = 80% teaching (10% per course), 10% scholarly activity and 10% service - for tenured and tenure track faculty; and

- 8 courses/24 credits per year = 80% teaching (10% per course), and 20% service - for non-tenure track “college” faculty.

However, in the Department of Accounting and Information Systems, as well as all other departments in the College of Business, it is common for faculty to receive a reduced teaching load to accommodate a comparable increase in research or other responsibilities. This reallocation from the university “standard” load results from a variety of factors such as expectations related to separate AACSB accreditation of the accounting programs, accreditation of the IS program as part of College accreditation, time required to produce intellectual contributions, interactions with the accounting and information systems professions, the continually changing technical content of accounting, taxation, and information systems courses, special administrative duties such as graduate coordinator, and external market conditions (workloads at peer institutions and national disciplinary norms). Typically, faculty in the Department of Accounting and Information Systems are allocated a 6-course teaching load. A goal of the Department is to reduce teaching loads to enhance output of intellectual contributions without compromising quality of instruction, to move the Department teaching load relative to its peers closer to the norms in other Departments in the College, and to permit the Department to compete in the market for new faculty when openings arise.

Unless negotiated for some other documented purposes, all course releases for tenured and tenure track faculty (any course load less than 8 per year) will be deemed to be for research or scholarly
activity. Based on this policy, the percentage allocation of effort based on teaching load will be assigned as follows (absent documented justification otherwise):

- 6 courses = 60% teaching, 30% scholarly activity, 10% service, 0% extension and outreach.
- 5 courses = 50% teaching, 40% scholarly activity, 10% service, 0% extension and outreach.
- 4 courses = 40% teaching, 50% scholarly activity, 10% service, 0% extension and outreach.

No distinction is typically made between graduate and undergraduate courses in allocation of effort because typically graduate courses have smaller enrollments than undergraduate courses and do not necessarily require more effort. Cross-listed courses taught simultaneously and undergraduate and graduate courses taught simultaneously with differentiated assignments are considered a single course for teaching load purposes. Courses taught “out of load” do not impact the allocation of effort.

Extension and outreach allocations will be used in the case of faculty who regularly deliver an educational program to external groups who are not enrolled in traditional “for credit” academic courses. In cases where a faculty member engages in this type of activity on an occasional basis, this effort will be treated as a “plus factor” in the service category, rather than as an extension and outreach effort.

Course releases for research while “typical” are not to be considered automatic. At any given time, a course release may not be available as a result of departmental staffing shortages. Course releases for research should result in a demonstrable and comparable increase in research productivity, typically in the form of published refereed journal articles. In the absence of such productivity, course releases for research will be discontinued, in accordance with College of Business policy.

If a faculty member believes that a deviation from the standard percentage allocations (as set out above) is warranted under a particular situation, the faculty member should prepare a memo specifying the teaching course load and percentage allocation of effort that is requested, and providing a justification. Per university policy, the impact of the following factors shall be considered in determining teaching load and should be addressed in the memo to the extent they are relevant: 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. Department heads are expected to document variations in allocation of effort, and if the request is approved, the faculty member’s memo will serve that purpose.