



*School of Mathematical  
and  
Statistical Sciences*

**Bylaws**

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## School of Mathematical and Statistical Sciences Bylaws

### POLICY 01: DEFINITION OF THE SCHOOL OF MATHEMATICAL AND STATISTICAL SCIENCES

1. The School of Mathematical and Statistical Sciences is an academic unit of the College of Sciences at the University of Texas Rio Grande Valley. The authority of the School Faculty and the School Director, as stated herein, shall be exercised within the framework and limitations of the relevant statutes of the State of Texas <sup>1</sup>, the Regents' Rules and Regulations of the University of Texas System <sup>2</sup>, University of Texas System Policies <sup>3</sup>, and the Handbook of Operating Procedures of the University of Texas Rio Grande Valley <sup>4</sup>.
2. The School of Mathematical and Statistical Sciences has the following membership categories:
  - a. Tenured and Tenure-Track faculty at the ranks of Assistant Professor, Associate Professor, and Full Professor, including Tenured and Tenure-Track Faculty members with at least a 50% appointment in the School of Mathematical and Statistical Sciences and if the faculty member's tenure or tenure-track status is in the School of Mathematical and Statistical Sciences,
  - b. Three-Year Lecturers I, II, and III (full-time) and Senior Lecturers,
  - c. One-Year Lecturers (full-time),
  - d. Part-Time Adjuncts (part-time), and
  - e. Faculty formerly under the preceding categories (a) or (b) undergoing phased retirement.
  - f. Retired faculty with the rank of Professor Emeritus.
3. Membership in the School of Mathematical and Statistical Sciences is a necessary but not sufficient requirement for participation in School Committees<sup>5</sup> and for voting in school-related business.
4. Formerly tenured faculty undergoing phased retirement, that used to have at least 50% appointment in the School of Mathematical and Statistical Sciences, with tenure or tenure-track status in the School of Mathematical and Statistical Sciences, prior to phased retirement, may participate in all committees and voting for which tenure-track faculty are also eligible to participate, except for additional exclusions by University Policy<sup>6</sup>
5. 3-year Lecturers undergoing phased retirement may participate in all committees and voting for which all 3-year Lecturers are eligible to participate.
6. Because a Professor Emeritus is not a full member of the UTRGV Faculty, all emeritus professors shall be precluded from participating in activities for which an active membership on the faculty is a prerequisite, including but not limited to serving on committees and voting.<sup>7</sup>

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<sup>1</sup> See, Texas Education Code, Title 3 Higher Education. Available at <http://www.statutes.legis.state.tx.us/?link=ED>. <sup>2</sup> See, University of Texas Regents' Rules and Regulations. Available at <http://www.utsystem.edu/board-of-regents/rules>.

<sup>3</sup> All UTS Policies are available at <https://www.utsystem.edu/sites/policy-library>.

<sup>4</sup> See, Handbook of Operating Procedures, available at <http://www.utrgv.edu/hop/>

<sup>5</sup> The School Committees include Standing Committees, Elected Committees (which include Personnel Committees), and Ad Hoc Committees. Other bylaw policies cover the details regarding the process for forming School Committees (i.e. committee membership, whether they are elected or appointed, and who is eligible to vote, if elected) and the duties and responsibilities of the respective committees.

<sup>6</sup> See EVPAA Guidelines policy on Phased Retirement, linked from <https://www.utrgv.edu/academicaffairs/faculty-resources/index.htm>

<sup>7</sup> See UTRGV HOP Section ADM 06-402 (Emeritus Faculty).

## School of Mathematical and Statistical Sciences Bylaws

### POLICY 02: SCHOOL MEETINGS

1. A School meeting shall be convened by the School Director at least once per academic year in the beginning of the Fall semester during the academic year. All School faculty members will be expected to attend this initial School meeting, however only 3-year Lecturers, tenure-track, and tenured faculty members will be voting members of the meeting. The agenda of the meeting will include but not be limited to the current state of the School, the School budget, news and updates, introduction of newly hired faculty, current plans for new hiring, policy updates at the College and/or University level, etc. Furthermore, faculty will have the opportunity to make motions from the floor.
2. In all School meetings (of the Whole or specified subgroup), when the agenda item is to conduct a vote, the voting members of the meeting will be then limited to the faculty members eligible to participate in that vote.
3. For all School meetings, the School Director shall notify school faculty members of the meeting time and place at least 5 working days in advance and shall provide a draft of the written agenda at least 2 working days (48 hours) in advance. All voting faculty members may request items to be added to the agenda.
4. The School Director shall be the presiding officer at school meetings.
5. A majority of the voting members invited to the meeting shall be considered a quorum and sufficient to conduct official business of the school.
6. School meetings shall be conducted according to Robert's Rules of Order (most recent edition) unless specific exceptions are made in these By-Laws.
7. Votes shall ordinarily be taken by voice or by show of hands, unless at least one voting member of the School, including the School Director, requests a secret ballot, or if a secret ballot is required by policy.
8. The School Director shall be required to convene special meetings of the School if requested in a written petition signed by at least 40% of the tenured faculty of the School or 40% of all tenured and tenure-track faculty and 3-year Lecturers.
9. All School meetings, including all townhall meetings, shall be scheduled only between and including two business days before the 1st day of classes in the Fall semester and the day before the beginning of finals week at the end of the same semester, or between and including the 1st day of classes in the Spring semester and the day before the beginning of finals week at the end of the same semester, excluding all holidays, Spring break, and all Saturdays and Sundays.
10. School meetings shall be scheduled only when no regular classes are scheduled.
11. At least two class periods per week shall be designated *activity periods*, and no classes will be scheduled by the School during activity periods to ensure that School meetings can be scheduled.

**POLICY 03: VOTING**

**A. General policies**

1. All faculty votes and elections, including but not limited to electronic elections, shall be conducted only between and including the 1st day of classes in the Fall semester of the academic year and one day after the grades are due at the end of the Spring semester.
2. Electronic voting, using Helios Voting, or other similar encrypted voting systems, will be used for all major votes, where participation of all eligible voting faculty is essential, including but not limited to voting to form elected committees, voting on candidates applying for tenure and/or promotion, voting to approve new policy documents or revisions of policy documents, votes to approve committee decisions or decisions of the School Director where faculty approval is needed by policy unless the vote administrator calls for a meeting to conduct the vote by paper secret ballot or the voting faculty approve a motion, on a case by case basis, to use an alternative secure voting method during a faculty meeting that is already in progress or that will be convened by the vote administrator at the request of at least 5 voting faculty.
3. All Boolean votes (e.g. approve, not approve, etc.) should include the option to abstain in the ballot, unless explicitly prohibited by University policy.
4. The vote will be organized by the School Director or his/her designee, for committee elections, approval of appointment of Associate School Director, election of Faculty Senators, and election of representatives to College Committees.
5. The vote will be organized by the relevant Committee Chair or his/her designee for all votes that relate to the business of the Committee.

**B. Guidelines for electronic voting**

1. Nominations will be submitted by email to the vote administrator and the name of the nominee and both the name of the faculty member that submitted the nomination will be posted on a document uploaded on a secure cloud service and shared with all voting eligible faculty. A deadline will be set for submitting nominations that allows for at least 3 business days. The deadline may be extended if insufficient nominations are submitted by the deadline. Alternatively, nominations can be submitted during a faculty meeting of the voting faculty preceding the electronic vote.
2. The vote administrator is required to send to all voting faculty a separate email reminder as well as post a bulletin board announcement in both the Edinburg and Brownsville campuses.
3. The vote administrator will set a deadline for the conclusion of the vote. The deadline must be extended if faculty participation in the vote is less than 51%. Furthermore, the vote administrator, at his/her discretion, may extend<sup>1</sup> the deadline for releasing the result of the vote, if faculty participation in the vote is less than 75%

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<sup>1</sup> In an encrypted electronic voting system, the vote count cannot be accessed unless the vote closes and the results are released

### **C. Guidelines for voting with paper ballot**

1. Ballots will be submitted using the double envelope system. The ballot will be placed in the inner envelope, which will then be placed in the outer envelope. The inner envelope must have no markings to protect voter anonymity. The outer envelope will include the voter's printed name and should be signed over the seal.
2. When the double envelope is inserted into the ballot box, the voter roster should also be signed by the voting faculty.
3. The ballot may also be submitted by postal mail sent to the vote administrator if and only if the voting faculty member is traveling outside of the Rio Grande Valley during the vote. At the request of the voting faculty member, postage for the mail-in ballot may be compensated by the School from the travel funding allocated to the voting faculty member. Faculty that submit a mail-in ballot must place it in a double envelope and place the double envelope inside the mailing envelope, use a mailing method that allows tracking and preferably at least two-day delivery, and should notify the vote administrator as soon as the ballot is mailed with the mail tracking information. The ballot must arrive at the SMSS before the vote deadline. Both the vote administrator and one of the School staff and one more faculty member will sign in the voter roster on behalf of the faculty member that submitted the mail-in ballot. The email with the mail-tracking information will be attached to the voter roster.
4. The following policies shall apply to the ballot box:
  - a. Separate ballot box on each major campus (Brownsville and Edinburg) will be used.
  - b. The ballot box should have key and it should be tamper proof. Tamper proof sealing identified by either serial number or by signatures should be used.<sup>2</sup>
  - c. The ballot box should be sealed at the beginning of the voting, so that ballots can be inserted but not be removed.
  - d. The ballot box slot should be completely sealed for transportation from one campus to the other with tamper-proof sealing, so that ballots can neither be inserted or removed.
  - e. The time of the sealing should be announced in advanced and people should be given opportunity to add their own seals.
  - f. If the ballot box is transported from one campus to the other, then the signed roster and either the serial number or the names of the persons signing the seal should be also placed in the ballot box before sealing it.
5. The following procedures will be followed to count the votes and report the results to the faculty.
  - a. The counting of the ballots should be done within 4 business days after the vote deadline and must be done with at least four persons: one counting the ballot another recording the ballot a third and fourth checking the counting and recording respectively. All of these persons should have no conflict of interest with respect to the outcome of the vote.

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<sup>2</sup> For examples, see <https://goo.gl/qs7R7t> and <https://goo.gl/PPCfbm>

- b. The time and place of counting must be announced in advance, and faculty must be given opportunity to participate.
  - c. The persons present at the counting should be also announced along with the results.
  - d. Before counting, the outer envelopes with the names and signatures must be checked against the voting roster. Envelopes not matching the names must be discarded as invalid ballots.
  - e. The inner envelopes must be separated from the outer ones, and the outer envelopes must be set aside.
  - f. The ballots must be removed from the inner envelopes and the inner envelopes must be set aside.
  - g. The ballots are counted and then they are set aside.
  - h. A copy of the voter roster should be forwarded to faculty along with the voting results.
6. Retention policy for paper ballot.
- a. The envelopes and ballots should be kept for at least a month.
  - b. Electronic copy of the voting roster and records (result of the vote, participants in the counting of the vote) should be kept for at least one year.
7. Secretarial staff handling the ballots should be trained and should make sure the process is followed.

## School of Mathematical and Statistical Sciences Bylaws

### POLICY 04: SCHOOL DIRECTOR

#### A. Definition

1. The School Director is a faculty member who serves as the administrative leader of the School <sup>1</sup> and should have the mutual confidence of the majority of the 3-year Lecturers, tenure-track, and tenured faculty of his or her School, and the Dean of the College, and the EVPAA of the University.

#### B. Workload and Evaluation of the School Director

1. Due to the large size of the School of Mathematical and Statistical Sciences, the School Director has substantial administrative responsibilities. Consequently, the formal workload distribution for the School Director is<sup>2</sup>: 60% administration, 20% teaching, 10% research and scholarship, 10% service.<sup>3</sup>
2. The School Director's performance of his/her administrative assignment will be evaluated annually by the Dean, as part of the annual evaluation process, using the criteria on the School Director Annual Evaluation document of the School of Mathematical and Statistical Sciences<sup>4</sup>.
3. All other evaluations of the School Director's teaching, research and scholarship, and service (not related to his/her administrative responsibilities) will be conducted using the criteria defined in School documents for the workload distribution defined in B.1.
4. The School Director can be also subject to a comprehensive evaluation of his administrative responsibilities, in accordance with Policy 06: *Comprehensive Evaluation of the School Director*.

#### C. Eligibility and term of appointment

1. To be eligible to serve as School Director<sup>5</sup>, an individual shall:
  - a. hold an earned doctorate in Mathematics, Applied Mathematics, Statistics, or Mathematics Education;
  - b. hold a full-time tenured position in the School of Mathematical and Statistical Sciences and have demonstrated leadership, managerial, and administrative abilities;

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<sup>1</sup> UTS 182 "Sec. 1 General. Each academic department shall have a chair who is a member of and serves as the academic leader of the department faculty and the designated administrator of the department. The department chair reports to a dean and serves at the pleasure of the dean, with the concurrence of the EVPAA. Sec. 2 Eligibility. To be eligible to serve as a department chair, an individual shall hold a tenured position in his/her respective department and have demonstrated leadership, managerial, and administrative abilities." Also, UTRGV H.O.P. Section ADM 06-303.C.1. Available at <http://www.utrgv.edu/hop/policies/adm-06-303.pdf>.

<sup>2</sup> This policy amends the workload policy of the SMSS Post Tenure Review document that was approved on 09/13/2017

<sup>3</sup> The workload percentages assume that teaching one 3-credit-hour course in mathematics, statistics, or mathematics education in one semester accounts for 10% of the workload over one academic year, not including summer teaching.

<sup>4</sup> See UTRGV HOP Section ADM 06-303.D.6

<sup>5</sup> UTS 182 Sec. 2 Eligibility. To be eligible to serve as a department chair, an individual shall hold a tenured position in his/her respective department and have demonstrated leadership, managerial, and administrative abilities. Also, see UTRGV H.O.P Section ADM 06-303.D.2.



- c. hold academic rank in the School at the Associate Professor level or higher.
- 2. The term of appointment for a School Director is flexible, with standard terms being three years. Terms may be renewed without limit as long as the School Director continues to meet or exceed expectations as defined by the School Director Annual Evaluation document of the School of Mathematical and Statistical Sciences. School Directors are appointed on the basis of a fiscal year (12 months)<sup>6</sup>.
- 3. The School Director may be removed from the administrative position at any time for reasonable cause at the discretion of the Dean with the concurrence of the EVPAA<sup>7</sup>.

**D. Duties and responsibilities**

- 1. The School Director is responsible for the overall leadership, management, and administration, of the School, which shall include the following duties and responsibilities<sup>8</sup>:
  - a. Consulting with and representing the interest of School faculty on policies, plans, and procedures that affect the School;
  - b. Strategic planning and goal setting aligned with similar efforts at the college/school and university level;
  - c. Promoting faculty development in teaching, research, and public service and, within the limits imposed by administrative duties, providing leadership by example in these activities;
  - d. Supervising the instructional, scholarly, creative and service activities of the School, and maintaining and improving their quality;
  - e. Ensuring that School policies and practices are consistent with those of the University;
  - f. Conveying faculty and program concerns and needs to the Dean and/or the upper administration;
  - g. Informing School faculty on a regular basis about new School-related developments, including but not limited to travel budget, funds available for teaching-related software/technologies or for inviting speakers for colloquia/seminars, appointment of committees, faculty positions and searches, visitors, received external funding, announcements of new faculty hiring, retirements, tenure and promotion announcements, new GTAs, etc.
  - h. Guiding and mentoring tenure-track faculty and new hires;
  - i. Maintaining an environment of collegiality and shared governance;
  - j. Addressing questions, complaints, grievances, and suggestions from faculty, staff, and students;
  - k. Preparing and submitting to the Dean personnel evaluations and recommendations associated with appointment, reappointment, non-reappointment, tenure, promotion, and merit for professional and clerical staff;
  - l. Preparing budget requests and supervising the allocation and expenditure of School funds;
  - m. Developing effective professional relationships with relevant community organizations and agencies and with related academic departments at other institutions in the State;

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<sup>6</sup> UTRGV H.O.P. Section ADM 06-303.D.4.a.

<sup>7</sup> UTRGV H.O.P. Section ADM 06-303.D.9

<sup>8</sup> UTS 182, Sec. 5 and UTRGV H.O.P. Section ADM 06-303.D.5.

- n. Representing the School in meetings with other department chairs, university administrators, and faculty;
  - o. Cooperating and consulting with other academic unit chairs in the development of co- requisites and interdisciplinary and transdisciplinary courses and programs.
  - p. Serving as a liaison with relevant professional associations;
  - q. Articulating and implementing University policy within the School and monitoring the alignment of University and School policies, procedures, and standards with those of state and national regulatory and accrediting agencies.
  - r. Preparing, revising and submitting School class schedules with consideration to faculty preferences and faculty class assignments to the Dean;
  - s. Handle faculty applications to Graduate Faculty Status.
- 2. The School Director may be assigned additional responsibilities by the academic Dean.
  - 3. The School Director shall be available at least once a week either physically (preferred) or via videoconferencing on the campus (Edinburg or Brownsville) other than the one where he or she is primarily assigned to.

## **School of Mathematical and Statistical Sciences Bylaws**

### **POLICY 05: HIRING AND APPOINTMENT OF THE SCHOOL DIRECTOR**

1. The School Director shall be selected by the Dean with the concurrence of the EVPAA after an appropriate and inclusive search committee process<sup>1</sup>.
2. Before beginning the search for a School Director, the Dean will meet with the tenured and tenure-track School faculty and 3-year Lecturers to discuss the needs of the School, the College and the University. The Dean and School faculty should reach a mutual agreement on whether to have an internal or external search, that will be ratified by a vote of all tenure-track and tenured faculty and 3-year Lecturers. The School may conduct an external search with the approval of the Dean and EVPAA. Eligible faculty within the School may be candidates in the search. All searches must comply with institutional hiring practices including affirmative action policy and tenure-track appointment requirements.
3. When a vacancy in the position of School Director is anticipated, the 3-year Lecturers, tenure-track, and tenured faculty shall decide the size and structure of the Search Committee and shall elect, by secret ballot, the members of the Search Committee other than the Equity and Diversity Advocate (EDA). The current School Director and Associate Deans may not serve as members of the Search Committee. An internal candidate must recuse him/her self from the search process.
4. The Committee will elect a Committee Chair from amongst its members.
5. The Search Committee will prepare the search advertisement and it must be approved by a majority of the tenured and tenure-track faculty, before being forwarded for approval by upper levels of authority. Any subsequent changes to the advertisement throughout the search process must be approved again by the search committee and a majority of the tenured and tenure-track faculty, until consensus is established by all levels of approval. The Search Committee must hold at least one townhall meeting before submitting the advertisement for approval by the faculty, for all iterations of the approval process.
6. The Search Committee shall conduct the School Director search for candidates in accordance with University requirements and a calendar established by the Search Committee in consultation with the Dean.
7. All School Director interviews by the faculty will be scheduled only when no regular classes are scheduled and will be broadcast via videoconferencing to both campuses (Edinburg and Brownsville), to the extent possible.
8. For both internal and external searches:
  - a. The Search Committee will compile an extended shortlist of candidates eligible to be invited for an interview and ask the tenure-track and tenured faculty to vote "approve" or "not approve" for each candidate on the extended shortlist. The C.V. of the candidates on the extended shortlist will be made available to the tenure-track and tenured faculty by the Search Committee prior to the vote.
  - b. The Search Committee will then compile a shortlist of candidates from among the candidates in the extended shortlist that were approved by the faculty by at least 51%

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<sup>1</sup> UTS 182 Sec. 3 and UTRGV H.O.P. Section ADM 06-303.C.1.

approval vote of the eligible faculty, and the Dean will extend interview invitations to candidates from the shortlist.

- c. For each interview, the candidate will give a presentation on both main campuses (Brownsville and Edinburg). The scope of the two presentations will be decided by the Search Committee in consultation with the School faculty. The presentations should allow time for faculty to ask questions of the candidate. Time should also be allotted for faculty and students to meet with the candidate, on both campuses.
9. For both internal and external searches, after each round of candidate interviews, all tenure- track and tenured faculty and 3-year Lecturers shall vote on all candidates, using multiple choice ballots that allow for multiple selections. The Chair of the Search Committee must provide to the School faculty a C.V. of all eligible candidates. To be recommended for appointment, candidates must receive both an approval vote from at least 51% of all tenured faculty and another approval vote from at least 51% of all tenured and tenure-track faculty and 3-year Lecturers, with both approval votes conducted simultaneously and by secret ballot. Faculty are expected to also provide written feedback for each candidate to the Search Committee Chair.
10. The Search Committee Chair, in consultation with the members of the Search Committee, will forward all voting results to the Dean and the EVPAA with their written recommendation for School Director with supporting rationale, based in part on the written faculty feedback.
11. If the Dean does not wish to appoint any of the candidates approved by faculty vote, the Dean will then reconvene the Search Committee to recommend additional candidate(s). If none of the additional candidates are approved by faculty vote, as per paragraph 9, the Dean may extend the interim School Director's appointment, or name a new Interim School Director, with the concurrence of the EVPAA.

## **School of Mathematical and Statistical Sciences Bylaws**

### **POLICY 06: COMPREHENSIVE EVALUATION OF THE SCHOOL DIRECTOR**

1. There are two separate procedures for initiating a comprehensive evaluation of the School Director:
  1. The School Director must undergo an in-depth review process, including input from School faculty and staff at the beginning of the final year of their term. It is the Dean's responsibility to initiate this evaluation process at the appropriate time.
  2. The tenured School faculty may initiate a formal evaluation of the School Director's performance at the request of a majority (at least 51%) of all tenured School faculty. The School Director is not eligible to participate in the voting on this matter.
2. In all of the above cases, the Dean and the 3-year Lecturers and the tenured and tenure-track School faculty, excluding the School Director, shall meet to establish by consensus the procedure to be used in the evaluation process, which shall be consistent with the general evaluation procedures for academic administrators in the Handbook of Operating Procedures<sup>1</sup> and transmit them to the EVPAA. During this meeting, a simple majority (at least 51%) of 3-year Lecturers and the tenured and tenure-track School faculty will constitute a quorum. The procedure adopted should ensure a high level of participation by the School faculty.
3. The Dean shall distribute tabulations of any data collected excluding written comments, in the evaluation process to all School faculty, the School Director, and EVPAA. The Dean may provide the written comments to the EVPAA regarding the outcome of the faculty and staff input, at the request of the EVPAA
4. The School Director will be given an opportunity to discuss the School's evaluation with the Dean and/or the EVPAA.
5. As part of the comprehensive evaluation process, the Dean will conduct his formal evaluation, based in part on the faculty and staff input. Included in this evaluation should be an evaluation of strengths and areas in need of improvement and a recommendation to retain or remove the School Director. Copies of this recommendation should be provided to the School Director, and the EVPAA. The School Director may submit a written appeal of the Dean's recommendation within 10 business days.
6. The Dean's recommendation and report of the faculty and staff input will be forwarded to the EVPAA for a final decision. The School Director may also request a meeting with the Dean and/or the EVPAA at this stage, before a final decision is made.

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<sup>1</sup> See UTRGV HOP Section ADM 06-301.E.4, noting that UTRGV HOP Section ADM 06-303.D.6.b requires input from faculty and staff

**POLICY 07: SCHOOL ADMINISTRATION**

**A. Associate School Director for Faculty and Student Success**

1. The Associate School Director for Faculty and Student Success is a faculty member who is an administrative leader of the School and should have the confidence of a majority of the 3- year Lecturers, tenure-track and tenured faculty, the School Director, and the Dean of the College.
2. The workload of the Associate School Director for Faculty and Student Success appointment is 30% administration.<sup>1</sup>
3. The Associate School Director for Faculty and Student Success reports to the School Director and will be granted a 30% teaching release per academic year, and a stipend that is either defined by University policy or determined and approved by the Dean and EVPAA.<sup>2</sup>
4. To be eligible to serve as Associate School Director for Faculty and Student Success, an individual shall: hold an earned doctorate in Mathematics, Applied Mathematics, Statistics, or Mathematics Education; hold a full-time tenured position in the School of Mathematical and Statistical Sciences and have demonstrated leadership, managerial, and administrative abilities; hold academic rank in the School at the Associate Professor level or higher.<sup>3</sup>
5. The Associate School Director for Faculty and Student Success shall be selected by the School Director with the concurrence of the Dean and a majority vote of the 3-year Lecturers, tenure-track and tenured faculty members of the School.
6. The term of appointment for the Associate School Director for Faculty and Student Success flexible, with standard term being three years. Terms may be renewed without limit if the Associate School Director for Faculty and Student Success continues to meet or exceed expectations as defined by institutional policy. Associate School Directors are appointed on the basis of a fiscal year (12 months).<sup>4</sup>
7. If the Associate School Director for Faculty and Student Success is primarily assigned on the same campus as the School Director, then the Associate School Director for Faculty and Student Success must be available on the other campus (Edinburg or Brownsville) at least once a week either in person (preferred) or via videoconferencing, so that, combined with

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<sup>1</sup>The proposed workload percentages are based on the assumption that teaching one 3-credit-hour course in mathematics, statistics, or mathematics education in one semester accounts for 10% of the workload over one academic year, not including summer teaching.

<sup>2</sup>See "Service -- Administrative and Committee Service" cited in the document Presidential Workload Credits Types and Definitions, posted at the EVPAA Website, under Faculty Resources, at <https://www.utrgv.edu/academicaffairs/faculty-resources/index.htm>.

<sup>3</sup>UTS 182 Sec. 2 Eligibility. To be eligible to serve as a department chair, an individual shall hold a tenured position in his/her respective department and have demonstrated leadership, managerial, and administrative abilities. Also, see UTRGV H.O.P Section ADM 06-303.D.2.

<sup>4</sup>UTRGV H.O.P. Section ADM 06-303.D.4.a.

the School Director's weekly availability on the other campus, at least one of them is available twice a week.

8. When the Associate School Director for Faculty and Student Success is temporarily Acting School Director, during the absence of the School Director, he/she must be temporarily available on the other campus (Edinburg or Brownsville) at least twice a week, if his/her teaching schedule allows for two days where no classes have been assigned, until the School Director's return.
9. The Associate School Director for Faculty and Student Success is responsible for:
  - a. All tasks and responsibilities assigned to him/her by the School Director that are related with the overall leadership, management, and administration of the School, as defined in Policy 04 of these By-Laws
  - b. Temporarily serving as Acting School Director, with the authority to sign documents, when the School Director is travelling outside of the Rio Grande Valley area or during a leave of absence <sup>5</sup>.

#### **B. Associate School Director for Enrollment Management**

1. The Associate School Director for Enrollment Management reports to the School Director. and will be granted 30% teaching release <sup>6</sup>per academic year, and a stipend that is either defined by University policy or determined and approved by the Dean and EVPAA.
2. The workload of the Associate School Director for Enrollment Management appointment is 30% administration.<sup>7</sup>
3. To be eligible to serve as Associate School Director for Enrollment Management, an individual shall be a full-time tenured faculty member of the School, hold an earned Doctorate in Mathematics, or Statistics, or Applied Mathematics, or Mathematics Education, and have demonstrated leadership, managerial and administrative abilities.
4. The Associate School Director for Enrollment Management is appointed by the School Director and serves at the pleasure of the School Director.
5. The duties of the Associate School Director for Enrollment Management include but not limited to:
  - a. Analyzing enrollment statistics and making recommendations to the School Director about how many course sections need to be created for each course, per semester and

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<sup>5</sup>For the details of UTRGV leave policies see UTRGV HOP Sections ADM 04-104, ADM 04-602, ADM 04-603, ADM 04-606, ADM 04-607, ADM 04-608, ADM 04-609, ADM 04-613, ADM-04-613, ADM 04-614

<sup>6</sup>Note that the School of Mathematics and Statistical Sciences encompasses four distinct disciplines: Pure Mathematics, Applied Mathematics, Statistics, and Mathematics Education. Consequently, this workload release for an Associate School Director for Enrollment Management, on top of the workload release for the School Director and Associate School Director for Faculty and Student Success, can be justified under "Service -- Administrative and Committee Service" cited in the document Presidential Workload Credits Types and Definitions, posted at the EVPAA Website, under Faculty Resources, at <https://www.utrgv.edu/academicaffairs/faculty-resources/index.htm>.

<sup>7</sup>This policy amends the workload policy of the SMSS Post Tenure Review document that was approved on 09/13/2017

whether some of these course sections need to be offered in ITV, online, or hybrid format.

- b. Soliciting faculty course teaching preferences in a timely manner.
  - c. Preparing and submitting the course schedule to the Registrar for the Fall, Spring, and Summer semesters in consultation with the School Director, consistently with the assign faculty workloads, accommodating faculty preferences and student needs to the extent possible, and following the established course rotation policy.
  - d. Continuously monitoring student enrollment over all School courses, and making any necessary adjustments by opening, closing, or combining course sections to prevent course cancellations, and by responding to course cancellations with any necessary further adjustments to the class schedule.
  - e. Opening sections for undergraduate research courses, masters project/thesis courses, for faculty that are advising undergraduate or graduate students in research.
  - f. Monitoring the changes made to the course schedule by the Registrar to ensure that they best serve the interests of the School and its students and resubmit corrections and adjustments when needed.
  - g. Advising the School Director on the course rotation of undergraduate and graduate courses, based on student demand and graduation requirements stipulated in our degree plans.
  - h. Based on course cancellation and student demand patterns, making recommendations on any needed adjustments to the School's degree plans, or on faculty hiring needs.
6. The duties of the Associate School Director for Enrollment Management shall not be extended beyond the scope of course scheduling, enrollment management, and student-related affairs.

### **C. Undergraduate Program Coordinator**

1. The Undergraduate Program Coordinator reports to the School Director. and will be granted a 20% teaching release <sup>8</sup> per academic year.
2. The workload of the Undergraduate Program Coordinator appointment is 20% administration.
3. To be eligible to serve as Undergraduate Program Coordinator, an individual shall be a tenured faculty member of the School, hold an earned Doctorate in Mathematics, or Statistics, or Applied Mathematics, or Mathematics Education, and have demonstrated leadership, managerial and administrative abilities.
4. The Undergraduate Program Coordinator is appointed by the School Director and serves at the pleasure of the School Director.

<sup>8</sup> See "Administration -- Major Academic Advising" cited in the document *Presidential Workload Credits Types and Definitions*, posted at the EVPAA Website, under *Faculty Resources*, at <https://www.utrgv.edu/academicaaffairs/faculty-resources/index.htm>



5. The Undergraduate Program Coordinator is responsible for recruiting and advising undergraduate students via email and in-person meetings. This includes but is not limited to approving their placement in introductory math courses and evaluating progress in pursuing the School's undergraduate degree plans, approving registration overrides, course substitutions, and advising students appealing financial aid or their admission to the teaching program.

#### **D. Undergraduate co-Advisor**

1. The Undergraduate co-Advisor reports to the Undergraduate Program Coordinator and the School Director and will be granted a 10% teaching release <sup>9</sup> per academic year.
2. The workload of the Undergraduate co-Advisor appointment is 10% administration.
3. To be eligible to serve as Undergraduate co-Advisor, an individual shall be a tenured faculty member of the School, hold an earned Doctorate in Mathematics, or Statistics, or Applied Mathematics, or Mathematics Education, and have demonstrated leadership, managerial and administrative abilities.
4. The Undergraduate co-Advisor must be assigned to and be resident on a campus other than the Undergraduate Program Coordinator. (Edinburg or Brownsville)
5. The Undergraduate co-Advisor is appointed by the School Director, only if the School Director deems it necessary, and serves at the pleasure of the School Director.
6. The Undergraduate co-Advisor will assist the Undergraduate Program Coordinator with the advising of undergraduate students resident on the campus other than the one where the Undergraduate Program Coordinator is assigned to. (Edinburg or Brownsville)

#### **E. Graduate Program Coordinator**

1. The Graduate Program Coordinator reports to the School Director. and will be granted a 20% teaching release per academic year.<sup>10</sup>
2. The workload of the Graduate Program Coordinator appointment is 20% administration.
3. To be eligible to serve as Graduate Program Coordinator, an individual shall be a tenured faculty member of the School, hold an earned Doctorate in Mathematics, or Statistics, or Applied Mathematics, or Mathematics Education, and have demonstrated leadership, managerial and administrative abilities.
4. The Graduate Program Coordinator is appointed by the School Director and serves at the pleasure of the School Director.

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<sup>9</sup> See "Administration -- Major Academic Advising" cited in the document *Presidential Workload Credits Types and Definitions*, posted at the EVPAA Website, under *Faculty Resources*, at <https://www.utrgv.edu/academicaffairs/faculty-resources/index.htm>.

<sup>10</sup> See "Administration -- Major Academic Advising" cited in the document *Presidential Workload Credits Types and Definitions*, posted at the EVPAA Website, under *Faculty Resources*, at <https://www.utrgv.edu/academicaffairs/faculty-resources/index.htm>.

5. The Graduate Program Coordinator will be responsible for managing the School's graduate program and duties will include but not be limited to the following:
  - a. Chairing the Graduate Curriculum Committee and coordinating recruitment through the Committee.
  - b. Advising Graduate students via email, in-person meetings, and electronic meetings, in consultation with the Graduate Curriculum Committee.
  - c. Creating and recording of degree plans, responding to substitution requests, approving registration overrides, course substitutions, and advising students appealing financial aid or their admission to graduate programs.
  - d. Responding to inquiries from interested students.
  - e. Working with the School Director to collect GTA requests and making GTA assignments.
  - f. Collecting, organizing and writing assessment plans and reports for the graduate programs
  - g. Approving thesis committees
  - h. Handling student appeals
  - i. Organizing thesis writing workshops

#### **F. Graduate co-Advisor**

1. The Graduate co-Advisor reports to the Graduate Program Coordinator and the School Director and will be granted a 10% teaching release <sup>11</sup> per academic year.
2. The workload of the Graduate co-Advisor appointment is 10% administration.
3. To be eligible to serve as Graduate co-Advisor, an individual shall be a tenured faculty member of the School, hold an earned Doctorate in Mathematics, or Statistics, or Applied Mathematics, and have demonstrated leadership, managerial and administrative abilities.
4. The Graduate co-Advisor must be assigned to and be resident on a campus other than the Graduate Program Coordinator. (Edinburg or Brownsville)
5. The Graduate co-Advisor is appointed by the School Director, only if the School Director deems it necessary, and serves at the pleasure of the School Director.
6. The Graduate co-Advisor will assist the Graduate Program Coordinator with the advising of graduate students resident on the campus other than the one where the Graduate Program Coordinator is assigned to. (Edinburg or Brownsville)

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<sup>11</sup> See "Administration -- Major Academic Advising" cited in the document *Presidential Workload Credits Types and Definitions*, posted at the EVPAA Website, under *Faculty Resources*, at <https://www.utrgv.edu/academicaffairs/faculty-resources/index.htm>.

## School of Mathematical and Statistical Sciences Bylaws

### POLICY 08: FACULTY WORKLOAD DISTRIBUTIONS

#### A. General Principles

1. *Purpose:* This policy implements variable workloads for the School of Mathematical and Statistical Sciences, within the framework of the UT System Regent Rules<sup>1</sup> and the UTRGV HOP<sup>2</sup>. We strive to achieve the intended outcomes of the UTRGV variable workload policy as follows:
  - a. To ensure fair and equitable treatment of faculty members, standard workloads are defined, and all faculty have the right to adopt standard workloads if they meet objective criteria. Tenure-track faculty are protected from increased service workload.
  - b. To enable chairs to optimize assignments of faculty to meet School goals, workloads with increased teaching or increased research are defined. Faculty reserve the right to navigate the standard workloads and the workloads with increased teaching on the basis of objective criteria, whereas the School Director reserves discretionary approval for faculty requests to transition to workloads with increased research expectation.
  - c. To maximize the long-term effectiveness of the School's instructional resources, the School Director reserves the discretion to temporarily increase a faculty member's service workload for clearly enumerated types of service assignments.
  - d. To facilitate effective shared governance, objective criteria, developed by the School faculty, are used by the School Director either as sufficient or as necessary conditions for deciding on faculty requests to navigate variable workload assignments.
  - e. To establish predetermined and transparent limits on administrative expenses, service workload is set to 10% or 20% only, with higher service workloads reserved only for very special circumstances.
2. *Importance of Faculty:* Faculty play a fundamental role in advancing The University of Texas Rio Grande Valley and in fostering student success. The quality and value of a university education are in large part defined by the faculty. The curricula the faculty design, the programs they offer, the learning environment they create, the instructional methods they employ, the research they conduct, the creative works they produce, the service they provide, and their professional engagement with students inside and outside of the classroom, including advising, are important components of the educational experience. As such, institutions of higher education supported by public funds have the responsibility to fully utilize their faculty members in ways that achieve the greatest possible educational benefit.

#### B. Standard Faculty Workloads

1. The standard workload for tenure-track faculty is 60% teaching, 30% research, and 10% service.
2. Only when requested by a tenure-track faculty member, and with the approval of the School Director and the Dean on an annual basis, this standard workload can be

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<sup>1</sup>See UT System's Regents' Rule 31006.

<sup>2</sup>See UTRGV HOP ADM 06-501

modified with a decrease in the teaching workload, down to a minimum of 40% teaching, and an equal increase in the research workload, while maintaining the service workload at 10%. The tenure-track faculty maintains the right to revert to the standard workload distribution in subsequent academic years, upon request, and such request shall be granted.

3. The standard workload for tenured faculty is 60% teaching, 20% research, 20% service.
4. Tenured faculty may request, and shall be granted upon request, a modified workload of 60% teaching, 30% research, 10% service, if the faculty member has satisfied the baseline workload requirements for 30% research, also accounting for any workload equivalencies towards satisfying the baseline 30% workload requirement.
5. The standard workload for 3-year Lecturers is 80% teaching, 0% research, 20% service.
6. The standard workload for 1-year Lecturers is 100% teaching, 0% research, 0% service.
7. These standard workloads may be further modified, as provided for by sections F and/or G of this bylaw, but will still be governed under the policies of section B for standard workloads.

#### **C. Baseline workloads and workload equivalencies**

1. A separate bylaw shall define:
  - a. The teaching equivalencies that can contribute towards satisfying the teaching workload.
  - b. Objective metric-based criteria for fulfilling a baseline research workload at the levels 10%, 20%, and 30%.
  - c. Equivalencies towards satisfying the assigned research workload, to be added on top of the baseline research workload achieved.
  - d. Objective metric-based criteria for fulfilling a baseline service workload at the levels 10% and 20%.
  - e. Equivalencies towards satisfying the assigned service workload, to be added on top of the baseline service workload achieved.
2. For tenure-track faculty, meeting annual workload expectations is not necessarily sufficient for meeting the minimum School Criteria for tenure and promotion.
3. For tenured faculty seeking promotion to Full Professor, meeting annual workload expectations is not necessarily sufficient for meeting the minimum School Criteria for promotion.
4. For tenured faculty, meeting annual workload expectations is not necessarily sufficient for meeting the School criteria for Post-Tenure Review.

#### **D. Workloads with increased teaching for tenured faculty**

1. Tenured faculty may transition to one of the following workloads, as provided for in the following policy:
  - a. 70% teaching, 10% research, 20% service
  - b. 70% teaching, 20% research, 10% service
  - c. 80% teaching, 10% research, 10% service
  - d. 80% teaching, 0% research, 20% service

2. These workloads may be further modified as provided for by sections F and/or G of this bylaw, but will still be governed under the policies of section D for workloads with increased teaching load.
3. Transition to workloads with increased teaching workload shall be initiated only when at least one of the following two conditions applies:
  - a. The tenured faculty member requests it in writing; or
  - b. The tenured faculty member has not satisfied the baseline workload requirements for at least a 20% research workload, accounting for any research equivalences, in which case he/she will be asked to transition to 10% research workload. The service workload may be set at 20% if the baseline workload requirements for a 20% service workload, accounting for any service equivalences, have been satisfied, otherwise it shall be set at 10%.
4. Requests for transition towards any of the allowed workloads with increased teaching workload and at least 10% research workload, in the direction of strictly increasing teaching workload percentage shall be approved, if requested by a tenured faculty.
5. A tenured faculty may transition to the 80% teaching, 0% research, 20% service workload, under extenuating circumstances (e.g. an action plan in response to an overall negative rating on Post Tenure review), if requested by the faculty member, and with the discretionary approval of the School Director and the Dean.
6. Requests to return to a standard faculty workload from a workload with increased teaching workload, or requests to navigate between workloads with increased teaching workload where the teaching workload remains constant or decreases by 10% or 20%, with corresponding adjustments of the research and/or service workload, shall be approved if the faculty member currently has satisfied the baseline workload requirements for research and service of the new requested workload assignment, also accounting for any workload equivalencies added towards satisfying the assigned workload.

#### **E. Workloads with increased research expectations**

1. Tenured faculty may transition to one of the following workloads as provided for in the following policy:
  - a. 50% teaching, 30% research, 20% service
  - b. 50% teaching, 40% research, 10% service
  - c. 40% teaching, 40% research, 20% service
  - d. 40% teaching, 50% research, 10% service
2. Workloads with less than 40% teaching shall be granted only in very exceptional circumstances
3. These workloads may be further modified as provided for by sections F and/or G of this bylaw, but will still be governed under the policies of section E for workloads with increased research expectations.
4. In order for a tenured faculty to be eligible to transition to or to maintain one of the above workloads, it is necessary but not sufficient that he/she currently has satisfied the baseline workload requirements for research and service, also accounting for any workload equivalencies added towards satisfying the assigned workload.

5. A request to be transitioned to one of the above workloads shall be initiated in writing by the tenured faculty member and addressed to the School Director. No tenured faculty can be transitioned to a workload with increased research expectations, unless a written request is initiated by the faculty member. Furthermore, tenured faculty maintain the right to transition back to a standard workload in the next academic year, upon request.
6. Tenured faculty shall transition to a one of the above workload assignments by the approval of the School Director and the Dean. Thereafter, the faculty member may apply to renew the workload distribution. The application will be approved on an annual basis at the discretion of the School Director and the Dean.

**F. Increased Service workload above 20%**

1. At the request of the faculty member, and by the approval of the School Director and Dean, a faculty member that is PI or co-PI of a funded or continuing external service grant, or is serving as the Chair of the School's Tenure and Promotion Committee, or chair of a Search Committee, or is serving as the Chair of the Full Professor Committee or has been assigned a service-related project of extraordinary importance may temporarily increase his/her service workload above 20% in increments of 5%.
2. When the service workload is increased above 20%, that will result in an equal decrease of the teaching workload.
3. The increased service workload requires approval of the School Director and Dean for each subsequent academic year.

**G. Administrative appointments**

1. Workload corresponding to administrative appointments shall be offset in part or in whole by reduction of the teaching workload.
2. When the reduction of teaching workload does not offset the entire administrative workload, then the remaining workload shall be offset by reduction in assigned research and/or service workload.

**H. Workload banking**

1. Excess workload achieved in teaching, that has not been compensated with remuneration, will be credited for the subsequent academic years up to a maximum of 10% accumulated workload and can be redeemed towards satisfying teaching workload during any subsequent academic year.
2. Redeeming banked workload towards satisfying the teaching workload during the next 5 subsequent academic years must be approved by the School Director and Dean.
3. It is the responsibility of the School Director to provide each faculty member a short workload banking memo noting the amount of workload banked or redeemed in each academic year.
4. A faculty request to redeem banked workload should include the workload banking memos corresponding to the last 5 academic years.

## School of Mathematical and Statistical Sciences Bylaws

### POLICY 09: BASELINE WORKLOADS AND WORKLOAD EQUIVALENCIES

#### A. Purpose and scope of this policy

1. This policy defines objective metric-based equivalencies for satisfying the assigned teaching, research, and service workloads.
2. The faculty publication record is assessed using a 5-academic-year rolling window, and service is assessed using a 2-academic-year rolling window.
3. The policy also defines the procedures for handling the annual faculty workload proposals.
4. To provide resources for revenue sharing with faculty and academic units and for investing in teaching and research, the policy provides appropriate workload equivalencies for being the PI or co-PI of teaching, research, and service external grants, and for the teaching preparation necessary for new online or blended courses.

#### B. Equivalencies towards teaching workload

1. One lower-level undergraduate 3 credit hour course accounts for 10% teaching workload,
2. One upper-level undergraduate 3-credit hour course accounts for 12% teaching workload,
3. One M.S. or Ph. D. level graduate 3-credit hour accounts for 15% teaching workload,
4. For a large course section, these equivalencies are increased depending on the number of students on census day. For classes that have at least 60 students, the base workload is multiplied by a factor of 1.1. For each additional 10 students, the factor is increased by 0.1, up to a maximum of 1.5 for 100 students. Thereafter, for each additional 25 students, the factor is increased by 0.1 to a maximum factor of 2 for 225 or more students.
5. For each ITV class, faculty may be given additional teaching workload credit, up to a maximum of 5%, which shall be negotiated with the School Director and approved by the Dean.
6. Being the main advisor of a Ph.D. dissertation shall account for 5% teaching workload per semester, including Summer semesters, to an annual maximum of 10% per Ph.D. dissertation.
7. Being the main advisor of an M.S. thesis shall account for 2.5% teaching workload per semester, including Summer semesters, to an annual maximum of 5% per M.S. thesis.
8. Teaching an undergraduate independent study course<sup>1</sup> shall account for 1% teaching workload per undergraduate student up to a maximum of 10% per semester.
9. Teaching a graduate independent study course<sup>2</sup> shall account for 3% teaching workload per graduate student up to a maximum of 15% per semester.
10. Being PI in a funded or continuing external teaching grant shall account for 10% teaching workload per semester (Fall and Spring). This equivalency shall be subject to approval of the

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<sup>1</sup> Undergraduate independent study courses include MATH 4390 (Math Project), MATH 4391 (Research Experience in Math), STAT 4390 (Statistics Project).

<sup>2</sup> Graduate independent study courses include MATH 6390 (Internship), 6391 (Master's Project).

School Director and Dean. If it is not approved, then it will be counted as an equivalency towards satisfying the research workload.

11. Being co-PI in a funded or continuing external teaching grant shall account for 5% teaching workload per semester (Fall and Spring). This equivalency shall be subject to approval of the School Director and Dean, who may also deem it appropriate to increase the equivalency up to 10% teaching workload per semester when the co-PI contribution to the grant is as substantial as that of the PI. If it is not approved, then it will be counted as an equivalency towards satisfying the research workload.
12. Newly-hired tenure-track faculty shall be credited 10% teaching workload per semester (Fall and Spring) for teaching preparation during the first academic year.
13. Faculty that prepare an online or blended course that they will teach for the first time during their stay at UTRGV shall be credited 10% teaching workload. At the discretion of the School Director and with approval by the Dean, a teaching equivalence from 5% up to 10% teaching workload may be granted for substantial effort in preparing a face-to-face course that a faculty member will teach for the first time.
14. An appropriate teaching equivalency may be granted temporarily if assigned classes do not materialize because of insufficient enrollment and when additional classes or other academic duties cannot be assigned to the faculty member. This exception may be granted for two consecutive long-term semesters only for any particular faculty member.
15. An appropriate teaching equivalency will be granted to a faculty member that is the recipient of an external grant in which teaching buyout has been explicitly allocated to the grant's budget.
16. When more than one faculty member participates in the instruction of a single course, the credit is proportioned according to the effort expended.
17. With the exception of tenured faculty that have a 100% administration workload assignment, every faculty member will teach at least one organized undergraduate or graduate course per academic year.

### **C. Baseline research workload**

1. A nascent research program, as evidenced by presentations, or submission of papers to refereed journals or conference proceedings, or submission of external grants, or a book under contract, or research-related software development, or other research-related works over a period of 5 academic years (includes the current academic year) shall satisfy a 10% baseline research workload.
2. An active research program, as evidenced by at least one of the following over a period of 5 academic years (includes the current academic year) shall account for 20% baseline research workload.
  - a. 2 peer-reviewed publications (published or accepted) in journals or conference proceedings or book chapter, or
  - b. 1 book authored or co-authored (not edited)
3. An active research program, as evidenced by at least one of the following over a period of 5 academic years (includes the current academic year) shall account for a 30% baseline research workload:



- a. 3 peer-reviewed publications (published or accepted) in journals or conference proceedings, or
- b. 1 peer-reviewed publication (published or accepted) in journals or conference proceedings and 1 book authored or co-authored (not edited)

**D. Equivalencies towards research workload**

In addition to the baseline research workload achieved the following equivalencies are added towards satisfying the research workload assignment:

1. Being PI in a funded or continuing external research grant during the current academic year shall account for 10% research workload per semester (Fall and Spring).
2. Being co-PI in a funded or continuing external research grant during the current academic year shall account for 5% research workload per semester (Fall and Spring). The School Director, with approval by the Dean, may increase this equivalency up to 10% research workload per semester, when the co-PI contribution to the grant is as substantial as that of the PI.
3. If a faculty member already meets the baseline requirements for 30% baseline research workload then each additional peer-reviewed publication over a period of 5 academic years (includes the current academic year) shall account for a 5% research workload equivalence up to an annual maximum of 20%.

**E. Baseline service workload**

1. Two service contributions per year over a period of 2 academic years (includes the current academic year) in School, or College, or University service, or in professional service, or in community service shall account for a baseline 10% service appointment.
2. Four service contributions per year over a period of 2 academic years (includes the current academic year) in School, or College, or University service, or in professional service, or in community service shall account for a baseline 20% service appointment.
3. In the above, leadership or substantial participation (with justification) in some service contribution shall be counted as a double contribution.

**F. Equivalencies towards service workload**

In addition to the baseline service workload achieved, the following equivalencies are added towards satisfying the service workload assignment:

1. Membership in the University Tenure and Promotion Committee, or Chairing the School Tenure and Promotion Committee, or the School Full Professor Committee, or a Search Committee shall account for 10% service workload per academic year.
2. Being PI in a funded or continuing external service grant during the current academic year shall account for 10% service workload per semester (Fall and Spring).
3. Being co-PI in a funded or continuing external service grant during the current academic year shall account for 5% service workload per semester (Fall and Spring). The School Director, with approval by the Dean, may increase this equivalency up to 10% service workload per semester, when the co-PI contribution to the grant is as substantial as that of the PI.

## **G. Overtime Compensation**

1. The definitions given in this policy are used to determine the contributions in teaching, research, and service that can be applied towards satisfying a faculty member's assigned workload distribution, solely for the purpose of making decisions about adjustment of assigned workload in subsequent years.
2. A faculty member with contributions in research/service that exceed the assigned research/service workload is not eligible to receive overtime compensation.
3. A faculty member with contributions in teaching that exceed the assigned workload is eligible to receive overtime compensation if the excess workload in teaching is greater or equal than 10%. Workload not compensated by overtime compensation, will be banked and may be redeemed in subsequent years, as per policy 08.

## **H. Procedures**

1. Each academic year, every faculty member shall submit a workload distribution proposal for the next academic year, by an appropriate deadline. Attached to the proposal will be documentation of research contributions during the previous 5 academic years, documentation of service contributions during the previous 2 academic years, and documentation of teaching contributions during the previous 1 academic year.
2. The faculty member reserves the right to submit an updated workload proposal by the end of the current academic year, in order to include new workload contributions in the areas of teaching, research, or service, between the submission deadline and the end of the current academic year.
3. The School Director will either approve the workload proposal, in accordance with these bylaws, or reject the proposal and propose one or several alternative workload distributions that can be approved instead. In the latter case the faculty member may either accept one of the proposed alternatives, or within 10 business days request a meeting with the School Director to negotiate an agreed workload. If an agreement is reached, then a revised workload proposal will be forwarded to the Dean for approval. If an agreement is not reached, then the faculty member will submit an appeal to the School Director's decision within 10 business days after the meeting, and the appeal along with a response by the School Director shall be forwarded to the Dean.
4. Disputes that may arise during the implementation of the School of Mathematical and Statistical Sciences workload policy can be also addressed via the UTRGV grievance policy<sup>3</sup>

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<sup>3</sup>See UTRGV HOP ADM 06-111