

## **Academic Workload Policy – Africana Studies Program**

### **I. OVERVIEW**

The Africana Studies Program recognizes all three elements of bargaining unit member's work to be teaching, scholarship, and service. Each of these categories are described below:

#### **Teaching**

Teaching is understood to include all Activities associated with the instruction of students. Teaching duties extend outside of the classroom and include, but are not limited to: instruction in courses with assigned credit hours and instructional assignments, such as thesis, dissertation, seminar, and special problems supervision; course preparation including syllabus preparation/revision, group or individual office hours, evaluation of student learning objectives, grading, mentoring of students, writing letters of recommendation, and assessment of departmental and state-wide learning objectives

#### **Scholarship**

Scholarly work (also referred to as scholarship or research) is understood to include any work carried out and documented by bargaining unit members to produce and disseminate new knowledge or creative works. This can include any effort founded on the expertise and training of the bargaining unit member, and examples of this production and dissemination include: laboratory or archival based research; community-based scholarship; pedagogical research; publication; development and sharing of creative works, both artistic and literary; exhibitions; grant writing and principal investigator (PI) duties;; and conference presentations/panels.

#### **Service**

Service is understood to include any activity performed by the member that does not fall into the definitions of teaching and scholarship, and whose completion is oriented towards supporting the full and effective functioning of the department, institution, or academic discipline or academic community more broadly, as well as effort to serve the public and broader community beyond the academy. These activities include, but are not limited to: participation in shared governance; participation in department-, campus- and system- wide committees; advising of students; provision of mentoring of students and colleagues; participation in Masters or PhD committees; participation in branch campus faculty assembly meetings; participation in departmental meetings; participation in graduation ceremonies; participation in recruitment activities for students; participation in recruiting and hiring activities for faculty and staff; participation in tenure and promotion panels; advising or providing expertise to UNM initiatives; community, regional, national, or global service engagements; activity in national and international societies in the academic field of the member; organization of conferences; peer review of scholarly works; acting as a journal editor; jurist for creative works exhibition; and organization or participation in community outreach events.

The balance among service, scholarship, and teaching will vary over the course of an academic career. Non-tenured faculty are expected to dedicate their service primarily to the department with a close secondary commitment to certain aspects of the profession. A relatively light service load for junior faculty is intended to assist them in the primary tasks of building teaching and research records acceptable for tenure and promotion. Assistant professors should avoid taking on service commitments that become so great that they hinder teaching and scholarly development.

## **II. Workload Norms (by title and rank)**

### **Lecturer (I, II, or III)**

Teaching: Four courses per semester or eight courses per academic year. Courses taught, without additional compensation, during the winter and summer sessions count.

Scholarship: No scholarship is expected.

Service: One department committee assignment per academic year.

### **Senior Lecturer (I, II, or III)**

Teaching: Three courses per semester or six courses per academic year. Courses taught, without additional compensation, during the winter and summer sessions count.

Scholarship: No scholarship is expected.

Service: Some administrative duties equivalent to the workload of one course per semester or two courses per academic year. At least one department committee assignments per academic year, including at least one involving undergraduate curriculum.

### **Principal Lecturer (I, II, or III)**

Teaching: Three courses per semester or eight courses per academic year. Courses taught, without additional compensation, during the winter and summer sessions count.

Scholarship: No scholarship is expected.

Service: Some administrative duties equivalent to the workload of one course per semester or two courses per academic year. At least two department committee assignments per academic year, including at least one involving undergraduate curriculum.

### **Assistant Professor**

Teaching: Two courses per semester or four courses per academic year, not including winter intersession and summer.

Scholarship: At least one paper published or submitted for publication in accordance with the department's published performance expectations policy.

Service: Serving on one department standing committees per academic year.

### **Associate Professor**

Teaching: Two courses per semester or four courses per academic year, not including winter intersession and summer.

Scholarship: At least two papers published or submitted for publication in accordance with the department's published performance expectations policy.

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

### **Professor**

Teaching: Two courses per semester or four courses per academic year, not including winter intersession and summer.

Scholarship: At least three papers published or submitted for publication in accordance with the department's published performance expectations policy.

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

### **III. Mitigating (Modifying) Factors**

Administrative duty factors

Faculty performing the intensive administrative duties will receive course releases according to the following schedule. Partial course releases can be accumulated and converted to full course release in a semester negotiated with the unit chair or director.

Course release credits can be accumulated for up to four semesters.

This workload policy recognizes and incorporates the College research-funded course buyout policy.

### **IV. Overload Compensation**

In alignment with the CBA Article 13 and relevant University policies, a faculty member teaching more than the normal workload for that rank will be considered teaching an overload.

Teaching overloads will be compensated at the TPT rate per course.

Overload compensation will be paid from unit funds and will not be provided by the College directly or through the TPT allocations, unless approved by the Dean. If the unit cannot offer pecuniary compensation, the faculty member may be compensated in-kind by adjusting workload as specified in the treatment of mitigating factors.

### **V. 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 unit 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 specified in the treatment of mitigating factors.

### **VI. Annual Review of Workload Expectations**

Each year, in the spring semester and before May 1, the department chair 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.

An accounting of total workload will sum to 100 points. Each bargaining unit member will, by agreement with the chair/director and in accordance with this policy, allocate their workload, based on rank norms and applicable modifying factors, to sum to 100 points. Points are recognized to reflect all dimensions of workload and may vary from the traditional allocation of 40/40/20 assigned to teaching/scholarship/service of tenured and tenure-track faculty.

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. As examples, teaching may be reduced for one or two semesters with a corresponding increase in scholarly workload, however this cannot persist beyond two semesters. Similarly, a faculty member may wish to substitute more teaching for less scholarship, however any teaching above the norm established in section II will not be considered a teaching overload.

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.

## VII. Concluding Remarks

Bargaining unit members should be aware that as this workload policy is established as required by Article 13 of the Unit 1 CBA, any part of this policy is grievable under Article 17 of the CBA.