

Academic Workload Policy – Department of Mathematics and Statistics

Department Approved on January 21, 2022

Mandated Additions by College, Minor Revisions on February 20, 2022

I. OVERVIEW

This document describes the expected faculty workload (i.e., effort). The quality of the teaching, research, and service effort is measured by the annual review process.

The document *Departmental Policies of the Department of Mathematics and Statistics, University of New Mexico* (approved October 1973 and last amended 22 October 2004) prescribes the formation and function of an elected Executive Committee. In consultation with the Chair, the Executive Committee plays an advisory role in the assignment and assessment of workloads for department members. Decisions taken by the Chair and Executive Committee are subject to the guidelines of the Faculty Handbook, the College of Arts and Science, and the University.

Following the Faculty Handbook, the department divides each bargaining unit member's workload into teaching, research, and service. Each of these categories are described below, using the language in the Collective Bargaining Agreement for Unit 1, more specifically, Article 13 Academic Workload items D. Teaching, E. Scholarly Work, and F. Service, modified to reflect the characteristics of our Department. Note that, Item B in Article 13 states: "*The term 'academic load' includes all the duties carried out by bargaining unit members outlined in this article, although not all members will be required to fulfill all of the activities mentioned each semester, and the duties listed here are not meant to be exhaustive*"; and Item I in Article 13 states: "*Where conflicts exist between this article and University or departmental policy regarding academic workload, this article governs*".

Bargaining unit members expect the University will provide adequate infrastructure and administrative and IT support for the Department's normal functioning. This includes proper maintenance of physical infrastructure in the Science and Mathematics Learning Center, the building housing our department.

Teaching

Teaching is understood to include all activities associated with the instruction of students. Teaching duties extend outside of the classroom and can include, but are not limited to, the following: instruction in courses with assigned credit hours and instructional assignments, such as thesis, dissertation, seminar, and special problems supervision; core course coordination; course preparation including syllabus preparation/revision; group or individual office hours; evaluation of student learning objectives; grading; mentoring of students; curriculum development; professional development for the purpose of teaching; construction of and preparation for online courses; and application for and management of funding which impacts teaching.

Scholarship

Scholarly work (also referred to as scholarship or research) is understood to include any work carried out and documented by the bargaining unit member 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 the following: laboratory-based research; publication of books or articles in peer-reviewed journals, conference proceedings, and other volumes in the mathematical sciences or related fields consistent with the expectations in their area of research at the corresponding career stage; software development; grant writing and principal investigator (PI) duties; mentoring of research students, postdoctoral fellows, and junior faculty; and research presentations (conference talks, colloquia, seminars, etc.).

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 may include, but are not limited to, the following: participation in shared governance; participation in department, university, and system-wide committees; advising of students; mentoring of students and colleagues; preparing and grading qualifying examinations; participation in departmental or external Masters or PhD committees; examining PhD/MS/Honors BS theses from both UNM and other institutions; writing letters of recommendation; course coordination; assessment of objectives for the Department and State; 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 (e.g., external reviewer for Academic Program Reviews in other institutions; participation in panels and ad-hoc reviews for national and international funding agencies); activity in local or national consortiums/societies and other service in the faculty member's academic field outside UNM; organization of conferences, workshops, special sessions, mini-symposia; seeking and managing funds for conferences; peer review of scholarly works; editorial work; jurist for a mathematics or statistics competition; and organization or participation in community outreach events.

II. Workload Norms (by title and rank)

Consistent with the policies of the UNM Faculty Handbook and the UNM College of Arts and Sciences, the Chair uses the following scales for each category of duties when determining and assessing workload units for faculty members who hold 9 month, 1.0 FTE appointments in Mathematics and Statistics.

- 1) Teaching:
 - a) Lecturers: 0-40 per semester, 0-80 per calendar year
 - b) Tenure stream: 0-20 per semester, 0-40 per calendar year
- 2) Research:
 - a) Lecturers: no research expectations
 - b) Tenure stream: 0-20 per semester, 0-40 per calendar year
- 3) Service: 0-10 per semester, 0-20 per calendar year.

Numerical scores in our scheme are *roughly* consistent with the scheme described in the Faculty Handbook. For research active faculty, section C100 of the Handbook apportions teaching, research, and service in a 39.13%, 39.13%, 21.74% split, whereas the split here is 40%, 40%, 20%.

The Faculty Handbook defines a typical load per semester for a faculty member engaged in research as 9 load units in teaching (out of a possible 18), 9 load units of scholarly work (out of a possible 18), and 5 load units of service (out of a possible 10). Although not a perfect conversion, we define this typical semester load as 10 units of teaching (out of a possible 20), 10 units of research (out of a possible 20), and 5 units of service (out of a possible 10). The per year breakdowns are then 20 out of 40 (teaching), 20 out of 40 (research), and 10 out of 20 (service). Whether for a semester or over an academic year, the typical load is then 50% of the maximum possible load.

To accommodate Lecturers, we assume the typical load per semester is 20 units of teaching (out of a possible 40), 0 units of research (out of a possible 0), and 5 units of service (out of a possible 10). The per year breakdowns are then 40 out of 80 (teaching), 0 out of 0 (research), and 10 out of 20 (service). While research is not an assumed component of the Lecturer workload, research contributions by Lecturers may nonetheless be recognized in the Annual Evaluations.

When used below, the terms “typical load” and “base load” refer to the above system of apportionments.

Lecturers

“Faculty may be appointed to the position of Lecturer I, II, or III. These appointments are for professionals with appropriate academic qualifications, who are demonstrably competent in the relevant areas of their disciplines. While not eligible for tenure, lecturers in each numerical class may hold the rank of Lecturer, Senior Lecturer, or Principal Lecturer.” [Faculty Handbook B2 2.3.2]

Lecturers (with any of the nine possible designations) in the Department of Mathematics and Statistics, are typically hired as Coordinators for various 1000 and 2000 level classes, teaching the equivalent of three three-credit courses per semester or six three-credit courses per academic year, in addition to their coordination duties. Due to the varied workload of coordinating, dependent on the courses being coordinated, the lecturers and coordinators spread the work

evenly among them. These duties and the workload distribution are defined by the group of coordinators, with input from the other Lecturers and final approval of the Chair. If a lecturer does not coordinate a course, they will teach the full teaching load of four classes each semester or eight classes each academic year. Courses taught, without additional compensation, during the winter and summer sessions count. Our description of service workload is by rank.

Lecturer (I, II, or III)

At this stage in their careers, faculty are learning to balance the demands of teaching and service.

Teaching. The typical load is three courses per semester or six courses per academic year in addition to coordination duties. Courses taught without additional compensation during the winter and summer sessions count towards workload.

Scholarship. No scholarship is expected.

Service. The typical service load is a semester-length Departmental standing committee assignment every academic year, or the equivalent.

Senior Lecturer (I, II, or III)

At this stage of their careers, faculty should assume active roles in the department.

Teaching. The typical teaching load is three courses per semester or six courses per academic year in addition to coordination duties. Courses taught without additional compensation during the winter and summer sessions count towards workload.

Scholarship. No scholarship is expected.

Service. The typical service workload is at least a semester-length Departmental standing committee assignment per academic year, or the equivalent. The base load at this stage assumes periodic service outside the Department (College or University).

Principal Lecturer (I, II, or III)

At this stage of their careers, faculty should have assumed leadership roles in the department, college, or university.

Teaching. The typical teaching load is three courses per semester or six courses per academic year in addition to coordination duties. Courses taught without additional compensation during the winter and summer sessions count towards workload.

Scholarship. No scholarship is expected.

Service. The typical service workload is at least a semester-length Departmental standing committee assignment per academic year, or the equivalent. The base load assumes periodic service outside the Department (College or University).

Tenure Stream Faculty

To achieve parity with Mathematics and Statistics Departments at peer institutions and in response to excessive turnover, with the sanction of the Dean of the College of Arts and Sciences, in Fall 2020 the Department moved to a 2-1 teaching load for research-active tenure-stream faculty. The base teaching load for such faculty is the equivalent of three three-credit courses (graduate and/or undergraduate) per academic year in addition to student mentoring. Further details by rank follow. For their scholarly works in progress such faculty meet their typical research workload. Our description of service workload is by rank.

Assistant Professor

“Individuals who are demonstrably competent in the subject matter of the courses to be taught and who have indicated a serious commitment to a faculty career may be considered for this faculty rank. This appointment is typical for most faculty who are beginning their probationary service. While it is not expected that persons appointed at this rank shall have acquired an extensive reputation in their field, it is expected that they will continue to increase their knowledge, to improve their teaching ability and to present the results of their scholarly work in ways appropriate to their field.” [Faculty Handbook B2 2.2.1]

At this stage in their careers, faculty are learning to balance the demands of teaching, scholarship, and service. Assistant Professors need time to get their footing in academic life, and the University acknowledges this reality when offering course releases in the years immediately following arrival at this rank and a research semester prior to tenure.

Teaching. The typical teaching load is one and a half courses per semester or three courses per academic year, not including winter intersession and summer. Typically, courses will be distributed 2-1 or 1-2 to meet departmental teaching needs. The base load assumes academic mentorship and advisement of students.

Scholarship. Assistant Professors continue to increase their knowledge and develop an emerging research program in their subject area. The typical research load assumes activities towards these goals. Activities may include works in progress, peer-reviewed publication(s) in mathematical sciences or related fields and dissemination of such, application for research funding, and/or mentorship of student research.

Service. The typical service load is a Departmental standing committee assignment per semester or the equivalent. The base load assumes incipient service to the profession (e.g., reviews for citation databases, refereeing papers, local session/workshop organization).

Associate Professor

“Individuals who have acquired significant experience beyond the terminal degree are appropriate for this faculty rank. They shall have demonstrated competence as teachers and have shown a conscientious interest in improving their teaching. They shall have demonstrated a basic general understanding of a substantial part of their discipline and have an established reputation within and outside the University in their fields of scholarly work. This implies

scholarly work after the terminal degree sufficient to indicate continuing interest and growth in the candidate's professional field." [Faculty Handbook B2 2.2.2(a)]

At this stage of their careers, faculty should begin to assume leadership roles in the profession and in the department, college, or university.

Teaching. The typical teaching load is one and a half courses per semester or three courses per academic year, not including winter intersession and summer. Typically, courses will be distributed 2-1 or 1-2 to meet departmental teaching needs. The base load assumes academic mentorship and advisement of students.

Scholarship. Associate Professors have made significant contributions to their field(s) of scholarly work and established a reputation within and outside the University. The typical load assumes activities to sustain and further such achievements. Activities may include works in progress, peer-reviewed publication(s) in mathematical sciences or related fields and dissemination of such, applications for research funding, and/or mentoring of junior, and developing researchers.

Service. The typical service load is at least one Departmental standing committee assignment per semester, or the equivalent. The base load assumes periodic service outside the Department (College or University), and evidence of service to the Profession (e.g., review of papers, conference organization, service for funding agencies, service in the faculty member's academic field outside UNM).

Professor

"Individuals who have attained high standards in teaching and who have made significant contributions to their disciplines may be considered for this faculty rank. They shall also have developed expertise and interest in the general problems of university education and their social implications, and have shown the ability to make constructive judgments and decisions. It is expected that the professor will continue to develop and mature with regard to teaching, scholarly work, and the other qualities that contributed to earlier appointments." [Faculty Handbook B2 2.2.3(a)].

At this stage of their careers, faculty should have assumed leadership roles in the profession and in the department, college, or university.

Teaching. The typical teaching load is one and a half courses per semester or three courses per academic year, not including winter intersession and summer. Typically, courses will be distributed 2-1 or 1-2 to meet departmental teaching needs. The base load assumes academic mentorship and advisement of students.

Scholarship. Full Professors have made significant contributions to their field(s) of scholarly work, established international reputations, and/or assumed mentorship roles in their discipline. The typical research load for Full Professors assumes activities which sustain such achievements. Activities may include works in progress, peer-reviewed publication(s) in mathematical sciences

or related fields and dissemination of such, applications for research funding, and/or mentorship of junior or developing researchers.

Service. The typical service load is at least a Departmental standing committee assignment per semester, or the equivalent. The base load assumes periodic service outside the Department is expected (College or University), and service to the Profession (e.g., editorial work, serving in funding agencies panels, refereeing papers, conference organization, service in the faculty member's academic field outside UNM).

Distinguished Professor

Individuals who have demonstrated outstanding achievements and are nationally and internationally renowned as scholars may be considered for this faculty rank. This is the highest faculty title the University bestows and is used only for a few of its most prominent faculty members. [Faculty Handbook B2 2.2.5(a)]

At this stage of their careers, faculty have assumed leadership roles in the profession and in the department, college, or university.

Teaching. The typical teaching load is one and a half courses per semester or three courses per academic year, not including winter intersession and summer. Typically, courses will be distributed 2-1 or 1-2 to meet departmental teaching needs. The base load assumes academic mentorship and advisement of students.

Scholarship. Distinguished Professors have made exceptional contributions to their field(s) of scholarly work, established international reputations, and/or assumed mentorship roles in their discipline. The typical research load for Full Professors assumes activities which sustain such achievements. Activities may include works in progress, peer-reviewed publication(s) in mathematical sciences or related fields and dissemination of such, applications for research funding, and/or mentorship of junior or developing researchers.

Service. The typical service load is at least a Departmental standing committee assignments per semester, or the equivalent. The base load assumes periodic service outside the Department is expected (College or University), and service to the Profession (e.g., editorial work, serving in funding agencies panels, refereeing papers, conference organization, service in the faculty member's academic field outside UNM).

III. Mitigating (Modifying) Factors

A. Course releases

Faculty performing the following 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.

a) Director of Pre-calculus – 2 courses per academic year (a quarter of a Lecturer teaching load).

- b) Graduate Committee Chair – 1 course per academic year.
- c) Director UNM-PNM Math Contest – 1 course per academic year.
- d) Newly hired Tenure-Stream Faculty – 1 course release per academic year for their first two years at UNM.

B. Other factors

Faculty performing certain non-administrative duties will accrue course release credit according to the following schedule:

- Course buyouts: This workload policy recognizes and incorporates the College course buyout policy (<https://artsci.unm.edu/for-faculty/docs/faculty/sponsored-research-buyout-policy.pdf>). Course buyouts may be negotiated with the chair, with attention paid to departmental teaching needs and the history of such releases. The timing for the course buyout may need to be adjusted so that the department can meet its teaching obligations.

IV. Teaching Overload Compensation

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

Meeting the curricular needs of our student population often requires offering more courses or course sections than we can accommodate within the constraint of the expected teaching load for all faculty available in each semester. To provide the most consistent instruction for our students, the department seeks to cover these additional courses by first offering overloads to tenure-track faculty and lecturers. Tenure-track faculty may occasionally be asked to take on an overload to teach an upper division course required for degree-completion, but such requests are infrequent. If an unmet teaching need either requires expertise not available in the department or if faculty are already committed to other courses, the department may request Part-Time Instruction (PTI) funds to hire a qualified individual to teach the course on a one-time basis.

Teaching overloads will be compensated at the TPTI rate per course for courses below 300, for more advanced courses the Department will complement the TPTI rate according to the expertise required.

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.

In the Department of Mathematics and Statistics, currently the following administrative positions carry a SAC: Associate Chair(s), Director of Precalculus, Graduate Chair, Undergraduate Chair, Scheduling Committee Chair, Curriculum Committee Chair, UNM Statistics Consulting Clinic Director, and MaLL Coordinator.

The Director of Precalculus, and the Graduate Chair receive both course releases and a SAC due to the complexity of their administrative assignments.

Faculty receiving reduction of teaching workload in accordance with the schedules above for mitigating factors, may prefer to receive salary in lieu of course releases. In this case a SAC will be paid in proportion to the relevant course release factor, at the rate of 1.0 courses equal to the current compensation paid for one course taught by a TPTI.

Due to chronic under-staffing, Department members have often found themselves performing clerical functions outside the scope of their normal workload. While there is no precedent for compensating such efforts via a SAC (see <https://ofas.unm.edu/faculty/compensation/documents/arts-sciences-sac-policies.pdf>), this dispiriting trend negatively impacts our core missions. At the discretion of the Chair, in extreme cases such efforts may be considered as an overload meriting a reduced service workload in the following semester.

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 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 or the traditional allocation of 80/0/20 assigned to teaching/scholarship/service of lecturers.

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.

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.