

Academic Workload Policy
College of University Libraries & Learning Sciences (UL&LS)
University of New Mexico
Effective 1/10/2022 through 1/10/2023

Preamble

The workload of University of New Mexico faculty is governed by *Article 13. Academic Workload* of the Collective Bargaining Agreement (CBA) between UNM and UA/UNM, which states that “Each department will have a published academic workload policy which defines the expectations for each category of teaching, scholarly work, and service, for each faculty rank within the unit. Departments such as the library whose members have special professional duty obligations will similarly document these as part of their academic workload policy” (13.G.). This document serves as that policy.

Purpose

The CBA states that “the academic workload of bargaining unit members consists of three inextricably linked categories: Teaching, Scholarly Work, and Service, as well as professional responsibilities for library faculty” (13.A.). This policy is designed to ensure accurate, fair, and flexible workloads by providing guidelines.

Flexibility

UL&LS encompasses OILS, the UNM Press, and University Libraries. Faculty in each division have distinct and diverse duties. For OILS faculty, the majority of the duties fall under teaching or administration. For the professor of practice in the UNM Press, the majority of the duties involve administration. For library faculty, the majority of the duties fall under librarianship. There is not one set of librarianship duties that can be standardized nor is there one typical workload. Instead, the diversity of librarianship duties demands flexibility.

The CBA recognizes the need for flexibility: “The division among these [three inextricably linked categories] will generally vary for each member and will be based on discussion with the member by their department chair or designee, subject to the approval of the expectations by the chair or designee” (13.A.).

Baseline Workload Model

UL&LS faculty will begin with a baseline workload depending upon status. The workload ratio refers to teaching-librarianship/scholarship/service.

- Library faculty = 40/40/20
- OILS faculty = 40/40/20
- Non-tenure track faculty (Professors of Practice, Lecturers) = 100/0/0

Visiting Scholars’ workload will be subject to “negotiations” that “work out the specific arrangement” per the Faculty Handbook (C60).

Adjustments

The distinct and diverse duties of UL&LS faculty may be adjusted on an annual basis. The CBA stipulates that “Department chairs/heads/directors will annually review and approve the individual academic workload expectations of each bargaining unit member in each of the workload categories, in alignment with the academic workload policy of that department” (13.H.).

Faculty have the freedom to adjust allocations of their workload between teaching/librarianship, scholarship, and service in consultation with their supervisor, taking into account unit needs and needs of the faculty member. Faculty workload documentation is formally submitted each year and included in each year’s merit review process. The minimum workloads are 20% for Teaching, 40% for Librarianship, 10% for Scholarly Work, and 10% for Service. Faculty may negotiate for a workload under the minimums under extraordinary circumstances. Percentage totals must equal 100%, in increments of 5%.

Process

Each faculty member will provide a written description of their work developed in collaboration with their supervisor as goals are being developed in February and March. The written workload plan will include the professional responsibilities and the specific activities the faculty member plans to accomplish during the academic year. This document will be the foundation for the workload. The development of the faculty member’s academic workload shall consider the following factors: the need of OILS, the UNM Press, and University Libraries to perform their obligations to the University community; the professional duties and responsibilities needed to meet each unit’s operational requirements and goals; and the needs of the faculty member to produce scholarship and participate in service. A faculty member’s workload shall be consistent with what may be reasonably accomplished and – to the extent possible – there shall be equitable treatment in academic workloads across the College. Per the CBA, “The academic workload expectations can be adjusted during the year in response to emergent needs and opportunities, and such adjustments should be documented” (13.H.).

Directors or other supervisors are expected to regularly review the workload of all faculty members in their unit to ensure equity exists and research and service obligations are met. This review shall include considerations of reasonable comparability among library faculty and among OILS faculty with similar duties. Engaging in collegial discussions about workload within groups is encouraged to support transparency; workload should also be openly discussed with candidates for positions within that group. If a faculty member holds a unique position, regular discussion with their supervisor about typical workload as compared to position description responsibilities is encouraged. Supervisors should be particularly attentive to workloads undertaken within the College by women and BIPOC faculty as research suggests these individuals often carry a disproportionately large workload within academia.

Equitable treatment will be encouraged by the use of the baseline from which to start workload negotiations. If a faculty member encounters a situation not covered in this document, they should consult with their supervisor and, if needed, the Dean to resolve it. Faculty members with concerns about workload equity are encouraged to discuss those with their supervisor. If a faculty member and their supervisor are unable to address concerns either may have regarding the faculty member’s workload, the UL&LS dean has the authority to make all necessary determinations.

Teaching/Librarianship

Teaching

Teaching encompasses the work of teaching courses, including refinement of courses and development of teaching innovations, as well as advisement. The standard teaching load is 2-2. Faculty may buy out of teaching to a minimum of 1-1. We detail the scope of this work: The OILS program aims to prepare graduates for an ever-changing workplace. As such, teaching courses, be they 8-week intensives or full-semester project-based or research courses, includes the expected work of planning for learning, structuring learning experiences, scaffolding growth, offering feedback, and supporting revision so students can meet the high expectations of the workplace. OILS offers three levels of degree programs, with larger class sizes common in the undergraduate and masters courses; doctoral courses are typically smaller to ensure faculty can deeply engage with students' ideas and develop their individual research capacities and identities. Many OILS courses are taught online, and faculty must typically submit their courses for formal review and approval prior to teaching. OILS faculty also ensure courses meet workplace needs and fit within the scope and sequence of the OILS degree programs, which in turn necessitates continuous program reviews, assessment, and revision. Some library faculty include teaching courses in OILS as part of their duties.

Advising load is described as the following: The standard advisement load typically includes supporting students in the OILS degree programs to design and navigate their program of study and plan for their careers. This includes BS students, MA students, and PhD students (see below), whose needs shift as they make progress on their dissertations.

Supporting doctoral students to make progress on their dissertations includes (1) advising through comprehensive exams, (2) forming a proposal, (3) enrolling in research practicum, which includes conducting a research study and gaining institutional approval required for conducting research ethically on humans, and (4) completing a traditional or hybrid dissertation. In addition, such students may also need letters of reference or reference checks. In some cases, students choosing the hybrid dissertation may complete one or more papers early in their programs. Pre-tenured faculty may advise fewer PhD students. The effort involved in supporting students one co-advises may vary semester-to-semester, and load should be assigned based on actual effort if the advisement is unbalanced (such as guiding one of the papers or research practicum), but may otherwise be split evenly.

Additionally, in some situations, faculty may also provide support for students, especially those from minoritized groups who have been excluded systemically from educational opportunities prior to beginning the PhD program. Such supports may entail work that is more in line with the effort typical of students making progress on their dissertations. In such cases, faculty may propose to count such students among their dissertation progress load.

Anything over this load may count toward an overload. In such situations, faculty may request a reduction in their teaching load or compensation for teaching an overload. These requests should be transparently discussed as a faculty, given the small size of the faculty and the need to consider the capacity to teach the needed courses.

Examples of significant teaching commitments that might require adjustments or reductions in teaching load include the following:

- Administrative workload (e.g. Program Director/Program Coordinator)
- Course buy-out
- Development of new courses or major revision of existing courses

Librarianship

The University Libraries' mission is to support our communities by providing expertise, instruction, services, spaces, and collections that advance scholarship, teaching, and intellectual discovery. In furthering our mission, library faculty have a wide array of professional responsibilities – these may or may not include teaching and usually do not lend themselves to credit hours workload models. Library faculty professional duties include, but are not limited to, the following:

- Identify, analyze, and fulfill UNM community information needs
- Acquire, build and manage collections and curate unique collections
- Organize, process, catalog, and facilitate access to information
- Design and manage websites
- Collaborate with other UNM faculty and student support services staff
- Facilitate and strengthen UNM and community partnerships in support of Latin American, Native American, and Southwest Architecture distinctive collections
- Teach information literacy and affiliated skills, design tutorials, assess learning
- Create campus-wide information literacy programs
- Create, prepare, teach, and revise courses in the OILS program
- Support UNM community research throughout the research cycle
- Plan, implement, and administer computer-based systems
- Assess services, resources, and the user experience
- Manage projects
- Lead, manage, and administer units or programs
- Provide professional expertise to the UNM community
- Facilitate and cultivate donor relations
- Hire, train, and supervise graduate fellows
- Advise and mentor students
- Support student learning outside of class through appointments and office hours; maintain reasonable posted office hours
- Serve as graduate coordinator
- Serve on thesis or dissertation committees
- Serve as chair, director, program director
- Serve on unit, College, and University committees in support of the College mission and goals (distinguished from service because it is expected of the job)

The nature of library work is broad and this list provides examples of professional duties without attempting to be comprehensive. Librarian positions may vary significantly and need to be based upon individual faculty librarianship expectations.

Examples of significant librarianship/teaching commitments that might require adjustments include the following:

- Creating, teaching, preparing, and/or revising a class in the OILS program when it is not part of regular professional responsibilities (teaching a three-credit course equates to approximately 25% of workload)
- Administrative duties (Dean, Associate Dean, Director, Coordinator, Team Leader, Project Leader)
- Providing additional coverage while a colleague is on leave
- Need to dedicate more of the workload to librarianship/teaching

Scholarly Work

“Scholarly work (also referred to as scholarship or research) is understood to include any work carried out and documented by bargaining unit members in order to produce and disseminate new knowledge or creative works” (CBA.13.E.).

UL&LS faculty contribute actively to the production of new knowledge, theory, and theory-informed practice through their scholarship. Conducting research aligns to the university mission (<http://www.unm.edu/welcome/mission.html>), and also ensures faculty are able to stay current on topics they teach.

Faculty should show evidence of a sustained record of research and publication of high quality and value to the respective professions. “Scholarship embodies the critical and accurate synthesis and dissemination of knowledge. The term research is understood to mean systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems. Creative work is understood to mean original or imaginative accomplishment in literature, the arts, or the professions. [...] To qualify as scholarship or creative work, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question” (<https://handbook.unm.edu/b1/>, Sec 1.2.2). Community engaged research is collaborative research that is planned, executed, and communicated in partnership *with* communities outside of UNM, typically in support of community-identified needs, and resulting in community impact.

Faculty are required to contribute a body of work which reflects a high degree of scholarship that includes the following: the clear definition of the goals or questions to be addressed; identification of the existing theoretical, literature, and/or set of established best practices within which the work is framed; a clearly defined and appropriate set of methods to be applied to the problem or goal; achieving results – positive or negative; communication of those results to appropriate audiences to both document the results of the specific activity and place the project outcomes in a broader context within the discipline; and evidence of critical evaluation and reflection by the scholar on the outcomes of their body of work. The core elements of this body of work must include review by appropriate experts in the relevant discipline or area of practice.

- UL&LS prioritizes scholarly production in peer-reviewed or edited publications. There is no prescribed number of journal articles; instead, a sustained record is expected. The program does not have a prescribed list of journals in which faculty are expected to publish.
- The pursuit and receipt of extramural funding are valued.
- Refereed conference presentations, invited presentations, non-refereed book chapters, and contributions to practice-focused or public scholarship are desirable.

- Creative works, such as learning or instructional designs, educational technologies, curated datasets and research tools, and scholarly activities such as non-refereed presentations, critical book reviews, encyclopedia entries, research blogs, technical reports, testimony, evaluation reports, or white papers are also valued, but considered supplemental to the primary scholarly works noted above.
- UL&LS faculty value co-authorship, including with colleagues, community partners, and students.

Examples of significant research commitments that might require adjustments include the following:

- Preparation of major proposals for external funding
- Supervision/project direction of major research projects or creative activity
- Development of national or international frameworks, guidelines, and standards
- Need to dedicate more of the workload to scholarship

Service

“Service ... 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” (CBA.13.F.).

UL&LS faculty apply their expertise to the benefit of their professions, the university, and their communities. Service is an essential element of faculty performance and duties. Faculty members, particularly tenured faculty members, have a responsibility to contribute to the governance of the University through timely participation on committees and other advisory groups at the program and college levels. Beyond the University, professional service includes participation in professional organizations and other groups that engage in or support educational and research activities. This typically includes conference planning, editorship, leadership positions or committee membership in professional organizations (whether voluntary or elected), service on advisory boards or foundations, and various forms of reviewing for journals, funding agencies, and professional organization awards and programs. Service also includes community service in which the professional expertise of the faculty member is applied to meet community, public, industry, state, or government needs. Untenured faculty are expected to be active in service at the college level with increasing participation in professional organizations as they approach tenure.

Examples of significant service commitments that might require adjustments include the following:

- Major university, college, or unit service
- Major service to profession
- Significant editorial commitment
- Need to dedicate more of the workload to service

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