

## LAW SCHOOL WORKLOAD POLICY

This Workload Policy is divided into two parts. Part I applies to all faculty at the Law School other than faculty in the Law Library. This document refers to that group as Law faculty. Law faculty are all on 9-month academic year contracts. Part II applies to Law Library faculty. Law Library faculty are on 12-month contracts.

### Part I: Law Faculty

#### I. Overview

The workload of Law faculty is defined in terms of teaching, scholarly work, and service activities.<sup>1</sup> Each of these categories is described below:

- A. **Teaching** includes classroom instruction, and other instructional activities, defined as follows:
  1. **Classroom Instruction** is defined as regularly-scheduled instruction officially recognized in Banner
    - Normal course load for Law faculty is 6 credit hours in the Fall semester and 6 credit hours in the Spring semester.
    - Course enrollment numbers are not factored into teaching loads at the law school.
    - Pre-tenured faculty are generally entitled to a one 3-credit course release during each of the two three-year periods leading up to tenure to provide support for junior faculty by allowing them to devote more time to research and writing.
    - Team-taught courses are generally a partial load, proportional to the number of faculty teaching, such as a half-load for each of two faculty, or other equitable division of workload.
    - Additional courses beyond the normal load are an overload, with monetary compensation commensurate with credits or as an advance against future teaching loads.
    - Six credit hours of summer teaching in the Law School's Clinic may be done for additional compensation (currently \$18,000 total) or, alternatively, as an advance of 6 credit hours of teaching during the subsequent academic year.
  2. **Other** instructional activities might include:
    - Advising, direction, or supervision of individual students in individual research or other projects.
    - Direction or supervision of students in reading, research, internships, residencies, or fellowships.
    - Supervision or guidance of students in recognized academic pursuits that confer no University credit such as coaching student participation in moot

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<sup>1</sup> For a more thorough discussion of teaching, scholarly work, and service see the UNM Faculty Handbook B.1.2.

court and other competitions or serving as faculty advisor for a student organization.

B. **Scholarly Work** encompasses the following three categories:

1. Scholarship - critical and accurate synthesis and dissemination of knowledge;
2. Research - systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems; or
3. Creative work - original or imaginative accomplishment in literature, the arts, or the professions.

Law faculty have a variety of audiences who may benefit from their scholarly work. Present and future Law faculty, law students, and members of the bench and bar, may be the prime beneficiaries through the development of innovative teaching materials, continuing education materials and lectures, or the publication of articles in professional journals. Research may also culminate in the more traditional form of a publication in a scholarly journal, the primary goal of which is the sharing of information with others engaged in similar academic work.

The norm for scholarly work is publication in one of the traditional media for law scholarship, and might consist of publication of articles in scholarly journals in the field of law, legal education, law clinic work and teaching, or related areas; bibliographies and bibliographic materials of high quality; book reviews, essays and commentaries published in scholarly journals in the fields of law, legal education, or related areas; scholarly papers and speeches in the fields of law, legal education, or related areas presented to meetings of learned or professional societies; papers, reports or testimony presented to legislative, administrative, executive or judicial bodies; and technology of a high quality in the fields of law, legal education, or related areas.

C. **Service** encompasses two broad categories: professional and public.

1. Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession.
  - Within the University, it includes both the extraordinary and the routine service necessary for the regular operation of departments and colleges and the University as a whole. Typical service for Law faculty includes service on two regular committees and occasional service on *ad hoc* committees at the Law School. Faculty at the associate professor or senior lecturer level or higher often are asked to serve as Chair of one of their Law School committees. In addition to Law School committee service, faculty may be asked to serve on one University-wide committee or to engage in University leadership positions on main campus.
  - Beyond the University, it includes service to professional organizations and other groups that engage in or support educational and research activities.

2. Public service consists of activities that arise from a faculty member’s role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located.

Service obligations may include involvement and leadership in the internal affairs of the University beyond the duties of the position held on the faculty; participation on statewide or national committees; and professional or academic service in the public interest.

**D. Professional Development**

Law faculty are expected to engage in professional development to increase their knowledge, competence, skill, and effectiveness as teachers and scholars and to remain current in their field. For this reason, professional development is considered a component of all three workload categories (teaching, scholarly work, and service activities).

**II. Workload Norms**

Tenure-track and tenured faculty includes all faculty who teach in the Law School’s Clinic. Typically faculty teaching in the Clinic devote a greater amount of time to teaching and service and less time to scholarly work than doctrinal faculty. There are only two lecturers on the Law faculty, and they typically devote greater time to teaching and service than to scholarly work, although scholarship by lecturers is encouraged and supported including through summer research grants. Over the past several years, the Law School has been moving toward having a unified tenure-stream faculty by not hiring any lecturers. Acceptable workload distributions for Law faculty are in the following ranges:

	<b>Teaching</b>	<b>Service</b>	<b>Scholarly Work</b>
<b>Lecturers</b>	70%-80%	20%-30%	0-15%
<b>T/T-T</b>	50%-70%	20%-30%	10%-25%

**III. Mitigating Factors**

Faculty performing the following intensive duties may fall outside workload norms:

- Filling service or administrative duties due to unfilled vacancies or colleagues on leave in the Law School.
- A secondary administrative appointment.

**IV. Implementation**

Law faculty develop their workload plan for the coming year in consultation with the Associate Dean for Academic Affairs. The Associate Dean is responsible for ensuring that the allocation maximizes Law faculty productivity given existing budget, staffing, and operational needs, and enables faculty to fulfill their various teaching, scholarly, and service expectations. Modifications may be initiated by the faculty member or the Associate Dean for Academic Affairs when

circumstances require. Overload assignments are approved on a case-by-case basis and in consultation with the Law School Dean.

## **Part II: Law Library Faculty**

### **I. Overview**

The workload of Law Library faculty is defined in terms of teaching, scholarly work, and service activities. Each of these categories is described below:

A. **Teaching** includes librarianship, classroom instruction, and other instructional activities, defined as follows:

1. **Librarianship**<sup>2</sup> is the Law Library faculty's primary responsibility and includes the professional standards set by the American Association of Law Libraries as they are relevant to the faculty member's assigned areas of responsibility.
2. **Classroom Instruction** is defined as regularly-scheduled instruction officially recognized in Banner
  - Law Library faculty primarily teach ***Introduction to Legal Research*** and ***Applied Legal Research***, but occasionally teach other courses within the law school or university curriculum.
  - Normal course load for Law Library faculty when teaching legal research courses is 0-4 credit hours in the Fall and Spring semesters and 0-2 credit hours in the Summer semester.
  - When teaching courses that are not legal research, the normal load is 0-5 credit hours in Fall and Spring, and 0-3 credit hours in Summer. These numbers are higher because legal research courses are 1 or 2 credits while other courses are usually 3 credits.
  - Course enrollment is not relevant to law library faculty course load because both legal research courses are required courses in the law school curriculum and have roughly equivalent enrollments.
  - Course releases are scheduled regularly into the teaching rotation to provide support for junior faculty, to allow sabbatical or academic leave, or to balance a foreseeable work load imbalance.
  - Team-taught courses are a partial load, proportional to the number of faculty teaching, such as a half-load for each of two faculty, or other equitable division of workload.
  - Additional courses beyond the normal load are an overload, with monetary compensation commensurate with credits.
3. **Other** instructional activities might include:
  - Advising, direction, or supervision of individual students in individual research or other projects.

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<sup>2</sup> For a more thorough discussion of Librarianship, see the UNM School of Law Policy on Law Library Faculty Appointment, Review & Promotion.

- Direction or supervision of students in reading, research, internships, residencies, or fellowships.
- Supervision or guidance of students in recognized academic pursuits that confer no University credit such as coaching student participation in moot court and other competitions or serving as faculty advisor for a student organization.

B. **Scholarly Work** encompasses the following three categories:

1. Scholarship - critical and accurate synthesis and dissemination of knowledge;
2. Research - systematic, original investigation directed toward the generation, development, and validation of new knowledge or the solution of contemporary problems; or
3. Creative work - original or imaginative accomplishment in literature, the arts, or the professions.

Law Library faculty have a variety of audiences who may benefit from their scholarly work. Present and future law librarians, Law faculty, law students, and members of the bench and bar, may be the prime beneficiaries through the development of innovative teaching materials, continuing education materials and lectures, or the publication of articles in professional journals written with the goal of improving the quality of law library services provided to the academy and to the public. Research may also culminate in the more traditional form of a publication in a scholarly journal, the primary goal of which is the sharing of information with others engaged in similar academic work.

The norm for scholarly work is publication in one of the traditional media for law librarian scholarship, and might consist of publication of articles in scholarly journals in the field of library science, law, legal education or related areas; bibliographies and bibliographic materials of high quality; book reviews, essays and commentaries published in scholarly journals in the fields of law, legal education or related areas; scholarly papers and speeches in the fields of law, legal education, library science, or related areas presented to meetings of learned or professional societies; papers, reports or testimony presented to legislative, administrative, executive or judicial bodies; and technology of a high quality in the fields of law, legal education, library science, or related areas. Finally, it should be noted that given the primary role of the faculty as providers of law library services and administrators, the law library faculty will not be required to publish books or to publish in traditional doctrinal law journals; however, they are not discouraged from doing so if their interests lie in those areas.

C. **Service** encompasses two broad categories: professional and public.

1. Professional service consists of those activities performed within the academic community that are directly related to the faculty member's discipline or profession.
  - Within the University, it includes both the extraordinary and the routine service necessary for the regular operation of departments and colleges and the University as a whole. Typical service for Law Library faculty includes

service on two regular committees and occasional service on *ad hoc* committees at the Law School. Faculty at the associate professor or senior lecturer level or higher often are asked to serve as Chair of one of their Law School committees. In addition to Law School committee service, faculty may be asked to serve on one University-wide committee or to engage in University leadership positions on main campus.

- Beyond the University, it includes service to professional organizations and other groups that engage in or support educational and research activities.
2. Public service consists of activities that arise from a faculty member’s role in the University. These activities normally involve the sharing and application of faculty expertise to issues and needs of the civic community in which the University is located.

Service obligations may include involvement and leadership in the internal affairs of the University beyond the duties of the position held on the faculty; participation on statewide or national committees; and professional or academic service in the public interest. For example, service to the American Association of Law Libraries and to regional and state library and bar associations is important because it helps law library faculty members remain engaged with their profession and provides opportunities to serve their communities. Participation in the activities of such organizations improves the nature of law librarianship, legal education, the nature of the legal profession, and the contributions the Law Library makes to the Law School and the University.

**D. Professional Development**

Law Library faculty are expected to engage in professional development to increase their knowledge, competence, skill, and effectiveness as teachers and scholars and to remain current in a field characterized by rapid technological change. For this reason, professional development is considered a component of all three workload categories (teaching, scholarly work, and service activities).

**II. Workload Norms**

There are only two lectures on the Law Library faculty, and they typically devote greater time to teaching, librarianship, and service than to scholarly work, although scholarship by lecturers is encouraged. Acceptable workload distributions for Law Library faculty are in the following ranges:

	<b>Teaching</b>	<b>Service</b>	<b>Scholarly Work</b>
<b>Lecturers</b>	70%-80%	20%-30%	0-15%
<b>T/T-T</b>	50%-70%	20%-30%	10%-25%

**III. Mitigating Factors**

Faculty performing the following intensive duties may fall outside workload norms:

- Filling instructional, librarianship, service, or administrative duties due to unfilled vacancies or colleagues on leave in the Law Library or Law School.

- A secondary administrative appointment.

#### **IV. Implementation**

Law Library faculty develop their workload plan for the coming year in consultation with the Director of the Law Library. The Director is responsible for ensuring that the allocation maximizes Law Library productivity given existing budget, staffing and operational needs, and enables faculty to fulfill their various teaching, scholarly, and service expectations. Modifications may be initiated by the faculty member or the Director when personal, departmental, or library circumstances require. Overload assignments are approved on a case-by-case basis and in consultation with the Law School Dean.

**Dean Approved: 02/04/2022**

**Provost Approved: 02/11/2022**

**To Be Reviewed: 2023**

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