



CBA Article 13. College of Arts and Sciences Unit Academic Workload Policy
Department of Speech & Hearing Sciences
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I. OVERVIEW

The Department of Speech and Hearing Sciences (SHS) recognizes all three elements of bargaining unit member's work to be teaching, scholarship, and service. As defined in CBA Article 13, SHS defines and reviews Academic Workload for all faculty. The department recognizes the following:

- For tenured/tenure track faculty all three elements of a bargaining unit member's work include teaching, scholarship, and service are included in workload.
- For clinical faculty (Lecturers), workload includes teaching and service. Scholarship is not a required workload element.
- The workload expectation is not linked to annual performance or promotion and tenure. Workload is assignment and completion of a set of tasks; annual performance is related to level of effectiveness or excellence achieved during a task.

Each of these categories are described below:

A. 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 (a) instruction in required and elective courses with assigned credit hours and other instructional assignments, such as thesis, dissertation, topics courses, seminar, and special problems supervision; (b) clinical supervision of student's clinical knowledge and performance of clinical skills; (c) 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 and accreditation required knowledge and skills.

B. 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 may include, but is not limited to, (a) laboratory or archival based research; (b) community-based scholarship; (c) pedagogical research; (d) publication; (e) development and sharing of scholarly and creative works; (f)

exhibitions; (g) grant writing and principal investigator (PI) duties; (f) mentoring of research students; and (g) conference presentations/panels.

C. 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: (a) participation in shared governance; (b) participation in department-, campus- and system- wide committees; (c) advising of students; (d) provision of mentoring of students and colleagues; (e) participation in Masters or PhD committees; (f) participation in branch campus faculty assembly meetings; (g) participation in departmental meetings; (h) participation in graduation ceremonies; (i) participation in recruitment activities for students; participation in recruiting and hiring activities for faculty and staff; (j) participation in tenure and promotion panels; (k) advising or providing expertise to UNM initiatives; community, regional, national, or global service engagements; (l) activity in national and international societies in the academic field of the member; organization of conferences; (m) peer review of scholarly works; (n) acting as a journal editor; (o) jurist for creative works exhibition; and (p) organization or participation in community outreach events.

II. WORKLOAD NORMS (by title and rank)

For each title and rank workload is considered on a 100-point scale.

A. Lecturer (II or III) & Senior Lecturer (II or III)

- Overview
 - Lecturers are licensed and certified speech-language pathology and audiology clinicians who provide direct and indirect clinical service, and student training and supervision in our department clinic. Their workload incorporates multiple stakeholders including graduate student clinicians, the clients receiving speech language pathology and/or audiology services and paying parties such as insurance providers. Clinical load (which is determined by number of direct clinical services and number of students being supervised) is linked to current supervision requirements, which are dictated by an external accrediting agency, American Speech Language and Hearing Association (ASHA) and Council of Academic Accreditation (CAA). That is, much of the work of clinical instruction requires one-on-one interaction with students. Therefore, it is necessary that the lecturer's full clinical workload yields limited student credit hours.
- Teaching
 - 90/100 workload points
 - Lecturers who serve as clinical faculty are primarily clinical supervisors for graduate training. They *may* also teach academic classes. Teaching load for those not serving as clinical supervisors is equivalent to three to four three-

credit classes per semester. For most lectures, clinical supervision is their only teaching requirement.

- For 1.0 FTE speech language pathology clinical duties include a minimum of 391 distinct and direct clinic hours per fall and spring semester.
 - For clinical services being provided by students, clinical supervision must include direct observation by Lecturers. Our clinic serves as the primary training site for the initial direct clinical hours performed by graduate students. Lecturers provide needed clinical supervision to support new student clinicians that typically exceed the required minimums dictated by our accrediting agency. Minimal supervision requirements are as follows:
 - Minimum of 75% of face-to-face diagnostic services with 100% availability
 - Minimum of 25% of face-to-face treatment services with 100% availability
 - For lecturers who teach required academic classes, their direct clinic requirement will be reduced as follows:
 - 3 hours per week for every one credit
- Summer clinical supervision is performed as part of a separate contract (outside the August-May contract) and will use the same workload guidelines.
- Scholarship
 - 0/100 Workload points
 - Scholarship is not a required part of a Lecturer's workload.
 - Scholarship may be performed by Lecturers, if time is bought out through funding from an alternate source such as grant funds from a tenured/tenure-track faculty.
- Service
 - 10/100 workload points
 - All Lecturers are expected to participate in at least two department committee assignments per academic year.
 - Although some service assignments are concentrated in a designated time, on average (across the academic year), service should not exceed 10/100 workload points.
 - Some administrative duties may be assigned (e.g., clinic director) that exceed the 10/100 workload points. When this occurs, teaching duties or direct clinical hours will be reduced.

A. Assistant Professor

- Overview
 - Assistant professor's primary focus is on the establishment of their research trajectory. This includes the development of a long-range plan that yields external funding of research. To that end, teaching and service are limited as

described below.

- Teaching
 - First year at UNM, assistant professors will teach a 1:1 teaching load
 - Equivalent to 20/100 workload points
 - Two 3-credit courses or 6 credits per semester (or four courses per academic year, not including winter intersession and summer will be taught for subsequent years.
 - Equivalent to 40/100 workload points
 - Assistant professors receive one research semester, which will be identified jointly with the faculty member and department chair. During the research semester the assistant professor will not teach any required or elective coursework, although they may continue with student mentorship as needed to support research.
 - Alternative arrangements may be negotiated with the department chair. For example, for the research semester, an assistant professor may choose to do a 1:1 teaching load instead of a 0:2 teaching load.
 - Faculty who maintain an active research agenda and exceed a 2:2 teaching load will do so as an overload and will be compensated.
 - See Section IV (Teaching Overload Compensation) of this document.
- Scholarship
 - Varies from 70/100 workload points (during first year, the year that the faculty takes a research semester, and semesters with additional course releases as part of funded research programs) to 50/100 workload points.
- Service
 - 10/100 workload points
 - When possible, assistant professors receive reduced service to support establishing scholarship.
 - A typical service workload may include:
 - Serving two department committees per academic year
 - Typically, assistant professors do not chair a dept service, particularly in the first three years.
 - In addition to the above, all assistant professors are expected to serve on the comprehensive exam committee as needed.
 - Other important academic service may be considered in the workload expectation (e.g., service to the profession).

B. Associate Professor

- Overview
 - Associate professors typically have an equal distribution of teaching and scholarship, unless they have funding to support a course buyout.
 - Associate professors are encouraged to take a sabbatical to support continued growth in scholarship or other creative endeavors.
 - Associate professors may re-evaluate their research trajectory and modify it to meet their current interests or to match the current needs of the discipline.

- Associate professors may elect to reduce scholarship in exchange for increased teaching workload.
- Teaching
 - 40/100 workload points
 - Two 3-credit courses or 6 credits per semester or four courses per academic year, not including winter intersession and summer.
 - See section III (Mitigating Factors) of this document for mitigating factors that may reduce teaching load
 - Regardless of the above (i.e., course buyouts, etc), all associate professors will teach at least one academic class per academic year.
 - Faculty may receive incentive in the form of course release for taking on challenging classes or extra teaching and mentorship as indicated in section III B (Mitigating Factors).
 - Faculty who maintain an active research agenda and exceed a 2:2 teaching load will do so as an overload and will be compensated. See Section IV (Teaching Overload Compensation) of this document.
- Scholarship
 - Minimum of 40/100 workload points
 - Workload points increase with course releases or course buyouts.
 - A lower scholarship load may be negotiated in exchange for an increased teaching load.
- Service
 - In general, 20/100 workload points are applied to department service.
 - Where possible, department service may be reduced to support college and university service.
 - When adequate coverage is available, exceptions to the defined service load may be negotiated with the department chair to support scholarship or excessive professional service.
 - Department service is assigned by the department chair. The amount of service is dependent on the needs of the department. Service may typically include:
 - Serving on at least two department committees per academic year.
 - Serving as a chair or coordinator of at least one department service.
 - In addition to the above, all faculty are expected to serve on the comprehensive exam committee.
 - Other important academic service may be considered in the workload expectation (e.g., service to the college, university, or profession).

C. Professor

- Overview
 - Full professors typically take on more service and administrative tasks, and support/mentor junior faculty while still advancing their scholarship. Professors have an equal distribution of teaching and scholarship unless they have external funding to support course buyouts.
- Teaching

- 40/100 workload points
- Two 3-credit courses or 6 credits per semester or four courses per academic year, not including winter intersession and summer.
 - See section III of this document for mitigating factors that may reduce teaching load.
 - Regardless of the above, all faculty must teach at least one academic class per academic year.
- Faculty may receive incentive in the form of course release for taking on challenging classes or extra teaching and mentorship as indicated in section III B (Mitigating Factors).
 - See section III B below for details on course release related to mentoring of student research.
- Faculty who maintain an active research agenda and exceed a 2:2 teaching load will do so as an overload and will be compensated. See Section IV (Teaching Overload Compensation) of this document.
- Scholarship
 - 40/100 workload points
 - Workload points increase with course releases or course buyouts.
 - A lower scholarship load may be negotiated in exchange for an increased teaching load.
- Service
 - 20/100 workload points
 - Serving on at least two department committees per academic year.
 - Serving as a chair or coordinator of at least one major department service.
 - Serving on college or university service committee(s) at least once every three years.
 - In addition to the above, all faculty are expected to serve on the comprehensive exam committee.
 - Other important academic service may be considered in the workload expectation (e.g., service to the college, university, or profession).

III. MITIGATING (MODIFYING) FACTORS

A. Administrative Duty Factors

- 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 department chair. Course releases are funded by the unit or may be compensated in-kind by adjusting workload as specified in mitigating factors. Timing of course releases will be approved by the department chair to ensure limited impact on academic curriculum.
 - Department Chair
 - Oversee department operations
 - In addition to SAC, department chair will receive two 3-credit course releases per academic year (one per semester)
 - During University-required APR, department chair receives an

- additional 3-credit course release
- Associate Department Chair
 - Support department chair as needed in department operations
 - In addition to SAC, associate chair will receive 0.5 course release per academic year
- Clinic Director
 - Oversee clinical operations and student achievement of clinical requirements and student placement
 - In addition to SAC, clinic director will receive two 3-credit course releases per academic year
- Accreditation-required (CAA / ASHA) Graduate Program Director
 - Interface with accrediting agency regarding changes to requirements and report as needed with department chair. Complete needed ASHA required paperwork including yearly reports and student completion verification. Other duties include monitoring compliance required by accreditation, completion of all accreditation-required reports (2 yearly) and related activities.
 - This position is typically held by the department chair, associate chair, or graduate advisor.
 - During a typical year the Program Director will receive 1 3-credit course release per academic year or SAC of equal value (when available).
 - During years involving re-accreditation, the program director will receive 1.0 course release for two consecutive years (year of pre site visit report and year of site visit).
- Graduate Advisor
 - Perform initial transcript review and program plan development for all graduate students. Review petitions when necessary. Assist in student completion of required documentation of program plan completion. Monitor/Track appropriate metrics.
 - Up to 15 graduate students per academic year are considered as part of the typical service lead. For cohorts greater than 15 the following course release schedule will be followed.
 - Less than 25 but more than 15 new incoming graduate students per academic year will receive a course release equal to 0.5 3-credit course release per academic year
 - When graduate student cohorts are equal to or exceed 25 new incoming graduate students per academic year, the graduate advisor will receive a maximum of 1.0 course release per academic year.
- Undergraduate / Non-degree Advisor
 - Receives a college-funded SAC
- Audiology Coordinator
 - Oversee audiology operations including marketing of audiology clinical services, and supervising audiology clock hours and external placements

for graduate students.

- 0.15% FTE workload

B. Other factors

- Faculty performing certain non-administrative duties will accrue course release credit according to the schedule below. The unit assumes the cost of course releases.
 - Teaching undergraduate class > 70 students
 - 0.2 course release
 - Teaching graduate class greater > 30 students
 - 0.2 course release
 - Teaching independent problems courses that are not compensated as overload
 - 0.05 course release per credit not to exceed 0.1 in a given semester
 - Serving as a Master's or PhD student's doctoral thesis committee chair
 - 0.1 course release per academic year.
 - When co-chairs are designated, the course release credit will be equally divided (e.g., 0.05)
 - New course development
 - 0.2 course release
- If coverage and funding are available, a course release for service outside the typical yearly assignments that are not mentioned here may be negotiated with the department chair.
 - Example may include
 - serving as head editor of a high impact peer-reviewed journal
 - Serving as a special issue editor
- This workload policy recognizes and incorporates the College research-funded course buyout policy.

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.
- 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 compensation, the faculty member may be compensated in-kind by adjusting workload as specified in the treatment of mitigating factors.

V. Special Administrative Compensation (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. Most Category B SACs are paid out of unit funds and will not be provided by the College, 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.

- Administrative positions that receive SACs are divided into two categories
 - Category A Administrative positions are those that are directly supervised by the Dean of the College of Arts & Sciences
 - SHS contains one Category A administrative position: Department Chair
 - Category B Administrative positions are those that are supervised by the department chair or other designated individual in the department.
 - Category B positions include
 - Associate Chair
 - Clinic Director
 - Graduate Advisor
 - Professional Accreditation-required Graduate Program Director
 - Undergraduate / Non-degree Advisor
 - Audiology Coordinator

VI. Annual Review of Workload Expectations

- The yearly annual review process will incorporate discussion of workload expectations. Each year, in the spring semester and before May 15, the department chair will undertake a review of each bargaining unit member's workload expectation in accordance with the parameters set out in this policy.
- The annual workload review will include two components:
 - Review of work done consistent with the previous year's expectations as established in the previous year's annual review, and
 - Review the current expectations and establish revised expectations for the next review cycle.
- An accounting of total workload will sum to (and not exceed) 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 100 points per academic year. 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 that tenured 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.
 - Examples may include:
 - Teaching may be reduced on a short-term basis with a corresponding increase in scholarly workload, however this cannot persist beyond two semesters. (This two-semester limit does not apply to changes in teaching and scholarly workload related to grant-funded course buyouts.)

- 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. This is not related to funded course buyout, but for faculty who are seeking an exception for a course release.
- 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.
- This policy was developed in good-faith by the department chair and associate department chair with input from the faculty. This policy will be reviewed and modified as needed.