

Academic Workload Policy – Department of Biology

I. OVERVIEW

The Department of Biology recognizes all three elements of a faculty 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 faculty members to produce and disseminate new knowledge or creative works. This can include any effort founded on the expertise and training of the faculty 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.

II. WORKLOAD NORMS (by title and rank)

Lecturer (I, II, or III)

Teaching: Five courses per academic year (three courses in one semester and two courses in the other semester). Lab coordination is another means for meeting teaching expectations. Lab coordination duties include design and oversight of lab curriculum, training and supervision of Teaching Assistants and preparatory staff, management of lab equipment, materials, and supplies, and scheduling and serving as instructor of record for all sections of lab courses. In general, coordination duties of two lab courses are considered the equivalent of teaching one lecture course. Courses taught during the winter and summer sessions fall outside of the academic year workload expectations, however teaching and coordination of lecture and lab courses during winter and summer terms should be considered the same amount of work as teaching these same courses during spring and fall terms.

Scholarship: No scholarship is required.

Service: At least one department committee assignment per academic year.

Senior Lecturer (I, II, or III) and Principal Lecturer (I, II, or III)

Teaching: Five courses per academic year (three courses in one semester and two courses in the other semester). Lab coordination is another means for meeting teaching expectations. Lab coordination duties include design and oversight of lab curriculum, training and supervision of Teaching Assistants and preparatory staff, management of lab equipment, materials, and supplies, and scheduling and serving as instructor of record for all sections of lab courses. In general, coordination duties of two lab courses are considered the equivalent of teaching one lecture course. Courses taught during the winter and summer sessions fall outside of the academic year workload expectations, however teaching and coordination of lecture and lab courses during winter and summer terms should be considered the same amount of work as teaching these same courses during spring and fall terms.

Scholarship: No scholarship is required.

Service: Two department committee assignments or serving as chair or co-chair for one department committee per academic year. Service on a committee outside the department (College, University) can substitute as one of the required departmental committee assignments.

Assistant Professor

Teaching: One class (i.e., minimum 3 teaching load units, as defined in the Faculty Handbook, C100) per academic semester, and a ~1 credit hour discussion class (such as a lab meeting) at least once per academic year; such 402/502 courses do not substitute for a regular course. In addition, teaching in the Biology Department includes a major contribution to education of students in a hands-on research format. This includes training of undergraduates in laboratories, training of post-baccalaureate scholars in the laboratory, mentoring of graduate students, and training of postdoctoral or other professional fellows. It is expected that faculty develop a research program that enables trainees at all levels to be involved in learning how research is carried out, and how to accomplish it themselves. Some, but not all, of these mentoring activities

are reflected in each faculty member's teaching load as sections of Biology 400, 499, 551, 599, and 699. The number of classes taught can be adjusted to increase or decrease the load in a given semester or academic year, as discussed in section III.

Scholarship: Maintaining a funded research program or actively seeking necessary funding; actively publishing in well-recognized peer-reviewed journals in Biology or a related field.

Service: Serving on one department standing committee and encouraged to serve on an outside committee, professional committee, or editorship per academic year.

Associate Professor

Teaching: One class (i.e., minimum 3 teaching load units, as defined in the Faculty Handbook, C100) per academic semester, and a ~1 credit hour discussion class (such as a lab meeting) at least once per academic year; such 402/502 courses do not substitute for a regular course. In addition, teaching in the Biology Department includes a major contribution to education of students in a hands-on research format. This includes training of undergraduates in laboratories, training of post-baccalaureate scholars in the laboratory, mentoring of graduate students, and training of postdoctoral or other professional fellows. It is expected that faculty maintain a research program that enables trainees at all levels to be involved in learning how research is carried out, and how to accomplish it themselves. Some, but not all, of these mentoring activities are reflected in each faculty member's teaching load as sections of Biology 400, 499, 551, 599, and 699. The number of classes taught can be adjusted to increase or decrease the load in a given semester or academic year, as discussed in section III.

Scholarship: Maintaining a funded research program or actively seeking necessary funding; actively publishing in well-recognized peer-reviewed journals in Biology or a related field.

Service: Serving on at least one standing committee per academic year. Participating in service to professional organizations - e.g., associate editorship, professional society board memberships, grant review panel participation or other service as described above.

Professor

Teaching: One class (i.e., minimum 3 teaching load units, as defined in the Faculty Handbook, C100) per academic semester, and a ~1 credit hour discussion class (such as a lab meeting) at least once per academic year; such 402/502 courses do not substitute for a regular course. In addition, teaching in the Biology Department includes a major contribution to education of students in a hands-on research format. This includes training of undergraduates in laboratories, training of post-baccalaureate scholars in the laboratory, mentoring of graduate students, and training of postdoctoral or other professional fellows. It is expected that faculty maintain a research program that enables trainees at all levels to be involved in learning how research is carried out, and how to accomplish it themselves. Some, but not all, of these mentoring activities are reflected in each faculty member's teaching load as sections of Biology 400, 499, 551, 599, and 699. The number of classes taught can be adjusted to increase or decrease the load in a given semester or academic year, as discussed in section III.

Scholarship: Maintaining a funded research program or actively seeking necessary funding; actively publishing in well-recognized peer-reviewed journals in Biology or a related field.

Service: Serving on at least two standing committees per academic year. Service on at least one committee outside the department (College, University). Participating in service to professional organizations - e.g., associate editorship, professional society board memberships, grant review panel participation or other service as described above.

III. MITIGATING (MODIFYING) FACTORS

Shared teaching responsibilities

Team teaching with other Biology faculty: Team-teaching can allow faculty members with disparate skills to combine their expertise in the classroom to the benefit of the students. However, a shared course does not satisfy the expected teaching load without a second shared course unless the course is exceptionally intensive (e.g., a high contact hour laboratory training class). A faculty may choose to teach a single shared course in combination with a full course in a single semester or during the teaching-free semester (see below) and thereby accrue 0.5 teaching release credits towards a future semester. Accrued teaching release credits could substitute for an additional shared course.

Shared teaching with students and outside experts: Faculty members are encouraged to involve outside experts in their courses and/or to invite graduate students and postdoctoral fellows to give lectures as a training activity. However, in both cases it is expected that the instructor of record (IOR) will nevertheless be responsible for the great majority of the class meetings. A course in which the IOR primarily functions as an organizer of outside experts or a supervisor of graduate student and/or postdoctoral lectures rather than as an instructor does not fulfill the expected load and is best offered as a second course rather than an IOR's primary course. Importantly, the inclusion of students and postdoctoral fellows as presenters in a faculty member's course(s) should be by mutual agreement.

Concentration of teaching obligations in a single semester

Tenure-track faculty may occasionally request to concentrate their teaching in a given academic year during one semester to enable greater emphasis on research during the other semester. Requests for this so-called "doubling up" of teaching will be considered as part of the annual scheduling process but their approval is not automatic and will depend upon whether each request is consistent with developing a complete schedule and does not unduly impact other faculty members in the department or require additional funding from the College. Moreover, no faculty member should expect to double up teaching on a permanent basis.

Increases in teaching load

The teaching load described above defines the minimum teaching expectations for tenure-track faculty and lecturers. There are two circumstances in which faculty members may teach more than the expected number of classes.

Decreased research activity: If the annual faculty review process indicates that over a period of three years a tenure-track faculty member's research activity is not meeting the expectations of

post-tenure review, or if a faculty member anticipates a reduction in their research effort, the Chair will meet with that faculty member to discuss the situation. If discussion with the faculty member indicates that this pattern is likely to continue in the long-term, the Chair will ask the faculty member to increase their teaching load by one or two courses per year to acknowledge that they are no longer devoting the expected effort to research activities.

Overloads ([Faculty Handbook C140](#)): 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 a given semester. To provide the most consistent instruction for our students, the department seeks to cover these additional courses by first offering overloads to full-time faculty. An overload is defined as an extra course, beyond the normal teaching load for a particular faculty rank, taught during a semester for additional compensation. (see **IV. Overload Compensation**, below).

Temporary reductions in teaching load.

Given the complex and varied activities of faculty members, there are several provisions for temporary reductions in teaching load in a given semester or academic year to support high effort in research, teaching or service. These mechanisms include:

Sabbatical Leave ([CBA Article 11](#)) and Academic Leave for Senior and Principal Lecturers ([CBA Article 12](#)): Both benefits are administered as described in UNM's Collective Bargaining Agreement, and require prior approval, with deadlines in Aug/Sept (for leaves beginning in spring semester) and in December (for leaves beginning in fall semester). Applications are submitted to the Chair, who evaluates the number of requests and the impact of these leaves on department teaching before deciding to grant departmental approval in each case.

- [Sabbatical Leave for Tenure-Track Faculty](#) is available for a single semester (2/3 pay after six semesters service, or full pay after 12 semesters of UNM service) or two semesters (2/3 pay after 12 semesters of UNM service). In general, no more than 1/7th of the Tenure-Track faculty may be on sabbatical leave in a given semester.
- [Academic Leave for Senior and Principal Lecturers](#) is available for a single semester at full pay for lecturers who have achieved the rank of Senior Lecturer or above. In general, only one Senior or Principal Lecturer per department may utilize this benefit in a given semester.

Teaching release: Faculty members may be granted teaching release to allow them to address a variety of specific goals of promoting career advancement, or substantial service to the university. Teaching release is defined as a semester without formal classroom teaching obligations. Faculty on teaching release are expected to maintain their usual presence on campus and to continue research mentoring for undergraduate and graduate students.

Teaching releases for career advancement

- *New faculty*: In Biology, offer letters for new faculty members include a teaching release during one of the first two semesters on campus to enable faculty members to establish a new research program. New Assistant Professors remain eligible for Research Leave, as described below.

- *Research Leave*: Assistant Professors are eligible for a minimum of two courses of teaching release to advance their record of scholarship as they move toward Tenure and Promotion evaluation, in accordance with Article 10 of the Collective Bargaining Agreement for Unit 1 Faculty ([CBA Article 10](#)). These two courses of teaching release include any teaching release stipulated in an offer letter.
- *Career Advancement Semesters*: Associate Professors may apply for a research semester to advance their scholarship as they anticipate seeking Promotion to the rank of Professor.
- *Other*: Teaching release may sometimes be included in offer letters for significant administrative service (Chair, Dean, and Vice-President or Provost level service).

Teaching Releases for Service to the University

- *New Course Development*: Chairs may grant teaching release to faculty members who agree to take on the development of significant new courses, usually courses for majors, serving large numbers of students, which will be taught the semester following the release.
- *Program Leadership*: Chairs may grant teaching release to faculty members taking on the leadership of a significant funded program that involves either a training program for undergraduate and graduate students or a multi-investigator research program that is beyond the scope of an individual faculty member's research. The details of such releases vary across different programs and should be determined at the time the funding proposal is submitted. The frequency of teaching release for Program Leadership should be carefully considered to balance the demands of the program with the teaching needs of the Department.
- *Administrative Service*: Faculty members selected for significant leadership roles at the level of the Department (Chair, Associate Chairs), between Departments or Colleges (Director of Level 2 and Level 3 Centers), or upper administration (Dean, Associate Dean, Assistant and Associate Vice-President, Assistant and Associate Provost, etc. usually receive teaching release to enable their administrative roles. In particular, partial course releases can be accumulated and converted to full course release in a semester negotiated with the unit chair or director for:
 - **Associate Chair** - 1.0 course per academic year
 - **Directing a research center** - 1.0 course per academic year based on chair's discretion
 - **Museum Director** - 1.0 course per academic year
- *Museum Curator*: Faculty curators shall receive one-half (0.5) course reduction in teaching duties per academic year, justified as follows: Faculty curators at the Museum of Southwestern Biology have a substantial additional workload associated with developing collections as research infrastructure for the Department of Biology, the University, and the global research community. Curation duties have been codified by the faculty of the Department of Biology and as agreed to by the Dean of the College of Arts and Sciences (see Curator Codification document). The report from the most recent Academic Program Review (see 2017 APR report) pointed out that faculty-curators should, as a matter of workload fairness, receive a 50% teaching load reduction (one course per academic year) or additional pay (two months summer salary) to account for their extra duties. Since that report, the College of Arts and Sciences implemented one month of summer salary for

faculty-curators (half the recommended amount); a 25% reduction in teaching duties (half the recommended amount), corresponding to one-half course per academic year, is therefore the appropriate level of workload reduction to bring faculty curators to parity with other faculty, in accordance with the APR report. The faculty-curator teaching load of 1.0-0.5 is achievable by teaching a 1.0-1.0 and 1.0-0.0, respectively, in alternate years, or by special arrangements such as team teaching to fulfill the half course. These teaching releases are not available to the MSB Director or to new faculty that already have curatorial release given in their Letters of Offer.

Teaching buyout: To facilitate efforts on specific individual research projects during the academic year, faculty members may include funds in research proposals to support teaching release via the [College of Arts and Sciences policy](#) allowing grant-funded reductions in teaching load. The cost (defined by College policy) is presently 12.5% of 9-month base for tenured faculty, and 10% of base for Assistant Professors. This mechanism is available to all tenure-track faculty in the Department of Biology with the following limitations:

- *Notice to the Department:* Proposals with Teaching Buyout should be identified at the time of submission, and again if the proposal is funded, to enable the department to track the number of such buyouts that are either under consideration or that are included in funded awards.
- *Impact on teaching effort:* Faculty members utilizing Teaching Buyout are expected to continue to regularly teach in the large classes that are part of their usual teaching rotation.
- *Frequency of Teaching Buyout:* To keep all faculty members engaged in the education mission of the Department and to equitably distribute the responsibilities of teaching, faculty members are expected to utilize Teaching Buyout no more than once a year. Requests for deviation from this expectation should be infrequent and should be directed to the Chair at the time of proposal submission, accompanied by a justification of the need for an elevated level of release. The Chair should inform the Biology faculty when such exceptions are granted.
- *Duties During Teaching Buyout:* As with Teaching Releases, faculty members are expected to remain engaged in mentoring undergraduate and graduate student research during any semester of Teaching Buyout.
- Faculty members are still expected to maintain their usual level of effort in Research and Service during a semester with Teaching Buyout.

Annual teaching expectation

The use of Teaching Releases and Teaching Buyouts should generally not exceed one semester per year. Faculty members authorized for teaching release during a given academic year should not anticipate using Teaching Buyout in the other semester of the same academic year. As with the frequency of teaching buyout, the Chair may infrequently grant exceptions to this expectation. Although faculty members who hold positions with heavy administrative responsibilities such as Chair of Biology, or leadership positions in the College or Academic Affairs often teach once per year, they are not bound by this annual teaching expectation.

IV. TEACHING 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 maximum TPT rate per course for enrollment. 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.

Dean Approved: 3/24/2022

Provost Approved: 03/29/2022

To Be Reviewed: 2023