

Academic Workload Policy
Department of Communication & Journalism
REVISION IN PROGRESS: 2/22/2022

I. OVERVIEW

The Department of Communication & Journalism recognizes the three elements of bargaining unit members' work to be teaching, scholarship and service. In designing and implementing its workload policy, it is the intent and desire of the C&J department to accord maximum freedom to its faculty in choosing how to allocate their workload among the three elements and to recognize so-called mitigating factors that may lead to reallocating the presumed percentages among the three components, taking into account the needs of the institution. Each of these categories is 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 bargaining unit members to produce and share 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 sharing 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; mentoring of research students; and conference presentations/panels. Scholarship may, by extension, include the writing of grants to obtain funding for such endeavors and the administration of grants funded.

Service

Service is understood to include any activity performed by the member that does not fall into the definitions of teaching and scholarship, and the completion of which is oriented toward supporting the full and effective functioning of the department, institution, or academic discipline or academic community more broadly, as well as efforts to serve the public and broader community beyond the academy. These activities include, but are not limited to,

participation in: shared governance; department-, campus- and system- wide committees; advising of students; provision of mentoring of students and colleagues; Masters or PhD committees; branch campus faculty assembly meetings; departmental meetings; graduation ceremonies; recruitment activities for students; recruiting and hiring activities for faculty and staff; 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) – 70% teaching, 30% service (assumed default)

Teaching -- Three courses in the fall semester and three courses in the spring for each academic year. Courses taught, without additional compensation, during the winter and summer sessions may count toward this requirement.

Scholarship -- No scholarship is expected.

Service -- Some administrative duties equivalent to the workload of one course per semester or two courses per academic year. At least 3 department committee assignments per academic year.

Mitigating (Modifying) Factors:

A. Administrative duty factors

Faculty performing 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. Such administrative duty factors include the following:

- Serving as graduate director, undergrad director, online director, public speaking director, or assessment/general education curriculum coordinator

B. Other factors

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

- Developing or revising new online, face-to-face, and hybrid courses
- Teaching independent studies should be recognized as additional work that must either be compensated by factoring in the number of students that a lecturer might have for independent studies over a semester or academic year.

- Chairing a large number of graduate students' theses or dissertation committees; specifically, per A&S policy, since lecturers' default teaching load is 4-4, this would translate to 0.2 course release credit per grad student supervised per academic year.
- Conducting research, delivering or attending conference presentations, and participating in community-engaged research, as these research/scholarship functions are not requirements for lecturers

Senior Lecturer (I, II, or III) – 70% teaching, 30% service (assumed default)

Teaching -- Three courses in the fall semester and three courses in the spring for each academic year. Courses taught, without additional compensation, during the winter and summer sessions may count toward this requirement.

Scholarship -- No scholarship is expected.

Service -- Some administrative duties equivalent to the workload of one course per semester or two courses per academic year. At least 2 department committee assignments per academic year.

Mitigating (Modifying) Factors:

A. Administrative duty factors

Faculty performing 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. Such administrative duty factors include the following:

- Serving as graduate director, undergrad director, online director, public speaking director, or assessment/general education curriculum coordinator

B. Other factors

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

- Developing or revising new online, face-to-face, and hybrid courses
- Teaching independent studies should be recognized as additional work that must either be compensated by factoring in the number of students that a lecturer might have for independent studies over a semester or academic year.
- Chairing a large number of graduate students' theses or dissertation committees; specifically, per A&S policy, since lecturers' default teaching load is 4-4, this would translate to 0.2 course release credit per grad student supervised per academic year.

- Conducting research, delivering or attending conference presentations, and participating in community-engaged research, as these research/scholarship functions are not requirements for lecturers

Principal Lecturer (I, II, or III) – 70% teaching, 30% service (assumed default)

Teaching -- Three courses in the fall semester and three courses in the spring for each academic year. Courses taught, without additional compensation, during the winter and summer sessions may count toward this requirement.

Scholarship -- No scholarship is expected.

Service-- Some administrative duties equivalent to the workload of one course per semester or two courses per academic year. At least 2 department committee assignments per academic year.

Mitigating (Modifying) Factors:

A. Administrative duty factors

Faculty performing 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. Such administrative duty factors include the following:

- Serving as graduate director, undergrad director, online director, public speaking director, or assessment/general education curriculum coordinator

B. Other factors

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

- Developing or revising new online, face-to-face, and hybrid courses
- Teaching independent studies should be recognized as additional work that must either be compensated by factoring in the number of students that a lecturer might have for independent studies over a semester or academic year.
- Chairing a large number of graduate students' theses or dissertation committees; specifically, per A&S policy, since lecturers' default teaching load is 4-4, this would translate to 0.2 course release credit per grad student supervised per academic year.
- Conducting research, delivering or attending conference presentations, and participating in community-engaged research, as these research/scholarship functions are not requirements for lecturers

Professor of Practice – 40% teaching, 20% research, 40% service (assumed default)

Teaching -- The norm is three courses per semester or six courses per academic year.

Scholarship -- Typically the Professor of Practice is not engaged in scholarly research in the same way the tenured faculty is; Rather the nature of scholarship is industry-oriented, such as advancing collaborations, initiatives or other opportunities where the academy and the industry intersect. Principal investigator duties on grant-funded programs fit this workload category. Presentations at industry conferences and industry-oriented consulting are also examples of productivity under scholarship.

Service -- Serving on at least two department standing committees per academic year including at least one involving undergraduate curriculum. Assumption of leadership roles within the department or within the discipline and engaging with the professional industry all count as service. Additional service includes mentoring student media clubs, serving as course coordinator, and serving on community or professional boards or groups.

Mitigating (Modifying) Factors:

A. Administrative duty factors

Faculty performing 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. Such administrative duty factors include the following:

- The Professor of Practice in Journalism has been continually granted a course release for performing several ongoing and unique duties for the department. These include serving as the department's internship program coordinator, the faculty sponsor for all department interns, and the supervisor of the student publication laboratory (New Mexico News Port).
- Serving as graduate director, undergrad director, online director, public speaking director, or assessment/general education curriculum coordinator

B. Other factors

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

- If the department needs a faculty member to perform an inordinate amount of department service – more than 3 committees, multiple chairships or directorships within the department – this should reduce either teaching or research.
- Serving on a (or multiple) journal editorial board(s) or reviewing for an inordinate number of journals
- Reviewing additional journal articles, books or papers
- Presenting at additional conferences or meetings

- Chairing, planning, or implementing conferences or sizeable events
- Teaching at least four independent study students in a given semester
- Serving as an elected officer for one or multiple divisions/caucuses/associations
- Teaching large classes, with “large” being dependent on the type of class – e.g., writing intensive, lecture, seminar
- Major center or grant coordination responsibilities
- Significant elected or assigned university service
- Significant volunteer university service
- Significant volunteer UA-UNM service (committee membership, weekly meetings)
- Regularly teaching beyond the minimum required number of courses

Assistant Professor – 40% teaching, 40% research, 20% service (assumed default)

Teaching --Two courses per semester or four courses per academic year, not including winter intersession and summer. (Note: the College may provide a course release during the first semester on the faculty.)

Scholarship/Creative Works -- A consistent and significant amount of scholarship published, submitted for publication, or otherwise shared in accordance with the department’s performance expectations. Presentation of scholarship at a reasonable and significant number of conferences or discipline meetings.

Service -- Serving on a reasonable number of department (or College, or University) standing committees per academic year, based on the needs of the department or institution. Assumption of leadership roles within the department and, possibly, within the discipline and/or the College/University.

Mitigating (Modifying) Factors:

A. Administrative duty factors

Faculty performing 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. Such administrative duty factors include the following:

- Serving as graduate director, undergrad director, online director, public speaking director, or assessment/general education curriculum coordinator
- Major center or grant coordination responsibilities

B. Other factors

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

- Prior to mid-probationary review and/or tenure and promotion, assistant professors

should be protected against inordinately heavy service loads.

- As noted above, during the first year on the faculty, tenure-track assistant professors may be given one course release by the College.
- Additional course releases may be granted above the department level; e.g., by the OVPR, Provost, or Dean.
- Individual departmental needs and standards (from the CBA – this implies wide latitude on the part of a department, e.g., if a department needs a faculty member to perform an inordinate amount of department service – more than 3 committees, multiple chairships or directorships within the department – that should reduce either teaching or research expectations)
- Serving as editor for a scholarly journal
- Serving on a (or multiple) journal editorial board(s) or reviewing for an inordinate number of journals
- Planning/implementing a conference/meeting or attending a large number of conferences each year
- Serving as an elected officer for one or multiple divisions/caucuses/associations
- Chairing a large number of graduate students' theses or dissertation committees; specifically, per A&S policy, since C&J assistant professors' default teaching load is 2-2, this would translate to 0.1 course release credit per grad student supervised per academic year.
- Teaching at least five independent study students in a given semester
- Teaching large classes, with "large" being dependent on the type of class (e.g., writing intensive, lecture, seminar)
- Significant/elected university service (e.g., AFT, COG, Faculty Senate, UA-UNM)
- Significant volunteer university services (e.g., RAC, intensive College committees) and or volunteer UA-UNM service (e.g., committee membership, weekly meetings)
- Heavy service-oriented community work/engagement - with the potential to offset service to the College and University

Associate Professor – 40% teaching, 40% research, 20% service (assumed default)

Teaching – Two courses per semester or four courses per academic year, not including winter intersession and summer.

Scholarship/Creative Works – A reasonable and significant amount of scholarship published or submitted for publication or shared in accordance with the department's published performance expectations policy. Presentation of scholarship for at a reasonable and significant number of conferences or discipline meetings.

Service -- Serving on department (or College, or University) standing committees per academic year, based on the needs of the institution. Assumption of leadership roles within the department and, possibly, within the discipline and/or the College/University.

Mitigating (Modifying) Factors:

A. Administrative duty factors

Tenured faculty performing intensive administrative duties will receive **course releases or reduced research load** 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. Such administrative duty factors include the following:

- Serving as graduate director, undergrad director, online director, public speaking director, or assessment/general education curriculum coordinator
- Major center or grant coordination responsibilities

B. Other factors

Tenured faculty performing certain non-administrative duties will accrue **course release credit or reduced research load** according to the following schedule:

- Individual departmental needs and standards (from the CBA – this implies wide latitude on the part of a department, e.g., if a department needs a faculty member to perform an inordinate amount of department service – more than 3 committees, multiple chairships or directorships within the department – that should reduce either teaching or research expectations)
- Serving as editor for a scholarly journal
- Serving on a (or multiple) journal editorial board(s) or reviewing for an inordinate number of journals
- Planning/implementing a conference/meeting
- Serving as an elected officer for one or multiple divisions/caucuses/associations
- Chairing a large number of graduate students' theses or dissertation committees; specifically, per A&S policy, since C&J associate professors' default teaching load is 2-2, this would translate to 0.1 course release credit per grad student supervised per academic year.
- Teaching at least five independent study students in a given semester and these large numbers the faculty work with are not counted toward course release.
- Teaching large classes, with "large" being dependent on the type of class – e.g., writing intensive, lecture, seminar
- Regularly teaching a larger-than-default number of courses, which would qualify the faculty member to move to a lower research load.
- Significant/elected university service (AFT, COG, Faculty Senate, UA-UNM)
- Significant volunteer university services (RAC, College retention/promotion committees, e.g.) and/or UA-UNM service (committee membership, weekly meetings)
- Heavy service-oriented community work/engagement - with the potential to offset service to the College and University
- Deep involvement in mentoring junior faculty - with the potential to offset other service expectations

Professor – 40% teaching, 40% research, 20% service (assumed default)

Teaching – Two courses per semester or four courses per academic year, not including winter intersession and summer.

Scholarship/Creative Works – A reasonable and significant amount of scholarship published or submitted for publication or shared in accordance with the department’s published performance expectations policy. Presentation of scholarship for at a reasonable and significant number of conferences or discipline meetings.

Service -- Serving on department (or College, or University) standing committees per academic year, based on the needs of the institution. Assumption of leadership roles within the department and, possibly, within the discipline and/or the College/University.

Mitigating (Modifying) Factors:

A. Administrative duty factors

Tenured faculty performing intensive administrative duties will receive **course releases or reduced research load** 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. Such administrative duty factors include the following:

- Serving as graduate director, undergrad director, online director, public speaking director, or assessment/general education curriculum coordinator
- Major center or grant coordination responsibilities

B. Other factors

Tenured faculty performing certain non-administrative duties will accrue **course release credit or reduced research load** according to the following schedule:

- Individual departmental needs and standards (from the CBA – this implies wide latitude on the part of a department, e.g., if a department needs a faculty member to perform an inordinate amount of department service – more than 3 committees, multiple chairships or directorships within the department – that should reduce either teaching or research expectations)
- Serving as editor for a scholarly journal
- Serving on a (or multiple) journal editorial board(s) or reviewing for an inordinate number of journals
- Planning/implementing a conference/meeting
- Serving as an elected officer for one or multiple divisions/caucuses/associations
- Chairing a large number of graduate students’ theses or dissertation committees; specifically, per A&S policy, since C&J full professors’ default teaching load is 2-2, this

would translate to 0.1 course release credit per grad student supervised per academic year.

- Teaching at least five independent study students in a given semester and these large numbers the faculty work with are not counted toward course release.
- Teaching large classes, with “large” being dependent on the type of class – e.g., writing intensive, lecture, seminar
- Regularly teaching a larger-than-default number of courses, which would qualify the faculty member to move to a lower research load.
- Significant/elected university service (AFT, COG, Faculty Senate, UA-UNM)
- Significant volunteer university services (RAC, College retention/promotion committees, e.g.)
- Significant volunteer UA-UNM service (committee membership, weekly meetings)
- Deep involvement in mentoring junior faculty - with the potential to offset other service expectations

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

IV. 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.

V. 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 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.

The department recognizes faculty members' interests and areas of focus can change over time, which may be reflected in flexibility in the distribution of workload among 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. For example, teaching may be reduced for one or two semesters with a corresponding increase in scholarly workload; however, this cannot persist beyond two semesters. As another example, 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.

VI. 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: 3/4/2022

Provost Approved: 4/23/2022

To Be Reviewed: 2023