

**Department of Health, Exercise and Sports Sciences (HESS)
Workload Policy**

The following is a description of the workload policy for the Department of Health, Exercise and Sports Sciences in the College of Education and Human Sciences as it relates to the Collective Bargaining Agreement requirement that each unit has an existing workload policy (CBA, Article 13, Academic Workload). Expectations of scholarship, teaching and service are provided in the document below.

Differentiated Faculty Workload Tracks

The HESS workload has five differentiated faculty workload tracks. Each of these tracks is defined according to the amount of time devoted to teaching, scholarship and service.

Standard Workload for Faculty Members

Faculty	Teaching	Scholarship	Service
Professor 2/2 teaching load	40%	40%	20%
Professor 3/3 teaching load	60%	20%	20%
Associate Professor 2/2 teaching load	40%	40%	20%
Associate Professor 3/3 teaching load	60%	20%	20%
Assistant Professor 2/2 teaching load (Year 3-6)	40%	40%	20%
Assistant Professor 2/1 teaching load (Year 1-2)	30%	50%	20%
Lecturer II 4/4 teaching load	80%	0%	20%
Lecturer III 4/4 teaching load	80%	0%	20%

Additionally, there may be a transitional differential faculty workload (2/3) for tenured faculty. This option will be extended to faculty under certain conditions. In order to implement all the differentiated faculty workload tracks, an explanation of teaching, scholarship and service is provided.

Teaching

The CBA states: “Teaching is understood to include all of the activities associated with the instruction of students.” (CBA, Article 13, letter D, Academic Workload).

For the purposes of this faculty workload policy, each 3-credit hour course will be considered as one class. Thus, faculty members on a 2/2 faculty workload will teach 4 three-hour classes or its equivalent for a total of 12 credit hours per year. Faculty members on a 3/3 faculty workload will teach 6 classes or its equivalent for a total of 18 credit hours per year. Lecturers will teach 8 classes for a total of 24 credit hours or its equivalent per year. If a faculty member is given a course reassignment(s) by the department chair with the approval of the Dean, this/these credit(s) will be considered as part of meeting their teaching workload.

Teaching has a special significance as a high standard in HESS. It is not only the vehicle by which we carry forward the departments teaching mission, it also serves as a model for the behavior we seek to instill in our students who become professional educators and practitioners in a variety of settings. As students and practitioners of teaching and learning, we have a special appreciation of the difficulties inherent in describing and assessing teaching.

“Teaching” occurs in various settings and via diverse forms of instruction. The term teaching includes but is not restricted to regularly scheduled undergraduate, graduate, post-graduate and professional instruction, and the advising, direction and supervision of individual undergraduate, graduate and postdoctoral, and professional students. Teaching also includes the direction or supervision of students in directed readings research, internships and practica, and residencies or fellowships. Teaching is evaluated by students and faculty through formal questionnaires as well as peer review.

Reporting of Teaching Activities

Each faculty member will be required to report the following information related to teaching performance as part of his/her annual review:

1. All classes including face - face, on-line, independent study or problems that contributed to your teaching workload during the academic year
2. Dissertation chair and committee memberships
3. Thesis chair and committee memberships
4. Serving on doctoral and master’s exam committees
5. Advisement of undergraduate, master’s, graduate certificate, and doctoral students
6. Peer teaching observations that are conducted on a periodic basis
7. Student evaluation scores
8. Additional student teaching and mentoring activities

Special points of consideration for annual evaluation performance rating:

1. Faculty performance is rated using the following 3-point scale: excellent, effective or ineffective
2. As a college, we recognize we teach courses of a sensitive nature or where mastery of content may be difficult for some students. The faculty member should be given the opportunity to respond to his or her student ratings and/or comments if he or she deems it necessary to provide a context and information regarding specific scores or comments.
3. Student evaluations are only one type of evaluation. Peer observations and supporting materials should be considered as well in order to provide a multimethod evaluation of teaching performance.
4. Course content must be consistent with the current catalog description or course revisions approved by faculty and in process of being approved for catalog copy.
5. For courses that are part of a licensure or accredited program, faculty must teach all competencies and/or standards that are required for that class.
6. For faculty (with prior permission from their Department Chair and the cooperating Department Chair) who teach courses outside their home department, student evaluations should be sent to the Chair of the home department in order for them to be considered in the faculty member's evaluation.
7. Faculty who engage in professional development activities that lead to serve to enhance their teaching and/or that lead to recognition in the form of awards (Golden Paw, Outstanding Teacher) should be acknowledged.

Scholarship

The CBA states: "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, Article 13, letter E, Academic Workload).

The following provides a list of high impact scholarly activities that will be considered as demonstration to meet the CBA definition of scholarship. The faculty member will select items from this list when providing evidence of meeting the requirements of scholarship for the HESS workload policy:

Editor or co-editor of a book

Author or co-author of a book

PI or Co-PI on a funded federal external grant

Research award such as a Fullbright or a Spencer Fellow

Refereed national or international journal article (published or in press)

Chapter in book (published or in press)

PE or Co-PI on a submitted federal external grant

Invited or keynote speaker for a national or international conference

Refereed presentation at a national or international conferment

PE or Co-PI on a funded external foundation or other grant
Publication of a significant resource
Monograph
Unpaid requested/commissioned special project scholarship document/product
Other scholarly, creative product, community engagement not on this list
Internal grant for an individual or joint project
Journal article published in a state or regional publication
Article related to a faculty member's scholarship in a non-peer reviewed source
Book review for publication
Encyclopedia entries for publication
Test review for publication
Abstract, poster, presentation etc. at a local or regional organization
Item writer for professional licensing or another competency exam
Publication of a significant instructional resource

Service

The CBA states: "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." (CBA, Article 13, letter F, Academic Workload).

The success of HESS is critically dependent on the service of faculty members. A key responsibility of each faculty member is to provide service to their program, department, college, university and outside service to their community and profession. Faculty members are expected to spend 20% of their time in service-related activities. The principal of academic freedom dictates that faculty have broad latitude in choosing the service in which they will engage. In general, it is expected that at least 50% of a faculty member's service will be institutional (at the level of the program, department, college and university).

The faculty member will select items from the list below in order to provide evidence of meeting the required service in the HESS workload policy:

Professional Service

Office-holder of international or national professional organization
Office-holder of regional, state or local professional organization
Board member of international or national professional organization
Board member of regional, state or local professional organization
Committee chair of international or national professional organization
Committee member of international or national professional organization
Committee chair of regional, state or local professional organization
Committee member of regional, state or local professional organization
Editor of international or national journal
Editor or regional or state journal

Associate editor of international or national journal
Associate editor of regional or state journal
Editorial board member for international or national journal
Editorial board member for regional or state journal
Ad hoc reviewer for international or national journal
Ad hoc reviewer regional or state journal
Grant proposal reviewer for federal external grant competition
Proposal reviewer for international or national conference
Proposal reviewer for regional or state conference.
Newsletter editor for international or national organization
Newsletter editor for regional or state professional organization
External promotion and tenure reviewer for other university
External member for APR or accreditation visit for other university

University Service

Faculty senate president
Faculty senate member
Faculty senate sub-committee chair
Faculty senate sub-committee member
University committee chair
University committee member
University ad-hoc or task force committee chair
University ad-hoc or task force committee member
University organization faculty sponsor or co-sponsor

College/Departmental/Program Service

College committee chair
College committee member
College ad-hoc or task force committee chair
College ad hoc or task force committee member
Departmental committee chair
Departmental committee member
Departmental ad hoc committee or task force chair
Departmental ad hoc committee or task force member
Departmental promotion and tenure panelist/reviewer
Program committee chair
Program committee member
Program ad hoc committee chair
Program ad hoc committee member
Faculty search committee chair
Faculty search committee member
Staff search committee chair
Staff search committee member
Student applications review

Student applications interview
Student recruitment
Student orientation activities
Student organization faculty advisor or co-advisor
Confidential peer reviewer for promotion and tenure cases
Peer teaching observations
Formal faculty mentor for assistant professors

Mitigating Factors

The CBA requires units address mitigating factors for the above categories of the workload policy (CBA, Article 13, letter G, Academic Workload). Below is an explanation of possible mitigating factors:

The current policy dictates that faculty teaching large undergraduate or graduate sections or courses with a lab that are more than 3 credit hours will receive a TA to help manage this additional burden. As per the current college practice, a TA will be assigned to undergraduate courses with 70 or more students.

Program and department chairs will work with faculty to assure that no more than 1 new course (which an instructor has not previously taught) will be assigned per semester.

Course Reassignments

The CBA requires units address course releases in relation to work expectations of the workload policy (CBA, Article 13, letter G, Academic Workload). Below is an explanation of reasoning for possible course reassignments:

If a faculty member is given (a) course reassignment(s) by the department chair with the approval of the Dean, this/these credit(s) will be considered as part of meeting their teaching workload.

It should be noted that the current COEHS Policy specifies that once a faculty member has chaired 6 completed dissertations, he or she will be credited with having taught a 3-credit hour course. Once this credit is achieved, it will be awarded as part of a faculty member's teaching load for that one year.

A faculty member on a 2/2 faculty workload can receive up to two-course releases per year due to a grant buyout. In extenuating circumstances due to the grant requirements or other pertinent factors, a faculty member on a 2/2 workload can receive up to three-course releases per year due to a grant buyout with Provost's approval. UNM Policy C110 5.3 states that *"any reduction on teaching load below 6-unit loads shall be granted with the advanced approval of the Office of the Provost/Vice President for Academic Affairs."**

A faculty member on a 3/3 faculty workload can receive up to four-course releases per year due to a grant buyout. In extenuating circumstances due to the grant requirements or other

pertinent factors, a faculty member on a 3/3 workload can receive up to five-course releases per year due to a grant buyout with Provost's approval. UNM Policy C110 5.3 states that *“any reduction on teaching load below 6-unit loads shall be granted with the advanced approval of the Office of the Provost/Vice President for Academic Affairs.”**

In general, faculty are not encouraged to teach an overload for an academic year (more than their expected number of credit hours). In rare situations where an overload is required the faculty will be compensated at a rate determined by the rate at which the highest temporary part-time instructor in the department is paid.

Workload Policy is Implemented through Annual Reviews

The annual assessment of each faculty’s workload is conducted as part of the full annual review process, workload is evaluated solely by the department chair for each faculty member's respective workload. This review should provide faculty with a clear assessment of their progress towards meeting the demands of the workload policy. Progress in this regard is considered in the T&P process. If the department chair determines that a tenured faculty member has met the level of expected scholarly productivity for his or her given faculty differentiated workload track, the faculty member will continue to remain on this same differentiated workload track.

A tenured faculty member can appeal the decision of the department chair regarding whether he or she has met the expected scholarship, teaching and service expectations in the HESS workload policy. Appeals should be made in writing to the Dean. The Dean's decision on this appeal is final.

Dean Approved: 03/17/2022

Provost Approved: 03/29/2022

To Be Reviewed: 2023