

Latin American Studies Workload Policy

09/06/2024

1. Overview

1.1. The Latin American & Iberian Institute outlines this Academic Workload Policy in accordance with UA-UNM Collective Bargaining Agreement (CBA), Unit 1 Article 13 – Academic Workload.

1.2. Workloads for faculty are comprised of a combination of teaching, scholarly work (that is, research), and service. The activities associated with these three workload activity areas are summarized as follows:

2. **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: teaching classroom courses (as defined below); teaching individualized courses, such as thesis, dissertation, independent study, and special problems credits; preparing or revising syllabi, assignments, and other materials; grading student work; holding group or individual office hours; evaluating student progress toward learning objectives; mentoring students; writing letters of recommendation; assessing LAII (Latin American and Iberian Institute) and statewide learning objectives; advising students, including BA/BS Honors students and graduate students at all levels; participating in Masters or PhD committees; supervising Teaching Assistants and/or other instructors; and other similar activities.
3. **Scholarly work** is also referred to as “scholarship” or “research” in relevant governance documents at UNM. Scholarly work is understood to include any work carried out and documented by LAII faculty to produce and disseminate new knowledge or creative works. Examples of scholarly work may include laboratory, field-based, library-based, or archive-based work; community-based scholarship; pedagogical research; publication; development and sharing of creative works, whether in physical, digital, or performative formats; exhibitions, whether in physical or digital formats; grant writing and principal investigator (PI) duties; supervision and mentoring of student researchers; and public presentation of research at conferences and other meetings
4. **Service** is understood to include any activity performed by a faculty member that meets these general criteria: 1) the activity does not fall into the definitions of teaching or research; and either 2) the activity is oriented towards supporting the full and effective functioning of the program, institute, university, or academic discipline or academic community more broadly; or 3) the activity is oriented toward serving the public and broader community beyond the academy. Service activities may include, but are not limited to: participating in shared governance; participation in LAII-, campus-, and system-wide committees; mentoring faculty colleagues and/or administrative staff; participating in faculty assembly meetings; participating in meetings of the LAII or LAS

(Latin American Studies); participating in graduation ceremonies, student recruitment activities, recruiting and hiring activities for faculty, staff or students; participating 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 and/or professional fields of the member; organization of conferences; peer review of scholarly works; acting as a journal editor; acting as a jurist for creative works exhibitions; and organization or participation in community outreach events.

5. **Individual workloads** can vary annually for every faculty member, but the standard workload for permanent faculty is summarized in Appendix A. This workload policy provides LAII/LAS guidance regarding when and how to make variations from this standard academic workload and to outline the process for conducting the annual workload review for each member of the faculty.

See Appendix A for a summary of Workload Distribution.

6. Standard teaching expectations in terms of workload.

- 6.1. As a general matter, all faculty are expected to provide quality instruction that is fair and efficacious. This means that, at a minimum and in every course, faculty members must provide students with, and adhere to, a syllabus that specifies course expectations and requirements.
- 6.2. The teaching load of faculty members includes classroom teaching and other instructional activities. A “classroom course” is defined as scheduled and supervised instruction that generates student credit hours, and that may be delivered in face-to-face, remote, online, or hybrid formats. Classroom courses do not include individualized and/or unsupervised instruction, such as independent study or thesis research courses, which are examples of “other instructional activities.” Additionally, “one” classroom course equals a 3-4 credit course. A full semester teaching load for a lecturer may combine 1-, 2-, 3-, or 4-credit courses that together yield 12 credits. A full semester teaching load for a tenured/tenure-track faculty member may combine 1-, 2-, 3-, or 4-credit courses that together yield 6 credits. A faculty member’s “course load” are those classroom courses that are assigned to the faculty member during an academic year by the Director of LAS in consultation together with the LAII Director. The normal, expected course load of tenure-track faculty is four courses per academic year; the normal, expected course load of permanent, non-tenure-track faculty is eight courses per academic year. A course load includes only those classroom courses for which the faculty member is the instructor of record. If a faculty member supervises Teaching Assistants or instructors of record (which may include temporary instructors, visiting faculty, or others), the relevant courses are not a part of the course load of the supervising faculty member; such supervision contributes to the “other instructional activities” of a faculty member.

- 6.3. A faculty member's course load can vary (that is, increase or decrease) per semester through administrative, contractual, or funding agreements of various types. With the exceptions of formal leaves or atypical circumstances, full-time faculty must instruct at least one classroom course each semester. In all cases, any actual change in expected teaching workload must be determined through discussion between the affected faculty member, the Director of the LAS Program, and the LAII Director, and must adhere to all applicable rules, guidelines, and policies. Course load variations are further described below.
- 6.4. A faculty member whose normal in-load course is cancelled because of low enrollment, or other circumstances will be expected to make up that element of teaching workload either by teaching an alternative in-load course during the same semester or an additional in-load course during the subsequent term, or by undertaking a service assignment within the LAII. If a make-up course is taught during a subsequent summer or inter-session term, the faculty member shall receive no additional compensation that may be normally associated with teaching summer or intersession courses.
- 6.5. To ensure that students at all levels have the opportunity to learn directly from faculty members, and that all students have an opportunity to take courses from any faculty member, it is expected that full-time, tenured/tenure-track faculty:
 - 6.5.1. teach undergraduate and graduate students, primarily through classroom courses, but also through other instructional activities;
 - 6.5.2. participate on undergraduate Honors committees, and graduate committees of study (including thesis, project, examination, and dissertation committees), particularly within the LAS Programs but also in support of other academic units at the UNM;
 - 6.5.3. post and hold office hours for students, whether these are at regularly scheduled times or by appointment, and whether in person or through real-time (live) interaction via telephone, the Internet, or some other means;
 - 6.5.4. respond to student inquiries, requests, and complaints in a timely manner; and
 - 6.5.5. make necessary efforts to accommodate student learning needs, particularly in coordination and communication with the UNM Accessibility Resource Center.
- 6.6. Expectations for Lecturers for accessibility to students are similar. In contrast to tenure-track faculty, Lecturers should:
 - 6.6.1. emphasize undergraduate teaching; and
 - 6.6.2. emphasize classroom courses rather than other instructional activities.
 - 6.6.3. The UNM Office of Graduate Studies (OGS) specifies that Lecturers may not chair graduate committees but may serve as voting members under specific

conditions defined by OGS. Lecturers may chair undergraduate Honors committees and oversee undergraduate capstone projects.

7. **Voluntary Teaching Increase.** Tenured faculty members and Lecturers may voluntarily seek and/or accept, without supplemental compensation (see also section 9), an increased teaching workload to focus overall work effort on teaching, or to achieve some other purpose. When a faculty member chooses to adopt a higher classroom teaching load, this must be documented through a signed agreement with the Director of Latin American Studies and the LAII Director, which is kept on file at the LAII. The signed agreement should state any related changes in service and/or teaching workload, the anticipated duration of the agreement, and any other factors related to the workload change.
8. **Triggering Mechanism for Additional Teaching.** Tenured faculty members who do not meet Latin American Studies “effectiveness” standards for research and/or service for two consecutive years may be assigned increased teaching loads, at the discretion of the Director of Latin American Studies in consultation with the LAII Director and the ICLAS.
 - 8.1. The processes for evaluating research effectiveness and teaching effectiveness, including faculty rebuttal processes, are described in the Annual Evaluations of Faculty Policy. When a faculty member's course load is increased through this triggering mechanism, this change must be documented by the Director of Latin American Studies, and all relevant documentation (including prior annual reviews) must be provided in full to the faculty member in question, kept on file at the LAII, and forwarded to CAS. The documentation must specify conditions that must be met for the faculty member in question to return to their prior course load.
 - 8.2. Any increased course load triggered in this way will take effect at the beginning of the next academic year (AY). The increase in the first year will be one additional classroom course. If the conditions for returning to the prior course load are not met in year two, in year three the course load will increase again by one additional course. The resulting, increased course load would continue until the conditions for return to the prior course load are met.
 - 8.3. When an increased course load is initially triggered for any faculty member, the faculty member in question may request in writing to the Director of Latin American Studies a one-year delay to the initial course load increase. Barring exceptional circumstances, no more than one such delay will be granted to the same faculty member within any five-year period. The faculty member should work with the Director of Latin American Studies to develop and implement plans for reinvigorating the faculty member's research program; the Director of Latin American Studies and the LAII Director should also initiate an appropriate mentoring process for the faculty member. It is expected that any request for a one-year delay should be granted, conditional on the faculty member submitting a plan

for current and future research activities. If conditions for returning to the prior course load are met during the one-year delay, no increase to the faculty member's course load should be initiated.

9. Course load Reductions. Course load reductions may be justified under various circumstances. Four broad categories of course load reduction are identified herein.

9.1. Four types of course load reduction are normally assigned to all faculty who qualify:

9.1.1. All newly hired faculty of all ranks and titles are eligible to receive two one-course reductions, usually within the first two years of service, for course development.

9.1.2. All newly hired, pre-tenure, tenure-track faculty are eligible to receive a "Research Semester" of two one-course reductions, usually taken during one academic year, to focus their work effort on research activities in the period of years prior to the year of tenure and promotion review. This type of course reduction is described in the Unit 1 CBA article 10.

9.1.3. The Director of LAS is assigned a one-course reduction per semester to support effectiveness in completing the service position's responsibilities.

9.1.4. The Undergraduate Director of Latin American Studies is assigned a one-course reduction per semester, to support effectiveness in completion of the responsibilities of the service position.

9.1.5. All faculty who successfully complete a full term of a major service position associated with a College- or University-funded SAC are eligible to receive two one-course reductions, usually taken during one academic year, to refocus their work effort on research and teaching activities. Relevant service position titles include, but are not limited to, Department Chair, Director of an Academic Program, Dean or Associate Dean, and Provost or Associate Provost.

9.2. The Director of Latin American Studies, in consultation with the LAII Director, shall recognize, accept, and act upon course releases requested by UNM administrative units outside the LAII, including the College and Provost's Office. In this category are included course load reductions requested by a Dean or the Provost for faculty completing administrative service roles; sabbatical leaves; leaves without pay; and other forms of course load reduction that may be authorized or serve needs outside of the LAII. When such course load reductions are requested, the LAII Director shall seek from the relevant administrative unit funding for temporary instructors to offset the loss of instructional capacity produced.

9.3. This workload policy recognizes and incorporates the [College of Arts & Sciences' fellowship and research-funded course buyout policies](#) as well as [guidelines issued by OAP](#).

9.4. Finally, the Director of Latin American Studies, in consultation with the LAII Director, may assign course reductions at their discretion. Such reductions are normally awarded for exceptional levels and highly effective completion of research and/or service activity. The Director of Latin American Studies, in consultation with the LAII Director, may assign partial teaching load reductions (such as a one-quarter course reduction) that faculty members can accrue and convert to full, one-course reductions. The semester for which a discretionary course reduction may be assigned must be negotiated with and agreed by the Director of Latin American Studies and the LAII Director. All discretionary leaves must be justified and documented with the faculty governance body of LAS, the Interdisciplinary Committee on Latin American Studies (ICLAS) and approved as required by College and University policies.

10. Compensation for Course Overloads. A faculty member who teaches one or more overload courses shall receive compensation for this work, unless the overload is the result of a voluntary choice by the faculty member, as described in section 7, above.

10.1. The specific form of compensation shall depend upon negotiation and agreement between the faculty member and the Director of Latin American Studies in consultation with the LAII Director. Such compensation might include:

10.1.1. monetary payment, such as paid compensation at the appropriate part-time instructor rate;

10.1.2. equivalent, in-kind reduction in future teaching load, such as a course release in the following semester;

10.1.3. equivalent, exchangeable reduction in concurrent research load, meaning reduced research expectation in the current or immediately following calendar year (the time period of annual review); or

10.1.4. equivalent, exchangeable reduction in concurrent service load, meaning reduced service expectation in the current calendar year (the time period of annual review).

10.2. Monetary compensation for teaching overload must be paid from LAII funds if no other source of funds is available. There is no expectation that this compensation will be paid by the College of Arts & Sciences directly or through temporary, part-time instructor allocations, unless approved by the Dean. If the unit cannot offer monetary compensation directly or from another source, the faculty member must

be compensated by adjusting concurrent and/or future workload expectations as suggested above.

11. Course Load Reduction Request Guidelines. The Director of Latin American Studies, in consultation with the LAII Director, will evaluate each request for a one-course reduction according to the following guidelines.

- 11.1. All requests for a teaching release must provide: a) an explanation of why a temporary shift in expected workload is requested; b) documentation of reasons for increased research (or service) expectations; c) a statement on whether the requesting faculty member controls and can offer funding equal to the buyout cost of the teaching release; and d) an identification of the specific course(s) and semester(s) for which a teaching release is sought.
- 11.2. The LAII Director will return any requests that fail to provide appropriate and sufficient information and/or documentation to support the request. In such instances, the LAII Director will request additional supporting information and/or documentation.
- 11.3. Requests to buy out courses with research grants or other funds will be honored unless submitted too late to arrange for a replacement instructor, or based on the exception identified in section 7, above. Normally, course buyout requests must be completed prior to the eighth week of the semester preceding the semester for which a teaching release is requested.
- 11.4. Advance notice is particularly important when the release will impact core, capstone, or specialized courses for which the pool of qualified PTIs is limited.
- 11.5. Any requests to buy out courses with LAII funds (or other funds internal to UNM) will be considered on a case-by-case basis. Priority will normally go to requests that are justified by major LAII service responsibilities that can be demonstrated to CAS as a justification for additional PTI funding. Only in exceptional instances will teaching releases be granted for increased service expectations associated with responsibilities outside the university.

12. Research and Scholarship Expectations. As a general matter, faculty with tenured/tenure track appointments will maintain active research and scholarship agendas, including publishing their work, presenting at professional meetings and other venues, and pursuing funding as necessary to accomplish their scholarly agenda.

13. Service Expectations. As a general matter all faculty are expected to provide timely communication about service assignments; complete service assignments in compliance with deadlines; attend all ICLAS and LAII staff meetings, unless impossible due to professional travel or some other professional responsibility, or a major personal event; participate actively in LAII administration and governance; and

contribute generally to educational and professional outreach within and beyond UNM. Service audits will be conducted as needed to assist the Director of Latin American Studies and the LAII Director in determining the overall needs of Latin American Studies and the LAII as well as understanding the individual service loads of faculty.

13.1. Lecturer Service Activities. Service activities for Lecturers appointed to Latin American Studies may include a combination of the following, to be decided on in agreement between the Director of Latin American Studies, the LAII Director, and the Lecturer, and informed by the current needs of the Latin American Studies program and the LAII's academic mission. There will be a list, kept in writing, of the major service assignments to ensure mutual agreement and understanding.

13.1.1. Increase outreach to students, advisors, and faculty across campus to promote the study of Latin America.

13.1.2. Advise LAS undergraduates in collaboration with the A&S advisor and the Director of LAS.

13.1.3. Expand degree options across campus, including potentially academic certificates, dual degrees, a 4+1 degree, and/or honors.

13.1.4. Develop and realize career planning, professionalization, and experiential learning related to Latin America, including the maintenance of collaborative relationships with entities both on and off campus.

13.1.5. Engage in curriculum development in consultation with the Director of LAS and LAII Director including dual credit options, and collaboration with CNM instructors and administrators at CNM, UNM branch campuses and other community colleges.

13.1.6. Contribute to grant proposals and funded initiatives related to enhancing undergraduate education related to Latin America.

14. Special Administrative Components (SAC)

14.1. 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 (<https://oap.unm.edu/faculty/compensation/documents/arts-sciences-sac-policies.pdf>). 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 concurrent and/or future workload expectations in terms of teaching, research, and/or service.

15. Annual Workload Expectations Review Process

15.1. Each year following the completion of the annual review, the Director of Latin American Studies will conduct an annual workload expectation review for each member of the faculty. The process provides a review and approval of each faculty member's teaching, scholarly work, and service. 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.

15.2. The division among these will vary for each member and will be based on a discussion with the member and the Director of Latin American Studies. The academic workload expectations will be accounted for on a 100- point system. See Appendix B: Annual Workload Expectations Review Assessment Tool.

15.3. The academic workload expectations can be adjusted during an academic year in response to emergent needs and opportunities, and such adjustments should be documented. In the spirit of transparency, the workload expectations accounting for each faculty member can be made available to any member of the faculty upon request.

16. Faculty Positions Shared between the LAII and another Department. The LAII follows the general procedures outlined in the UNM Faculty Handbook: 3.2.3 Appointments in Two or More Units. Expectations for shared appointments will be documented by an individualized MOU in each case. The MOU defines proportional expectations for workload, acknowledging the workload policies of both units. The MOU will also define how each unit will participate in milestone (RPT) reviews. The following may be used as guidelines for shared appointments:

16.1. The head of each unit will conduct personnel reviews and set workload expectations, in writing, annually.

- 16.2. The head of each unit will participate in milestone reviews as defined in the MOU.
- 16.3. Research: A faculty member's research will be evaluated by their home department.
- 16.4. Teaching: The MOU will specify the distribution of teaching load to each unit, with reference to each unit's workload expectations.
- 16.5. Service: The combined service burden will be defined proportionately according to the faculty member's percentage of FTE in each unit.
 - 16.5.1. The two units acknowledge that service loads may be variable; for example, in any given year, a special project such as a faculty search committee or curricular reform may exceed expectations at the faculty member's FTE percentage. The goal is to maintain some flexibility on an annual basis with the expectation that service contributions will meet expectations in both units over a four-year period.
 - 16.5.2. The Chair of the home department and the Director of Latin American Studies will consult no later than the second week of each fall semester regarding anticipated service assignments for the academic year, and will jointly notify the faculty member, in writing, of the planned assignments.
 - 16.5.3. Office space will be negotiated at the time of appointment.

Appendix A. Workload norms by faculty title and rank. These norms apply only to tenure-track Professors and permanent, non-tenure-track Lecturers.

Faculty Rank	Teaching/ Research/ Service Percentages	Summary of expected activities
Assistant Professor	40/40/20	<p>Teaching: Instruct four classroom courses per academic year, participate in student advisement and mentoring, and gain pedagogical experience and training as needed.</p> <p>Research: Maintain an active scholarly agenda that includes publishing, seeking research funding, presenting research publicly, and mentoring of student researchers.</p> <p>Service: Gain increasing knowledge of institutional governance by participating in LAII governance.</p>
Associate Professor	40/40/20	<p>Teaching: Instruct four classroom courses per academic year, engage actively in student advisement and mentoring, and develop pedagogical skills through training and experience. Give attention to graduate and undergraduate education.</p> <p>Research: Maintain an active scholarly agenda that includes publishing, seeking research funding, presenting research publicly, mentoring of student researchers, and developing leadership skills in research activities.</p> <p>Service: Develop and exhibit leadership skills in institutional governance by seeking roles in campus and LAII governance.</p>
Professor	40/40/20	<p>Teaching: Instruct four classroom courses per academic year, engage actively, and show leadership in student advisement and mentoring, and exhibit pedagogical expertise. Give attention to graduate and undergraduate education.</p> <p>Research: Maintain an active scholarly agenda that includes publishing, seeking research funding, presenting research publicly, mentoring of student researchers, and showing leadership in research activities.</p> <p>Service: Show leadership in institutional governance by seeking roles in campus and LAII governance, and in broader academic contexts.</p>
Lecturer I, II, and III	80/0/20	<p>Teaching: Instruct eight classroom courses per academic year and develop pedagogical skills through training and experience. Focus on undergraduate education.</p> <p>Course Reduction: A Lecturer may be given one or more course reductions for administrative service, for example, as Director of Undergraduates Studies, or for a specific approved project of program development.</p> <p>Research: No research expectations.</p> <p>Service: Gain increasing knowledge of institutional governance by participating in LAII governance, with an emphasis on student-support activities.</p>
Senior Lecturer I, II, and III	80/0/20	<p>Teaching: Instruct eight classroom courses per academic year, exhibit and continue to develop pedagogical expertise, and develop leadership skills in pedagogical activities. Focus on undergraduate education.</p> <p>Course Reduction: A Senior Lecturer may be given one or more course reductions for administrative service, for example, as Director of Undergraduates Studies, or for a specific approved project of program development.</p> <p>Research: No research expectations.</p> <p>Service: Develop and exhibit leadership skills in institutional governance by seeking roles in campus and LAII</p>

		governance, with an emphasis on student-support activities.
Principal Lecturer I, II, and III	80/0/20	<p>Teaching: Instruct eight classroom courses per academic year, exhibit and continue to develop pedagogical expertise, and show leadership skills in pedagogical activities. Focus on undergraduate education.</p> <p>Course Reduction: A Principal Lecturer may be given one or more course reductions for administrative service, for example, as Director of Undergraduates Studies, or for a specific approved project of program development.</p> <p>Research: No research expectations.</p> <p>Service: Show leadership in institutional governance by seeking roles in campus and LAII governance, and in broader academic contexts.</p>

Appendix B: Annual Workload Expectations Review Assessment Tool

Faculty Member:

Academic Year:

Workload Category	Brief description of workload expectations established in the current review cycle (including points per category—must total 100)	Expectations for the next review cycle (including points per category—must total 100).	Comments	If necessary, adjustments (please date, initial, create new pdf.)
Teaching (default 40 points for tenure-track faculty; 80 points lecturers) Teaching workload may vary depending on administrative and service assignments.				
Research/ Scholarly Work (default 40 points for tenure-track faculty; 0 points lecturers)				
Service (default 20 points for all faculty)				

Signed:

Faculty Member

Date

Director of Latin American Studies

Date

LAI Director

Date