

LLSS Workload

The following description includes the Department of Language, Literacy, and Sociocultural Studies’ (LLSS) Workload Policy. This policy presents both the decisions of the LLSS Department and COEHS Differentiated Faculty Workload Policy made in 2016 and how these align with the UNM Collective Bargaining Agreement requirement (CBA, Article 13, Academic Workload, 2021). Expectations for scholarship, teaching and service are provided in this document. Workload expectations may be adjusted during the academic year in response to emergent needs and opportunities.

LLSS is a multidisciplinary department committed to:

- Studying the social and political contexts of education
- Promoting scholarly inquiry using qualitative, critical, and innovative research methodologies
- Valuing differences and intersectionality of class, race, ethnicity, language, gender, sexual orientation, disability, and age as sources of leadership and expertise
- Creating a community of educators devoted to social justice.

Differentiated Workload Tracks

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

FACULTY TRACKS	TEACHING	SCHOLARSHIP	SERVICE
1. Research Focused Tenured Associate & Full Professors	40% 2/2	40%	20%
2. Teaching Focused Tenured Associate & Full Professors	60% 3/3	20%	20%
3. Assistant Professors (Years 3-6) *	40% 2/2	40%	20%
4. Assistant Professors (Years 1-2) *	30% 2/1	50%	20%
5. Lecturer I, II, III, and Visiting Lecturer III *	80% 4/4	0%	20%

*All assistant professors will be assigned to a faculty workload based on the year they are on.

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. This classification does not include Independent Study courses. Thus, faculty members who choose to be 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 who choose to be on a 3/3 faculty workload will teach 6 classes or its equivalent for a total of 18 credit hours per year. Associate and full professors may choose a teaching load of 2/2 or 3/3, which respectively index a focus on Research or Teaching. All assistant professors will be assigned to a faculty workload based on their year in rank on the probationary period as specified in the COEHS Differentiated Faculty Workload Policy. The 2/1 load occurs in only one of the two initial years.

“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 advisement, direction and supervision of individual undergraduate, graduate, and postdoctoral, and professional students. Teaching also includes the direction or supervision of students in independent studies, internships and practica, and/or fellowships. Teaching is evaluated by students through formal questionnaires at various times during the semester. Teaching is evaluated by faculty members through based on standards described in the UNM Faculty Handbook (Section B1).

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

1. All classes including in-person, online, independent study or problems that contributed to the teaching workload during the academic year.
2. Dissertation chair and committee memberships.
3. Thesis chair and committee memberships.
4. Doctoral and master’s exam committees.
5. Advisement of master’s, graduate certificate, and doctoral students.
6. Findings from peer teaching observations.
7. Student evaluation scores.

Considerations for Annual Evaluations

1. The evaluation of a faculty members’ performance is communicated using the following designations: excellent, effective, or ineffective.
2. As a Department, we recognize we teach courses that address issues of a sensitive nature including but not limited to racism, linguisticism, colonialism, decolonial perspectives, land theft, immigration and citizenship, and gender identities or where proficiency in subject matter knowledge or performance of required activities may be difficult for some students. Faculty members should be given the opportunity to respond to their student ratings and/or comments if they desire to provide additional context and information regarding specific scores or comments. Research has demonstrated that certain groups, women, people of color, and international scholars face harsher evaluations from students. These are issues that should be considered when faculty evaluations are assessed.

3. Student evaluations provide only some evidence of the quality of teaching. Peer teaching observations and supporting materials should be considered by the annual review committee as well 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 members 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 for them to be considered in the faculty member's evaluation.
7. Faculty members who engage in professional development activities that serve to enhance their teaching and/or that lead to recognition in the form of awards (Golden Paw, Outstanding Teacher) should be included as part of the annual evaluations of teaching.

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).

An acceptable pattern of scholarly productivity for tenured faculty on a 2/2 load will consist of a four-year average that amounts to, as a minimum:

- a) One peer-reviewed article per year in a journal or equivalent; and
- b) Three other scholarly refereed/juried activities per year or equivalent

This pattern is consistent with the percentages included in Table 1. So an Assistant Professor on a 2/1 load in years 1 or 2 the workload affords her/him/them time to establish a research agenda. For tenured faculty members on a 3/3 teaching load the emphasis is on teaching. Thus, an acceptable pattern of scholarly productivity for faculty on a 3/3 load will consist of a four-year average that amounts to a minimum of three scholarly works per year or equivalent.

High impact scholarly activities that meet the CBA definition of scholarship are listed below. The faculty member will select items from this list when providing evidence of meeting the requirements of scholarship for the LLSS workload policy. Because of the mission and vision of LLSS, it is essential that we draw on the concept of 'or equivalent,' which includes any of the following:

- Editor or co-editor of a book or journal issue
- Author or co-author of a book
- PI or Co-PI on a funded or submitted federal external grant
- Research award, such as a Fulbright or a Spencer Fellow
- Peer reviewed national or international journal article (published or in press)
- Peer reviewed Book chapter (published or in press)

- Invited or keynote speaker for a national or international conference
- Refereed/Juried presentation at a national or international conference
- PI or Co-PI on a funded external foundation or other grant (depending on size, scope, and amount)
- Publication of a significant teaching or community resource (curriculum, app, video/film or other media, standards, websites) for professional and public use
- Monograph (including those that are invited)
- Unpaid requested/commissioned special project scholarship document/product by a professional organization
- Unpaid requested/commissioned special project scholarship document/product for a sovereign nation*
- 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 journal, professional magazine, newsletter, or newspaper
- Book review for publication
- Encyclopedia Entries for publication
- Test review for publication (i.e., Buross Mental Measurement Yearbook)
- Abstract, poster, presentation, poster, or an invited address at a local, state, or regional conference
- Item writer for professional licensing or another competency exam (unpaid)
- Publication of a significant instructional resource (curriculum) for use within the university, locally or regionally
- Other scholarly or creative products brought forward by a faculty member with prior written approval of department chair and dean
- Community-based scholarship
- Scholarship of teaching
- Scholarship of discovery
- Scholarship of integration
- Scholarship of application

**One exception to a peer-reviewed scholarly product*

Each year, faculty complete an annual review, part of which involves setting goals for the coming year. It is within those goals that faculty make the case for equivalency; further, equivalency is noted by the LLSS department chair and discussed, approved, and/or not approved in the annual review letter produced by the chair, signed by faculty, and submitted to the dean. Faculty members may appeal to the chair if they do not agree with the chair's or dean's non-approval of equivalency. If consensus has not been reached the faculty member may appeal to the Dean.

The following provides a list of approved high impact scholarly activities that have been organized by desirability to demonstrate a “pattern of completed scholarly productivity” across a four-year period. There are two tiers of scholarly activities. Tier I accomplishments should be weighed more heavily or given greater consideration than those outlined in Tier II when establishing a “pattern of completed scholarly productivity.” Additionally, there are three levels

of scholarly activities within Tier I. Level A activities should be weighted more heavily or given greater consideration than those outlined in Level B and C. Level B activities should be weighted or be given greater consideration than those outlined in Level C.

TIER 1: Descriptive categories include national or international and peer reviewed*

Level A

1. Editor or co-editor of a book
2. Author or co-author of a book
3. PI or Co-PI on a funded federal external grant
4. Research award such as a Fulbright Award or a Spencer Fellowship

Level B

5. Peer reviewed national or international journal article (published or in press)
6. Peer reviewed book Chapter (published or in press)
7. PI or Co-PI on a submitted federal external grant
8. Invited or keynote speaker for a national or international conference

Level C

9. Refereed/Juried presentation at a national or international conference

Variable A to C Credit (To be determined and approved by department chair and Dean)

10. PI or Co-PI on a funded external foundation or other grant (depending on size, scope and amount)
11. Publication of a significant teaching or community resource (curriculum, app, video/film or other media) for broad public and professional use
12. Monograph (including those that are invited)
13. Unpaid requested/commissioned special project scholarship document/product by a professional organization
- 14.* Unpaid requested/commissioned special project scholarship document/product by a sovereign nation
15. Other scholarly, creative products, community engaged research, or international scholarship and collaboration brought forward by a faculty member with prior written approval of department chair and Dean

**The one exception to a peer-reviewed scholarly product is #14.*

TIER 2: Descriptive categories include local, state, or regional and non-peer reviewed

Level D

1. Internal grant for an individual or joint project (funded or submitted?)
2. Journal article published in a state or regional publication
3. Article related to a faculty member's scholarship in a journal, professional magazine, newsletter, or newspaper without peer review
4. Book review for publication (whether peer reviewed or not?)
5. Encyclopedia entries for publication around topics related to scholarship
6. Test review for publication (i.e., Buross Mental Measurement Yearbook)
7. Abstract, poster, presentation, poster, or an invited address at a local, state or regional conference
8. Item writer for professional licensing or another competency exam (unpaid)
9. Publication of a significant instructional resource (curriculum) for use within the university, locally or regionally.

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).

Service in the context of academia refers to service to the institution, the external community, and the larger academic community. According to the UNM Faculty Handbook, there are two broad categories of faculty service: professional and public. Professional service includes activities performed within the University that are related to the faculty member’s discipline or profession. Public service consists of activities and leadership to the faculty member’s profession and to the local, national, and international communities beyond the University (Faculty Handbook B1.2.3.).

Faculty engage in a variety of service activities to the profession, university, college/departmental/program, community, sovereign nations, and other areas. There are varying levels and degrees of service. All service activities should be conducted on a pro-bono basis; paid activities do not count towards service. Service activities for which a faculty member receives a course reassignment/release cannot be counted toward service contributions.

The success of LLSS 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 principle of academic freedom dictates that faculty have discretion in choosing the service in which they will engage. In general, it is expected that faculty maintain a balanced distribution of professional and institutional service. The faculty member will select items from the list below to provide evidence of meeting the required service in the LLSS workload policy:

Professional Service

- Officer within international or national professional organization (elected or appointed)
- Officer of regional, state or local professional organization (elected or appointed)
- Board member of international or national professional organization (elected or appointed)
- Board member of regional, state, or local professional organization (elected or appointed)
- Committee chair of international or national professional organization (elected or appointed)
- Committee member of international or national professional organization (elected or appointed)
- Committee chair of regional, state, or local professional organization (elected or appointed)
- Committee member of regional, state, or local professional organization (elected or appointed)
- Editor of international or national journal

- Editor or regional or state journal
- Associate editor or 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 universities
- External member for APR or accreditation visits to other universities

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

Additional Considerations and Addenda

Mitigating Factors for Workloads

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

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 teaching assistant 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.

New course development or teaching a course for the first time is considered a part of a faculty member's regular teaching load. Thus, he or she will not receive additional SCH credit for developing a course. The faculty member should demonstrate expertise in the course content area. Program and department chairs will work with faculty to assure that number of new courses (which an instructor has not previously taught) assigned per semester is appropriate.

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 member will be compensated at a rate determined by the rate at which the highest temporary part-time instructor in the department is paid.

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 P&T 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.

Additional Information

Additional COEHS documents that can be found on the COEHS website include:

The COE Differentiated Faculty Workload Policy (2016), retrievable from:

https://unmm.sharepoint.com/:b:/r/teams/coe/coehs_net/Shared%20Documents/COEHS%20Policy%20and%20Document%20Repository/Workload%20Policies%20and%20Documents/COE%20Differentiated%20Faculty%20Workload%20Policy%20-%20Appr%2008.19.16%20by%20Fac%20Vote.pdf?csf=1&web=1&e=jnyJsC

The COE Differentiated Faculty Workload Policies Service (2018), retrievable from:

https://unmm.sharepoint.com/:b:/r/teams/coe/coehs_net/Shared%20Documents/COEHS%20Policy%20and%20Document%20Repository/Workload%20Policies%20and%20Documents/Service%20Workload%20Policy%20approved%2003.20.18%20by%20faculty%20vote.pdf?csf=1&web=1&e=vYQfqt

The COE Teaching Workload Policy (2019), retrievable from:

https://unmm.sharepoint.com/:b:/r/teams/coe/coehs_net/Shared%20Documents/COEHS%20Policy%20and%20Document%20Repository/Workload%20Policies%20and%20Documents/COE-Policy-Teaching%20Workload_approved%20by%20COE%20Faculty%20on%20March%202025,%202019.pdf?csf=1&web=1&e=dIvDaJ

The LLSS Workload Framework (2016), retrievable from:

https://unmm.sharepoint.com/:b:/r/teams/coe/coehs_net/Shared%20Documents/COEHS%20Policy%20and%20Document%20Repository/Workload%20Policies%20and%20Documents/COE-Policy-Teaching%20Workload_approved%20by%20COE%20Faculty%20on%20March%202025,%202019.pdf?csf=1&web=1&e=dIvDaJ

Collective Bargaining Agreement (CBA)-Unit 1: <https://provost.unm.edu/faculty-unionization/docs/collective-bargaining-agreement-unit-1.pdf>

Collective Bargaining Agreement (CBA)-Unit 2:
<https://provost.unm.edu/faculty-unionization/docs/collective-bargaining-agreement-unit-2.pdf>

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