

**SOCIOLOGY DEPARTMENT ANNUAL WORKLOAD POLICY**  
**(Approved December 2021)**

Any workload policies detailed in this document supersede all prior departmental workload policy statements and practices.

This workload policy was developed to comply with Article 13 or the UNM Collective Bargaining Agreement for Unit 1 employees (<https://provost.unm.edu/faculty-unionization/docs/collective-bargaining-agreement-unit-1.pdf>). The policy aims to institutionalize departmental workload policies in ways that prioritize transparency, accountability, and the equitable distribution of labor.

This document reflects our collective agreement of the types of activities we expect faculty at various ranks within the department to engage in to meet their expected workload. It also outlines overload and teaching reduction policies that further promote and maintain the equitable distribution of labor in the department.

Although there is significant overlap between our workload expectations and both our annual review and tenure and promotion guidelines, compliance with these workload policies does not necessarily equate to good standing for annual reviews or Tenure and Promotion. While the workload policy reflects our shared understanding of how faculty efforts should be distributed, it does not support assessments of performance or merit in teaching, research, or service.

Full-time faculty are involved in three broad types of activities: research, teaching, and service. We first define the types of activities that constitute each category and then detail workload expectations within each category for faculty at each rank within the Department.

It is important to note that these lists are a) exemplary rather than exhaustive and b) do not reflect an expectation that faculty engage in all activities listed within each category.

**Research/Scholarship**

- Publishing scholarly work in the form of books, peer-reviewed journal articles, and book chapters
- Disseminating knowledge to non-academic audiences and communities (e.g., white papers, reports, op-eds, community engagement, public presentations)
- Actively seeking internal and external funding
- Progress on long-term projects demonstrated through data collection, data analysis, or written work
- Presenting at scholarly conferences (original research, keynote addresses, author meets critics, roundtables,...)
- Invited presentations for academic and non-academic audiences

- Hosting national/international workshops

### **Teaching**

- Instruction in regular academic courses (graduate and undergraduate)
- Developing new courses
- Supervision of master's theses, doctoral comprehensive exams, and PhD dissertations
- Mentoring of graduate students—research collaboration, independent study, letters of recommendation
- Undergraduate mentorship—supervision of students via fellowships (e.g., McNair, Mellon, El Puente and national mentoring) and internships, independent study, letters of recommendation

### **Service**

- Service to the department—committee and departmental assignments, roles, and contributions (standing committees, RAGs, and adhoc committees and working groups)
- Service to the university—committee and university assignments, roles, and contributions
- Service to profession—elected and volunteer positions, organizing sessions at professional meetings, peer review of manuscripts, grants, etc., external tenure and promotion and APR reviews
- Service to community in ways that draw on the faculty members' expertise—civic committees, boards, commissions, consultation services, appearances before community groups, state, national, and international organizations, etc.
- Other service roles and responsibilities as that draw on faculty members' academic expertise.

Below we outline the various kinds of activities that might comprise the associated workload effort in teaching, research, and service for each faculty role and rank within the department. These lists are meant to be inclusive of the range of activities faculty might engage in to fulfill their workload distribution for each category. As above, the activities listed under each section for each rank are a) exemplary rather than exhaustive and b) do not reflect an expectation that faculty engage in all activities listed within each category to fulfill their workload distribution in that category.

The specific activities faculty plan to perform to meet workload distribution expectations in each category will be designated in their annual workload plan, which will be evaluated and approved by the chair in consultation with the Department's Executive Committee. Plans will be evaluated to ensure that faculty within each rank have broadly comparable workload distributions and that workloads are distributed in such a way that we can effectively manage

departmental resources and meet student needs while promoting and supporting faculty development.

### **Research Assistant Professor**

**Teaching:** N/A

**Research:** (100)

- Research Assistant Professors in Sociology are hired to work under faculty PIs who have a designated role for them in research grants or contracts. The workload and research expectations for these research faculty are set by the PI and determined in accordance with the roles and responsibilities specified in the grant and approved by the granting agency.

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**Service:** N/A

### **Lecturer**

**Teaching:** (80)

- 8 undergraduate courses per year (typically taught as a 4-4 load).
- Preparation of new courses
  - Up to 4 new courses during the first year, and no more than 2 new courses per year in subsequent year
- Contribute to the teaching of departmental core courses, University General Education courses, US and Global Diversity and Inclusion courses, or courses that facilitate timely degree completion for students in our majors.

**Research:** N/A

**Service:** (20)

- Membership on executive, undergraduate, colloquium, or equity and inclusion committees
- Attendance at monthly faculty meetings
- Mentoring undergraduate students
- Working with undergraduate advisors on undergraduate advisement or curricular issues

### **Senior Lecturer**

**Teaching:** (80)

- 8 undergraduate courses per year (typically taught as a 4-4 load).
  - As part of this load, the graduate teaching seminar may substitute for one undergraduate course.
- Preparation of new courses
  - No more than 2 new courses per year.

- Contribute to the teaching of departmental core courses, University General Education courses, US and Global Diversity and Inclusion courses, or courses that facilitate timely degree completion for students in our majors

**Research:** N/A

**Service:** (20)

- Membership on executive, undergraduate, colloquium, or equity and inclusion committees
- Attendance at monthly faculty meetings
- Mentoring undergraduate and graduate students
- Working with undergraduate advisors on undergraduate advisement or curricular issues
- Serving on University committees or task forces related to undergraduate teaching/education
- Conducting teaching evaluations of PTI instructors and lecturers

**Principal lecturer**

**Teaching:** (80)

- 8 undergraduate courses per year (typically taught as a 4-4 load).
  - As part of this load, the graduate teaching seminar may substitute for one undergraduate course.
- Preparation of new courses
  - no more than 4 new preps per year
- Contribute to the teaching of departmental core courses, University General Education courses, US and Global Diversity and Inclusion courses, or courses that facilitate timely degree completion for students in our majors

**Research:** N/A

**Service:** (20)

- Membership on executive, undergraduate, colloquium, or equity and inclusion committees
- Attendance at monthly faculty meetings
- Mentoring undergraduate and graduate students
- Working with undergraduate advisors on undergraduate advisement or curricular issues
- Serving on University task forces related to undergraduate teaching/education
- Conducting teaching evaluations of PTI instructors and lecturers

**Assistant Professor**

**Teaching:** (40)

- Standard teaching load of 4 courses per academic year (typically taught as a 2-2 load)
- Preparing new courses
  - No more than 2 new courses the first year and no more than one new course per year in subsequent years
- Contribute to the teaching of departmental core courses, University General Education courses, US and Global Diversity and Inclusion courses, or courses that facilitate timely degree completion for students in our majors
- Begin to build mentoring relationships with graduate students and potentially serve on graduate thesis and dissertation committees
- Serving on comprehensive exam committees in at least one research area as called upon by area committee rotation

**Research: (40)**

- Submitting manuscripts to peer reviewed journals and presses
- Getting manuscripts accepted for publication in peer reviewed journals and presses
- Editing books or special issue journals
- Submitting and getting chapters accepted for publication in edited volumes
- Community engaged research activities in support of an ongoing research and publication trajectory
- Activities that supports an ongoing research and publication trajectory (data collection, data analysis, literature reviews,...)
- Presenting original research at professional conferences
- Submitting grant proposals and managing grant related administrative and research activities

**Service: (20)**

- Service to the department
  - Membership on one standing departmental committee (Graduate, Undergraduate, Executive, Equity and Inclusion, Colloquium) or service as departmental outcomes assessment coordinator
  - Membership on adhoc committees—no more than one per year (e.g., search committees)
  - Attendance at monthly faculty meetings
  - Departmental website and social media development and maintenance
- Serving in a volunteer capacity in a professional organization (such as a session or roundtable organizer, a panel presider, etc.)
- Serving as a peer reviewer for professional journals, presses, and grant agencies
- Service to community in ways that draw on the faculty members' expertise
  - Civic and non-profit committees, advisory boards, and commissions
  - Consultation services

- Appearances before community groups, state, national, and international organizations, etc.

### **Associate Professor**

#### **Teaching: (40)**

- Standard teaching load of 4 courses per academic year (typically taught as a 2-2 load)
- Preparing new courses
  - No more than one new course per year
- Contribute to the teaching of departmental core courses, University General Education courses, US and Global Diversity and Inclusion courses, or courses that facilitate timely degree completion for students in our majors
- Serving on and chairing graduate thesis and dissertation committees
- Serving on and chairing comprehensive exam committees in at least one research area as called upon by area committee rotation
- Contribute to the teaching of departmental core courses, University General Education courses, or courses that facilitate timely degree completion for students in our majors

#### **Research: (40)**

- Submitting manuscripts to peer reviewed journals and presses
- Getting manuscripts accepted for publication in peer reviewed journals and presses
- Editing books or special issue journals
- Submitting and getting chapters accepted for publication in edited volumes
- Community engaged research activities in support of an ongoing research and publication trajectory
- Activities that supports an ongoing research and publication trajectory (data collection, data analysis, literature reviews,...)
- Presenting original research at professional conferences
- Submitting grant proposals and managing grant related administrative and research activities

#### **Service: (20)**

- Service to the Department/University:
  - Membership on at least one standing departmental committee (Graduate, Undergraduate, Executive, Equity and Inclusion, Colloquium) or service as departmental outcomes assessment coordinator
  - Membership on adhoc committees—no more than one per year (e.g., search committees)
  - Attendance at monthly faculty meetings
  - Departmental website and social media development and maintenance

- Departmental leadership roles—chairing departmental committees
- Serving as a peer reviewer for faculty teaching observations
- Serving as a mentor to junior faculty in sociology
- Serving on College/University committees (Faculty senate, T&P, ethics, IRB, Conflict of Interest, Administrative Committees,...)
- Service to the profession:
  - Serving in an elected or volunteer capacity in a professional organization (elected officer, workshop or meeting organizer, session or roundtable organizer, a panel presider, etc.)
  - Serving as a peer reviewer for professional journals, presses, and grant agencies
  - Reviewer for external tenure & promotion and APR reviews
  - Mentoring/advising students in other Departments or Universities
- Service to community in ways that draw on the faculty members' expertise
  - Civic and non-profit committees, advisory boards, and commissions
  - Consultation services
  - Appearances before community groups, state, national, and international organizations, etc.

### **Full Professor**

#### **Teaching: (40)**

- Standard teaching load of 4 courses per academic year (typically taught as a 2-2 load)
- Preparing new courses
  - No more than one new course per year
- Contribute to the teaching of departmental core courses, University General Education courses, or courses that facilitate timely degree completion for students in our majors
- Serving on and chairing graduate thesis and dissertation committees
- Serving on and chairing comprehensive exam committees in at least one research area as called upon by area committee rotation
- Contribute to the teaching of departmental core courses, University General Education courses, US and Global Diversity and Inclusion courses, or courses that facilitate timely degree completion for students in our majors

#### **Research: (40)**

- Submitting manuscripts to peer reviewed journals and presses
- Getting manuscripts accepted for publication in peer reviewed journals and presses
- Editing books or special issue journals
- Submitting and getting chapters accepted for publication in edited volumes
- Community engaged research activities in support of an ongoing research and publication trajectory

- Activities that supports an ongoing research and publication trajectory (data collection, data analysis, literature reviews,...)
- Presenting original research at professional conferences
- Submitting grant proposals and managing grant related administrative and research activities

**Service: (20)**

- Service to the Department/University:
  - Membership on at least one standing departmental committee (Graduate, Undergraduate, Executive, Equity and Inclusion, Colloquium) or service as departmental outcomes assessment coordinator
  - Membership on adhoc committees—no more than one per year (e.g., search committees)
  - Attendance at monthly faculty meetings
  - Departmental website and social media development and maintenance
  - Departmental leadership roles—chairing departmental committees
  - Serving as a peer reviewer for faculty teaching observations
  - Serving as a mentor to junior faculty in sociology
  - Serving on College/University committees (Faculty senate, T&P, ethics, IRB, Conflict of Interest, Administrative Committees,...)
- Service to the profession:
  - Serving in an elected or volunteer capacity in a professional organization (elected officer, workshop or meeting organizer, session or roundtable organizer, a panel presider, etc.)
  - Serving as a peer reviewer for professional journals, presses, and grant agencies
  - Reviewer for external tenure & promotion and APR reviews
  - Mentoring/advising students in other Departments or Universities
- Service to community in ways that draw on the faculty members' expertise
  - Civic and non-profit committees, advisory boards, and commissions
  - Consultation services
  - Appearances before community groups, state, national, and international organizations, etc.

**Adjustments to the 40-40-20 distribution for Associate and Full Professors**

- Adjustments to the 40-40-20 load for tenured faculty must be negotiated with the Department Chair and approved by the Executive Committee.
- Post-tenure, some faculty may decide to voluntarily modify their workload ratio by a) increasing the number of courses they teach and reducing expectations of regular publication. If the faculty member went from a 2-2 to a 3-3 teaching load, their workload ratio would become 60-20-20 assuming their service remained constant). This would mean that, although a research



- agenda would be expected, the expectation of regular publication would be reduced (and the PTR and workload expectations would be adjusted accordingly); or b) increasing their service responsibilities and reducing time spent on research, or c) increasing both service and teaching.
- Associate and Full Professors who are no longer research active (defined as no peer reviewed publications in a three-year period (and no evidence of pending publications) will be expected to increase their teaching or service loads (or both). For instance, a 3-3 teaching load could result in an effort distribution of 60 (teaching)-20 (research)-20 (service) or 60-10-30.
  - These workload adjustments may not overlap with research expectations for merit and promotion. Associate Professors who reduce their research load and increase their teaching load may have difficulty fulfilling research expectations for promotion to Full Professor.

### **Teaching Overload and Teaching Release Policies**

There are a variety of ways in which faculty can accrue a teaching overload or secure a reduced teaching load. All of these arrangements must be negotiated with the Department Chair who will balance requests for teaching release with Departmental teaching resources and needs.

#### **Teaching overloads:**

Lecturers who teach more than their standard 8 course per year and tenure track faculty who teach more than the standard 4 course per year (and are not on a negotiated workload that increases their teaching contributions), are eligible for workload compensation. Compensation may take one of the following forms and would be determined in advance, in negotiation with the Department Chair, and based on available resources and needs in the Department:

- Faculty may be paid the College approved overload rate for any additional courses they teach. Since the rate changes over time, check with the Chair for the current rate when considering this option. (The current rate is \$4,284.80/course). Note that monetary compensation for teaching overloads is dependent on the departmental budget. This is only an option when the department has the budget to support it. It is important to consult with the chair about the availability of funds when considering this option.
- Faculty may teach an overload one year in exchange for a teaching reduction during the following year. For example, a faculty member who teaches 5 courses one year may request to teach 3 the following year.
- Faculty can also accrue teaching overloads over time in one of three ways, each of which can lead to a course buy out. However, under these scenarios, faculty can only accrue one teaching release every three years. **NOTE:** Faculty are responsible for keeping track of the points they accrue through any of these scenarios and submit the documentation to the Chair when they have accumulated the points necessary for a teaching release.

1. Teaching overloads also accrue in relation to graduate student mentoring within the Department. Once a faculty member has accumulated 6 points, they are eligible for one course release. Faculty accrue points as follows (when students complete program milestones):
  - 1 point for chairing a completed PhD committee
  - .5 points for co-chairing a completed PhD committee
  - .5 points for chairing a completed Masters committee
  - .25 for being on an MA or PhD committee
  - .25 for being on a completed comprehensive exam committee
  - .25 for supervising an independent study with a graduate student
  - .25 for undergraduate research mentorship for each student completing a McNair, Mellon, El Puente, or other undergraduate research program
2. Teaching overloads can accrue in relation to teaching large courses. Faculty are eligible for a course release when they have taught 100 students over the established course-level enrollment caps. Course enrollments will be calculated at the semester census. These caps, which apply to in-person and online courses, are as follows (and will be revisited annually to ensure they reflect department needs based on changing enrollment patterns):
  - For tenure track faculty:
    - 100/200 level courses—70 students
    - 300 level courses—60 students
    - 400 level courses—50 students
    - Graduate courses—15 students
  - For lecturers (*note*—caps are slightly higher in recognition of the reduced burden for graduate mentoring and advisement in the lecturer teaching load):
    - 100/200 level courses—100 students
    - 300 level courses—70 students
    - 400 level courses—60 students
    - Graduate courses—15 students
3. Faculty who teach 381L four times are also eligible for a course release. This course has a reduced course cap of 50 due to available computer lab space and other unique features of this course.

**Teaching Release:**

Faculty may negotiate a reduced teaching load for reasons other than a teaching overload (as detailed above). These generally accrue via research or service-related course buy-out/release plans. These arrangements must be negotiated with the Department Chair who will balance requests for teaching release with Departmental teaching resources and needs. All faculty are expected to teach a minimum of one course per year, so, except under rare, short-term circumstances, requests for teaching release should not bring the faculty member to a 0-0 load.

1. Research related course releases: Faculty who have grant funds can request to buy-out some of their teaching. The buy-out rate is 10% (1/10) of a faculty member's standard 9-month salary for Assistant Professors and 12.5% (1/8) of the standard 9-month salary for Associate and Full Professors. Grant supported buy-out requests should be submitted to the chair in writing and should detail:
  - a) The specific semesters and number of courses that would be covered by the proposed buy-out
  - b) How core graduate and undergraduate courses regularly taught by the faculty member will be covered (this should be discussed and agreed upon by research area committee colleagues)
  - c) How the faculty requesting the buy-out and the Department will benefit from the grant activities associated with the buy-out (purpose of the buy-out, overhead money, grad students supported, UG research opportunities,...)
2. Service-related course releases: Faculty who serve in key leadership roles within the department or who serve in administrative leadership positions for the University are eligible for a reduced teaching load and, in many cases, Special Administrative Compensation (SAC) at the rate approved by the College, and assuming availability of funds:
  - a) The Department chair has a 1-1 teaching load and a SAC.
  - b) The Associate Chair receives a SAC but no associated course release.
  - c) The Graduate Director has a 1-1 teaching load and is also responsible for teaching the one credit graduate proseminar for first year students. This role also comes with a SAC.
  - d) The Undergraduate Director has a 1-2 teaching load and receives a SAC.
  - e) Teaching reductions associated with administrative leadership at the University level (e.g., Director, Dean, Provost, Vice Provost) are negotiated on a case-by-case basis with the Dean or Provost as appropriate to the position.
  - f) 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 the workload in negotiation with the chair and in a manner consistent with this workload policy.
3. Award related course releases: There are various mechanisms on campus to support faculty research productivity (especially for junior faculty). The department encourages faculty to take advantage of these opportunities and will work with faculty to ensure the teaching release does not compromise the instructional mission/demands of the department. This might include course releases associated with an offer letter, a College or University award (e.g. WeR1, jr. faculty research semester), or other external awards (aside from research grants and contracts covered above) that might offer a course release.

### **Service Release:**

Service to the Department is important to the general maintenance and smooth functioning of the Department and for its community building function. However, faculty often take on important and time-consuming service burdens outside the Department. This includes service to the College, University, and the Discipline. Such external service is part of the expected service workload as detailed above.

In some instances, external service roles may be particularly burdensome or time consuming (e.g., editorship of a journal, president of a disciplinary association, College/University leadership roles). Under these circumstances, the faculty member may request a one-year service release within the Department. It is important to note that such a release would only be granted when the external service burden is substantial, and the Department can constitute all its core committees without the faculty member's participation for the academic year during which the release is being requested.

Requests for service releases should be submitted in writing to the Chair and should detail the relevant external service burdens and their related time commitments. The Chair will consult with the Executive Committee in deciding about the appropriateness of the requested service release.

### **Tracking Workloads:**

Each spring semester, faculty will submit to the chair a workload summary for the current academic year and a workload plan for the upcoming academic year. By May 1, the Department Chair will review of each faculty member's workload summary and plan.

The annual review, then, will have two components:

- a) review of work done consistent with the previous year's expectations established in the previous review, and
- b) review (and, where necessary, revision) of workload plan for the upcoming academic year.

An accounting of total workload will sum to 100 points. Each faculty 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.

In the spirit of transparency and accountability, the workload expectations accounting for each faculty member will be made available to any faculty member in the department each year upon request.

**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: 03/11/2022

Provost Approved: 03/29/2022

To Be Reviewed: 2023