

**Women, Gender & Sexuality Studies  
Workload Policy  
As of Spring, 2022**

**I. Women, Gender & Sexuality Studies Program Workload Equity Statement**

Women, Gender & Sexuality Studies strives towards equity and social justice, which necessarily involve the workloads of our diverse and differently situated faculty. We believe in and strive towards balancing and negotiating our time and workloads, and understand that those of us with less or more security in our positions at UNM must adjust our workloads accordingly. Power differentials within the academy create real burdens on faculty of color, junior faculty, lecturers, and others. Therefore, all faculty in the program are asked to constantly consider the situatedness of our colleagues, their needs, and their workloads, as you balance your own. For example, faculty with seniority or other tangible (for example, course releases) and intangible (for example, whiteness) benefits are asked to take on more service than their junior colleagues; tenure track faculty are asked to be vigilant towards our lecturers' needs; and all of us are invited to propose any adjustments to our workload policy that can move us towards becoming a more equitable workplace.

**II. Workload includes the following, as defined by the CBA, Article 13:**

**Teaching**

Teaching is understood to include all activities associated with the instruction of students. Teaching duties extend outside of the classroom and include, but are not limited to: instruction in courses with assigned credit hours and instructional assignments, such as thesis, dissertation, seminar, and special problems supervision; course preparation including syllabus preparation/revision, group or individual office hours, evaluation of student learning objectives, grading, mentoring of students, writing letters of recommendation, and assessment of departmental and state-wide learning objectives; curriculum development, review of literature and research in their subject area for the purpose of teaching, review of literature on instructional methodology, and adult learning theory; and construction of and preparation for online courses.

**Scholarship**

Scholarly work (also referred to as scholarship or research) is understood to include any work carried out and documented by bargaining unit members to produce and disseminate new knowledge or creative works. This can include any effort founded on expertise and training of the bargaining unit member, and examples of this production and dissemination include: laboratory or archival based research; community-based scholarship; pedagogical research; publication; development and sharing of creative works, both artistic and literary; exhibitions; grant writing and principal investigator (PI) duties; mentoring of research students; and conference presentations/panels.

### **Service**

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 efforts to serve the public and broader community beyond the academy. These activities include, but are not limited to: participation in shared governance; participation in department-, campus- and system- wide committees; advising of students; provision of mentoring of students and colleagues; participation in master's or PhD committees; participation in branch campus faculty assembly meetings; participation in departmental meetings; participation in graduation ceremonies; participation in recruitment activities for students; participation in recruiting and hiring activities for faculty and staff; participation 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 field 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.

### **III. Mentorship and Advocacy**

All faculty involved in the program are allowed a faculty mentor at any time. This faculty mentor can assist in advising on workload balances, as well as how to prioritize each faculty member's goals at UNM. Mentors are welcome to join in the annual meeting with the Director (see Section IX). Faculty are invited to choose their own mentor, but the Director of the program will facilitate the request to the mentor in question if desired).

### **IV. Common Expectations Via Rank (to be modified for each individual faculty member) via 100pt scales**

Lecturer (I, II, III)

Teaching	80
Research	00
Service	20

Senior Lecturer (I, II, III)

Teaching	80
Research	00
Service	20

Principal Lecturer (I, II, III)

Teaching	80
Research	00
Service	20

Assistant

Teaching	40
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	Research	40
	Service	20
Associate		
	Teaching	40
	Research	35
	Service	25
Full		
	Teaching	40
	Research	30
	Service	30

V. **Possible Mitigating or Modifying Factors of Workload include, but not limited to:**

- Intensive service work with all faculty in the program and its impact on Instructors or Assistant Professors, such as revising curriculum, revamping programs, etc.
- Committee Leadership within or outside of Program
- Time-intensive Service Positions, including Directorships
- Directorship within the Program, such as Graduate Director or Undergraduate Director
- Leadership or role in time intensive community engagement
- Leadership in national or international organizations
- Journal Editorships
- High enrolling courses without Teaching Assistants
- New course preps for Assistants or Instructors
- New online courses, or teaching online for the first time
- Time-intensive research project, such as finishing manuscripts or embarking on new research projects
- High number of graduate advisees
- Grant Principal Investigators or leadership in a larger grant that benefits the program
- Independent Studies for undergraduate or graduate students
- Burdens due to joint appointments, such as double the amount of service compared to faculty solely in the Program.

This workload policy recognizes and incorporates the College research-funded course buyout policy.

VI. **Course Releases**

Course releases might be negotiated with the Program Director with any of the duties under the modifications list above.

Moreover, course releases are given to faculty who serve in the following positions:

- Directorship of Program
- Graduate or Undergraduate Director of Program

## **VII. Teaching Overload Compensation**

In alignment with the CBA Article 13 and relevant University policies, a faculty of a particular rank teaching more than the normal workload for that rank will be considered teaching an overload. These faculty members may negotiate with the director for compensation which would typically be in one of the two following types: 1) a future course release or 2) paid compensation at the current TPT rate per course. Paid overload compensation will be paid from unit funds and will not be provided by the College directly or through the TPT allocations, unless approved by the Dean.

## **VIII. Special Administrative Components (SAC)**

The Special Administrative Component (SAC) policy of the College of Arts and Sciences is incorporated into this workload policy. Faculty who are in service positions that are time-intensive may receive a SAC, coordinated through the Program Director and the Dean's office. All SACs paid to faculty by the unit will be consistent with the College SAC policy for Category B appointments. Category B SACs are paid out of unit funds and will not be provided by the College. If the unit cannot offer pecuniary compensation, the faculty member may be compensated in-kind by adjusting workload as specified in the treatment of mitigating factors.

## **IX. Annual Review and Individualized Workloads**

The Program Director will annually review and approve the workloads for all faculty via an individualized conversation with each faculty member. This conversation will occur during preparation for the annual review. Mentors are invited to join this meeting at the request of the faculty member to be reviewed.

The annual reviews will include the workload for each faculty member and consider possible adjustments for the following year based on faculty needs. The workloads may be adjusted at any time throughout the year with the approval of the Program Director.

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