

College of Health and Human Services
Lecturer Workload Policies and Procedures

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Committee Chair: Donna Schefer
Committee Member: Joanna Gyory
Committee Member: Wonju Choi

For UNH Lecturers, CHHS individual department guidelines or practices should be aligned with the guidelines outlined here, which are in alignment with the UNHLU CBA guidelines. Departments cannot alter/deviate from the CHHS/UNHLU guidelines or the UNHLU CBA. This document results from the CBA Working Group (CBA 12.10).

Working Group – The parties agree that a working group will be formed which includes members of each bargaining team and additional administrators or union representatives, as necessary. The group will be tasked with reviewing existing College workload guidelines to identify if revisions are necessary to be compliant with the current language of this agreement. (CBA 12.10)

Lecturers must be included in departmental discussions of workload policies. Policies in place at the time of this agreement must be reviewed in the same manner, with the inclusion of Lecturer Faculty in the communal discussion of such policies. (CBA 12.3) Administrative decisions that arbitrarily or capriciously impact a lecturer's agreed upon workload without their knowledge are not permissible. (CBA 7.11)

Lecturer faculty workloads will contain a combination of Teaching and Service. There shall be no requirement of scholarly work for Lecturer Faculty. Lecturer Faculty appointments may be full-time or part-time at the discretion of the Dean consistent with curricular needs and consistent with this Collective Bargaining Agreement. (CBA 12.1)

Workload is defined as the following:

- A. 1.0 FTE workload is eight (8) "units of Teaching and Service", (CBA 12. 1.1)
- B. 0.88 workload is seven (7) "units Teaching and Service", (CBA 12.1.2)
- C. 0.75 workload is six (6) "units Teaching and Service", (CBA 12.1.2)
- D. Less than 0.75 workload "Current Lecturer Faculty, as of the date of ratification, who are grandfathered at less than 0.75 FTE shall retain their FTE status, unless changed by mutual agreement." (CBA 12.1.3)

Given the diversity of departments and programs in the college, a singular definition of teaching and/or service may not be applied. CHHS Lecturer Faculty, and their Chairs with review and approval of the Dean, are responsible for determining the scope of a Lecturer's workload in relation to their department curriculum and its overall teaching and service needs.

Depending on workload, departments can grant or offer course releases to lecturer faculty in accordance with the policies and/or practices for faculty within a department. (CBA 12.5)

A. Teaching

- Any department-level guidelines used to determine how teaching workload units are defined should be applied the same regardless of faculty type.
- Any department-level guidelines used to determine department or program-specific non-traditional teaching loads (e.g. private lessons, recitations, labs, etc.) for Tenure Track faculty will also apply to Lecturer Faculty. All CHHS departments should have written guidelines that ensure equitable and fair assignment of non-traditional, credit-bearing teaching responsibilities, including summer and J-term.
- Guidelines regarding taking on any additional teaching assignments, such as INCO courses or independent studies, apply to all faculty (Lecturer, Tenure Track, and Tenured Faculty). These additional teaching assignments can be voluntarily accepted by a Lecturer on a semester-by-semester basis and in conversation with the department or program chair, or university.
- Independent Study is paid per credit.
Faculty teaching independent study courses shall be compensated at the rate of \$160 per credit; faculty teaching Applied Music courses shall be compensated at the rate of \$215 per credit. Supplemental pay forms must be submitted prior to undertaking this work out-of-load (no form is required if work is assigned in-load). (CBA 16.3.1)
- The same enrollment caps apply to all faculty (Lecturer, Tenure Track, and Tenured Faculty). Course caps will apply to all sections of the same course number except for sections which have caps based on university designations (e.g., writing intensive) or other special designations (e.g., honors).
- Guidelines regarding how teaching assistants and grading assistants are assigned will apply to all faculty (Lecturer, Tenure Track, and Tenured Faculty). Any related department level guidelines should be in accordance with CHHS guidelines for the equitable availability of teaching assistance for all faculty.
- If a department requires course sections to be staffed by adjuncts, a Lecturer may elect to take an overload of teaching with overload pay, as per (CBA 16.3).

B. Overload

- An overload shall be considered any additional course(s) or service beyond the lecturers assigned teaching load and service expectations agreed upon by the Department Chair and the Dean's Office. (CBA 12.9.1, 12.9.2, 12.9.3)

C. Balanced Workload

- It is the responsibility of the Department Chair, in conversation with Lecturer Faculty, to ensure that all Lecturer Faculty have a reasonably balanced workload. As CHHS has

broad differences in disciplines, teaching and service obligations do not look the same throughout the College; therefore, the Department Chairs' discussions with Lecturer Faculty are critical.

- Workload distribution can be adjusted based on criteria such as classes with larger enrollments, specific pedagogical demands (e.g., WI), required recitations or lab sections, and/or number of course preparations. Other criteria associated with teaching that would affect workload distribution include, but is not limited to, the following: rehearsals, weekend obligations, advising, one-on-one meetings outside of contact hours and office hours, required conferences, managing practicums, internships, involvement in faculty senate, committee assignments, and recitations. For example, it is acknowledged that teaching a lecture course with 200 students and teaching multiple WI courses have inherently different workload obligations that cannot be measured solely by assessing numbers of assigned courses and course caps.
- Formal advising of undergraduate majors. For those Lecturers who have been assigned student advising in their department, consideration of workload must be reviewed with the Department Chair. Bearing in mind that the number of students is fluid, a mutually agreed upon range (number of students and unit(s) of service) for student advisement should be clearly stated in the Department Guidelines. For example: In the department of Recreation Management and Policy it has been decided that forty (40) advisees would be considered one (1) unit of service with annual review.
- It is acknowledged that such workload balancing is imprecise, and that the expectation is a best effort to achieve an equitable balance.

Individual Lecturer Faculty shall be consulted by the Department Chair during the assignment of their workload and provide input into the resultant assignment. This may occur during the annual review period each academic year. (CBA Article 13.4)

- A Lecturer may ask for a workload review at any time.
- The Chair and the Dean's office have the final authority to assign teaching loads.
- Lecturer Faculty must be included in any review of, discussion about, development of, and vote on all department faculty workload policies.
- After consultation with their Chair, if a Lecturer Faculty believes their workload is unreasonably balanced, they may appeal to the Dean or the Dean's designee. A Lecturer may raise concerns about their workload at any time during the academic year.
- A Lecturer always has the right to request a union representative to accompany them to a meeting.
- If the result of Dean's review does not address the perceived workload imbalance, the Lecturer may follow the grievance process, (CBA Article 14)

D. Service

Teaching activities are those activities directly related to the administration of a course. Examples include preparation, selection, and delivery of course materials; feedback and assessments; and support of student needs and accommodations associated with the course. (CBA12.6.1)

All other work duties, including any meetings with students outside of assigned teaching contact hours (i.e., labs, conferences, meetings with students that exceed the contractually required number of office hours) should be considered service.

- One (1) unit of service activities must approximate the hours typically needed to teach a course.
- It is acknowledged that some service duties are more time intensive than others (i.e., advising, faculty senate, program coordinator), and individual skill sets and experience level may make some service more time-consuming than others.
- A Lecturer's "1 unit of service" should be equivalent to corresponding units of service for tenure-track and tenured colleagues' service requirements and responsibilities. This shall be determined and adjusted at the department level, in conversation between faculty and chair.
- A Lecturer will be included in discussions about service and has the right to grieve if they believe their service exceeds the standard requirement outline.

E. Additional Service

- A lecturer may be assigned additional service or may be assigned additional service to fill in for another faculty member on leave or if a position has been vacated. The chair and the lecturer should discuss the additional service to assess the length of that additional service; if it is determined that the additional service is not temporary the chair and lecturer together will discuss ways to either balance the service workload by eliminating some other service (if applicable), or by reassessing the Lecturer's FTE/Overloads. To receive additional units of service, the cumulative hours of service activities must approximate the hours typically needed to teach a course. This calculation will be made by the Lecturer, in conversation with their Department Chair.
- Lecturer Faculty shall receive the same course load reductions and/or stipends that tenure track faculty receive for the same additional administrative or leadership roles.

F. Grievance Procedures

- A Lecturer may file a grievance when they believe there is an imbalance in the workload, whether in the teaching or service requirements, or both. (CBA14.1-14.6)

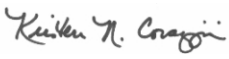
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Reviewed by: Kirsten N. Corazzini, PhD, FGSA

Dean and Professor

College of Health and Human Services

Date: 8/8/25

Signature: 

Reviewed by: Erin H. Sharp, PhD

Associate Dean for Academic Affairs and Professor

College of Health and Human Services

Date: 8/7/2025

Signature: 