

Faculty Workload Guidelines **UVM College of Education and Social Services**

The College of Education and Social Services (CESS) at the University of Vermont administers and assigns faculty workloads pursuant to the Collective Bargaining Agreement (CBA) between the University of Vermont and United Academics. These supplemental guidelines provide standard expectations regarding faculty workload and responsibilities within CESS in accordance with the current CBA (Agreement dated May, 2018 – June, 2018, Article 16). The goal of these guidelines is fairness and equitable accounting for faculty workload across CESS.

1. Tenured and Tenure-Track Faculty

The standard load for research will be 37.5% for Tenured and Tenure-Track Faculty. The standard load for teaching will be 44% for Tenured and Tenure-Track Faculty. The standard load for advising will be 7.5% for Tenured and Tenure-Track Faculty. The standard load for professional service will be 11% for Tenured and Tenure-Track Faculty.¹ A single exception, outlined in Section 1b below, is made for non-tenured Tenure-Track Faculty in their first year of rank.

1a. Tenured Faculty

Tenured faculty are expected to engage in independent and/or collaborative scholarship, contribute to the teaching mission of the University, advise students, and perform professional service. Accordingly, the standard workload described below applies to full-time tenured faculty.

- **Scholarship/Research/Creative Activity:** 37.5% of workload.
- **Teaching:** 44% of workload.
- **Advising:** 7.5% of workload for primary major advising; up to 35 undergraduate and/or graduate students; or department equivalency guidelines for minor advising.
- **Professional Service:** 11% of workload. Assignments may include service to the program, department, college, and university (e.g., faculty meetings, participation in standing governance committees, accreditation and licensure activities, ad hoc committees) and typically including service to one's profession at local, state, national and/or international levels.

1b. Tenure-Track Faculty

Tenure-track faculty are expected to contribute to the teaching mission of the University, advise students, undertake independent and/or collaborative research/scholarship, and engage in professional service. The Tenure-Track Faculty member's first year of service requires starting a program of research. Accordingly, the following standard workload applies to full-time tenure-track faculty at the rank of Assistant Professor:

¹ Beginning in AY2020-2021, the College is adjusting the standard load for research from 25% to 37.5% for Tenured and Tenure-Track Faculty. The purpose of this increase is to enable all tenure-track faculty additional time to devote to scholarship, commensurate with expectations in very high research activity, flagship, land-grant institutions. Concurrently, standard teaching loads for full-time Tenured and Tenured-Track faculty in CESS are adjusted from 55% to 44% of total workload effort.

Year 1 (newly appointed faculty at rank of Assistant Professor):

- **Teaching:** 33% of workload.
- **Advising:** 4.5% of workload for primary major advising, with up to 21 undergraduate and/or graduate students; or department equivalency guidelines for minor advising.
- **Scholarship/Research/Creative Activities:** 55% of workload.
- **Professional Service:** 7.5% of workload. Assignments may include service to the program, department, college, and university (e.g., faculty meetings, standing governance committees, accreditation and licensure activities, ad hoc committees) and typically including initial service to one's profession at local, state, national and/or international levels).

Years 2-5 (recently appointed faculty at the rank of Assistant Professor):

- **Teaching:** 44% of workload effort, which will include course releases that may be required under the terms of any current CBA.
- **Advising:** 7.5% of workload effort for primary major advising, with up to 35 undergraduate and/or graduate students; or department equivalency guidelines for minor advising.
- **Scholarship/Research/Creative Activities:** 37.5% of workload.
- **Professional Service:** 11% of workload. Assignments may include service to the program, department, college, and university (e.g., faculty meetings, standing governance committees, accreditation and licensure activities, ad hoc committees) and typically including incrementally increasing service to one's profession at local, state, national and/or international levels).

Evidence of Tenure-Track and Tenured Faculty accomplishments in scholarship, teaching, advising and service are to be provided by the faculty member during the annual performance review. If the chair determines that the college standard is not met, a faculty member's workload may be adjusted in accordance with the terms of any current CBA.

2. Senior Lecturers and Lecturers

Senior Lecturers and Lecturers are expected to contribute primarily to the teaching mission of the University, while maintaining some Service and Advising. The Senior Lecturer and Lecturer roles do not include an expectation for Scholarship/Research and therefore this activity is not part of their workload. The percent of effort for Senior Lecturers and Lecturers may be adjusted, as appropriate, by a Department Chair or Dean to reflect the balance of activities.

The following standard workload applies to full-time lecturers:

- **Teaching:** 88% of workload effort
- **Advising/Professional Service:** 12% of effort for
 - advising, meeting department equivalency guidelines, and
 - service to the program, department, college, and university (e.g., faculty meetings, standing governance committees, accreditation and licensure activities, ad hoc

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committees); may include service to one's profession at local, state, national and/or international levels.

Evidence of Senior Lecturer and Lecturer faculty accomplishments in teaching, advising and/or service are to be provided by the faculty member during the annual performance review. If the Chair determines that the department standard is not met, a faculty member's workload may be adjusted in accordance with the terms of any current CBA.

3. Tenured, Tenure-track, Senior Lecturer, and Lecturer Faculty

3a. Program Leadership

A tenured, tenure-track, or lecturer faculty may receive up to 11% workload allocation for serving as a program coordinator. At the Chair's discretion, subject to approval by the Dean, this percentage may be adjusted in response to program needs.

3b. Buyouts and Releases

Faculty are expected to maintain a minimum of 22% workload effort toward teaching annually. A reduction in teaching through the use of external funds requires an increment of 12.5% allocation of a faculty member's base salary (plus fringe) for each course buy out. Faculty members must receive pre-approval from the Department Chair and the Dean in advance of grant submissions or similar buyout requests, prior to course scheduling for the relevant semester.

3c. Cancelled Sections

Department Chairs and the Dean are responsible for scheduling course sections with the expectation that the course will achieve enrollment minima as determined by the Department Chair. In the event that a section is cancelled, the workload of the affected instructor(s) will be adjusted by the Department Chair or Dean, in accordance with the current CBA.

4. Research Faculty

Research faculty are expected to engage in creative scholarship and research in their field. Accordingly, the standard workload described below applies to full-time Research faculty:

- **Scholarship/Research/Creative Activities:** Normally 100% of workload. May adjust for teaching or service depending on departmental needs.

Changes to the percentage of time allocated to scholarship/research/creative activities for Research faculty must be approved by the Chair and reflected in the annual workload agreement. Evidence of related accomplishments are to be provided by the Research faculty member during the annual performance review.

Notes: This document was revised in the Fall of 2019 and replaces the previous document dated April, 2012. Faculty in the Departments of Education, Leadership and Developmental Sciences, and Social Work provided input into the document via written comments and discussions held during formal and informal meetings held in October, November, and December of 2019.