



NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

SEC. II-FACULTY POLICIES 1.0

FACULTY WORKLOAD ASSIGNMENT AND ASSESSMENT

UNIT POLICY-ACADEMIC AFFAIRS

I. INTRODUCTION

This policy addresses the workload and assignment of tenured and tenure-track faculty at North Carolina A&T State University. University of North Carolina Policy Manual 400.3.1.1[G] provides a list of the recommendations adopted by General Administration and provides instructions to be followed by constituent institutions in complying with them. The policy confirms that teaching, or instruction, is the primary responsibility of each of the UNC institutions. It further affirms that while neither teaching, nor service, nor research is the sole measure of a faculty member's competence and contribution, teaching should be the first consideration at all of the UNC institutions.

University of North Carolina Policy 400.3.4 addresses the requirements for monitoring faculty teaching workloads. It mentions the importance of distinguishing between “the portion of faculty time that is spent in direct contact with students in classrooms, laboratories, studios, clinics, etc. and the time spent on instructional activities generally.” Such activities as selecting, reviewing and preparing course materials and course syllabi, advising students outside the classroom, restructuring the curriculum and developing new courses are all related to instructional activities that account for the majority of time devoted to instruction when done properly.

Faculty members who teach graduate courses teach students about advanced topics related to active research in their disciplines. Those who teach and supervise doctoral students are expected to be active researchers and productive scholars. The time spent supervising thesis and dissertation research is seldom appropriately represented by student credit hours. Thus, classroom teaching workloads for faculty at doctoral and major research institutions are typically lower than those for faculty at other institutions.

Activities related to public service and/or engagement are typically even more difficult to measure because they are case-specific and the time required varies even for similar activities. Such activities include faculty responses to request for information, advice and technical assistance as well as instruction provided through continuing education.

University of North Carolina Policy 400.3.4, Monitoring Faculty Teaching Workloads, states

“that a system for monitoring teaching workloads at UNC institutions would generally show standard annual course loads no lower than the following:

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| 1. Research Universities I: | 4 |
| 2. Doctoral Universities I: | 5 |
| 3. Masters (Comprehensive) I: | 6 |
| 4. Baccalaureate (Liberal Arts) I: | 8 |
| 5. Baccalaureate (Liberal Arts) II: | 8 |

The policy recognizes that institutions within the groups will have departments with higher teaching loads than those shown above. Each institution is expected to develop a system for monitoring teaching workloads to provide information to campus administrators that will help them to manage workloads in an efficient and equitable manner. The policy recognizes that teaching loads are best managed at the department and school/college level.

The system for monitoring teaching workloads will be required to measure teaching workloads by adding courses and course equivalents and to account for course reductions by using the categories defined above.

II. POLICY PROVISIONS

The following items constitute the provisions of a policy for faculty workload assignment and assessment for North Carolina A&T State University:

1. Workload Assignments

- a. A faculty member’s workload includes the areas of instruction, research/scholarship or creative activity, service, clinical duties, community engagement and administration.
- b. The Provost, in consultation with the Deans’ Council, will establish workload and productivity criteria in terms of student credit hours (SCHs) for each school/college for the relevant period (semester).
- c. The dean of each school/college, in consultation with the chairs and directors within the school/college, will establish workload and productivity criteria for each department or school in the college for the relevant period (semester). These criteria will be guided by the requirements that the college meets workload and productivity criteria set by the Provost.
- d. The chairperson or director of each department will establish individual workload and productivity requirements for each member of the faculty for the relevant period. These requirements will cumulatively meet the requirements for the department or school as established by the dean for the relevant period (semester).
- e. In the case of a faculty member with a joint appointment, the unit administrator for the primary academic unit, in consultation with the

unit administrator(s) for the other units to which the faculty member is jointly assigned, will set the workload and productivity requirements.

- f. The university will maintain an overall instructional load equivalent of five three-hour credit courses per year per full time faculty as appropriate for a Doctoral/Research university, except in schools with fewer than two departments.
- g. Department chairs will ensure that the aggregated faculty workloads for the department or school meet the productivity criteria established for the department or school by the dean. Failure to satisfy the workload and productivity criteria established by the dean for the relevant period may result in an unsatisfactory performance evaluation and/or removal of administrative duties.

2. Instructional Assignment and Other Responsibilities

- a. Course Reductions
 - i. Department chairs are responsible for developing a logical and documented approach to faculty workload and course reductions that is fair, explicit, and based on student needs and institutional obligations. Workload and course reductions must be planned carefully for both semesters of the academic year, and demonstrate a balance in workload for faculty in the overall academic year.
 - ii. The criteria for course reductions will be grouped into the following reporting categories: course/curriculum development, heavy load of academic advising, accreditation/program review, technology training for instruction, co-curricular activities, academic administration, externally funded research, institutionally supported research, institutional service, service to the public, and service to the profession.
 - iii. A department chair or unit director may authorize one or more course reductions if the demands of activities, as defined above, warrant a reduction in the instructional load except as restricted or defined by other University policies.
 - iv. Reductions in the instructional load are measured in terms of credit hours and are determined on a case-by-case basis by schools/colleges.
 - v. A faculty member who is granted a course reduction may not receive an instructional overload assignment for additional compensation without approval from the dean and the Provost, and only within the stipulations of HR policy 'Supplemental Compensation for professional services to the University.'
- b. Course overloads
 - i. Department chairs are responsible for developing a logical and documented approach to faculty workload and course overloads that is fair, explicit, and based on student needs and institutional obligations. Workload and course overloads must be planned carefully for both semesters of the academic year, and

demonstrate a balance in workload for faculty in the overall academic year.

- ii. The criteria for course overloads will be grouped into the following reporting categories: Emergency, unanticipated emergency of another faculty, and unanticipated student demand (need for another section).
 - iii. A department chair or unit director may authorize one or more course overloads if the demands of activities, as defined above, warrant an increase in the instructional load except as restricted or defined by other University policies.
 - iv. A faculty member who is granted a course overload may not receive additional compensation without approval from the dean and the Provost, and only within the stipulations of HR policy 'Supplemental Compensation for professional services to the University'.
 - v. In addition to the regular teaching load each semester, an undergraduate faculty member may teach only one independent study course with a maximum of three students each semester. Exceptions to this limit may be granted by the Chair/Dean only in unusual circumstances.
 - vi. All undergraduate independent study courses must follow the stipulations of the 'Undergraduate Individualized Instruction' administrative policy.
- c. Monitoring and follow-up actions
- i. NCA&T has an ongoing process to monitor workload. The initial planning, screening, and decision-making is conducted by chairs and deans of colleges/schools. After the Census date each semester, the Office of Strategic Planning and Institutional Effectiveness (OSPIE) will run a detailed Faculty Roster for each department with individual and average workloads. Averages and outliers will be noted on the Roster and shared with deans and chairpersons for feedback and justification. The Faculty Roster Feedback, or the response from department chairs and deans, will be shared with the Provost by Oct. 25th and March 25th or each year.
 - ii. The Provost will review the Faculty Roster Feedback and discuss with Deans by Nov. 10 and April 10 of each year.

3. Annual Faculty Evaluation process

All faculty are evaluated annually by their respective department chair based on criteria found in [Appendix C-2](#) of the Faculty Handbook. The workload analysis is inherent to the annual evaluation. The process for evaluation is described in the internal procedure titled: *Criteria and Processes to Ensure Regular Review and Evaluation of Department Chairs and Faculty*.

Date revised policy is effective: immediately

Approved by the President

First approved by the Chancellor: April 1, 2014

Revised and approved by the President: November 3, 2015