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[8] 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 to distinguish 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:

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.

University of North Carolina Policy 400.3.4 gives the following groups of criteria for course reductions:

1. Course/curriculum development
2. Heavy load-academic advising
3. Accreditation/program review
4. Technology training for instruction
5. Co-curricular activities
6. Academic administration
7. Externally-funded research
8. Institutionally-supported research
9. Institutional service
10. Service to the public
11. Service to the profession
12. Off-campus scholarly assignment/on leave
13. Other

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 Chancellor’s Cabinet, in consultation with the Deans’ Council, will establish workload and productivity criteria in terms of student credit hours (SCHs) per FTE for each school/college for the relevant period.
   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. These criteria will be guided by the requirements that the college meet workload and productivity criteria set by the Chancellor’s Cabinet.
   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.
   e. 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 for a faculty member with a joint appointment.
   f. The University will maintain an overall instructional load equivalent to five 3-semester-hour courses per year per 1.0 FTE as appropriate for a Doctoral/Research university.
   g. Schools/colleges will produce at least the average student credit hours (SCH) per FTE assigned by the Chancellor’s Cabinet.
   h. 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. 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.
      ii. 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.
iii. Reductions in the instructional load are measured in terms of credit hours and are
determined on a case by case basis.
iv. 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.
v. Each dean is responsible for generating a report that identifies all faculty course
reductions for the academic year and the associated outcomes using the unit
guidelines established for monitoring productivity. This report will be compiled for
the unit and shall be due to the Provost by the end of the fiscal year.

Date policy is effective: August 15, 2014

Approved by the Chancellor

First approved: April 1, 2014
Revised: