

Faculty Workload Policy UNC Charlotte College of Education

The total workload of each faculty member on tenure track in the College of Education will encompass the three traditional areas expected of the professorate: teaching, scholarship, and service. Teaching and scholarship are the primary responsibilities of each faculty member. Teaching assignments will vary, and may include such things as large lecture classes, specialized lecture and seminar classes, laboratory instruction, and the supervision of individual students, all at the undergraduate or graduate levels. In addition, faculty are expected to engage in scholarly activity, to promote an atmosphere of active inquiry, and to foster continued enthusiasm and interest in their specific disciplines, both in themselves and in their students. Finally, service contributions must be made to benefit the department, college, university, community, and profession through active citizenship by all.

As a college we recognize that the mix of teaching, scholarship and service responsibilities vary both among faculty and across semesters. Further, we embrace our expanding research mission at the graduate level, yet we hold fast to the desire for excellence in our many undergraduate programs. These goals remind us that department and college goals are often best met when faculty contributions are made through different combinations of teaching, scholarship, and service commitment. (However, the absence of activity in any particular area on a continuing basis is discouraged.)

Therefore, to ensure equivalent contributions by an individual faculty member to the goals of the college and to appropriately reward such contributions, the Workload Policy articulates the expectations of faculty for choosing the desired combination of teaching and research. This selected focus will then guide the faculty member's contribution to the department and college during a specified period of time.

Finally, the following guidelines apply to tenured faculty, but with some exceptions (e.g., instructors or lecturers). This policy governs formal responsibilities to the university over the nine-month academic year (or 12-month year, as appropriate).

Workload Policy & Procedures

Workload for tenured faculty will be determined annually in a conference between the faculty and the department chair as a part of the annual review process. Faculty will be evaluated each year for merit and salary increases based on their performance within their chosen focus area.

Each faculty member is encouraged to initially determine a workload focus (teaching or research) that best matches his or her productivity and plans for future goals. From that point

forward, faculty can, in consultation with the department chair, adjust the workload focus as part of the annual review process, thus allowing for a shift in interests or opportunities when appropriate. Faculty may also request a mid-year meeting with the department chair to reevaluate workload if necessary, which will allow for a more accurate annual review at the close of the academic year.

Specifically, the workload policy for tenure, tenure eligible and clinical assistants/lecturers includes:

1. All faculty begin with a base teaching load of 12 semester hours per semester.
2. Faculty members in non-tenure-eligible lines (e.g., clinical assistant professors, lecturers) are in most cases expected to teach 12 semester hours per semester because their primary mission is instructional. Modifications of the 12 semester hour load may be made in response to other responsibilities, such as project coordination.
3. The teaching load for tenured and tenure-track faculty is based on a workload model of research universities, with a distribution of effort that reflects 40% teaching; 40% research; and 20% service. Modifications in the 12-hour teaching load reflect this balance of professorial responsibilities.
 - a. For tenure-eligible faculty who are not yet tenured, the standard teaching assignment in years 2-5 of professorial service is 5 courses per academic year (2:3 or 3:2 assignments.)
 - b. New tenure-eligible faculty receive a one-course reduction leading to a 2:2 teaching load in the first year of service. This course reduction is designed to support new faculty as they develop research and service agendas.
 - c. Tenured faculty continue to have responsibilities for teaching and for research but may, in consultation with their department chairs, choose workload modifications based on a teaching focus or a research focus. Please see the attached chart for expectations associated with the teaching focus and the research focus. Student research committee leadership is considered in the workload assignments.
4. Course reductions may result from “buy-outs” of faculty time from externally funded grants, special projects or Alternative Service Agreements with schools. The typical buy-out is 25% of the faculty member’s time, yielding one course reduction a semester. While multiple externally funded projects may yield the opportunity for multiple “buy-outs” of faculty time, all faculty are expected to teach at least one course per semester.
5. Supervisory responsibilities in student teaching, graduate practica and internships are considered in-load assignments. A typical supervision assignment that is equivalent to one course is the supervision of 6 students. The maximum supervisory load for a full-time faculty member is 18 students per semester.

Workload Options for Tenured Faculty

Research Focus	Research & Teaching Balanced <i>Typical and Expected Strands for Tenured Faculty</i>		Teaching Focus
RESEARCH FOCUS		TEACHING FOCUS	
1:1	2:2	3:3	4:4
<p>With approval of the Department Chair for extraordinary research production and with buyouts from significant external funding that supports research mission.</p> <p>Includes expectations for service to the department, College and university, excellence in teaching as documented in evaluations, and advising and/or support for student scholarship (master's research projects and/or dissertations).</p>	<p>A stronger focus on research and scholarship that is documented in the vita and annual reports with an acceptable combination of peer-reviewed publications, grant funding, refereed conference presentations, and graduate student research committee participation as determined in conference with the department chair as part of the annual review process:</p> <ul style="list-style-type: none"> • A three-year average of 2 publications per year that includes a significant number peer-reviewed publications (articles, books and invited book chapters) or other high-impact publications. • Evidence of external grant funding (grant submissions are recognized) • Refereed conference presentations • Student research committee leadership and membership <p>Includes expectations for service to the department, College and university, excellence in teaching as documented in evaluations, and advising and/or support for student scholarship (master's research projects and/or dissertations).</p>	<p>A stronger focus on teaching that is documented in the vita and annual reports with an acceptable combination of publications, grant funding, conference presentations, and graduate student research committee participation as determined in conference with the department chair as part of the annual review process:</p> <ul style="list-style-type: none"> • A three-year average of 1 publication per year. • Grant submission and funding is encouraged • National, state, or local conference presentations • Student research committee leadership and/or membership <p>Includes expectations for service to the department, College and university, excellence in teaching as documented in evaluations, and advising and/or support for student scholarship (master's research projects and/or dissertations).</p>	<p>For clinical faculty or Lecturers or with approval of the Department Chair for tenured faculty who maintain or move to a heavy teaching load and for whom annual evaluations will focus primarily on teaching.</p> <p>Includes expectations for service to the department, College and university, excellence in teaching as documented in evaluations, and advising and/or support for student scholarship (master's research projects and/or dissertations).</p>
	<p>Faculty in this strand who want to change to a 1:1 or 3:3 should develop a plan in consultation with their department chair for making that transition.</p>	<p>Faculty in this strand who want to change to a 2:2 or 4:4 should develop a plan in consultation with their department chair for making that transition.</p>	

Workload Determination

Following are the typical steps taken by a tenured faculty in consultation with the department chair in determining their workload:

1. Tenured faculty establish their goals for the coming year and consider which workload focus best help them meet those goals.
2. The faculty member consults with the department chair and requests this workload focus.
3. If agreement cannot be reached, the faculty member and department chair should consult the dean who will serve as arbitrator. The dean will make the final determination of the workload focus.

Approved by the College of Education Faculty, January 2007

[This summary of faculty workload policies supersedes the 1987 'College of Education Faculty Load Principles' and the 1995 report 'Workload Policies in the College of Education 'and all subsequent revisions of the 1995 document]