INTRODUCTION

In the UNC Policy Manual (which was adopted on 4/12/96 and amended on 03/07/01), there is a clear distinction between faculty workload and teaching workload.

FACULTY WORKLOAD. Faculty workload at East Carolina University as per policies established by the UNC Policy Manual and the ECU Faculty Manual is “... the entirety of a faculty member’s duties for the relevant period.” Typically a faculty member’s workload falls under “... the areas of instruction, research/scholarship or creative activity, service, clinical duties, community engagement and administration.”

TEACHING WORKLOAD. In The University of North Carolina Faculty Teaching Workload Report (June 2013), the term “teaching load” is described as follows: “... teaching load is derived by the number of organized class courses a faculty member is assigned in a given semester.” “... Courses that are not conducted in regularly scheduled class meetings, such as “readings,” “special topics,” “problems” or “research courses” including dissertation/thesis research, and “individual lesson” courses (typically in music and fine arts) are excluded from the Teaching Load calculation.” (p.3)

“Teaching productivity” is derived by calculating the number of student credit hours generated by a given faculty member in consideration of the course type (standard course type, seminar, practicum, internship) and level of course (undergraduate, master’s or doctoral).

COLLEGE OF EDUCATION WORKLOAD POLICY

Faculty Workload and Productivity Requirements: Department-level criteria

As stated in the ECU Faculty Workload policy (which was adopted on June 8, 2011 to be effective July 1, 2011)..."The Dean of each college, in consultation with the chairs and directors within the 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 Academic Council."

Thus, in this document, the Chairperson of each department, in consultation with the Dean, will establish workloads with individual faculty that—when aggregated—will yield the following metrics:

(1) As a Doctoral/Research university, the Department will maintain, at minimum, an overall teaching load course equivalent of between 5.0 and 6.0 per year per 1.0 FTE. The determination of the designation (5.0; 5.5 or 6.0) will be determined by the overall productivity of the unit in research/scholarship, grant production, SCH production, etc. (as compared to peer institutions) as well as other factors (number of new faculty who are given a 2-2 load; ratio of fixed-term faculty to tenured/tenure-line faculty, etc.).

(2) The Departments will systematically move toward maintaining an overall Student Credit Hour Production of 1.25. However, in recognition of the heavy clinical nature of most of the programs in the College of Education and the falling enrollments overall, there will need to be a long-term (3-5 year) plan as well as annual implementation targets each year to ensure increases in productivity.

(3) Department Chairs are responsible for ensuring that the aggregated faculty workloads for the department meet the teaching load and productivity criteria established for each year as identified and described above. If a Chair does not satisfy workload and productivity criteria for the relevant period, they must provide written documentation to the Dean as to why the targets in her/his particular department were unable to be met.
(4) Department Chairs are also responsible for ensuring that all FTE faculty are appropriately loaded and are contributing—not only to the teaching mission but also to the strategic goals and priorities of the unit (SACS accreditation, CAEP accreditation, student recruitment/retention, advising, etc.) To this end, a matrix of faculty loading will be completed each year for each FTE faculty member in the department.

**Faculty Workload and Productivity Requirements: Individual faculty-level criteria**

The Chairperson of each department, in consultation with the faculty member, will establish individual workloads for each faculty member in the department that adhere to the following guidelines:

(1) Each tenured/tenure-line faculty member, typically, will maintain an overall **teaching load** of 6 courses per academic year. Full-time fixed-term faculty will maintain an overall teaching load of 8 courses per academic year. Tenured/tenure-line faculty who are “research/scholarly productive” as evidenced by publications in refereed journals each year; significant grant proposal awards; and other such products may be given an overall teaching load of 5 courses per year (or in very rare cases) even 4 courses per year. Conversely, faculty who are below the college mean for scholarly productivity may be given an overall teaching load of 7 or 8 courses per year.

(2) Tenured/tenure line individual faculty in a given department who are assigned the typical teaching load of 6 courses per year will generate (on average) an overall **Student Credit Hour Production** of between .9 and 1.0 per year per 1.0 FTE faculty. Full-time fixed term faculty will generate, at minimum, an overall Student Credit Hour Production of between 1.25 and 1.50. These differences in productivity are in recognition of the research/scholarly expectations that are placed on tenured/tenure-line faculty.

(3) Individual faculty **workload** will be comprised of four units each semester or eight units for the year. For tenured/tenure-line faculty members, normally 5 to 6 units of the workload will be devoted to teaching, advising, curriculum development and/or other pursuits directly related to teaching. The remaining units are designated for research, scholarly activity and service. All full-time faculty (whether they be tenured/tenure-line or fixed term) are expected to participate in service activities for the department, college and university levels as a part of load. Such activities include (but would not be limited to) attending department, college and university faculty meetings, engaging in recruitment initiatives, serving as a member/chair of a: (a) departmental, college/university committee; (b) search committee; (c) task force; (d) ad hoc committee; (e) curriculum development initiative; and/or (f) contribution to assessment activities. Participation in such activities does not automatically result in a reduction in teaching load.

(4) Reductions in instructional load will be grouped into the following reporting categories: (a) research; (b) externally funded grants, contracts, foundation work; (c) program coordination; (d) administration; (e) other. A faculty member who is granted a course reduction (for any reason) may not receive an instructional overload assignment for additional compensation.

(5) At the end of the academic year, each department chair is responsible for generating a report which identifies all faculty course reductions for the academic year and the associated outcomes using guidelines established for monitoring productivity.

(6) The Dean will utilize department/faculty work load and teaching load analyses for strategic planning for faculty position allocations, programmatic investments, and overall unit planning.