

FAYETTEVILLE STATE UNIVERSITY

FACULTY WORKLOADS

Authority:	Issued by the Chancellor. Changes or exceptions to administrative policies issued by the Chancellor may only be made by the Chancellor.
Category:	Employment – Faculty
Applies to:	● Administrators ● Faculty
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Related Policies:	<ul style="list-style-type: none">● <i>Conflict of Interest and Commitment and External Professional Activities for Pay</i>● <i>Guidelines on Reassigned Time for Faculty</i> [UNC Policy #300.2.6 [G]]● <i>Supplemental Pay for Employees Exempt from the State Personnel Act</i> [UNC Policy #300.2.13)● <i>Monitoring Faculty Teaching Workloads</i> [UNC Policy #400.3.4]● <i>Regulations Related to Monitoring Faculty Teaching Workloads</i> [UNC Policy #400.3.4 [R]● <i>Regulations on Academic Integrity</i> [UNC Policy #700.6]● <i>SACS COC Core Requirement: 2.8 Faculty</i>
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I. PURPOSE

Faculty members at Fayetteville State University (FSU) perform the primary role in carrying out the university’s mission to provide high quality learning experiences for students and achieve excellence in teaching, research, scholarship, and service. This Faculty Workload Policy (“Policy”) provides guidance for faculty workload assignments that will enable individual faculty members and the faculty collectively to assist FSU in fulfilling its mission.

FSU is constituent institution of the University of North Carolina (UNC) and holds institutional accreditation from the Southern Association of Colleges and Schools – Commission on Colleges (SAC COC). Hence, this Policy is in compliance with requirements of both entities as delineated below.

UNC policies, require FSU to “...develop and implement policies and procedures to monitor faculty teaching load and to approve significant and sustained variations from expected minimum.” The UNC policy and associated regulations moreover, require FSU to “include the criteria and approval process for reductions in institutional load attendant to increased administrative responsibilities, externally-funded research, including course buy-outs, and additional institutional

and departmental service obligations.” FSU must also have in place a standard methodology for collecting data on teaching load and policies for annual evaluation of faculty performance that measures and rewards all aspects of faculty workload, consistent with the university’s mission.

The SACS COC Core Requirement 2.8 (faculty) states that the number of full time faculty members must be adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. Further, the policy specifies the expectation that an institution: Define full and part time faculty, define faculty oversight of its academic programs, describe the distribution/disaggregation of full time and part-time faculty by academic program, identify the expected role, responsibilities and functions of full-time faculty charged to support and ensure the quality and integrity of each academic program, while also referencing work overloads and provide persuasive evidence that the number of full-time faculty in each academic program is adequate to fulfill those responsibilities.

In addition to ensuring compliance with UNC policy and SACS-COC, this Policy provides sufficient flexibility for implementation to enable colleges, schools, and academic departments to meet the requirements of their respective accrediting bodies.

II. DEFINITIONS

- A. **Academic Year** for the purposes of assigning and monitoring faculty teaching loads is comprised of the fall and spring semesters only. Summer terms are not considered a part of this definition.
- B. **Credit hour** is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:
 - 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
 - 2. At least an equivalent amount of work as required in paragraph II.C of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, thesis and dissertations, and other academic work leading to the awarding of credit hours.
- C. **Credit-hour equivalent (CHE)** is the credit hours assigned to specific types of courses referred to by paragraph II.B.2 above for the purposes of calculating the Faculty Annual Teaching Load and the SCH/FTE ratio.
- D. **Faculty Annual Teaching Load** is the standard number of courses and equivalent credit hours expected for each tenured, tenure-track, and full-time, non tenure-track faculty. Provisions for adjustments of the standard Faculty Annual Teaching Load are included in Section III below, “Assigning and Monitoring Faculty Teaching Loads.” The two types of adjustments are course overloads and course reassignments.

1. **Course overload** is a teaching load that exceeds the Faculty Annual Teaching Load required of faculty members based on their status as tenured, tenure-track, or full-time, non-tenure track.
 2. **Course reassignment** is the replacement of teaching an organized class with other responsibilities.
- E. Faculty Workload** is the total set of responsibilities of faculty in three broad areas of teaching, scholarly/creative activities, and service.
- F. Full-time Equivalent (FTE)** is one full-time faculty position with 100% of time dedicated to teaching, research/creative activities, and service or a combination of part-time faculty equivalent to one full position.
- G. Organized class** as defined by UNC is used to measure faculty teaching workloads. For purposes of reporting faculty teaching load, organized classes include the following:
1. **Lab** – A course requiring scientific- or research-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment, typically held in 210 designated spaces. (“210 designated spaces” are laboratories.)
 2. **Studio** – A course requiring visual- or aesthetic-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment.
 3. **Seminar** – A course requiring students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline.
 4. **Lecture and Lab** – A course that requires the combined attributes of a Lecture course and a Lab course.
 5. **Recitation** – A course requiring the extended expression of thought supported by generally accepted principals or theorems of a field or discipline led by a teaching assistant or instructor under the guidance of a permanent faculty member, which often supplements or expands upon the content of a related co-requisite course.
- H. Student credit hours (SCHs)** is the number of students enrolled in a class multiplied by the credit hours of the course; the student credit hours for a three-credit class with 30 enrolled students is 90 (3 X 30).
- I. SCH/FTE Ratio** is the number of faculty positions equivalent to an academic department’s total student credit hours derived from the UNC funding model compared to the actual number FTE faculty. See Appendix A, “Calculating the SCH/FTE Ratio.”

III. ASSIGNING AND MONITORING FACULTY TEACHING LOADS

Department chairs, in collaboration with departmental faculty and with approval by the dean, are responsible for faculty teaching load assignments. Department chairs, working with deans, are responsible for ensuring that department teaching assignments are distributed equitably, meet the needs of students to make timely progress toward degree completion, and meet enrollment funding requirements consistent with the UNC funding model.

- A. Faculty Annual Teaching Load** - UNC policies require that teaching loads "...will be differentiated to accommodate the diverse missions of the individual campuses. These differences will be captured by Carnegie Classification." The standard teaching load for Masters (Comprehensive) I institutions in UNC, such as FSU, is six organized classes. For purposes of assigning and monitoring the faculty annual teaching load, an organized class is equivalent to three credit hours. The average teaching load per faculty member will be at least six organized classes per academic year.
- B. Standard Teaching Load** - The standard faculty annual teaching load for tenured and tenure-track faculty members is six organized classes (or 18 credit hours) per academic year; the standard faculty annual teaching load for full-time faculty not on the tenure-track is eight organized classes (or 24 credit hours) per academic year. The credit hour equivalency of instructional responsibilities that are not considered organized classes based on this policy, such as directed or independent studies, reading courses, internships, courses with a clinical component, theses and dissertation supervision, will be determined by the department chair, and approved by the dean, to ensure equivalency in workload. Such determinations will be based on the standards of appropriate accrediting bodies as applicable.

The standard load may be adjusted for course reassignments and course overloads as delineated below.

- 1. Course reassignment** is the replacement of teaching an organized class with other responsibilities, including, but not limited to, increased administrative responsibilities, externally-funded research, including course buy-outs, and additional institutional and departmental service obligations. Requests for course reassignments must be in writing and must specify the tasks to be completed, the timeline for submitting progress reports, and the documentation required to demonstrate successful completion of the project. Reassigned time must be approved by the dean and shall always be assessed as part of the annual faculty evaluation process.
- 2. Course overload** is a teaching assignment over and beyond the standard faculty annual teaching load. In view of the many responsibilities faculty members must fulfill to meet the requirements for reappointment, tenure, promotion, and post-tenure review, course overloads should be assigned only when other means for meeting the departmental instructional needs have been exhausted.
- 3. Compensation for course overloads** will be provided in one of the following ways: a) faculty members who are assigned course overloads will have a

commensurate reduction of teaching load in the subsequent semester so that the annual total does not exceed the standard load or b) they will be compensated at a rate commensurate with payment of part-time adjunct faculty. All requests for additional compensation for course overloads will specify the course to be taught, start and end dates of the overload, and the amount of compensation. Such requests must be approved by appropriate dean and the provost.

4. **Compensation in overloads for courses with low enrollment will not be provided.** “Low enrollment” for this policy refers to undergraduate classes with an enrollment of fewer than ten and graduate classes with fewer than six. Department chairs, in consultation with faculty, are encouraged to determine alternate ways of meeting the needs of students in low-enrollment classes or a faculty member may voluntarily teach the course as part of his/her service to the department.
5. **The maximum compensated or non-compensated overload for any faculty members, regardless of source of funding for the overload, is one course per semester.** As noted in Section III.F below, if a faculty member teaches a course at another institution as external activities for pay, he or she is not permitted to teach an overload at FSU.
6. **Simultaneous course reassignment and course overload** – Faculty members with a course reassignment will not be permitted to teach a course overload with or without compensation and will not be permitted to teach a course at another institution.
7. **Independent Study** – Independent Study is an individualized, carefully planned, and closely monitored study experience in which a student works under the direct supervision of a faculty member. Permission to pursue independent study will be granted only under the following conditions: a) The student is in his/her senior year of study, b) course credit may not be earned through other regular courses offerings, c) the duration of the independent study is at least eight weeks, and d) the faculty member affirms that the learning outcomes, assessments, and grading criteria for the independent study are equivalent to similar courses as regularly offered

A student may complete no more than one independent study per semester or term. A Request for Independent Study form — with a list of assignments, deadlines for completion, types of assessments, and grading criteria—must be approved by the faculty member who will teach the class and by the department chair and dean of the school/college in which the class is offered.

A course scheduled in a regular class format (whether face to face, online, or hybrid) may not be delivered as an Independent Study without being approved by the process outlined above.

Faculty members may teach no more than one independent study class each semester.

C. **Monitoring Teaching Loads** – Department chairs, working with deans, are responsible for ensuring that department teaching assignments are distributed equitably, meet the needs of students to make timely progress toward degree completion, and meet enrollment funding requirements consistent with the UNC funding model. FSU monitors faculty teaching loads by the following means:

1. Department chairs are responsible for ensuring that each faculty member in their respective departments are assigned the standard faculty teaching load as specified by this policy. Accordingly, the average teaching load for a department will always be at least six classes per year per faculty member. Department chairs must also ensure equitable distribution of the level and scheduling of courses taught, as well as the number of new course preparations.
2. Departmental persistence rates, i.e. the percentage of majors that either complete degrees in a given year or re-enroll in the following year, will be monitored to determine if course offerings are meeting the needs of students to progress in a timely manner toward degree completion.
3. The SCH/FTE ratio will be monitored for each department. The UNC funding model specifies the number of student credit hours (SCHs) that is equivalent to one faculty position. In the case of low enrollment in a particular course that is included in a faculty member's workload, a face-to-face and online section may be counted as one class in determining the faculty member's teaching load. Department chairs and faculty are responsible for ensuring that the SCH equivalent faculty positions in their respective departments is at least equal to the number of actual FTE faculty positions. When the SCH faculty positions are compared to the actual faculty FTE positions, the SCH/FTE ratio will be at least one. *See Appendix A, "Calculating the SCH/FTE Ratio."*
4. Deans shall monitor teaching load assignments to ensure that all faculty teach the standard load (except with approved course reassignments) and that assignments are equitably distributed. Deans shall also monitor departmental SCH/FTE ratios to ensure that teaching loads are equitably distributed within departments.
5. Each year FSU will submit data on faculty teaching loads to UNC General Administration for the University of Delaware Study of Teaching Load in compliance with UNC policies.

D. **The Distinction between Teaching, Instructional, and Total Faculty Workload**

1. FSU faculty members have responsibilities that encompass teaching, research, scholarship/creative activities, and service. The Faculty Workload policy provides general guidelines for the approximate distribution of time and effort to each of these areas, while acknowledging that the distribution will vary significantly based on a faculty member's discipline and degree program; the number of majors in the degree program; the level of courses taught, i.e. general education, upper division, or graduate; and other factors.

- a. **Tenure-track faculty** will spend approximately 67.5% of their time (or an average of 27 hours per week) on teaching, 20% of their time (or an average of 8 hours per week) on research, scholarship, or creative activities, and 12.5% of their time (or an average of 5 hours per week) on service.
 - b. **Tenured faculty** will spend approximately 67.5% of their time (or an average of 27 hours per week) on teaching, 10% - 20% of their time (or an average of 4-8 hours per week) on research, scholarship, or creative activities, and 10%-20% of their time (or an average of 4-8 hours per week) on service.
 - c. **Full-time, non-tenure-track** will spend approximately 90% of their time (or an average of 36 hours per week) on teaching and 10% (or an average of 4 hours per week) on service.
2. Each area of faculty responsibility includes many different kinds of work. These various types of activities delineated below, however, are not intended to be exhaustive.
- a. **Teaching** – As a Masters Comprehensive I University, FSU expects faculty to commit the majority of their time to teaching. Teaching includes, but is not limited to, classroom, online, and blended modes of instruction; developing instructional materials, including syllabi and technology tools and resources; designing new courses and redesigning existing courses; advising students about academic and career plans; providing academic support resources and academic enrichment opportunities; monitoring student progress and intervening as appropriate, including generating early warning alerts; supervising undergraduate research, masters theses, and doctoral dissertations; directing students in co-curricular activities, such as plays and concerts; preparing and equipping new laboratories; providing data and information for assessment of student learning; and engaging in faculty development activities to improve teaching and learning.
 - b. As indicated in Section III.D.1 above faculty member will spend average of 67.5% of their time (or an average of 27 hours per week) on teaching. This calculation is based on the assumption that on the average for each hour of instruction a faculty member will devote approximately two hours per week on instructional-related activities.
 - c. The 27 hours per week include eight regularly scheduled office hours in which faculty are available to advise students about academic and career plans or provide academic support and enrichment activities. Office hours are to be conducted in the faculty member’s campus office and the times of office hours must be published each semester. *Note: While faculty are encouraged to make themselves available to students via tools for online interactions, “virtual” office hours conducted off campus shall not substitute for the required on-campus office hours.*

- d. **Research, Scholarly and Creative Activities** includes, but is not limited to, writing and editing articles, monographs, and grant proposals; editing a scholarly journal; preparing a juried art exhibit, directing a center or institute; performing in a play, concert, or musical recital; preparing presentations for scholarly conferences; participating in conferences and workshops for professional development purposes. As indicated in Section III.D above, tenured and tenure-track faculty members will devote an average of four to eight hours per week on research, scholarly and creative activities. Non tenure-track faculty members are not required to engage in this area of activity.
- e. **Service** includes, but is not limited to, serving as Assistant Department Chair, Program Coordinator, and participating in shared governance by serving on the Faculty Senate or other university-wide deliberative bodies, as well as committees at the departmental, college/school, or university levels; and preparing information and documents for accreditation self-studies. Service also includes service to professional organizations including, but not limited to, serving as an officer of a professional organization; planning conferences and meetings of professional organizations; serving on editorial boards of scholarly journals. Teaching a service learning course – because it promotes community engagement by students – also fulfills service responsibilities. As noted above, voluntarily teaching a course overload to help students’ progression toward degree completion is considered a form of departmental service. Service also includes extending one’s scholarly or administrative expertise to assist community organizations, governmental agencies, public schools, and other postsecondary institutions; offering information and commentary for the press and other media; and engaging in entrepreneurial activities and technology transfer. Community activities in which faculty members participate, but are unrelated to their scholarly or administrative expertise, are not considered part of the faculty member’s university service requirements.
- f. As indicated in Section III.D above, tenured and tenure-track faculty members will devote an average of four to eight hours per week on service. Full-time, non tenure-track faculty are expected to devote an average of four hours per week to service.

E. Comprehensive Faculty Evaluation

FSU’s Annual Comprehensive Faculty Evaluation procedures ensure that all faculty members are evaluated in each area of faculty responsibility. The evaluation process includes the following components:

- 1. **Goals** – At the beginning of each academic year, faculty members meet with their respective department chairs to develop a list of mutually-agreed upon goals for the year in teaching, research, scholarship, creative activities, and service. A faculty member is evaluated at the end of the year on the basis of his/her accomplishment of the goals established at the beginning of the year. This

procedure ensures that the expertise and time of faculty members are directed toward the following activities that:

- a. meet expectations for reappointment, tenure, promotion, and post-tenure review and
 - b. support strategic priorities of the department, college/school, and university.
2. **Assessments** – At the end of each academic year, faculty members complete a self-assessment of accomplishments in each area of faculty workload. A faculty member’s self-assessment is used as the basis for evaluations by faculty peers and department chairs. Each assessment requires ratings of exceeds expectations, meets expectations, or needs improvement on items in all areas of faculty workload. Student evaluations of instruction are also included in the overall faculty evaluation process. The end-of-year assessments provide the basis for setting goals at the beginning of the subsequent academic year. A multi-year matrix is maintained to help identify areas of strength and needed improvement over time.
3. **Assessment of Course Reassignments** – If a faculty member is granted a course reassignment, the annual evaluation shall include an assessment of the faculty performance on the tasks for which the reassignment was awarded.

For additional information, please see the “Phase VIII” of the “University Task Force on Comprehensive Evaluation,” <http://www.uncfsu.edu/evaltaskforce/phase-viii>.

F. External Professional Activities for Pay, Conflict of Interest and Commitment, and Faculty Workload

Due to their subject matter expertise, faculty members may be asked to assist businesses, community organizations, and other external agencies in implementing their programs and projects. When such assistance is non-compensated, faculty members may include this activity to meet their faculty requirements for service. If such activities are compensated, however, they are considered external professional activities for pay. A faculty member seeking to engage in compensated external activities must complete the “External Professional Activities for Pay” form and receive approval from his/her department chair prior to beginning the activity.

Faculty members are also required to report on an annual basis – and update throughout the year as needed – whether they have any external responsibilities –whether compensated or not – that will create a potential conflict of interest or commitment. If a potential or real conflict is noted, faculty members may be required to resolve the conflict. Some activities may be considered irresolvable conflicts and thus disapproved.

Faculty members are not permitted to teach simultaneously a course overload at FSU and a class at another institution.

Faculty members who fail to comply with FSU policies on external professional activities for pay or conflict of interest and commitment will be subject to disciplinary action, including and up to discharge.

For more information, please refer to FSU's policy, "Conflicts of Interest and Commitment and External Professional Activities for Pay."

**FAYETTEVILLE STATE UNIVERSITY
FACULTY WORKLOADS**

CALCULATING THE SCH/FTE RATIO

Enrollment Measures: Enrollment is measured in three different ways, each of which is related differently to funding. These three measures are:

1. **Headcount (HCT)** – the total number of students enrolled, regardless of credit hour enrollment of each.
2. **Full-time equivalent (FTE)** – the total number of students based on full-time status (12 credits). A student enrolled in six credits is .5 FTE. Tuition revenue is based on FTE status for students enrolled in regular face-to-face and hybrid courses.
3. **SCH = Student Credit Hours** – the number of students multiplied by the credit hours in which the students are enrolled. One student enrolled in 30 credits is equivalent to 30 SCHs. 100 students enrolled in 30 credits each are equivalent to 3,000 student credit hours. Students in Distance Education classes pay tuition based on per credit hour; state funding is based on SCHs for NC residents. (Non-NC residents pay more tuition because their SCHs are not funded by the state.)

In the following example, these four students represent headcount enrollment of 4, FTE enrollment of 3.25, and 45 SCHs.

Student	Enrolled in	Headcount	Full-time equivalent (FTE)*	Student Credit Hours SCHs**
Student 1	12 credits	1	1	12
Student 2	9 credits	1	.75	9
Student 3	6 credits	1	.5	6
Student 4	18 credits	1	1	18
Totals		4	3.25	45

Full-Time Equivalent (FTE) – Faculty – A faculty position with 100% of its time devoted to teaching, research/creative activities, and service. A faculty member who devotes 25% percent of his/her time to administrative duties, responsibilities for grant-funding project, or other approved tasks is considered .75 FTE.

Normal Teaching Loads for Faculty Members with Administrative Responsibilities - Senior Academic Administrators, such as Provost, Deans, Associate and Assistant Vice Chancellors are not required to teach as part of their normal responsibilities. If they teach on a voluntary basis, their SCHs will be added to their home department, but will be calculated as 0 FTE in calculating the SCH/FTE Ratio.

Department Chairs, Associate Deans, and Assistant Deans will normally teach one course per semester and will be considered .25 FTE for calculating the SCH/FTE ratio. Deans may adjust these normal teaching loads based on the overall responsibilities of the administrator.

Assistant Department Chairs and Undergraduate and Graduate Program Coordinators will teach six courses (18 credits) for the academic year and will be calculated as one FTE in the SCH/FTE ratio calculation. Their work in these roles during the academic year will be considered departmental service for evaluation

purposes. Faculty members serving in these roles will receive additional compensation for work completed outside the normal nine-month contract period.

UNC Funding Model – This model establishes the number of student credits hours required for one FTE faculty position based on the University Delaware Study of Cost of Instruction. Frequently referred to as the “12-cell model,” the funding model incorporates four different categories of instruction, based on costs, at three different levels, undergraduate, graduate, and doctoral. The number in each cell specifies the number of SCHs required for one FTE faculty position for that category and level. One FTE faculty position in category 1, undergraduate requires 708.64 SCHs, whereas on FTE faculty position in category 2, graduate requires 303.93.

UNC Funding Model

Category	Disciplines	Number of Student Credit Hours Required for 1 FTE Faculty Position		
		Undergraduate	Graduate	Doctoral
1	Communication, English, Mathematics, Philosophy, Psychology, Criminal Justice, Social Sciences, History	708.64	169.52	115.56
2	Education, Foreign Languages, Business, Management	535.74	303.93	110.16
3	Computer Science, Student Teaching, Biological Sciences, Physical Sciences, Visual and Performing Arts, Health Professions	406.24	186.23	109.86
4	Engineering, Nursing	232.25	90.17	80.91

For internal purposes only, ENGL 110 and ENGL 120 are calculated as Category U3.

CALCULATING THE SCH/FTE RATIO FOR AN INDIVIDUAL FACULTY MEMBER

Course	Cr Hrs	Enrolled	SCHs	Category	% faculty position
CHEM 101	3	23	69	U3	$69/406.46 = .171$
MATH 101	3	35	105	U1	$105/708.64 = .148$
MATH 506	3	12	36	G1	$36/169.52 = .212$
CHEM 102	3	27	81	U3	$81/404.46 = .20$
MATH 102	3	32	96	U1	$96/708.64 = .135$
MATH 507	3	15	45	G1	$45/169.52 = .265$
Total SCH/FTE Ratio					1.13*

**The SCHs of this faculty member, based on the UNC funding model, is equivalent to 1.13 faculty positions.*

CALCULATING THE SCH/FTE RATIO FOR A DEPARTMENT

Faculty Member	Individual SCH/FTE*	FTE
Faculty Member 1	1.13	1
Faculty Member 2	.889	1
Faculty Member 3	1.02	1
Faculty Member 4	.968	1
Faculty Member 5	.256	.25 (department chair)
Faculty Member 6	.685	.67 (course buyout)
Totals	4.948	4.92
Departmental SCH/FTE Ratio	4.263 (SCH total)/4.25 (FTE Total) = 1**	

**Based on calculation for each faculty member.*

***This department's number of faculty positions based on total SCHs is equivalent to the actual number of FTE faculty members.*