

## III-1 Faculty Workload

### A. Definitions

Faculty workload in the College of Arts and Sciences consists of teaching and instruction-related activities, scholarship and professional development, research or artistic achievement, and service. A full workload for a faculty member in the college consists of a teaching assignment of 24 credit hours per year, including equivalencies; advising of majors and minors; participating in scholarly and professional development activities; and routine service on departmental and university committees.

The standard workload in the College of Arts and Sciences for faculty who are significantly engaged in service or research and/or artistic or creative activities is minimum of 18 credit hours per year, including credit-hour equivalencies.

Credit-hour Equivalent (CHE) is the calculation of the equivalent teaching load for courses not taught in the standard lecture format or for courses in which content and/or pedagogy requires a different load measurement than their published credit hours. Such courses include off-campus and Internet courses; experimental courses like internships, practica, clinics, student teaching, laboratories, and studios; individual learning courses such as directed readings, graduate or undergraduate honors theses, and independent studies; and courses that require greater outside preparation, such as graduate courses and large or double sections of undergraduate classes. As resources permit, departments may receive the Dean's approval to count credit-hour equivalencies in their faculty members' teaching loads. While there will be variations among disciplines in the specific ways they are applied, the following equivalencies are generally observed throughout the College of Arts and Sciences:

- Supervision of internships and practica: 3 contact hours per week in the field or in follow up seminar = 1 CHE
- Supervision of student teaching: each 5 students supervised = 3 CHEs
- Supervision of master's thesis = 1 CHE
- Supervision of honor's thesis or directed individual studies course: 1 student credit hour = 0.2 CHE

- Labs and other classes that meet for more hours weekly than reflected in their student credit hours and that require extensive instructor preparation for class and extensive evaluation of student performance: 1 CHE per additional hour beyond the published credit hours for the course
- Classes that require more preparation than regular classes of course level, content, and/or required pedagogy: 1 CHE
- Sections of courses that exceed the enrollment caps set by departments: 1 CHE per one third over-enrollment

## **B. Course Reductions**

Course reduction refers to an exemption from a portion of a faculty member's semester teaching load, with the reduction typically representing one 3-credit-hour course. With the approval of the dean, a faculty member may receive one or more such reductions to support time consuming or otherwise significant involvement in any of the three components of the workload, as outlined in the *Board of Governors Plan for Rewarding Teaching*, and clarified below in under each workload component

### 1. Teaching

As noted in the *Board of Governors Plan for Teaching*, "activities involving direct contact with students account for only a fraction of the time spent on fulfilling instructional responsibilities. Selecting, reviewing, and preparing course materials and course syllabi; constructing exams; grading and evaluating students' work; meeting with students outside the classroom; setting up laboratories and studios; responding to electronic mail from students; writing letters of recommendation for students; arranging field experiences; developing course-ware; developing new courses or restructuring the curriculum; writing textbooks and reading to stay current in one's field are all instructional activities that consume significant amounts of faculty time outside the classroom." Such attention to teaching is expected of all college faculty, and therefore most of this work will not merit a course reduction in a faculty member's workload. However, with the dean's approval, a reduction may be given for the following general reasons, as outlined by UNC's Board of Governors and clarified here for their applicability to college faculty:

#### a. Curriculum development

A course reduction may not be given to a faculty member to develop a new course that only he or she will teach; such course development is an expected part of the 12-hour teaching load. A course reduction may be given to a faculty member to redesign content or pedagogy in the existing core curriculum or to redesign or to develop a new program track.

b. Training in instructional technology

Faculty who plan to participate in an instructional technology workshop may not receive a course reduction for that purpose; learning new technologies and/or pedagogies is an expected part of each faculty member's annual workload. One who is assigned to train other faculty in this use of technology and then to serve as a resource for other faculty in developing their own applications, however, may, with the dean's approval, receive a one-course reduction for this purpose.

c. Co-curricular activities

Normally, faculty members who serve as advisers to departmental or university student clubs or other student organizations may not receive a course reduction for this work. An exception to this policy may be approved by the dean when the activity requires a significant commitment of time and contributes to the department's instructional program in clearly identifiable ways.

2. Scholarship and Faculty Development

All college faculty are expected to maintain their familiarity with ongoing developments in their disciplines and therefore to continue their education throughout their professional lives through extensive reading, attendance at professional meetings, and participation in formal coursework, seminars, workshops, and other programs. Such efforts are essential to developing and maintaining teaching excellence, to conducting meaningful research or to promoting artistic achievement, and to providing meaningful service to the community and to the profession. For this reason no course reduction may be provided for this scholarly and professional development.

3. Research and Artistic Achievement

The creation and presentation of original works of art, whatever their form, and the communication of original or applied investigation within one's discipline are important elements in the workload of many college faculty and are directly tied to faculty advancement in tenure and promotion through guidelines published in UNCW's *Faculty Handbook*. Each department in the College of Arts and Sciences defines its own discipline-specific expectations for performance in this area, and faculty are required to provide tangible evidence of their research or artistic productivity annually to their chairs in order to demonstrate activity in these endeavors. Such evidence may include copies of grant proposals submitted, notification of grants funded, acknowledgement letters of manuscripts submitted for publication or creative/artistic works submitted for peer review and recognition, acceptance letters for submitted publications and works, and other evidence deemed appropriate by individual disciplines. In accordance with the guidelines established

by the UNC Board of Governors, any college faculty member so identified as research or artistically active may receive a reduction in load each semester. In addition, the college also recognizes the following exceptions to a full course load:

- a. A member of the college faculty who obtains the appropriate funding from external agencies for research may “buy out” a course assignment. See CAS Policy Manual III-3 for details.
- b. In accordance with UNCW’s published procedures, any tenured faculty member may receive either a full semester’s reassignment for research purposes with full pay or a half-time reassignment for research each semester with half pay through a successful application for a faculty research reassignment award.

#### 4. Service

Because UNCW is classified as a regional Comprehensive I university, all college faculty are expected to engage in some degree of departmental, college, university, community, and/or professional service during each academic year. Memberships on departmental, college, and/or university committees, task forces, advisory councils, and the faculty senate illustrate some of the ways that faculty may discharge their regular campus service responsibilities, even as comparable memberships on community or professional committees may fulfill those service responsibilities.

In addition, normal community service may include participation in a speaker’s bureau or unpaid and informal consulting to community groups, even as acting as referees for publications and professional conferences may be considered as acceptable, expected service to the profession. No course reductions may be provided for these kinds of activities. The college may, however, allow one or more reductions in the full teaching load for a semester when service responsibilities require a significant investment of the faculty member’s time. In keeping with the Board of Governors’ guidelines, this service falls under the following categories:

- a. *Institutional Service*  
Such service would include such responsibilities as preparing the university’s accreditation report, serving as the president of the faculty senate or faculty assembly, or engaging in other service assigned by the dean, provost, or chancellor that requires a commitment of time well beyond that expected for faculty service. A course reduction of up to 3 hours per semester may be awarded for such service, depending on its duration and the level of commitment required.

- b. Community Service  
Such service would require the administration of a major, ongoing outreach program on behalf of the department, college, or university, requiring significant time off-campus. A reduction of up to 3 hours per semester may be awarded for such service.
- c. Professional Service  
Such service would include election to office in a major professional organization, the editorship of a major professional journal, or the organization and oversight of a major professional conference. A reduction of up to 3 hours may be awarded for this service each semester, depending on the duration and complexity of the commitment.
- d. Administrative responsibilities  
See CAS Policy Manual Section III-4 for details.

## C. Additional Considerations

Any development of a departmental workload policy must consider the department's mission, the availability of faculty resources within the department, and the ways that those resources are deployed to fulfill that mission. To that end, the following additional considerations should be observed:

1. The course load per faculty averaged across the college must be a minimum of 18 credit hours per year, including credit-hour equivalencies. This standard, established by General Administration and endorsed by the Board of Governors, reflects UNCW's status as a Comprehensive I institution. *It is not to be interpreted as a definition of the maximum teaching load of all faculty within the college.* Instead, teaching loads are expected to vary according to the missions of the individual departments and to the commitment of each faculty member to the expectations associated with performance in teaching, research or artistic achievement, and/or service.
2. The CHEs established for all departments across the college should be included in the reporting of all faculty teaching loads in order to present an accurate picture of each faculty member's full workload. However, a department's ability actually to count such equivalencies in assigning teaching loads is dependent on the availability of full-time faculty to staff the courses that must be offered each semester. Should a department be unable to count them in faculty loads during the semester in which are taught, attempts will be made to reward faculty efforts through merit raises and by later reductions based on accumulated CHEs, when possible.

3. Departments should closely monitor the percentage of student credit hours being taught by part-time faculty versus those being generated by full-time faculty. To protect UNCW's accreditation, no more than 25% of the university's total annual credit hours should be attributed to part-time faculty. To ensure that the College's total does not exceed that percentage cap, the dean may limit a department's allocation of part-time funds.
4. In so far as possible, teaching loads should be equitable across each department. While some variation in FTE is expected among faculty because of differences in course content, required pedagogy, and level, no department should have only a few faculty responsible for 30% or more of its total student credit hours.
5. The assignment of two course reductions to any one faculty member in any one semester must be carefully monitored, especially when such faculty generate considerably fewer student credit hours than other members of the department.
6. As a general rule, visiting faculty should teach 12 student credit hours or their equivalent each semester. Visiting faculty may not be given reductions for research, though they may receive course reductions for other purposes with the dean's approval.
7. As a general rule, full credit may not be awarded in a faculty member's workload for undergraduate courses that enroll fewer than ten students or graduate courses that enroll fewer than five students. Should adjustments to the class schedule and to a faculty member's workload not be possible in the semester in which enrollments fall below these limits, adjustments must be made the following semester to achieve the 18- or 24-hour teaching load, including equivalencies, expected of each faculty member.
8. Accumulated CHEs can be "banked" for equivalent course reductions in future semesters. The timing of such reductions depends on curriculum needs and is subject to the approval of the department chair and dean. With approval from the dean's office, faculty can be reassigned a maximum of 3 to 4 hours of accumulated CHEs in any one semester once every five years.

*Last updated by Kathleen Berkeley, 11/20/2009*



## CAS Policies Manual

### III-2 Overload and Part-Time Teaching Assignments Policy

*(Approved 05/12/2010)*

*Effective Fall Semester, 2011*

To preserve the quality of instruction in the College of Arts and Sciences and to maintain its reputation for teaching excellence, the College establishes the following parameters for part-time and overload instruction and compensation.

#### **Lecturers and Non-Research-Active Faculty:**

Lecturers and non-research-active faculty are assigned to teach four courses (12 CHE) each semester and may on occasion, at the discretion of the department chair, teach an overload course (3-4 CHE) in the College. The faculty member granted the additional paid teaching assignment accepts with the full understanding that this five-course load is the maximum load the faculty member may teach in any given semester inclusive of all divisions within the university. In authorizing this assignment, the department chair also expects the faculty member to inform him/her about any additional formal teaching commitments the faculty member has made or will make with educational institutions external to UNC Wilmington.

#### **Research-Active Faculty:**

Research-active faculty normally teach three courses (9 CHE) each semester and those members of the faculty **with tenure** may on occasion, at the discretion of the department chair, teach an overload course (3-4 CHE) in the College. The department chair makes this occasional accommodation to the workload of the tenured research-active faculty member with the expectation that this additional assignment will not adversely affect the quality of the faculty member's other duties and responsibilities (i.e.: research and scholarship; advising; service to the department, college, and university; mentoring and leadership roles). The faculty member granted the additional paid teaching assignment accepts with the full understanding that this one-course overload is the maximum load the faculty member may teach in any given semester inclusive of all divisions within the university. In making this assignment, the department chair also expects the faculty member to inform him/her about any additional formal teaching or research commitments the faculty member has made or will make with educational institutions external to UNC Wilmington.

Tenure-track faculty are also designated research-active, but their probationary status should preclude the department chair from offering an overload assignment. On the rare occasion when the department chair wishes to make such an assignment, he/she will consult with the dean's office prior to making the offer to the faculty member.

**Part-Time Faculty:**

Part-time faculty normally teach no more than three courses (9-10 CHE) in any given semester inclusive of all divisions within the university. A fourth course may be assigned only under exceptional circumstances, with the dean's approval. Although a department chair cannot restrict a part-time faculty member's teaching assignments external to the university, the chair may need to limit the College teaching assignment for part-time faculty members who also teach for other institutions.

*Last updated by Kathleen Berkeley, 8/11/2010*

### **III-4 Faculty Research Active Status**

The full workload of all UNCW faculty tenure and tenure-track faculty is equivalent to 4/4 courses (see III-1 for a complete definition). The CAS Workload policy outlines the expectation of all faculty members to be active in teaching, scholarship, and service.

The UNCW Faculty Handbook states that the department chair in consultation with the faculty member and the dean determines the number of courses taught by the faculty member (see the *UNCW Faculty Handbook*.) A number of activities expected of faculty may warrant the assignment of workload equivalent to course work. The most common of these involve the engagement of faculty in research and original scholarship.

Tenured faculty who do not attain or maintain the research active status must maintain the workload expectation of a 4/4 course load, unless other assigned tasks are deemed equivalent.

The annual peer review process should evaluate faculty on all areas of their performance. Nevertheless, the evaluation should take into consideration the distribution of their workload assignment and weigh the results accordingly. For example, faculty members who are not research active, while expected to show continued scholarship and development, should receive greater consideration for performance in the classroom.

The College of Arts and Sciences sets the following as the minimum standard for research active status:

Criteria for Research-Active Status in the College of Arts and Sciences  
(Adopted 03/04/09; Revised 01/13/10)

1. Newly hired assistant and associate professors on the tenure track will be given research-active status with the understanding that these faculty members are making steady progress in building a record of research and scholarship consistent with their departments' expectations for permanent tenure at the rank of associate professor.
2. Full-time lecturers have no expectations of research and scholarship; therefore, they are not eligible for research-active status.
3. For tenured associate and full professors, the minimum criteria for research-active status are as follows:

- a. Every five years, a faculty member is expected to publish two articles in a discipline-appropriate peer-reviewed journal; or one peer-reviewed article and the development of one peer-reviewed funded grant whose results are widely disseminated; or a monograph.
  - b. Every five years, for a faculty member whose discipline requires creative/artistic achievement, the expectation is a minimum of two performances, exhibitions, recordings, or other forms of artistic accomplishment subject to regional, national, or international peer evaluation as recognized by the academic discipline.
  - c. The dean is the final arbiter regarding any research contribution for which there is a question of compliance with these criteria.
4. By the start date of each new calendar year, a faculty member with research-active status is expected to have met the minimum criteria within the preceding five years. Exceptions to this provision of the policy follow:
  - a. Department chairs, directors, associate deans, and deans returning to regular faculty roles will do so with research-active status, and will be expected to meet the minimum criteria within five years.
  - b. A faculty member returning from medical leave (e.g.: FMLA, Disability) to fulltime employment resumes his/her research-active status at the point it was when the medical leave was granted (e.g.: if the faculty member left fulltime employment with three years remaining on research-active status, then he/she resumes with three years).
  - c. The dean of the College, in consultation with the department chair, may extend the five-year provision of this policy if extenuating circumstances warrant such an action.
5. Departments can adopt criteria for research-active status that exceed the college's minimum criteria.



## CAS Policies Manual

### III-6 Department-Level Administrative Assignments Requiring Reassignment from Teaching in the College of Arts and Sciences

(Adopted 7/29/2009)

In all academic departments, faculty members are called upon to assume leadership roles and to perform administrative tasks necessary to the effective functioning of the department. Many of these roles and tasks fall within the normal expectation of faculty service. However, administrative assignments that are larger in scope may be accompanied by a partial reassignment from teaching. This policy offers guidance to ensure reasonable consistency as the College accounts for the effort involved in these assignments.

#### **Tier I Assignment**

The Department Chair or Program Director is a Tier I administrative assignment, with 18 CHEs reassigned from teaching for the academic year. All departments or free-standing programs will have a department chair or program director. The purpose of any additional administrative assignment is to provide assistance to the department chair or program director.

#### **Tier II Assignments**

Tier II administrative assignments may be approved for larger and more complex departments. A *larger* department is defined for this purpose as one that employs 12 or more full-time teaching faculty; a *more complex* department is defined for this purpose as one that offers graduate programs and/or comprises multiple disciplines. Other aspects of complexity may include the number of majors, the number of Basic Studies courses and labs, and internships, field work, or practicums required for the major. Subject to the dean's approval, such departments will normally have one or both of the following:

- Assistant Chair/Director or Undergraduate Coordinator. Duties typically include coordinating the undergraduate curricula, overseeing advising for transfer students and majors, and learning outcomes assessment. Reassignment from teaching can be up to 6 CHEs for the academic year, depending on the size and complexity of the department and the assistant chair or undergraduate coordinator's assigned duties.
- Graduate Coordinator. Reassignment from teaching can be up to 6 CHEs for the academic year, depending on the size and scope of the graduate program and the graduate coordinator's assigned duties.

**Tier III Assignments** Tier III administrative assignments may be approved by the dean for departments with exceptional needs or functions.

Reassignments approved by a previous administration (in either the dean's office or the provost's office) will be reviewed in light of these guidelines.

*Last updated by Kathleen Berkeley, 2/8/2010*