

UNIVERSITY OF NORTH CAROLINA WILMINGTON
WATSON COLLEGE OF EDUCATION

Faculty Workload Policy

The Watson College of Education is a professional school charged with the responsibility of preparing and developing outstanding teachers, administrators, higher education personnel, and instructional technology specialists. Faculty of the college are expected to participate in teaching, research, and service.

The faculty of the Watson College of Education are first and foremost teachers who endeavor to serve as exemplary role models of effective teaching (face-to-face and online) for students of WCE and faculty across campus. Faculty teaching is a broad category that extends beyond instruction and includes keeping course curricula and programs up to date, advising students, contributing to the professional development of in-service educators (preK-16 and other settings), and engaging in collaborative initiatives with schools, school districts, other colleges and universities, community and governmental agencies, businesses, the military, and various other related settings.

Faculty also remain current with research in their field, generate new knowledge through their own research, present scholarly papers and seminars, and publish in peer-reviewed journals and other outlets. They further endeavor to increase their influence regionally, nationally, and internationally through grant applications, creative endeavors, and collaborations across disciplines and with other universities and governmental agencies.

In addition to research and teaching, faculty are also engaged in a variety of service activities. For example, faculty attend relevant university meetings, provide service to university committees and professional organizations, as well as provide myriad forms of pro bono service to professional organizations, schools, school districts, community and governmental agencies. In addition, all individuals are expected to perform program, department, and/or college service. When appropriate, faculty are also expected to engage in program coordination, thesis and dissertation advising, and other related duties.

In an effort to achieve balance among these various expectations and demands, the following guidelines have been established to ensure that faculty members are actively engaged in performing a variety of important functions associated with their roles. These guidelines are to be implemented by all departments in the College.

Full Workload Expectations

The Watson College of Education has outstanding faculty members as indicated by their academic background, professional experience, teaching skills, and commitment to scholarly inquiry and collaborative practice. The following workload policies apply to all full-time tenure-track or tenured faculty in the College:

- Following the *UNCW Academic Affairs Faculty Workload Policy*, faculty have an annual (academic year) workload equivalent to 24 credits, which typically is divided as 12 credits per semester. “Routinely expected faculty duties such as advising, committee work, and professional development are in addition to that teaching load, together constituting a full workload.”
- Again following the *UNCW Academic Affairs Faculty Workload Policy*, “The teaching assignment of 12 credit hours (or the equivalent) of a faculty member may be reduced based on his/her other professional assignments in research and/or artistic or creative activities and service (including administration) as well as other instructional activities. Such reductions should be commensurate with the effort associated with these other professional assignments. Through such reassignments, the standard teaching assignment of nine credit hours per semester may be achieved for faculty members significantly engaged in research, creative activities and/or service activities.”
- As outlined in *UNC-GA policy (400.3.4)*: ‘In addition to teaching load, . . . instructional workload also includes developing materials for a new course, developing courseware or other materials for technology-based instruction, supervising undergraduate research and masters theses and doctoral dissertations, directing students in co-curricular activities such as plays, preparing and equipping new laboratories, supervision of teaching assistants, and academic advising. To ensure that course material delivered in the classroom is relevant, faculty perform scholarly activities such as research, scholarship, and creative expression. These activities may include writing articles, monographs, and grant proposals, editing a scholarly journal, preparing a juried art exhibit, directing a center or institute, or performing in a play, concert, or musical recital.’
- As part of their full workload, faculty are expected to establish office hours; serve on committees; attend college, department and program meetings; attend selected university events (such as commencement); engage in professional development activities; advise and mentor students; etc.
- Tenured faculty can engage in a maximum of three credits of overload during each semester of the academic year, with the approval of the department chair. Untenured tenure-track faculty can engage in a maximum of three credits of overload during each semester of the academic year, with the approval of the department chair and the dean.

Such overloads cannot be used as a reason to decrease involvement in the responsibilities that are listed above as a faculty member's expected workload.

- Faculty must be sure to adhere to University (and state) policies for any work commitments that generate salary from external sources.

Variations in the Workload

Department chairs may approve (or recommend to the dean) load distribution and course reductions for individual faculty, based on other instructional, research, or service assignments. For example:

- *Course/curriculum activities*: Significant engagement in new program development or program revision, beyond the usual expectations for a full-time faculty member.
- *Academic advising*: An advising load that is considerably more extensive than the standard expectation for a full-time faculty member.
- *Thesis/dissertation advising*: Significant engagement in thesis and dissertation advising, beyond the usual expectation for a full-time faculty member. This typically entails the completion (as committee chair) of five theses and/or dissertations over time, which can then result in a three-credit teaching load reduction, to be based on departmental needs and negotiated with the department chair.
- *Accreditation review*: Significant engagement in data collection and reporting for accreditation and related reviews, beyond the usual expectation for a full-time faculty member.
- *Academic administration*: Program coordination, center directing, and other similar assigned administrative roles, beyond the usual expectation for a full-time faculty member.
- *Externally funded scholarship*: Grants that provide funds for buyout of faculty teaching assignments. The buyout should be for the appropriate percentage of salary.
- *Service to the public or profession*: Significant engagement in service to community or school partners or to appropriate professional organizations, beyond the usual expectation for a full-time faculty member. Such service might include the office of president of a national association, editorship of a national journal, and the like.

Additional Considerations Regarding Workload Policy

Department chairs, in collaboration with the Dean, are required to actively monitor and report specific information regarding the workload of the faculty. Reports from the Banner database on teaching workloads do not typically contain information on alternative assignments, administrative roles, or buyouts for grants and other special initiatives. In addition, faculty may be teaching courses in more than one department and/or working or being compensated from other sources on or off campus. In order to facilitate the department chair's ability to ensure consistent, full and equitable workloads, it is vital for faculty members to work closely with their department chair in the planning, developing and operationalizing of their annual workload.

(Approved August 2013)