

FAYETTEVILLE STATE UNIVERSITY

FACULTY WORKLOAD

Authority:	Issued by the Board of Trustees. Changes or exceptions to administrative policies issued by the Board of Trustees may only be made by the Board of Trustees.
Category:	Personnel – Faculty
Applies to:	<ul style="list-style-type: none"> ● Administrators ● Faculty
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Related Policies/ Regulations/Statutes	<ul style="list-style-type: none"> ● Conflict of Interest and Commitment and External Professional Activities for Pay ● Faculty Reassigned Time ● Guidelines on Reassigned Time for Faculty [UNC Policy #300.2.6 [G]] ● Teaching Effectiveness in the University of North Carolina [UNC Policy #400.3.1] Regulation on Teaching Effectiveness in the University of North Carolina [UNC Policy #400.3.1[R]] ● Performance Review of Tenured Faculty (Post-Tenure Review) [UNC Policy #400.3.3] ● Regulation on Performance Review of Tenured Faculty (Post-Tenure Review) [UNC Policy #400.3.3.1[R]] ● Policy on Faculty Workload [UNC Policy #400.3.4] ● Regulation on Faculty Workload [UNC Policy #400.3.4 [R]] ● Regulations on Academic Integrity [UNC Policy #700.6] ● SACSCOC Core Requirement: 6.1 and 6.2b Faculty
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I. PURPOSE

Faculty members at Fayetteville State University (University) perform the primary role in carrying out the University's mission to advance knowledge through the integration of teaching, research/creative activity and service.

The UNC System *Policy on Faculty Workload* and its accompanying regulation, *Regulation on Faculty Workload* require each UNC System institution to develop workload policies consistent with its policy and regulation which includes, but is not limited to the following:

- The inclusion of processes for training all personnel who develop and review faculty annual

workload plans. Provosts shall ensure that all such personnel receive that training and that such training is aligned with guidance provided by the UNC System Office;

- Establishing ordinary percentages for faculty workload in areas such as teaching, research/creative activity, and service for each academic unit and for each faculty appointment type which together constitute the 1.0 FTE in a manner consistent with the missions of the institution and the academic unit;
- Identifying with reasonable particularity guidelines under which deviations in the ordinary percentages for a given academic unit may be approved;
- Establish a standard methodology for collecting data on workload and policies for annual evaluation of faculty performance that measures and rewards all aspects of faculty workload, consistent with the university's mission.

This faculty workload policy ("Policy") provides guidance for faculty workload plans that will enable colleges, academic units, and individual faculty members to assist University in fulfilling its mission.

II. DEFINITIONS

- A. *Academic year* for the purposes of assigning and monitoring faculty workloads means the fall and spring semesters only. Summer terms are not considered a part of this definition.
- B. *Academic unit* means academic department, professional school, or an equivalent constituent unit of the University.
- C. *Faculty* means employees of the University appointed to carry out responsibilities such as teaching, research/creative activity, and service. Faculty may be tenured or not and temporary or permanent, with titles, ranks, and duties defined by the constituent institution.
- D. *Full Time Equivalent (FTE)* means a workload that represents a full-time effort in keeping with this Policy. A teaching load of 24 credit or contact hour equivalents per academic year, along with other routinely expected duties, generally constitutes a full workload and a 1.0 FTE appointment.
- E. *Routinely expected duties* means those faculty responsibilities, as defined by the University and in accordance with Section III. A of UNC Policy 400.3.4, which are ordinarily expected of faculty members, and which ordinarily include components of research and service.
- F. *Credit hour* means the amount of work represented in intended learning outcomes and verified by evidence of student achievement. It is an institutionally established equivalency that reasonably approximates not less than the following:
 - 1. One contact 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.G of this

definition for other academic activities as established by the institution including laboratory work, internships, practica, clinical experience, studio work, thesis and dissertations, and other academic work leading to the awarding of credit hours.

- G. *Faculty Annual Workload Plan* means the total set of responsibilities of faculty in three broad areas of teaching, research/creative activities, and service. A full workload is equivalent to 1.0 (100%) FTE.
- H. *Organized course* shall mean, but not be limited to 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.
 6. *Clinical Experience*- A course taught in a clinical or field setting with an emphasis on the practice of professional skills under the supervision of a faculty member and authorized preceptor.
 7. Other structured learning activities as defined by academic units.
- I. *Student credit hours (SCHs)* is the number of students enrolled in a class multiplied by the credit hours of the course; for example, the student credit hours for a three-credit class with 30 enrolled students is 90 (3 X 30).

III. DEVELOPING FACULTY WORKLOADS

Deans and Academic Unit Heads are responsible for working directly with faculty to establish individual workloads that support University and strategic objectives in alignment with University policies, procedures, resources, and mission. Faculty share in the responsibility of ensuring their workloads are consistent with the 1.0 FTE requirement.

A. Workload Expectations

As previously defined, an FTE includes a teaching load of 24 credit or contact hour equivalents per academic year, along with other routinely expected duties, generally constitutes a full workload and a 1.0 FTE appointment. As teaching and instruction are

the primary missions of the University, individual faculty workloads must have annual teaching assignments and may include service and research.

1. Teaching

- a. “Teaching” is defined in the UNC System’s *Teaching Effectiveness in the University of North Carolina* policy (UNC Policy Manual § 400.3.1) as follows:

Teaching involves a variety of activities that communicate the knowledge and values and impart the skills necessary for individuals to lead responsible, productive, and personally satisfying lives. Such activities include, but are not limited to, the instruction of organized courses, evaluating students, developing materials for new courses, updating materials for existing courses, 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, supervision of internships and other experiential learning, academic advising, mentoring, providing accommodations to students with respect to their mental health or physical needs, and other activities that support student success.

- b. Differential teaching loads will consider differing individual circumstances, including, student success considerations, course level (bachelors, master’s, doctoral), course pedagogies, programmatic accreditation requirements, team-taught courses, research productivity, time bought out by external grants, significant administrative or service assignments, significant advising/mentoring responsibilities, or other impactful activities aligned with the University’s mission and/or critical to student success as provided for in the UNC System’s *Faculty Workload* policy and identified in the faculty member’s annual work plan.

2. Research and Creative Activities

Research 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. Non-tenure-track faculty members are not required to engage in this area of activity.

Faculty may qualify for a reduction in assigned courseload as part of the annual workplan. Reduction of courseload for research shall be based on the relative equivalency of effort required to meet specific research obligations. For example, 10% effort for research expectations should equal the effort required to meet teaching expectations for a standard course in the faculty members’ department.

3. Service

Faculty members engage in service that advances the work of University and the University's role in supporting North Carolina. Service work of faculty may include activities which enhance the scholarly life of the University or the discipline, improve the quality of life or society, or promote the general welfare of University, professional and academic societies, the community, the state, the nation, or international community. Faculty members may also be assigned administrative responsibilities, including but not limited to, department chair/head, program director, and center director.

Faculty may qualify for a reduction in assigned courseload as part of the annual workplan. Reduction of courseload for service shall be based on the relative equivalency of effort required to meet specific service obligations. For example, 10% effort for service expectations should equal the effort required to meet teaching expectations for a standard course in the faculty members' department.

4. Expectations by Appointment Type

The following include ordinary percentages for faculty workloads in areas such as teaching, research/creative activity, and service for each faculty appointment type which together constitute the 1.0 FTE in a manner consistent with the mission of the University.

a. Tenured Faculty

For a tenured faculty member, 1.0 FTE equates to 80% teaching*, 10% research/creative activities, and 10% service.

b. Tenure-Track Faculty or Instructor

For a tenure-track faculty member, 1.0 FTE equates to 80% teaching*, 15% research/creative activities, and 5% service.

c. Adjunct Faculty (Full-time)

For a full-time adjunct faculty member, 1.0 FTE equates to 80% teaching* and 20% service.

d. 12-Month Faculty

Faculty with 12-month appointments who are eligible to earn leave, will spend approximately 80% of their time on service (administrative duties) and 20% on teaching.

*Usually a 3-credit hour course equates to 10% of annual workload. A 24-hour credit hour course requirement equates to 8 courses a year ($8 \times 10 = 80\%$) if total workload.

5. Expectations by Academic Unit

Given the diversity within the colleges, academic units, and disciplines, the

percentage/level of effort in the different workload categories may vary depending on college and academic units' priorities and needs. All college and academic unit faculty workload procedures shall conform to this Policy.

Each college and academic unit will develop written procedures by which faculty workload percentages by appointment type may be adjusted based on faculty activities while maintaining a 1.0 FTE for each faculty. College and academic units will follow the below guidelines during this process.

- a. Upon consultation with their faculty and the consideration of their unique mission and/or accreditation requirements, academic unit heads, working with deans, shall determine those activities for which adjustments may be approved, including the percentage of the faculty workload to be adjusted.
- b. The percentage effort for teaching cannot be less than 20%. A faculty member, depending on their appointment type and circumstances, may be approved for 0% effort in research/creative activities and/or service.
- c. New tenure-track assistant professors may receive a 20% reduction in annual teaching effort during the first two years of their probationary employment.
- d. New tenure-track associate professors may receive a 20% reduction in annual teaching effort during their first year of employment.
- e. New full-time adjunct faculty may receive a 20% reduction in annual teaching effort during the first year of their employment.

IV. FACULTY ANNUAL WORKLOAD PLANS

Annual workload plans shall identify the specific outputs and efforts a faculty member is expected to complete in the next academic year, recognizing that those items may be part of long-term or multi-year initiatives. Annual workload plans should build towards and align with the expectations of the next summative/comprehensive review that a faculty member undergoes (e.g., reappointment, promotion, tenure, post-tenure review). Annual workload plans shall include expectations for teaching, research/creative activity, and service via percentage time allocations that equal the faculty member's FTE status.

A. Roles and Responsibilities

The responsibilities of individuals involved in developing and implementing faculty workload plans are outlined as follows:

1. Faculty

Each faculty member shall work with their Academic Unit Heads to develop a workload plan for the upcoming academic year, in alignment with the University's workload expectations, as outlined above in Section III, and the needs of each college and academic unit workload procedures. Faculty will work with their academic unit head to create their annual workplan and also share in the

responsibility of ensuring their workloads are consistent with the 1.0 FTE requirement.

2. Academic Unit Heads

Academic Unit Heads, working with Deans, are responsible for ensuring that workload assignments are distributed equitably and meet the needs of students to make timely progress toward degree completion. Academic Unit Heads are responsible for developing and maintaining faculty workload procedures for their units that align with college procedures and ensuring that each faculty member in their respective departments is assigned the appropriate faculty workload as specified by this Policy. Academic Unit Heads are also responsible for the evaluation of the faculty workload plans.

3. Deans

In addition to the duties otherwise outlined in this Policy, Deans are responsible for reviewing and approving faculty annual workload plans. Deans are responsible for developing and maintaining college workload procedures for their academic units that align with this Policy.

4. Provost

The Provost shall ensure that all colleges and their academic units develop and implement faculty workload procedures that comply with this Policy in a fair and consistent manner, with consideration of the University's mission and the prudent stewardship of fiscal resources.

Additionally, the Provost shall ensure that all personnel who develop and review faculty annual workload plans receive that training and that such training is aligned with guidance provided by the System Office.

5. Faculty Senate

The University's Faculty Senate shall review future revisions of this Policy and make recommendations to the Provost.

B. Annual Workload Plan Requirements

1. Applicability

Faculty members who are appointed for one year or longer and who are full-time must have an annual workload plan, including faculty who also serve in administrative roles. Senior Academic and Administrative Officers, Exempt Professional Staff or are in another leave-earning position shall not have an annual workload plan.

2. Assigning Duties

Each faculty annual workload plan shall account for one (1.0) FTE by assigning duties to areas associated with faculty workload to include teaching, research/creative activity, and service.

3. Percentages

Percentages will be assigned to each category of faculty responsibility according to Section III above. Assigned percentages, when added together, must total one-hundred percent (100%).

4. Descriptions of Activities

Descriptions of activities should support the mission of the University and those of the academic units and colleges and must be included in faculty workload plans. Some activities may be reasonably included in different categories and in such cases, the University shall assign the activity to a category in accordance with the University's mission.

5. Outputs

Faculty annual workload plans shall include the specific outputs and efforts that a faculty member is expected to complete in the next academic year, with a clear linkage towards long-term evaluation (e.g., reappointment, promotion, tenure, post-tenure review). Each component of a full-time faculty member's workload plan should reflect the mission of the University.

6. Approvals

Each faculty member's workload plan shall be developed in consultation with and approved by the Academic Unit Head and by the Dean.

Each faculty member is required to have an annual workload plan under the Policy shall have an initial approved workload plan by January 1, 2025. Thereafter, Academic Unit Heads should submit their faculty's workload plans for the upcoming academic year to their Dean by June 1. Faculty can revise their workload plan midyear based on extenuating circumstances and upon approval by the Academic Unit Head and Dean. In the case of dual-appointed faculty, their workload plans will be approved by all supervisors.

C. Annual Review

Each faculty member shall engage in an annual review with their Academic Unit Heads. As part of that annual review, the Academic Unit Heads shall review the work of the faculty member relative to the faculty member's approved work plan.

1. Workload Plan

Faculty members are to be evaluated on their annual workload plan at the end of the academic year. The evaluation should be based on the performance, contributions, and/or accomplishments of the approved workload plan. This process ensures that the faculty members' efforts are directed toward the following:

- a. meeting expectations for reappointment, tenure, promotion, and post-tenure review; and
- b. supporting strategic priorities and the mission of the University.

2. Assessments

At the end of each academic year, a faculty member shall complete a self-assessment to include performance, contributions, and/or accomplishments in each area outlined in their workload plans. A faculty member's self-assessment report is considered by faculty peers and Academic Unit Heads. Each assessment requires ratings of exceeds expectations, meets expectations, or needs improvement on items in all areas of faculty workload. The end-of-year assessments are utilized in the revision of annual workload plans for the upcoming academic year.

3. Faculty Success Plan

Faculty members who do not, upon the review of their Academic Unit Heads, adequately satisfy their workload expectations for the review period shall be subject to a faculty success plan. The plan must include specific steps designed to lead to improvement, a specified timeline in which improvement is expected to occur, and a clear statement of consequences should improvement not occur within the designated timeline. These plans must be approved by the faculty member's dean in consultation with the Academic Unit Heads.

D. Appeals

If a faculty member disagrees with the faculty member's workload plan which has been approved by the Academic Unit Head or Dean (Decision-Maker), the faculty member may appeal the decision in accordance with the following process.

1. Notification of Appeal

An appeal must be submitted in writing within five (5) business days of the faculty member being notified of the Decision-Maker's decision. Appeals should be directed to the Dean if appealing an Academic Unit Head's decision, or to the Provost and Senior Vice Chancellor for Academic Affairs (VCAA) if appealing a Dean's decision.

2. Decision-Maker's Review

Upon receipt of the appeal, the Decision-Maker shall review the appeal and determine whether to uphold or revise their initial decision. The Decision-Maker shall provide the faculty member with the Decision-Maker's written decision within five (5) business days of the Decision-Maker's receipt of the faculty member's appeal.

3. Workplan Review Committee

Should the Decision-Maker determine that no adjustments should be made to the faculty member's workplan, the faculty member may request a review by a Workplan Review Committee (Committee). The Committee shall be composed of the Associate Vice Chancellor for Academic and Faculty Affairs, the departmental faculty senate representative and a tenured faculty member in the same department/college as the faculty member who is appealing the initial decision. The faculty member shall direct the appeal to the Associate Vice Chancellor for Academic and Faculty Affairs within five (5) business days of receipt of the Decision-Maker's response to the faculty member's appeal.

After reviewing the faculty member's original workplan and all subsequent responses, the Committee shall forward to the appropriate University Official (Dean or VCAA), within ten (10) business days of receipt of the faculty's member's request for review, its recommendation, along with all other information considered in its review.

4. University Official's Decision

Following receipt and review of the recommendation from the Workplan Review Committee, the University Official shall render a decision. Regarding the faculty member's workplan. The University Official's decision shall be final and communicated to the faculty member, Decision-Maker and Workplan Review Committee no later than ten (10) business days from the date the Committee's recommendation was received.

V. ANNUAL REPORTING REQUIREMENTS

Each year, the University shall compile an annual report of the previous year's faculty activity, in the format prescribed by the UNC System President, and present it to the University's Board of Trustees for approval. The report shall cover an academic/fiscal year basis (July 1 – June 30). The report must be approved by the University's Board of Trustees no later than September 30th of each year with a copy submitted to the UNC President no later than October 15th of that same year.

The annual report shall include quantitative information on faculty workload to include the following:

- An analysis of faculty FTE allocations by teaching, research/creative activity, and service at the department, school/college, and University level
- For each academic unit, the percentage of faculty efforts across three categories: teaching,

research/creative activity, and service. When taken together, the percentages for teaching, research/creative activity, and service, including all subsets thereof, must total one hundred percent.

- For each academic unit, organized course sections taught, student credit hours produced, and faculty contact hours.
- For each academic unit, those measures of research/creative activity and service.
- Information regarding the process by which the University implemented the provisions of the University's policy and evaluated individual faculty workloads relative to the standards.
- Other quantitative or qualitative information that the University determines provides additional context for faculty impact and productivity.