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# The University of North Carolina Faculty Teaching Workload Report

2012

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The University of North Carolina  
General Administration

June 2013

## Executive Summary

- **Changes in Average Teaching Loads:** Since 2008, nine campuses have increased the average number of sections taught by faculty and nine have increased the average number of student credit hours (SCHs) taught by faculty.
- **Teaching Productivity:** By sector, UNC's Research High & Doctoral Universities, Master's Universities, and Baccalaureate Colleges are, on average, more productive than institutions in their Carnegie classification. Faculty work at UNC's Research Intensive (High & Doctoral) Universities is at the same level as the Carnegie average.
- **Teaching Standards, All Faculty:** Using **preliminary** data from the Delaware National Study of Costs & Productivity, all campuses were above the UNC Board of Governor's minimum teaching loads.

# Introduction

UNC General Administration (UNC GA) recognizes that teaching is only one part of faculty work and that the appropriate mixture of teaching, research, and service may vary across institutional types, disciplines, fields, and even programs. To comply with UNC Policy 400.3.4 “Monitoring Faculty Teaching Workloads,” this report focuses only on the teaching role of faculty. The policy, as amended on January 11, 2013, states:

For reporting purposes the Board of Governors (BoG) will annually review data from the National Study of Instructional Costs & Productivity (The Delaware Study) of teaching loads for full time equivalent faculty within the University. The Delaware Study provides comparable teaching data at the discipline level using the following faculty categories: regular tenure stream, other regular, supplemental and teaching assistants. 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.

Beyond the sector and institutional data presented here, the Delaware Study provides UNC GA with a unique comparable dataset that allows us to examine the nuances and patterns of faculty work at the program level.<sup>1</sup> Per BoG policy, standard annual teaching loads will be differentiated to accommodate the diverse missions of the individual campuses as articulated by Carnegie Classification. Standard faculty teaching load measured by number of organized class courses a faculty member is assigned in a semester is the following:

- Research Universities - Very High Research Activity: 2
- Research Universities - High Research Activity I: 2.5
- Master’s Colleges & Universities - Large & Medium: 3
- Baccalaureate Colleges - Arts & Sciences: 4
- Baccalaureate Colleges - Diverse Fields: 4

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<sup>1</sup> For more information on the data collected, definitions, and methodology of the Delaware Study, consult: <http://www.udel.edu/IR/cost/definitions.html>

The following pages present the faculty workload section averages for the category “All Faculty,” contrasting the average sections taught at UNC institutions with that of the same Carnegie class from the Delaware Study. Appendix A presents the campus level details for sections and SCHs per faculty.<sup>2</sup>

The 2012 numbers presented in this report are preliminary headcounts and are subject to change following the review by the University of Delaware, whose process began in January 2013 and will be finalized in June 2013. The 2011 figures reported last year as preliminary were compared with actual 2011 figures for average sections for this report and all but one institution’s preliminary data were underestimates of the finalized counts. For average credit hours produced, all but one institution also initially underestimated their productivity. In light of this, the 2012 preliminary numbers are likely to be conservative estimates of faculty teaching load.

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<sup>2</sup> All Faculty includes: Tenure/ Tenure Track Faculty, Other Regular Faculty, Supplemental Faculty, and Teaching Assistants.

# UNC Instructional Teaching Load Research Universities - Very High

Figure 1: Average Sections per FTE Faculty, 2008-12

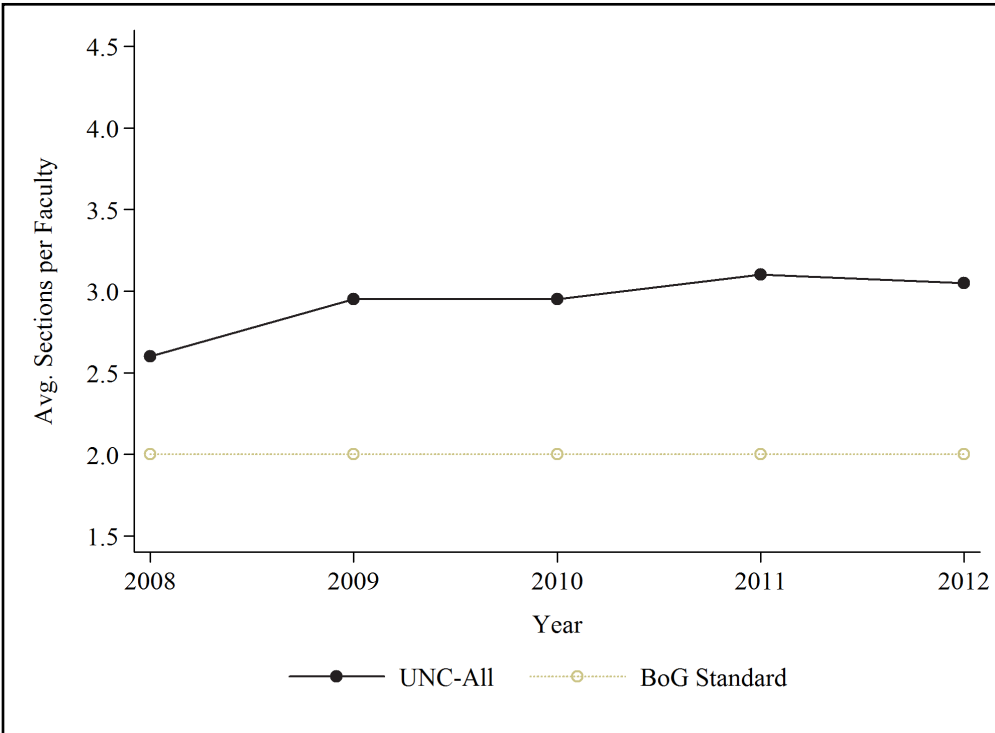
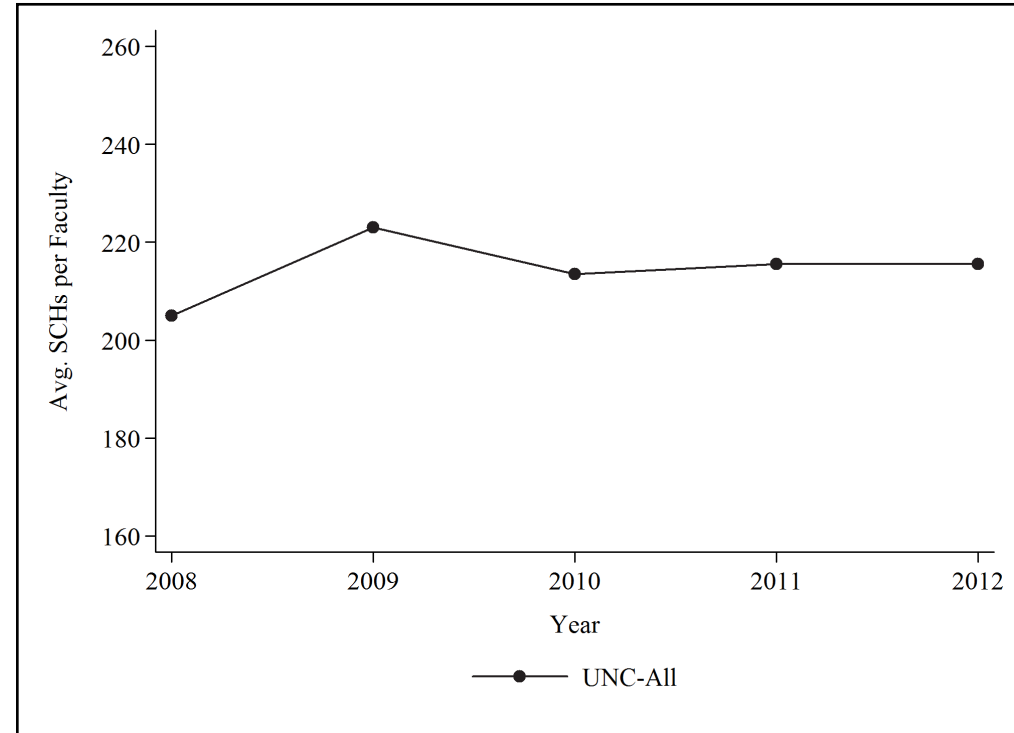


Figure 2: Average SCHs per FTE Faculty, 2008-12



- UNC Research Universities - Very High: NC State University, UNC-Chapel Hill
- In 2010, UNC institutions in this category were on par with the Carnegie average and above the BoG Standard for average sections taught per FTE faculty.
- Across all faculty, sections taught per FTE faculty are slightly below 2011 but increased over the past five years.
- Across all faculty, SCHs increased over the past five years, down from a high in 2009.

# UNC Instructional Teaching Load Research Universities - High and Doctoral

Figure 3: Average Sections per FTE Faculty, 2008-12

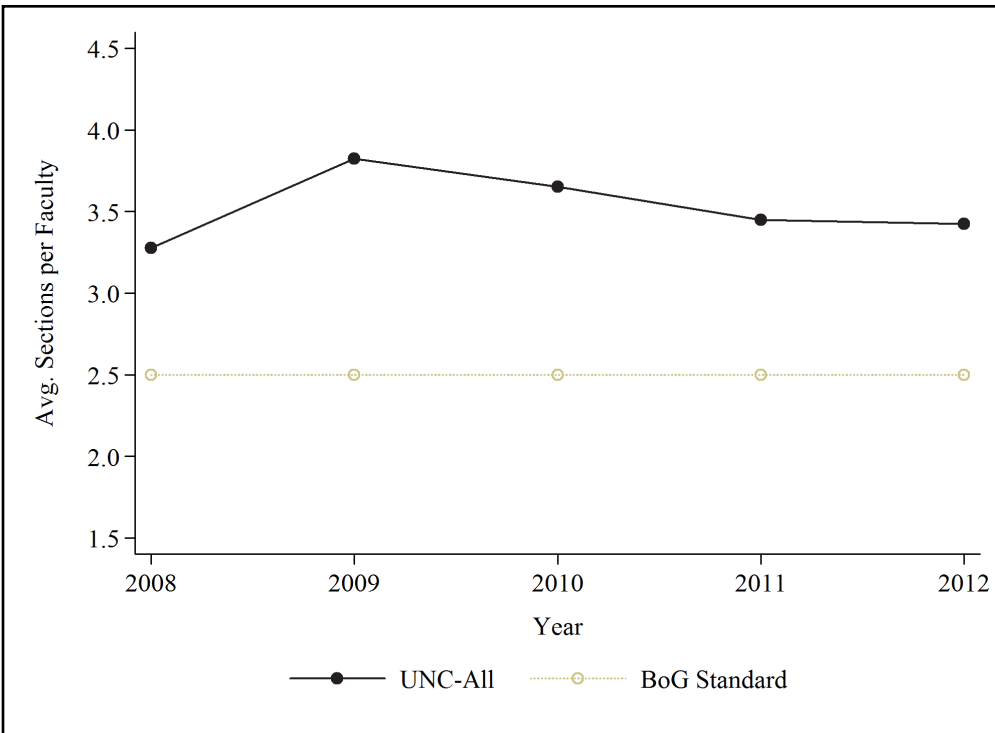
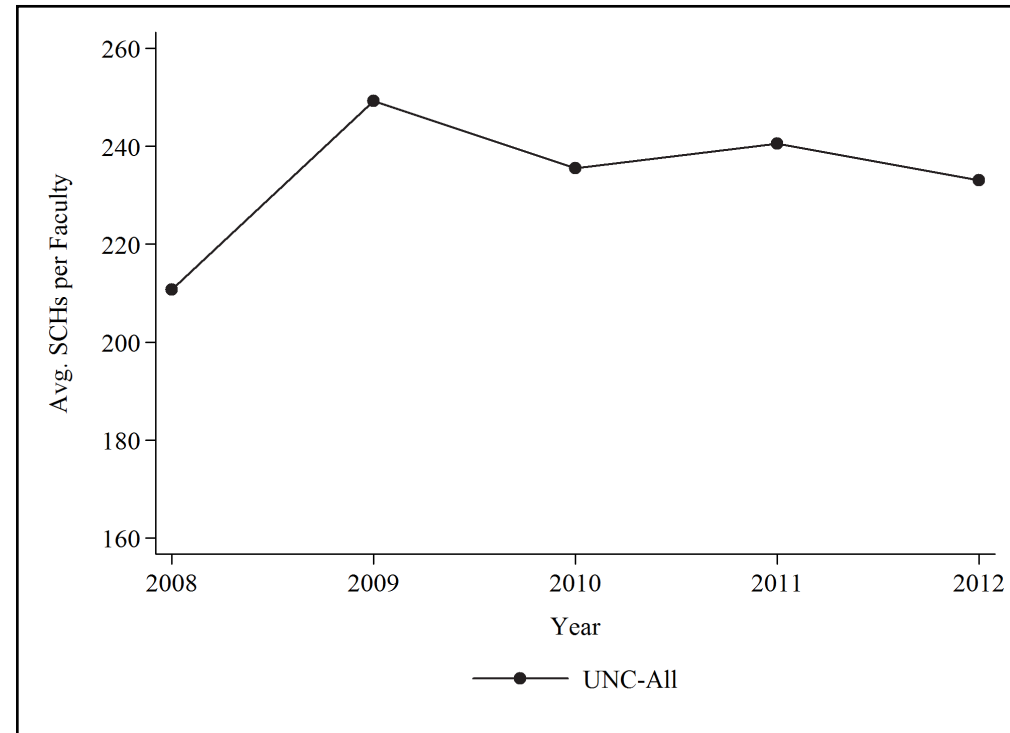


Figure 4: Average SCHs per FTE Faculty, 2008-12



- UNC Research Universities - High and Doctoral: East Carolina University, NC Agricultural & Technical University, UNC Charlotte, UNC Greensboro
- For 2010, UNC institutions in this category were above the Carnegie average and BoG Standards for average sections taught per FTE faculty.
- Sections taught per FTE faculty slightly decreased from 2011 but are above 2008.
- SCHs are below 2011, a continued decline from the high in 2009.

# UNC Instructional Teaching Load Master's - Large and Medium

Figure 5: Average Sections per FTE Faculty, 2008-12

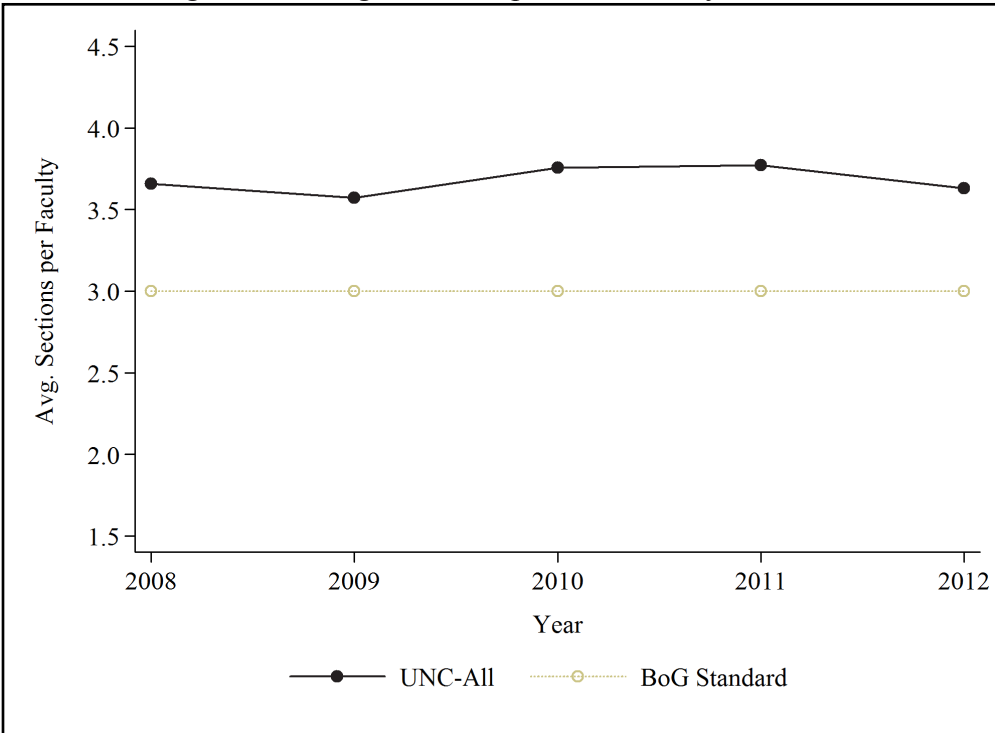
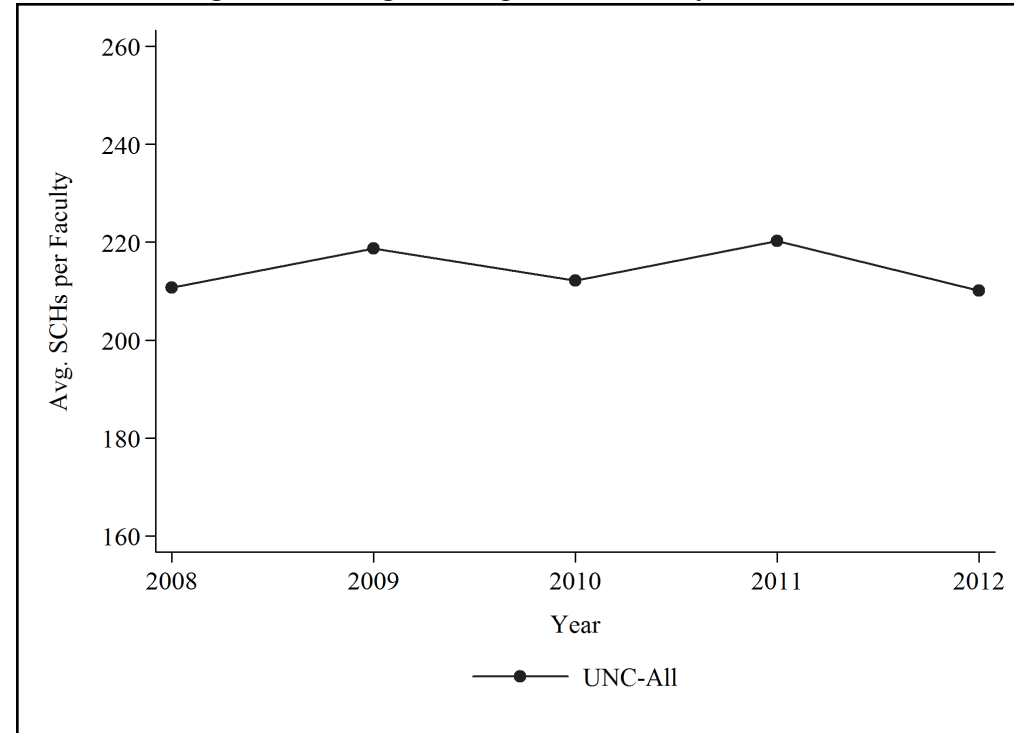


Figure 6: Average SCHs per FTE Faculty, 2008-12



- UNC Master's Universities - Large and Medium: Appalachian State University, Fayetteville State University, NC Central University, UNC Pembroke, UNC Wilmington, Western Carolina University, Winston-Salem State University
- For 2010, UNC institutions in this category were slightly above the Carnegie average in sections taught per FTE faculty.
- The average number of sections taught per FTE faculty is slightly below the level from 2011.

# UNC Instructional Teaching Load Baccalaureate - Arts & Sciences and Diverse

Figure 7: Average Sections per FTE Faculty, 2008-12

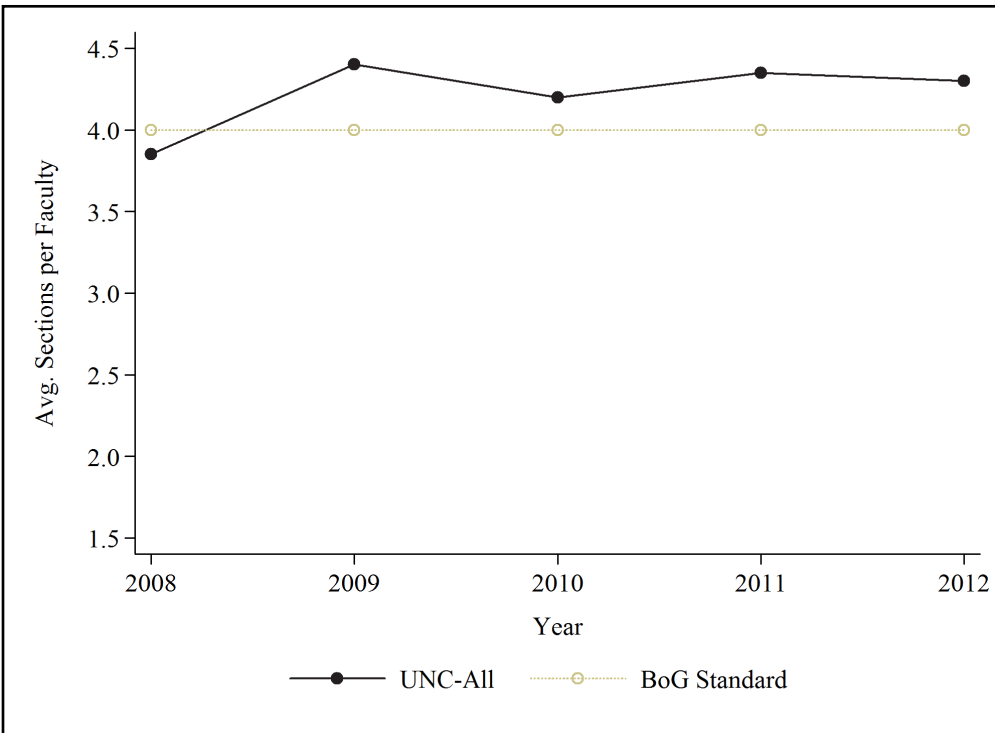
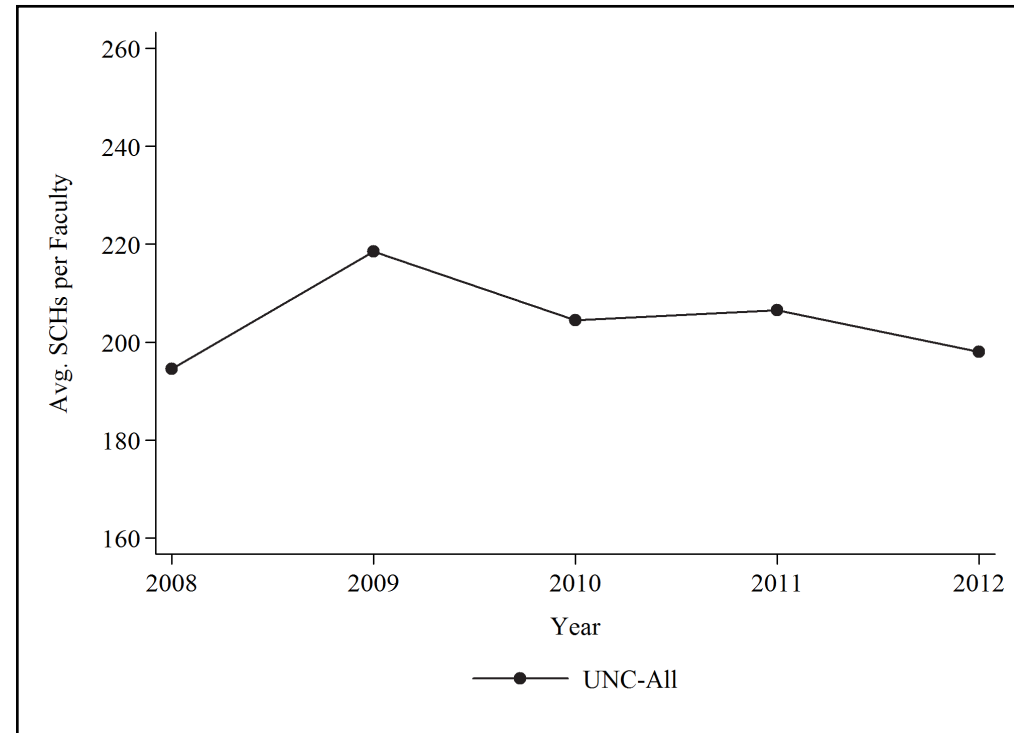


Figure 8: Average SCHs per FTE Faculty, 2008-12



- UNC Baccalaureate Colleges - Arts & Sciences and Diverse: Elizabeth City State University, UNC Asheville
- For 2010, UNC institutions in this category were above their Carnegie average in sections taught per FTE faculty.
- The average number of sections taught per FTE faculty slightly decreased from 2011 but increased from 2008.
- SCHs per FTE declined in 2012 but remains above 2008.



# Appendix A

## UNC Instructional Faculty Teaching Load Fall Term for **All Faculty**

	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012 (PRELIMINARY)		% Change Fall 2008 to Fall 2012	
	Avg. Sections per FTE Faculty	Avg. SCHs per FTE Faculty	Avg. Sections per FTE Faculty	Avg. SCHs per FTE Faculty	Avg. Sections per FTE Faculty	Avg. SCHs per FTE Faculty	Avg. Sections per FTE Faculty	Avg. SCHs per FTE Faculty	Avg. Sections per FTE Faculty	Avg. SCHs per FTE Faculty	Avg. Sections per FTE Faculty	Avg. SCHs per FTE Faculty
<b><i>Research-Very High</i></b>												
NCSU	2.6	231	2.8	255	2.8	232	3.1	236	3.1	234	19.2	1.3
UNC-CH	2.6	179	3.1	191	3.1	195	3.1	195	3.0	197	15.4	10.1
<b><i>Research-High &amp; Doctoral</i></b>												
ECU	3.1	205	4.3	256	3.9	229	3.6	239	3.6	237	16.1	15.6
NCA&T	3.4	187	3.8	254	3.7	236	3.4	235	3.3	210	-2.9	12.3
UNCC	3.0	221	3.1	237	3.0	243	2.8	254	2.8	259	-6.7	17.2
UNCG	3.6	230	4.1	250	4.0	234	4.0	234	4.0	226	11.1	-1.7
<b><i>Master's-Large &amp; Medium</i></b>												
ASU	3.5	223	3.5	224	3.5	219	3.6	236	3.3	211	-5.7	-5.4
FSU	3.9	214	3.9	241	3.8	226	4.0	233	4.0	240	2.6	12.1
NCCU	4.2	218	3.8	216	4.2	230	4.6	229	4.1	216	-2.4	-0.9
UNCP	3.9	205	3.9	203	3.9	210	3.9	200	3.8	195	-2.6	-4.9
UNCW	3.7	242	3.8	255	4.4	234	3.7	234	3.7	231	0.0	-4.5
WCU	3.2	190	3.1	219	3.1	198	3.1	227	3.1	212	-3.1	11.6
WSSU	3.2	183	3.0	173	3.4	168	3.5	183	3.4	166	6.3	-9.3
<b><i>Baccalaureate-A&amp;S</i></b>												
UNCA	3.7	186	4.5	205	4.4	200	4.5	214	4.2	191	13.5	2.7
<b><i>Baccalaureate-Diverse</i></b>												
ECSU	4.0	203	4.3	232	4.0	209	4.2	199	4.4	205	10.0	1.0
UNC System	3.2	209	3.5	230	3.5	220	3.5	227	3.4	221	6.3	5.7

Source: The Delaware Study of Instructional Costs and Productivity; GR123S.G