The University of North Carolina

Faculty Teaching Workload

2014

The University of North Carolina
General Administration

December 2015

Executive Summary

- **Changes in Average Teaching Loads:** Since 2008, eleven campuses have remained consistent or increased the average number of sections taught by all faculty and thirteen have remained consistent or increased the average number of student credit hours (SCHs) taught by all faculty.

- **Teaching Productivity:** In three of the four Carnegie classification sectors, the UNC system faculty teach more class sections than their Carnegie peers. In the fourth Carnegie classification, the UNC system faculty teach the same number of class sections as their Carnegie peers. At the credit hour level, the high research and baccalaureate sectors are above their Carnegie peers while faculty in the very high research and master's sectors produce fewer student credit hours per FTE than their peers.

- **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 for Fall 2014.

Introduction

Faculty work is complex, with all faculty engaging in some combination of research, teaching, and service. As the expectations for this mixture vary across field, faculty type, and institutional type, UNC Policy 400.3.4 "Monitoring Faculty Teaching Workloads" states that "all campuses and constituent institutions shall implement annual faculty performance evaluation policies that measure and reward all aspects of faculty workload, separately and in combination, consistent with the instructional mission." The policy addresses faculty teaching workload policies, standardized data collection systems, and campus-based processes for monitoring faculty teaching workload. The full policy can be found in Appendix A.

In 2011, the Educational Planning, Policies, and Programs Committee of the UNC Board of Governors (BOG) appointed five BOG members, two University chancellors, and two other senior advisors to the Faculty Workload Advisory Group to review UNC Policy 400.3.4. In Spring 2012, the Advisory Group presented their findings and recommendations to the full committee. Based on the findings and recommendations of the Advisory Group, the BOG adopted an amended policy on faculty teaching workloads on January 11, 2013, which states:

> All campuses and constituent institutions will develop and implement policies and procedures to monitor faculty teaching loads and to approve significant or sustained variations from expected minimums. Policies must 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. Given the complexity of faculty work activities, individual faculty teaching loads are best managed at the department and school level, and not the system or state level. However, to ensure meaningful comparisons of faculty teaching load over time and across peers, all campuses shall adopt a standard methodology for collecting data on teaching load. This standard is described below.
>
> 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.

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 the average 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 & Doctoral Granting: 2.5
- Master's Colleges & Universities - Large & Medium: 3
- Baccalaureate Colleges - Arts & Sciences: 4
- Baccalaureate Colleges - Diverse Fields: 4

A benefit of participation in the Delaware Study is that data are provided for all participating institutions by Carnegie Classification. This allows the results from UNC institutions to be benchmarked against peers by Carnegie Classification. This comparison provides a national snapshot of comparable institutions' figures and helps to ground the results of UNC institutions in a national context. Please note that this is not a representative sample of institutions and that both the number and specific institutions vary from year to year.

The following pages present the faculty teaching workload section averages for the category "All Faculty," contrasting the average sections taught at UNC institutions with that of the same Carnegie classification from the Delaware Study. Appendix B presents the campus level "All Faculty" details for sections taught and student credit hours (SCHs) per FTE faculty.[1] Appendix C presents the campus level information for a subset of this data, "Tenure/Tenure Track Faculty."

The 2014 numbers presented in this report are preliminary headcounts and are subject to change following the review by the University of Delaware, whose official process for analyzing 2014-15 data will begin in January 2016 and will be finalized in summer 2016. Historically, most campuses' preliminary data for organized class courses per FTE faculty were below the actual values reported upon the completion of the Delaware collection process.

1 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, 2008-14*

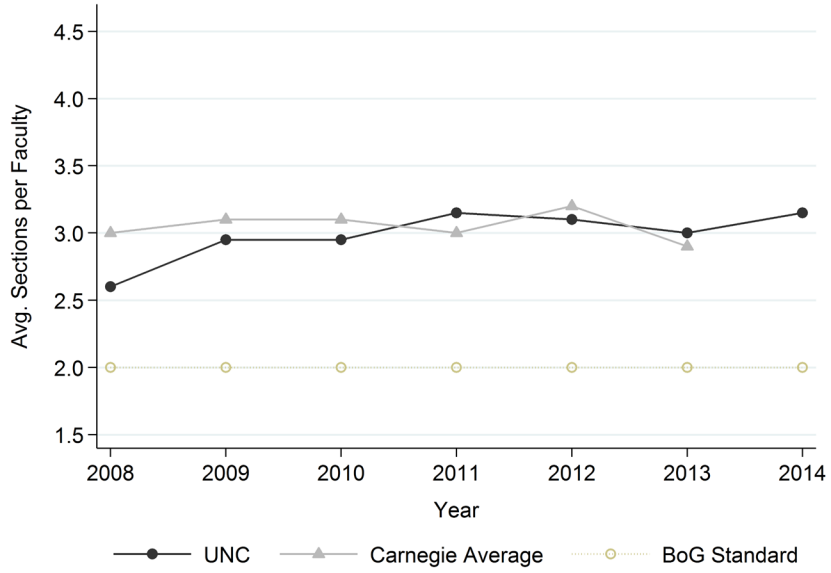
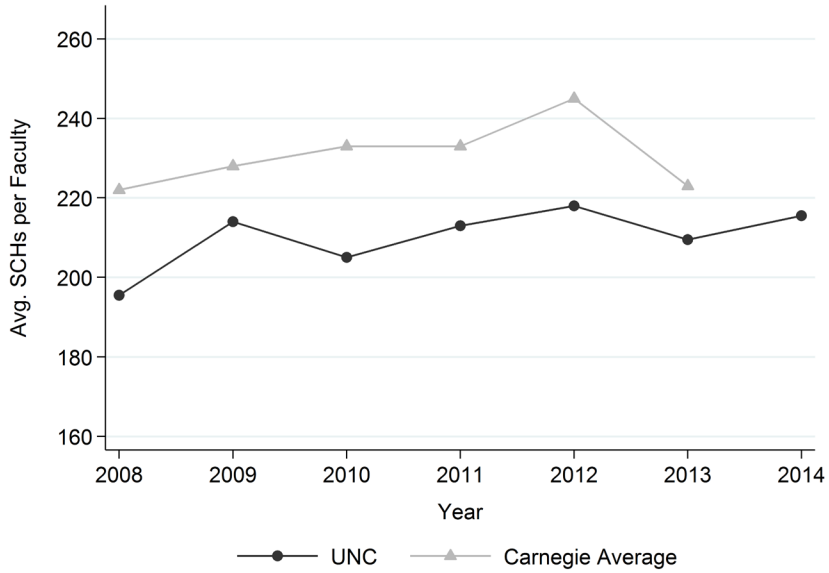


Figure 2: *Average SCHs per FTE Faculty, 2008-14*



- UNC Research Universities - Very High: NCSU, UNC-CH
- The average sections taught by faculty have increased since 2008.
- SCHs taught increased slightly from 2013 to 2014 and are above 2008 levels.

UNC Instructional Teaching Load: Research Universities - High & Doctoral[2]

Figure 3: *Average Sections per FTE Faculty, 2008-14*

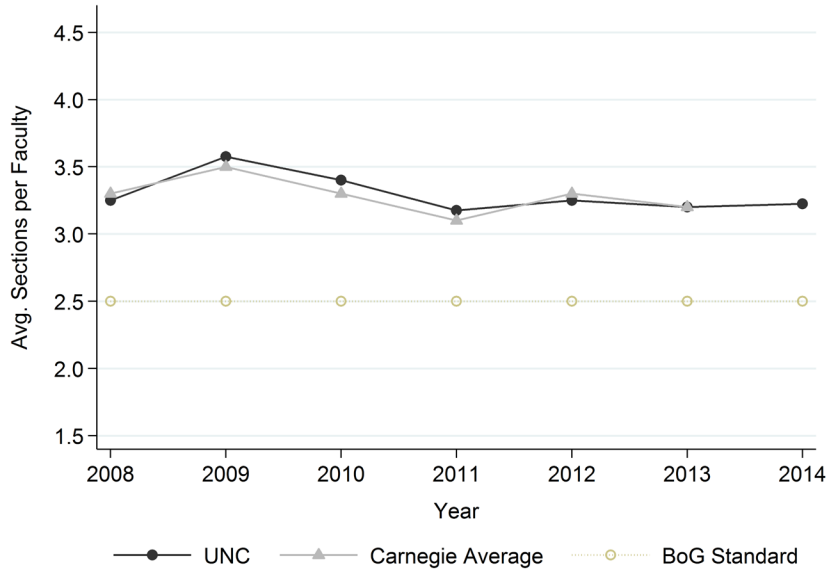
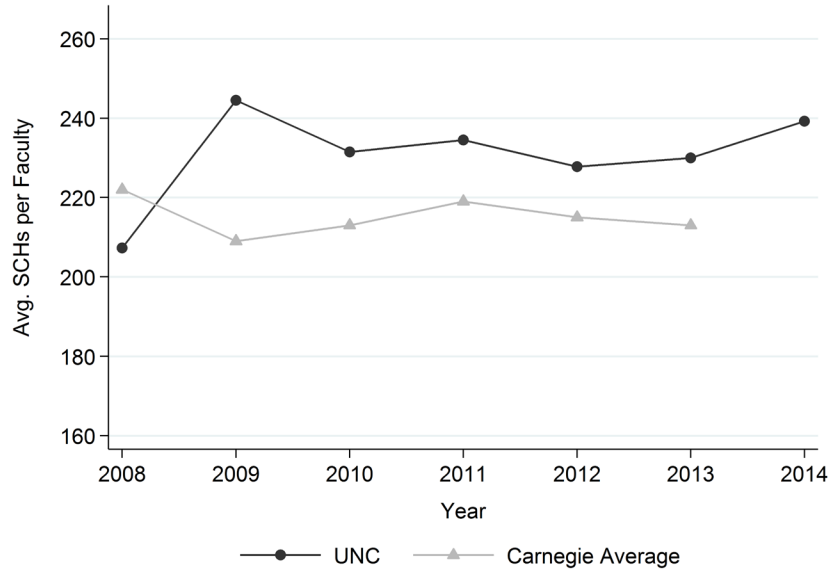


Figure 4: *Average SCHs per FTE Faculty, 2008-14*



- UNC Research Universities - High & Doctoral: ECU, NCA&T, UNCC, UNCG
- There was a slight increase in sections taught from 2013 to 2014 and the number of sections taught by FTE increased overall from 2008 to 2014.
- For Fall 2014, SCHs taught were above 2013, but still slightly below the high in 2009.

2 Non-standard usage of the student information system at UNCG resulted in inflation of sections per Faculty FTE for periods prior to Fall 2013. We have included revised data in these graphs. However, these data could change as they have not been verified by Delaware.

UNC Instructional Teaching Load: Master's - Large & Medium

Figure 5: *Average Sections per FTE Faculty, 2008-14*

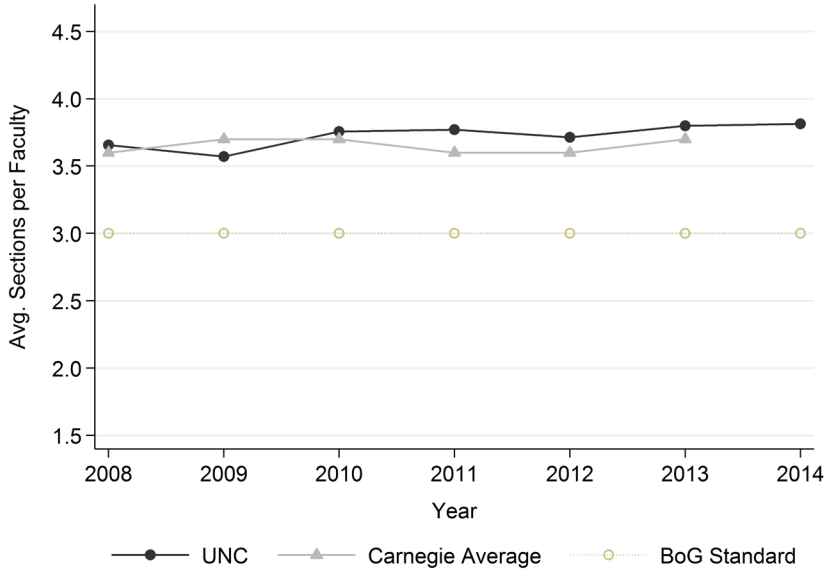
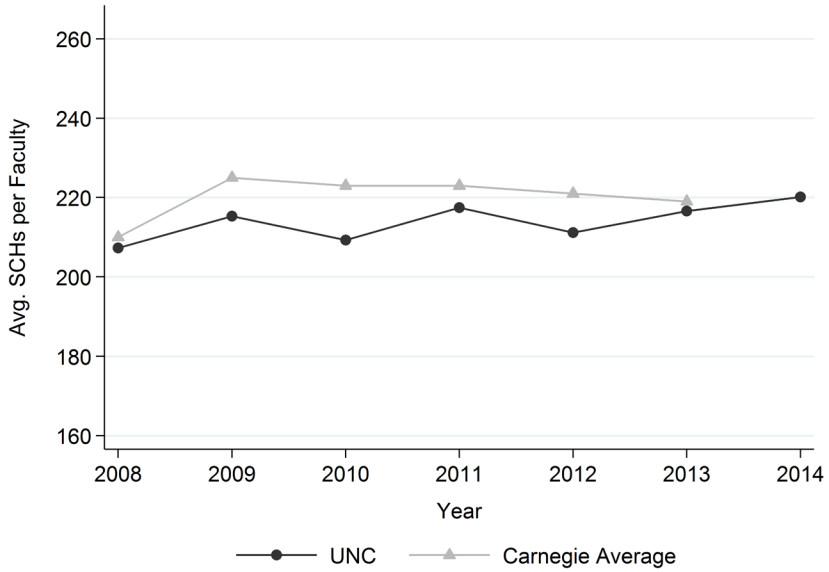


Figure 6: *Average SCHs per FTE Faculty, 2008-14*



- UNC Master's Universities - Large & Medium: ASU, FSU, NCCU, UNCP, UNCW, WCU, WSSU
- The average number of sections taught per FTE faculty increased slightly from 2013 to 2014 and is still above the number taught in 2008.
- In Fall 2014, the average SCHs taught increased over the previous year and are above the number taught in 2008.

UNC Instructional Teaching Load: Baccalaureate - Arts & Sciences & Diverse Fields

Figure 7: *Average Sections per FTE Faculty, 2008-14*

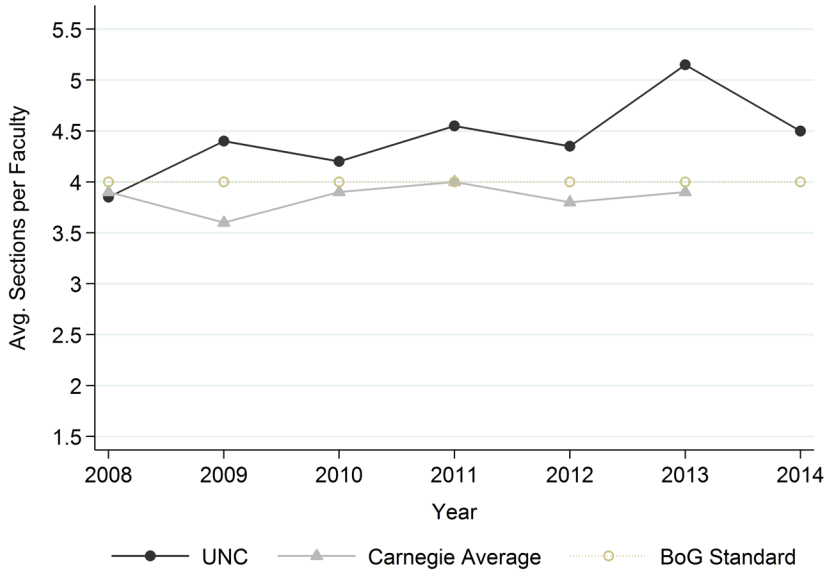
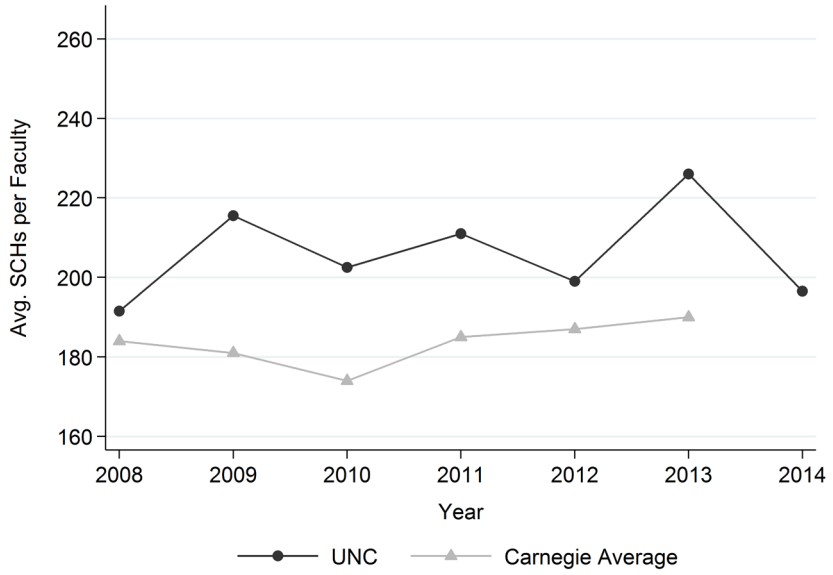


Figure 8: *Average SCHs per FTE Faculty, 2008-14*



- UNC Baccalaureate Colleges - Arts & Sciences & Diverse Fields: ECSU, UNCA
- The average number of sections taught per FTE faculty decreased from 2013 to 2014, but remains above the number taught in 2008.
- SCHs per FTE decreased from 2013 to 2014 but are above the average taught in 2008.

Appendix A

The UNC Policy Manual
400.3.4*
Adopted 04/12/96
Amended 03/07/01
Amended 01/11/13

Monitoring Faculty Teaching Workloads

Introduction:

As a result of findings and recommendations of the 1995 Legislative Study Commission on the Status of Education at the University of North Carolina, the 1995 Session of the General Assembly enacted House Bill 229, Section 15.9 entitled "Rewarding Faculty Teaching." The bill requires;

The Board of Governors shall design and implement a system to monitor faculty teaching workloads on the campuses of the constituent institutions.

The Board of Governors shall direct constituent institutions that teaching be given primary consideration in making faculty personnel decisions regarding tenure, teaching, and promotional decisions for those positions for which teaching is the primary responsibility. The Board shall assure itself that personnel policies reflect this direction.

The Board of Governors shall develop a plan for rewarding faculty who teach more than a standard academic load.

The Board of Governors shall review the procedures used by the constituent institutions to screen and employ graduate teaching assistants. The Board shall direct that adequate procedures be used by each constituent institution to ensure that all graduate teaching assistants have the ability to communicate and teach effectively in the classroom.

The Board of Governors shall report on the implementation of this section to the Joint Legislative Education Oversight Committee by April 15, 1996.

System to Monitor Faculty Teaching Loads:

All campuses and constituent institutions will develop and implement policies and procedures to monitor faculty teaching loads and to approve significant or sustained variations from expected minimums. Policies must 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. Given the complexity of faculty work activities, individual faculty teaching loads are best managed at the department and school level, and not the system or state level. However, to ensure meaningful comparisons of faculty teaching load over time and across peers, all campuses shall adopt a standard methodology for collecting data on teaching load. This standard is described below.

For reporting purposes the Board of Governors will annually review data from the National Study of Instructional Costs & Productivity (The Delaware Study)[1] 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.

*[Supersedes and Replaces the prior UNC Policy 400.3.4 "Monitoring Faculty Teaching Workloads" as this version was approved by the Board of Governors on January 11, 2013]

[1]The National Study of Instructional Costs & Productivity ("The Delaware Study") is the acknowledged "tool of choice" for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, all at the level of the academic discipline.

Standard annual teaching loads will be differentiated to accommodate the diverse missions of the individual campuses. These differences will be captured by Carnegie Classification.[2] Standard faculty teaching load measured by number of organized class courses a faculty member is assigned in a given academic year is the following:

- Research Universities I: 4
- Doctoral Universities I: 5
- Masters (Comprehensive) I: 6
- Baccalaureate (Liberal Arts) I: 8
- Baccalaureate (Liberal Arts) II: 8

Distinction between Teaching, Instructional, and Total Faculty Workload:

In addition to teaching load, as defined above, 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.

Faculty also engage in service activities that inform classroom teaching and student learning. These activities may include responses to requests for information, advice, and technical assistance as well as instruction offered directly through continuing education. Service includes training and technology transfer for business and industry, assistance to public schools and unit of government, and commentary and information for the press and other media. Service also includes time spent internal to the university which may include participation in faculty governance, serving on search committees for new faculty, and preparing for discipline accreditation visits.

In order to appropriately monitor and reward faculty teaching, evaluations must be placed in the context of total faculty workload. Therefore, all campuses and constituent institutions shall implement annual faculty performance evaluation policies that measure and reward all aspects of faculty workload, separately and in combination, consistent with the instructional mission.

Rewarding Teaching:

The board's intent is that measures described in the previous section will lead to personnel policies and decisions that take due account of each faculty member's contribution to the undergraduate teaching mission of the institution. The President and the board are concerned that faculty be rewarded both for the quantity and even more for the quality of teaching. Concerning quality, the board notes the enthusiastic support from campuses and the public for its teaching awards. It takes pride in the standard for teaching excellence that is set by award recipients.

All policies and procedures required under The UNC Policy 400.3.4 must be submitted by campuses and constituent institutions to General Administration and approved by the President.

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[2]The Carnegie Classification™ is a framework for recognizing and describing institutional diversity in U.S. higher education. This framework has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty.

APPENDIX F

Appendix B: UNC Instructional Faculty Teaching Load
(Fall Term Data for **All Faculty**)

	Fall 2008		*Fall 2009*		*Fall 2010*		*Fall 2011*		*Fall 2012*		*Fall 2013*		*Fall 2014 (Preliminary)*		*% Change from Fall 2008 to Fall 2014*	
	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty[1]	Average SCHs per FTE Faculty[2]	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty
Research: Very High																
NCSU	2.6	217	2.8	243	2.8	221	3.2	237	3.2	246	3.0	230	3.3	243	26.9%	12.0%
UNC-CH	2.6	174	3.1	185	3.1	189	3.1	189	3.0	190	3.0	189	3.0	188	15.4%	8.0%
Research: High & Doctoral																
ECU	3.1	201	4.3	253	3.9	224	3.6	233	3.6	231	3.4	229	3.3	236	6.5%	17.4%
NCA&T	3.4	187	3.8	247	3.7	234	3.3	226	3.4	212	3.7	231	3.9	246	14.7%	31.6%
UNCC	3.0	216	3.1	232	3.0	237	2.8	249	2.9	236	2.8	253	2.9	261	-3.3%	20.8%
UNCG**	3.5	225	3.1	246	3.0	231	3.0	230	3.1	231	2.9	207	2.8	214	-20.0%	-4.9%
Master's: Large & Medium																
ASU	3.5	216	3.5	218	3.5	213	3.6	230	3.7	226	3.5	228	3.6	227	2.9%	5.1%
FSU	3.9	214	3.9	241	3.8	226	4.0	233	4.0	239	4.1	245	4.1	241	5.1%	12.6%
NCCU	4.2	218	3.8	216	4.2	230	4.6	229	4.2	221	4.0	204	3.8	194	-9.5%	-11.0%
UNCP	3.9	204	3.9	203	3.9	209	3.9	199	3.9	195	4.0	196	3.9	206	0.0%	1.0%
UNCW	3.7	236	3.8	247	4.4	231	3.7	231	3.7	228	3.7	228	3.8	239	2.7%	1.3%
WCU	3.2	182	3.1	208	3.1	189	3.1	218	3.1	202	3.1	209	3.3	211	3.1%	15.9%
WSSU	3.2	181	3.0	173	3.4	167	3.5	182	3.4	167	4.2	206	4.2	223	31.3%	23.2%
Baccalaureate: A&S or Diverse																
UNCA	3.7	184	4.5	203	4.4	199	4.5	213	4.3	197	4.2	198	4.3	194	16.2%	5.4%
ECSU	4.0	199	4.3	228	4.0	206	4.6	209	4.4	201	6.1	254	4.7	199	17.5%	0.0%
UNC System	**3.4**	**204**	**3.6**	**223**	**3.6**	**214**	**3.6**	**221**	**3.6**	**215**	**3.7**	**220**	**3.7**	**221**	**7.3%**	**9.2%**

[1]Avg sections per FTE: 12 of 15 prelim (printed) figures were at or below actual reported values.

[2]Avg student credit hours per FTE: 13 of 15 preliminary (printed) figures were at or below actual reported values.

**Non-standard usage of the student information system at UNCG resulted in inflation of sections per Faculty FTE for periods prior to Fall 2012. We have included revised data. However, these data could change as they have not been verified by Delaware.

APPENDIX F

Appendix C: UNC Instructional Faculty Teaching Load
(Fall Term Data for **Tenure/Tenure Track Faculty**)

	Fall 2008		**Fall 2009**		**Fall 2010**		**Fall 2011**		**Fall 2012**		**Fall 2013**		**Fall 2014 (*Preliminary*)**		**% Change from Fall 2008 to Fall 2014**	
	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty[1]	Average SCHs per FTE Faculty[2]	Average Sections per FTE Faculty[3]	Average SCHs per FTE Faculty[4]	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty
Research:																
NCSU	2.0	160	2.2	186	2.1	188	2.3	192	2.2	184	2.1	162	2.3	174	15.0%	8.8%
UNC-CH	2.3	152	2.7	154	2.6	149	2.7	150	2.5	154	2.6	157	2.6	153	13.0%	0.7%
Research:																
ECU	2.8	162	3.5	184	3.5	171	3.1	184	3.1	178	2.8	175	2.9	188	3.6%	16.0%
NCA&T	2.9	155	3.2	205	3.1	178	2.8	176	3.1	176	2.9	166	3.0	167	3.4%	7.7%
UNCC	2.4	154	2.6	174	2.5	171	2.1	172	2.1	162	2.0	161	2.2	165	-8.3%	7.1%
UNCG**	3.1	158	2.6	194	2.4	179	2.5	189	2.5	175	2.3	159	2.4	166	-22.6%	5.1%
Master's:																
ASU	3.3	196	3.2	202	3.2	194	3.2	208	3.3	194	3.2	194	3.2	201	-3.0%	2.6%
FSU	3.8	203	3.9	235	3.8	220	3.9	229	3.9	233	4.1	239	4.0	235	5.3%	15.8%
NCCU	3.6	171	3.6	192	4.3	203	4.5	210	3.8	186	3.8	183	3.7	172	2.8%	0.6%
UNCP	3.7	191	3.6	187	3.8	197	3.8	190	3.8	190	3.7	177	3.6	191	-2.7%	0.0%
UNCW	3.5	220	3.7	237	4.4	215	3.4	213	3.5	215	3.4	210	3.5	216	0.0%	-1.8%
WCU	3.0	164	2.9	187	2.8	174	2.9	204	2.8	187	2.7	180	2.8	183	-6.7%	11.6%
WSSU	3.3	179	3.4	182	3.8	168	3.8	196	3.8	179	3.3	155	4.3	219	30.3%	22.3%
Baccalaureate: A&S or Diverse																
UNCA	3.4	169	4.2	190	4.2	192	4.4	211	4.0	188	3.9	191	3.9	190	14.7%	12.4%
ECSU	3.8	184	4.2	215	4.0	212	4.3	199	4.1	191	6.1	254	4.7	203	23.7%	10.3%
UNC System	**3.1**	**175**	**3.3**	**195**	**3.4**	**187**	**3.3**	**195**	**3.2**	**186**	**3.3**	**184**	**3.3**	**188**	**4.6%**	**7.9%**

[1]Avg sections FTE: 11 of 15 printed figures were at or below actual reported values.

[2]Avg student credit hours per FTE: 10 of 15 printed figures were at or below actual reported values.

**Non-standard usage of the student information system at UNCG resulted in inflation of sections per Faculty FTE for periods prior to Fall 2012. We have included revised data. However, these data could change as they have not been verified by Delaware.