



Faculty Teaching Workload Report

July 20, 2022

University of North Carolina System
Chapel Hill, North Carolina

Introduction

Faculty work is complex, with all faculty engaging in a combination of research, teaching, and service. As the expectations for this mixture vary across field, faculty type, and institutional type, Section 400.3.4 of the UNC Policy, *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 University of North Carolina Board of Governors appointed five Board members, two University chancellors, and two other senior advisors to the Faculty Workload Advisory Group to review Section 400.3.4 of the UNC Policy. In spring 2012, the group presented its findings and recommendations to the full committee. Based on the findings and recommendations of the advisory group, the Board 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.

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Per BOG policy, standard annual teaching loads will be differentiated to accommodate the diverse missions of the individual campuses as articulated by Carnegie Classification. The following represent the standard faculty teaching load measured by the average number of organized courses taught per semester:

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 System institutions to be benchmarked against peers by Carnegie Classification.¹ This comparison provides a national snapshot of comparable institutions' figures and helps to ground the results of UNC System institutions in a national context. 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 "Tenured Faculty," contrasting the average sections taught at UNC System institutions with that of the same Carnegie Classification from the Delaware Study by only tenured or tenure-track faculty members. Appendix B1 and Appendix B2 present institutional level details for sections taught and student credit hours (SCHs) per FTE faculty for "Tenured Faculty". Appendix B3 and Appendix B4 provide the same institutional level detail for the Delaware Category of "All Faculty"².

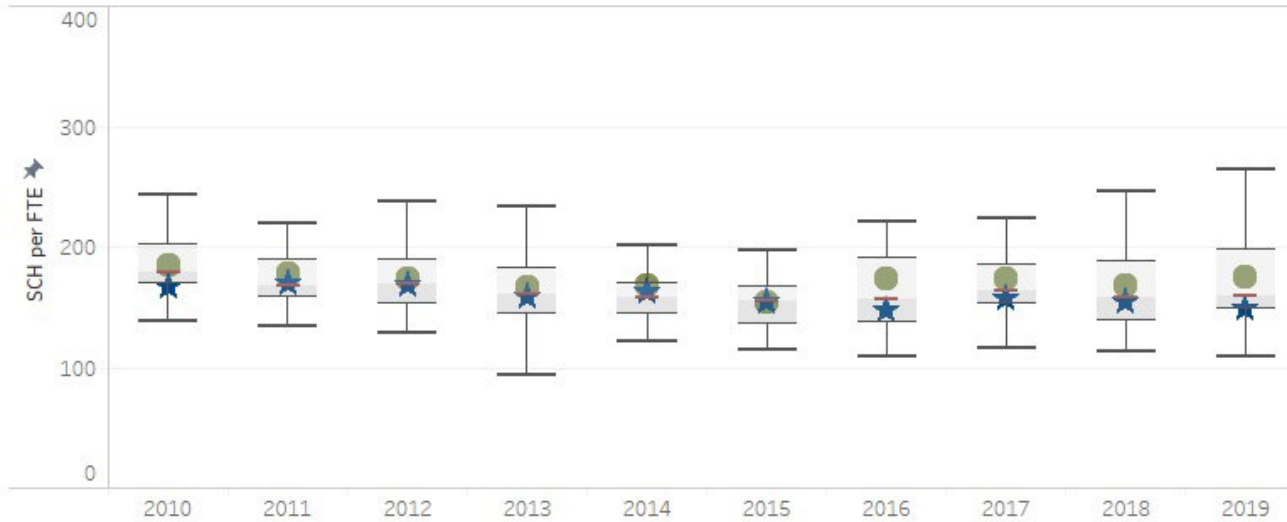
¹ In order to process all institutional data fully, the most recent data provided by the Delaware Study for UNC institutions and their peers are from Fall 2019.

² All Faculty includes: Tenured/Tenure-Track Faculty, Other Regular Faculty, Supplemental Faculty, and Teaching Assistants.

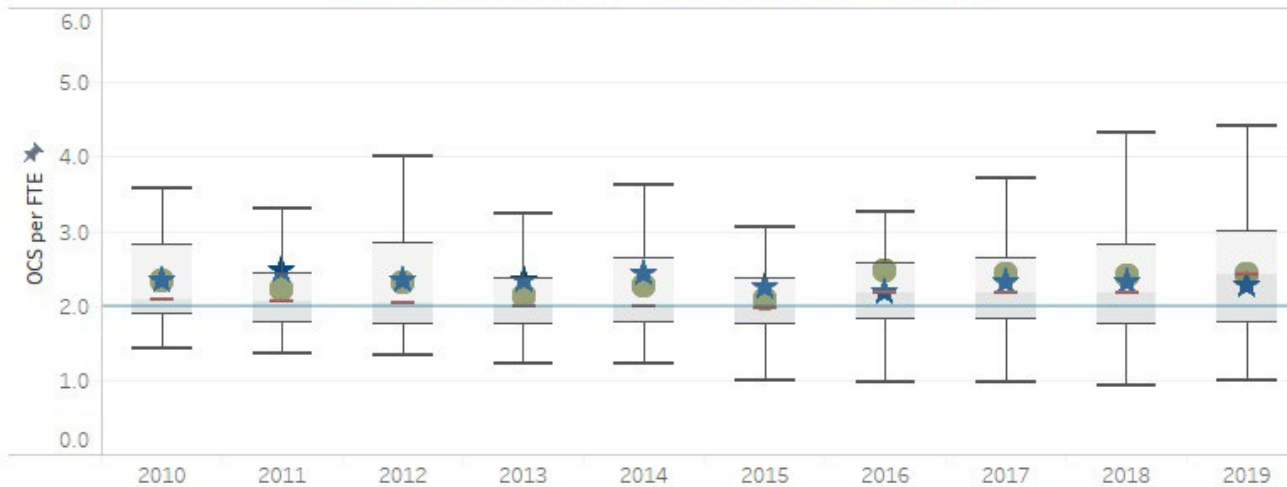
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UNC System Instructional Teaching Load: Research Universities Very High

Student Credit Hours per FTE Faculty (Tenure/Tenure Eligible)



Organized Class Sections per FTE Faculty (Tenure/Tenure Eligible)

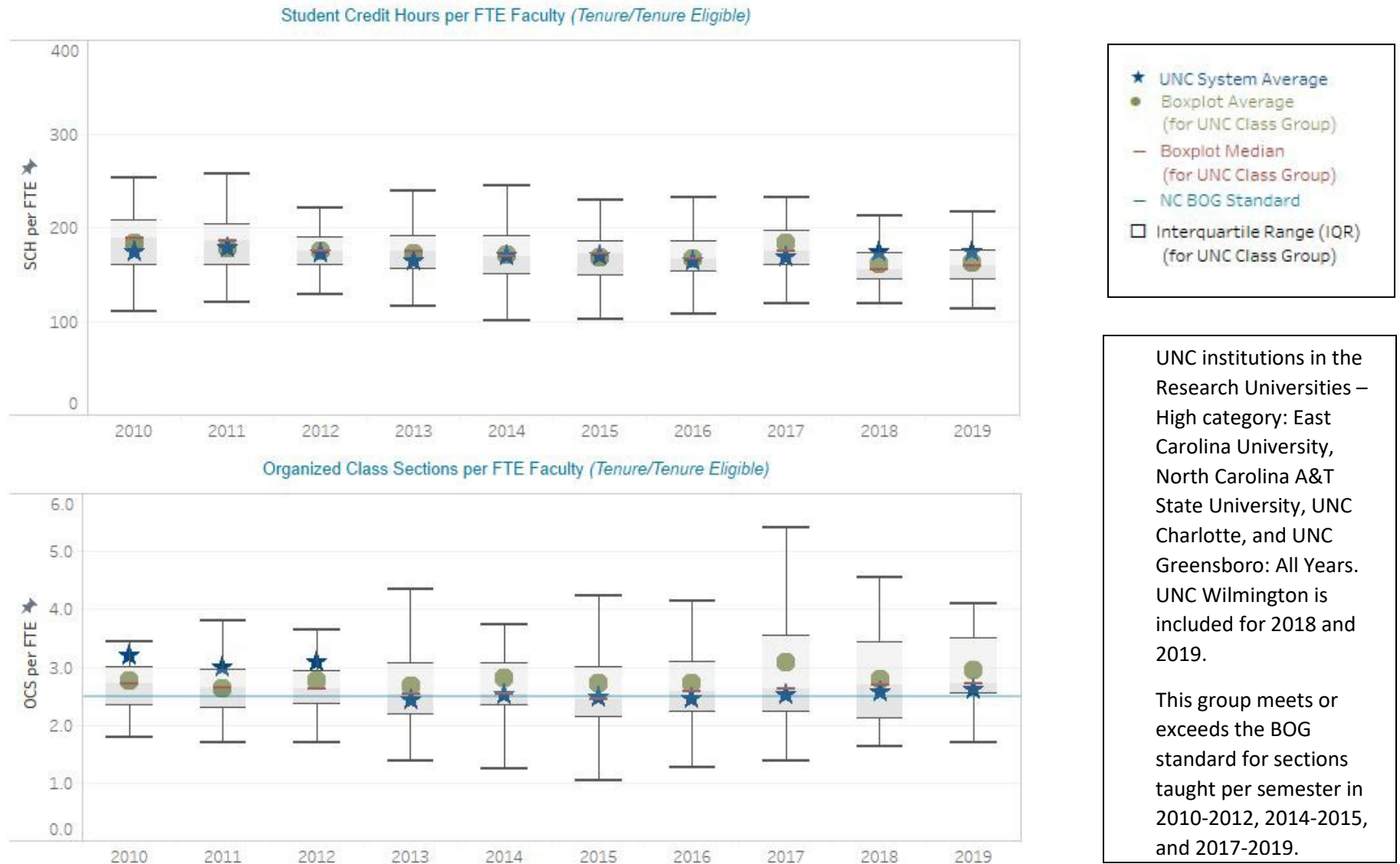


UNC institutions in the Research Universities – Very High category: North Carolina State University and UNC-Chapel Hill.

This group exceeds the BOG standard for sections taught per semester in all years.

APPENDIX H

UNC System Instructional Teaching Load: Research Universities High and Doctoral



APPENDIX H

UNC System Instructional Teaching Load: Master's – All Levels



APPENDIX H

UNC System Instructional Teaching Load: Baccalaureate – Arts & Sciences and Diverse Fields



Appendix A

Monitoring Faculty Teaching Workloads

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 buyouts 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, 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 UNC System. The Delaware Study provides comparable teaching data at the discipline level using the following faculty categories: regular tenure stream, other regular, and 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 Section 400.3.4 of the UNC Policy, *Monitoring Faculty Teaching Workloads*, as this version was approved by the Board of Governors on January 11, 2013]

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

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.

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.

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 of the University of the North Carolina System and the Board expect that faculty be rewarded for the quantity and more so, the quality of teaching. The Board underlines their enthusiastic support of faculty distinction through its teaching awards and takes pride in the standard for teaching excellence 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 the UNC System Office and approved by the President.

APPENDIX H

Appendix B1: Average Sections per Semester per FTE Faculty – Tenured/Tenure-Track Faculty Only

Carnegie Group	Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Research - Very High	UNC-Chapel Hill	2.6	2.7	2.5	2.6	2.6	2.6	2.5	2.7	2.7	2.7
	BOG Standard	2	2	2	2	2	2	2	2	2	2
	North Carolina State University	2.1	2.3	2.2	2.1	2.3	1.9	1.9	1.9	1.9	1.9
Research - High	UNC Wilmington	3.7	3.4	3.5	3.4	3.5	2.8	3.4	3.3	3.5	3.4
	North Carolina A&T State University	3.1	2.8	3.1	2.9	2.8	2.7	2.6	2.8	2.6	2.7
	East Carolina University	3.5	3.1	3.1	2.8	2.9	2.7	2.6	2.7	2.5	2.6
	BOG Standard	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
	UNC Greensboro	3.7	4.1	4	2	2.3	2.6	2.7	2.7	2.4	2.4
	UNC Charlotte	2.5	2.1	2.1	2	2.1	2	1.9	1.9	1.9	2
Master's - All Levels	UNC Pembroke	3.8	3.8	3.8	3.7	3.6	3.8	3.5	3.6	3.6	3.9
	Winston-Salem State University	3.8	3.8	3.8	3.3	3.2	3	2.8	3.3	3.1	3.1
	Fayetteville State University	3.8	3.9	3.9	4.1	4	3.9	2.6	3.1	2.9	3
	BOG Standard	3	3	3	3	3	3	3	3	3	3
	Western Carolina University	2.8	2.9	2.8	2.7	2.8	2.8	2.8	2.9	2.8	2.8
	Appalachian State University	3.2	3.2	3.3	3.2	2.9	2.9	2.9	2.7	2.6	2.5
	North Carolina Central University	4.3	4.5	3.8	3.7	2.9	2.9	3.1	3	3	2.4
Baccalaureate	Elizabeth City State University	4	4.3	4.1	6.1	5	4.9	5.5	5.5	4.5	4.4
	BOG Standard	4	4	4	4	4	4	4	4	4	4
	UNC Asheville	4.2	4.4	4	3.9	3.9	3.8	3.5	3.4	3.5	3.4

Notes: The Carnegie Classifications are updated every few years. Institutions are grouped by their most recent Carnegie Classification. In the 2018 update, ECSU moved to the Baccalaureate Colleges: Diverse Fields category, and UNCW moved to the Doctoral Universities: High Research Activity category.

APPENDIX H

Appendix B2: Average Student Credit Hours per Semester FTE Faculty – Tenured/Tenure-Track Faculty Only

Carnegie Group	Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Research - Very High	UNC-Chapel Hill	148.8	149.7	154.3	155.5	152.9	156.2	146.2	154.8	153.5	153.1
	North Carolina State University	188	191.8	183.8	162.1	173.8	155.3	150.6	159.9	157	145
Research - High	UNC Wilmington	237	212.6	214.7	209.7	215.8	173.6	214.6	209.7	204.3	204.4
	East Carolina University	170.5	183.6	178	174.8	187.5	194.7	196.8	199.5	182.5	181.4
	North Carolina A&T State University	177.6	175.7	176	166	163.3	164.2	158.4	174	169.6	170.8
	UNC Greensboro	178.3	185.3	177.5	157.5	165.8	161.5	158.6	150.4	163.8	165.4
	UNC Charlotte	170.8	171.7	162.3	161.1	164.6	160.1	147.7	154.6	152.4	149.9
	Fayetteville State University	219.7	228.9	233.1	239.3	234.7	214.4	136.1	185.4	193.8	201.3
Master's - All Levels	UNC Pembroke	197.4	189.5	190.4	176.8	189.1	193.2	173.8	175.7	185.9	199.4
	Western Carolina University	173.8	204.1	186.6	180.1	181.9	192.1	190.4	194.8	191.3	194.3
	Winston-Salem State University	168.1	196.4	178.6	166.4	163.7	154.5	170.5	169.2	178.5	183.7
	Appalachian State University	194.4	207.9	193.9	193.9	184.6	190.5	186.9	177.1	176.2	170.1
	North Carolina Central University	202.6	210	185.5	179.8	174.6	177.2	191.4	181.5	176.5	140.1
	Elizabeth City State University	211.9	198.5	191.1	253.7	202.9	201.2	184.3	180.1	188.5	180.8
Baccalaureate	UNC Asheville	192	211.1	188.4	190.7	193.8	188.3	168.8	169.6	172.1	168.1

Notes: The Carnegie Classifications are updated every few years. Institutions are grouped by their most recent Carnegie Classification. In the 2018 update, ECSU moved to the Baccalaureate Colleges: Diverse Fields category, and UNCW moved to the Doctoral Universities: High Research Activity category.

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Appendix B3: Average Sections per Semester per FTE Faculty – All Faculty

Carnegie Group	Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Research - Very High	UNC-Chapel Hill	3.1	3.1	3	3	3	3.1	3	3	3	3
	North Carolina State University	2.8	3.2	3.2	3	3.3	3.1	3.1	3.2	3.2	2.9
	BOG Standard	2	2	2	2	2	2	2	2	2	2
Research - High	UNC Wilmington	3.8	3.7	3.7	3.7	3.8	3.3	3.7	3.7	3.8	3.9
	UNC Greensboro	4	4	4.2	2.7	2.8	3	3.4	3.3	3.7	3.5
	East Carolina University	3.9	3.6	3.6	3.4	3.3	3.3	3.2	3.3	3.2	3.2
	North Carolina A&T State University	3.7	3.3	3.4	3.7	3.6	3.6	3.5	3.3	3.1	3.1
	UNC Charlotte	3	2.8	2.9	2.8	2.8	2.8	2.7	2.8	2.9	2.9
	BOG Standard	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Master's - All Levels	UNC Pembroke	3.9	3.9	3.9	4	3.9	4.3	3.7	3.8	4.1	4
	Winston-Salem State University	3.4	3.5	3.4	3.8	3.1	3	2.8	3.3	3.4	3.4
	Western Carolina University	3.1	3.1	3.1	3.1	3.2	3.2	3.2	3.2	3.2	3.3
	Fayetteville State University	3.8	4	4	4.1	4.1	3.4	2.8	3.3	3.2	3.2
	Appalachian State University	3.5	3.6	3.7	3.5	3.4	3.4	3.4	3.3	3.1	3.1
	BOG Standard	3	3	3	3	3	3	3	3	3	3
	North Carolina Central University	4.2	4.6	4.2	3.9	3.2	3.1	2.9	2.8	3.3	2.8
Baccalaureate	Elizabeth City State University	4	4.6	4.4	6.1	5.1	4.9	5.5	5.5	4.5	4.4
	BOG Standard	4	4	4	4	4	4	4	4	4	4
	UNC Asheville	4.4	4.5	4.3	4.2	4.3	4.2	3.7	3.6	3.7	3.6

Notes: The Carnegie Classifications are updated every few years. Institutions are grouped by their most recent Carnegie Classification. In the 2018 update, ECSU moved to the Baccalaureate Colleges: Diverse Fields category, and UNCW moved to the Doctoral Universities: High Research Activity category.

All Faculty includes: Tenured/Tenure-Track Faculty, Other Regular Faculty, Supplemental Faculty, and Teaching Assistants.

APPENDIX H

Appendix B4: Average Student Credit Hours per Semester per FTE Faculty – All Faculty

Carnegie Group	Institution	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Research - Very High	North Carolina State University	220.7	236.8	245.6	229.5	242.5	220.5	224.8	232.5	240.5	233
	UNC-Chapel Hill	189.1	188.8	190.2	187.1	187.9	197.7	185.5	187.2	186	190.3
Research - High	UNC Charlotte	237.3	248.7	236.1	252.9	259.7	264.9	252.6	260.9	264.2	255.5
	East Carolina University	224	232.9	231.5	228.5	236.3	249	256.1	258.2	251.4	244.7
	UNC Greensboro	230.9	229.8	234	204.1	212.4	217	222.3	215.3	253.3	238.8
	UNC Wilmington	246.9	230.8	228.4	227.9	238.7	206.2	236.8	231.9	226	233.8
	North Carolina A&T State University	233.9	226.5	211.7	229.8	236.2	242.4	241.2	232.1	220.4	224.1
	Western Carolina University	189.2	218.3	202.4	209	210.2	213.4	215.7	217.8	221.6	226.9
Master's - All Levels	Fayetteville State University	226.2	233.5	238.7	244.8	240.8	198.2	151.3	201.3	207.4	210.1
	UNC Pembroke	208.8	198.7	194.6	196	197.4	217.5	183.5	183	202.2	207.6
	Appalachian State University	213.2	229.5	226.4	227.9	216.6	216.3	221.1	216.9	212	207.4
	Winston-Salem State University	167.4	182.3	166.5	196.6	166.5	162.2	172.1	171.8	191.4	196.5
	North Carolina Central University	229.5	229.3	220.9	202	201.6	193.1	182.1	175.9	198.2	172.5
	Elizabeth City State University	206.1	208.8	201.1	253.7	205.3	208.3	184.3	180.1	188.5	180.8
Baccalaureate	UNC Asheville	198.8	212.7	197.4	198.2	195.9	196.7	172.9	175.5	183.6	174.9

Notes: The Carnegie Classifications are updated every few years. Institutions are grouped by their most recent Carnegie Classification. In the 2018 update, ECSU moved to the Baccalaureate Colleges: Diverse Fields category, and UNCW moved to the Doctoral Universities: High Research Activity category.

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