



TRANSMITTAL LETTER

The University of North Carolina
General Administration

Transmittal Number 81
January 24, 2013

THIS LETTER TRANSMITS CHANGES TO THE *UNC POLICY MANUAL*

- 400.1.5 Fostering Student Success
This Policy was renamed, amended and approved by the Board of Governors on January 11, 2013.
- 400.3.4 Monitoring Faculty Teaching Workloads
This Policy was amended and approved by the Board of Governors on January 11, 2013.
- 400.3.4[R] Regulations Related to Monitoring Faculty Teaching Workloads
These Regulations were adopted and approved by President Ross on January 17, 2013.
- Table of Contents Table of Contents updated 01/2013 (please access the table at the link below)

The UNC Policy Manual is accessible at:
<http://www.northcarolina.edu/policy/index.php>

Attachments

Fostering Student Success

The University of North Carolina's policies on student success adopted by the Board of Governors direct constituent institutions to:

- set academic progress and degree attainment as primary outcomes;
- promote academic quality, rigor, and integrity;
- make possible “seamless” educational opportunities across the UNC campuses, with the North Carolina Community College system, and early college high schools.

Improving retention, graduation rates, and time to degree are important aspects of such policies. However, the Board of Governors also recognizes that students come into the system from a number of different life circumstances and their paths to success vary accordingly. Policies, therefore, set parameters within which a campus can best meet the needs of its diverse student populations.

University-Wide Policies:

The Board of Governors has adopted the following policies for all institutions comprising the University of North Carolina except the North Carolina School of Science and Mathematics.¹

1. Campuses will follow the credit hour limits determined by the Board of Governors for four-year and five-year baccalaureate degree programs in UNC Policy 400.1.5.1[R].
2. Campuses will develop academic policies within the regulations established by the UNC General Administration on:
 - a. Satisfactory Academic Progress (SAP)
 - b. Course Adjustment Periods (“Drop/Add”)
 - c. Course Withdrawal
 - d. Grade Exclusion or Replacement
 - e. Minimum, Maximum, and Average Course Load

*[Supersedes and Replaces Policy 400.1.5 originally entitled “Improving Retention and Graduation Rates” and this version was approved by the Board of Governors on January 11, 2013.]

¹The North Carolina School of Science and Mathematics shall track data on student attrition, completion rates of its high school curriculum, and high school graduation. See G.S. 116-235.

3. Campuses will establish a student success and support structure to review and to issue regular reports on:

- a. retention, academic progression, graduation, and time to degree
- b. course scheduling as it relates to whether courses required for graduation are offered on a timely basis and with an adequate number of sections and seats
- c. course offerings and grade requirements to assess if any undue additions to general education requirements exist or if such requirements unintentionally lengthen time to graduation
- d. the academic advisement system to ensure students receive appropriate assistance in proceeding toward graduation in a timely manner.

4. Campuses will be compliant with Title IV regulations that define student eligibility for and receipt of federal financial aid.

5. Campuses will be compliant with the Comprehensive Articulation Agreement with the NCCCS and are encouraged to develop policies that promote seamless transfer among schools in the University of North Carolina system.

These policies are designed to ensure that campus and system-wide policies and practices facilitate behaviors that support retention and timely graduation.

The President shall establish regulations to implement the requirements of this policy.

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]

¹The 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.

²The 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.

Regulations Related to Monitoring Faculty Teaching Workloads

I. Procedures for Collecting Data

A. Data Collection Format

The University of North Carolina campuses will use the National Study of Instructional Costs and Productivity (Delaware Study) Data Collection Form for reporting.

B. Data Consistency

UNC campuses will follow the Delaware Study data definitions to complete the Data Collection Form.

To further ensure consistency, the following University of North Carolina defined Instructional Formats will be reported to the Delaware Study as an “Organized Class”:

- **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.
- **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.
- **Lecture**
A course requiring the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline led by an expert or qualified representative of the field or discipline.
- **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.
- **Lecture and Lab**
A course that requires the combined attributes of a Lecture course and a Lab course.
- **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 or co-requisite course.

C. Reporting Timeline

UNC campuses will submit annually the preceding fall Instructional Courseload (Part A) data of the Delaware Study at the same time, usually at the end of January, the Instructional Courseload (Part A) and Cost Data (Part B) is submitted for the preceding fiscal year.