



THE UNIVERSITY OF NORTH CAROLINA SYSTEM

FACULTY TEACHING WORKLOAD

May 24, 2018

University of North Carolina System
Chapel Hill, North Carolina

Summary

Changes in Average Teaching Loads: From 2008 to 2015, eleven of fifteen UNC System remained consistent¹ or increased the average number of sections taught by all faculty, and ten remained consistent² or increased the average number of student credit hours (SCHs) taught by all faculty.

Teaching Productivity: In three of the four Carnegie classification groups³, in Fall 2015 the UNC System faculty teach more class sections than the median of their respective Carnegie group, with the combined Master's level institutions falling below the median of their Carnegie group.⁴ With regard to credit hours taught, two of the four groups are above the median of their respective Carnegie groups, with the Research – Very High and Master's level institutions falling just slightly below the median of the respective Carnegie comparison group. All four groups within UNC are within the middle 50 percent (the interquartile range) of their respective Carnegie group in Fall 2015 in both the course sections taught and credit hours taught metrics.

Teaching Standards, All Faculty: All campuses were above the UNC Board of Governors' minimum teaching loads for Fall 2015.

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:

¹ "Consistent" with regard to sections taught was defined as going up or down no more than 0.2 sections.

² "Consistent" with regard to credit hour taught was defined here as going up or down no more than 3 hours.

³ The data in this report do not break out all Carnegie groups. The report combines all master's level Carnegie groups into one to align with the Board's policy thresholds for teaching workload.

⁴ Note that this is not in relation to all institutions nationally within that Carnegie group, but only the institutions that report data to the Delaware Cost Study. This caveat is true for all results comparing UNC institutions to Carnegie groups.

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. The following represent the standard faculty teaching load measured by the average number of organized class 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 to be benchmarked against peers by Carnegie Classification.⁵This 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

⁵ 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 2015.

from the Delaware Study. Appendix B presents institutional level “All Faculty” details for sections taught and student credit hours (SCHs) per FTE faculty.⁶

⁶ 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, 2008-2015

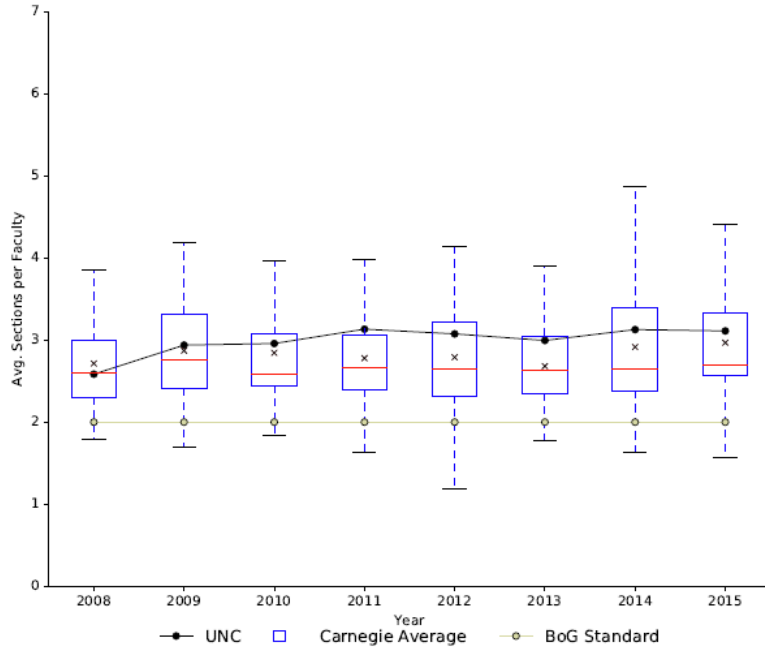
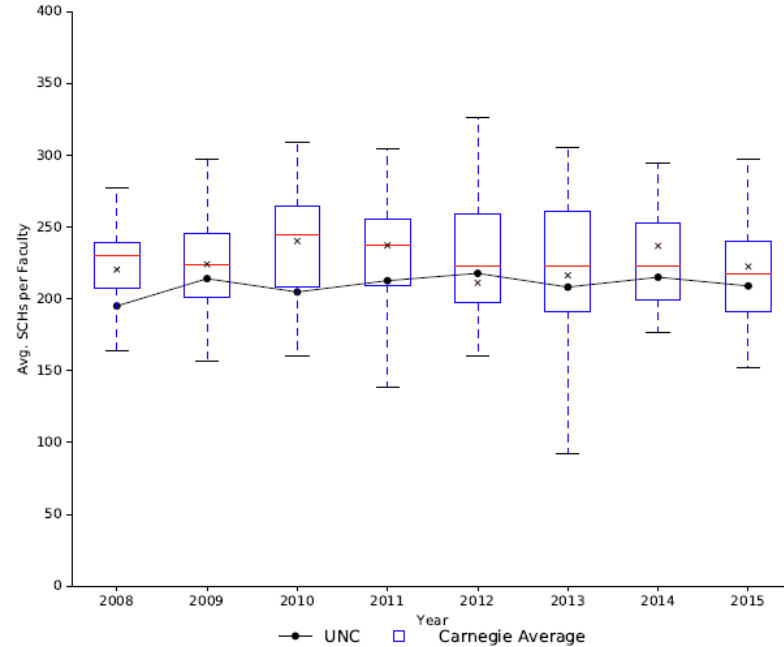


Figure 2: Average SCHs per FTE Faculty, 2008-2015



Note: The "x" on the chart represents the mean value for that particular Carnegie comparison group reporting to the Delaware study.

- UNC System in the Research Universities – Very High category: North Carolina State University, UNC-Chapel Hill
- Since 2008, the average sections taught by faculty increased at both institutions.
- Since 2008, the average student credit hours taught by faculty increased at both institutions.
- This group exceeds the BOG standard for sections taught.

UNC Instructional Teaching Load: Research Universities - High & Doctoral

Figure 1: Average Sections per FTE Faculty, 2008-2015

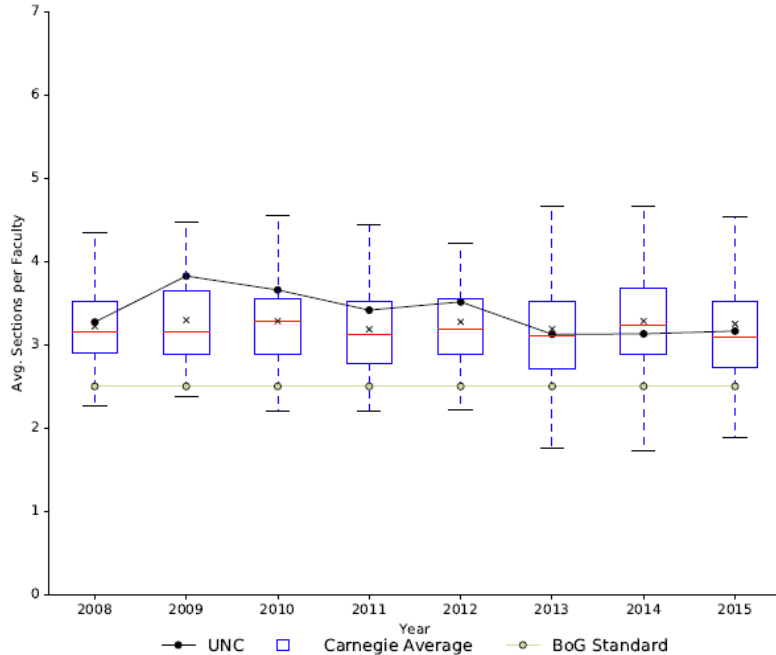
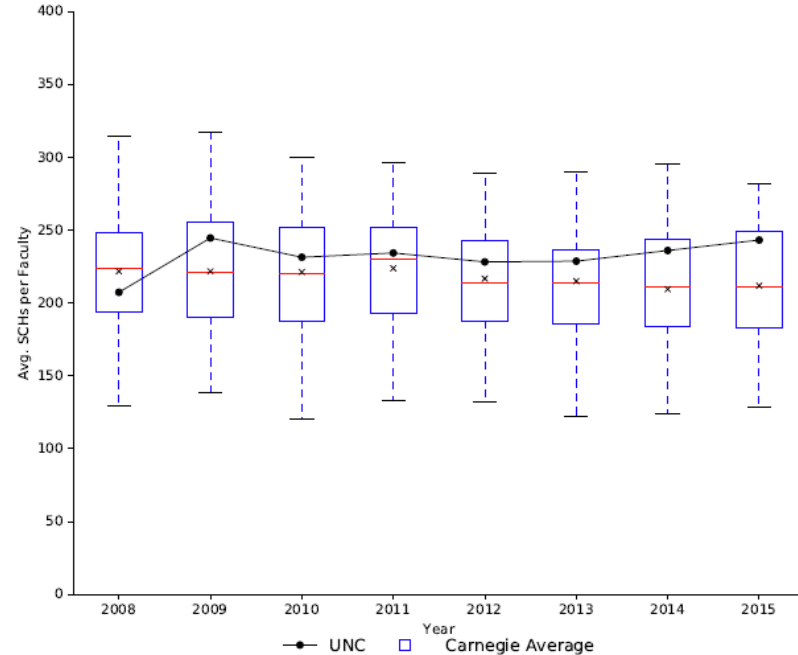


Figure 2: Average SCHs per FTE Faculty, 2008-2015



Note: The "x" on the chart represents the mean value for that particular Carnegie comparison group reporting to the Delaware study.

- UNC System in the Research Universities – High category: East Carolina University, North Carolina A&T State University, UNC Charlotte, UNC Greensboro.
- Since 2008, the average sections taught by faculty increased at two and decreased at two institutions.
- Since 2008, the average student credit hours taught by faculty increased at three and decreased at one institution.
- This group exceeds the BOG standard for sections taught.

UNC Instructional Teaching Load: Master's - All levels

Figure 1: Average Sections per FTE Faculty, 2008-2015

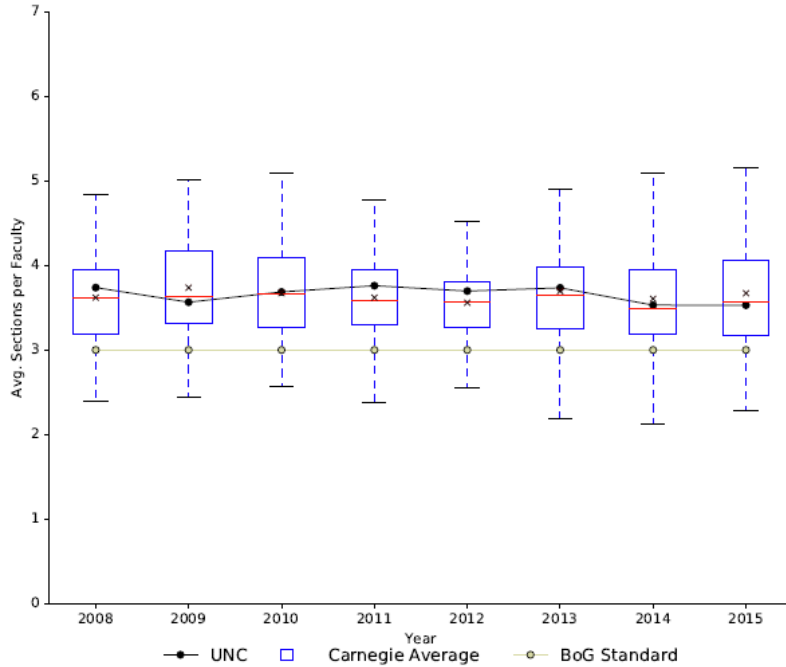
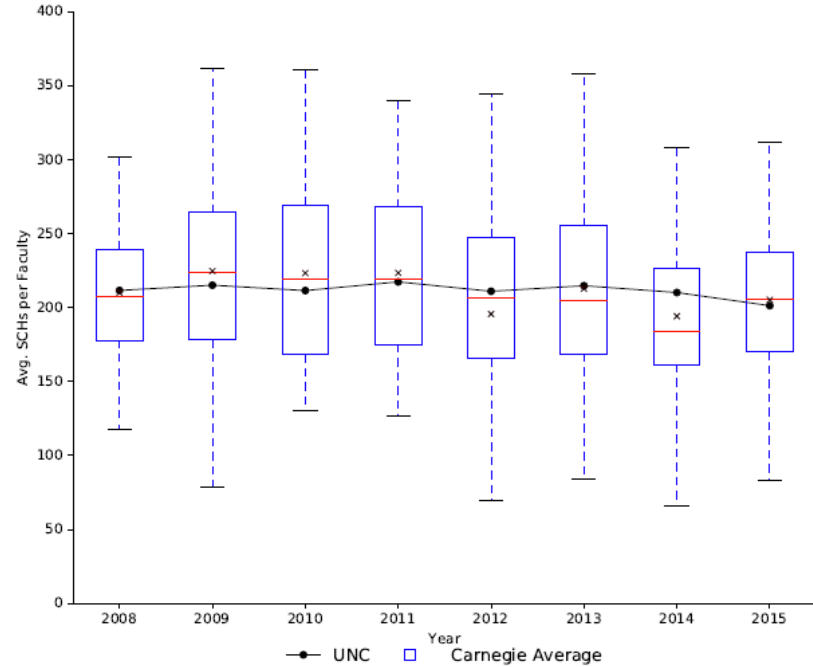


Figure 2: Average SCHs per FTE Faculty, 2008-2015



Note: The "x" on the chart represents the mean value for that particular Carnegie comparison group reporting to the Delaware study.

- UNC System in the Master's categories: Appalachian State University, Elizabeth City State University, North Carolina Central University, UNC Pembroke, UNC Wilmington, Western Carolina University, Winston-Salem State University.
- Since 2008, the average sections taught by faculty increased at two, decreased at five, and remained constant at one institution.
- Since 2008, the average student credit hours taught by faculty increased at three and decreased at five institutions.
- This group exceeds the BOG standard for sections taught.

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

Figure 1: Average Sections per FTE Faculty, 2008-2015

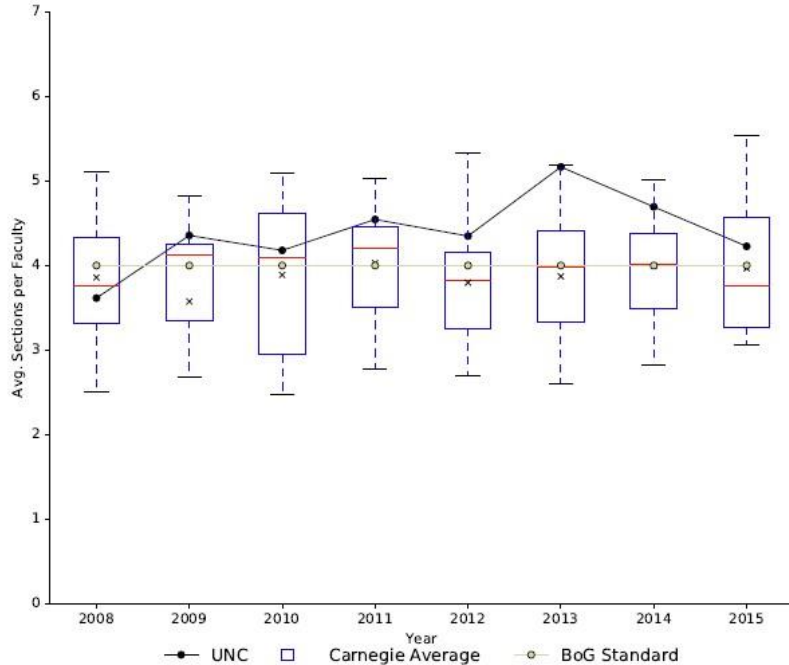
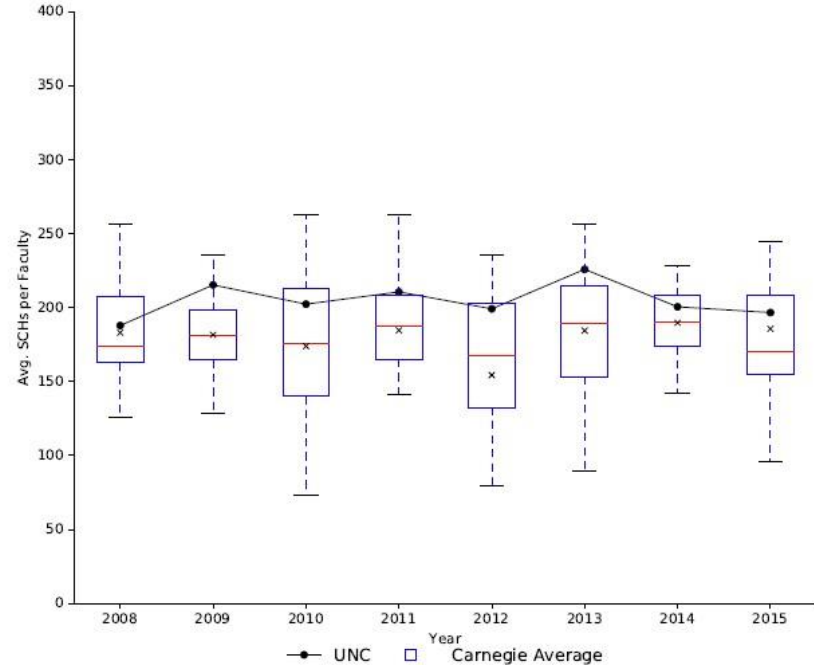


Figure 2: Average SCHs per FTE Faculty, 2008-2015



Note: The "x" on the chart represents the mean value for that particular Carnegie comparison group reporting to the Delaware study.

- UNC System in the Bachelor's category: UNC Asheville.
- Since 2008, the average sections taught by faculty increased.
- Since 2008, the average student credit hours taught by faculty increased.
- This group exceeds the BOG standard for sections taught.

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 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]

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

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.

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.

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.

Table B1: Average Sections per FTE Faculty

Carnegie Group	Institution	2008	2009	2010	2011	2012	2013	2014	2015
Research - Very High	North Carolina State University	2.6	2.8	2.8	3.2	3.2	3.0	3.3	3.1
	University of North Carolina - Chapel Hill	2.6	3.1	3.1	3.1	3.0	3.0	3.0	3.1
	<i>BOG Standard</i>	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Research - High	East Carolina University	3.1	4.3	3.9	3.6	3.6	3.4	3.3	3.3
	North Carolina A&T State University	3.4	3.8	3.7	3.3	3.4	3.7	3.6	3.6
	University of North Carolina - Charlotte	3.0	3.1	3.0	2.8	2.9	2.8	2.8	2.8
	University of North Carolina - Greensboro	3.6	4.1	4.0	4.0	4.2	2.7	2.8	3.0
	<i>BOG Standard</i>	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5
Master's - All Levels	Appalachian State University	3.5	3.5	3.5	3.6	3.7	3.5	3.4	3.4
	Elizabeth City State University	4.0	4.3	4.0	4.6	4.4	6.1	5.1	4.9
	Fayetteville State University	3.9	3.9	3.8	4.0	4.0	4.1	4.1	3.4
	North Carolina Central University	4.2	3.8	4.2	4.6	4.2	3.9	3.2	3.1
	University of North Carolina - Pembroke	3.9	3.9	3.9	3.9	3.9	4.0	3.9	4.1
	University of North Carolina - Wilmington	3.7	3.8	3.8	3.7	3.7	3.7	3.8	3.3
	Western Carolina University	3.2	3.1	3.1	3.1	3.1	3.1	3.2	3.2
	Winston-Salem State University	3.2	3.0	3.4	3.5	3.4	3.8	3.1	3.0
	<i>BOG Standard</i>	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Baccalaureate	University of North Carolina - Asheville	3.7	4.5	4.4	4.5	4.3	4.2	4.3	4.2
	<i>BOG Standard</i>	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0

Notes: The Carnegie classifications are updated every five years. In the most recent (2015) update, ECSU moved to the Master's Small category, and UNCP moved to the Master's Medium category.

Table B2: Average Student Credit Hours per FTE Faculty

Carnegie Group	Institution	2008	2009	2010	2011	2012	2013	2014	2015
Research - Very High	North Carolina State University	216.8	243.1	220.7	236.8	245.6	229.5	242.5	220.5
	University of North Carolina - Chapel Hill	173.5	185.3	189.1	188.8	190.2	187.1	187.9	197.7
Research - High	East Carolina University	201.2	253.4	224.0	232.9	231.5	228.5	236.3	249.0
	North Carolina A&T State University	187.2	247.4	233.9	226.5	211.7	229.8	236.2	242.4
	University of North Carolina - Charlotte	216.3	232.2	237.3	248.7	236.1	252.9	259.7	264.9
	University of North Carolina - Greensboro	225.1	246.1	230.9	229.8	234.0	204.1	212.4	217.0
	Appalachian State University	216.4	218.0	213.2	229.5	226.4	227.9	216.6	216.3
Master's - All Levels	Elizabeth City State University	198.5	228.0	206.1	208.8	201.1	253.7	205.3	208.3
	Fayetteville State University	213.6	241.3	226.2	233.5	238.7	244.8	240.8	198.2
	North Carolina Central University	217.9	216.4	229.5	229.3	220.9	202.0	201.6	193.1
	University of North Carolina - Pembroke	203.9	202.8	208.8	198.7	194.6	196.0	197.4	213.5
	University of North Carolina - Wilmington	236.4	246.9	246.9	230.8	228.4	227.9	238.7	206.2
	Western Carolina University	182.0	208.5	189.2	218.3	202.4	209.0	210.2	213.4
	Winston-Salem State University	181.1	172.7	167.4	182.3	166.5	196.6	166.5	162.2
	Baccalaureate	University of North Carolina - Asheville	184.2	202.8	198.8	212.7	197.4	198.2	195.9

Notes: The Carnegie classifications are updated every five years. In the most recent (2015) update, ECSU moved to the Master's Small category, and UNCP moved to the Master's Medium category.