

ELIZABETH CITY STATE UNIVERSITY
Faculty Workload Policy

Preamble

This policy is adopted to implement the requirements of UNC Policy 400.3.4, Policy on Faculty Workloads, which obligates all campuses and constituent institutions to monitor, review, and assess faculty workloads. As teaching and instruction are the primary mission of the constituent institutions, teaching shall serve as the first component of determining faculty workload expectations, along with routinely expected faculty duties such as mentoring, advising, research and creative activity, community engagement, as well as institutional, professional, and public service, collectively contribute to defining faculty workload expectations.

I. Scope

The Faculty Workload Policy at Elizabeth City State University is inclusive of all faculty members, whether they are tenured, tenure-track, or full-time non-tenure-track. Acknowledging that faculty at various ranks may have distinct roles in advancing the university's teaching, research, and service objectives. This policy also extends to supervisors responsible for setting and overseeing faculty workloads.

II. Routinely Expected Duties for Faculty Members

Faculty members have responsibility for teaching, research/creative activity, and service as defined below.

A. *Teaching*: Teaching, defined within the context of the UNC System and the responsibilities outlined in G.S. 116-1(b), encompasses a multifaceted role that forms the cornerstone of faculty workload expectations. It involves but is not limited to, transmitting knowledge, skills, and insights to students through organized courses and various instructional efforts to support student success and academic development through various activities, including but not limited to the following:

1. **Instructional Load**: Delivery of educational content and facilitating learning and acquisition of knowledge and skills. The standard faculty course instruction load is defined as the number of courses or semester credit hours each full-time faculty member is expected to teach in a semester or an academic year and is given below.
 - a. *Faculty Instructional Load*: Consistent with Section III.A of UNC Policy 400.3.4 a teaching load of 24 credit hour equivalents on a 9-month academic year together with other regularly expected activities (teaching, research, and service), is typically considered a full workload and a 1.0FTE appointment. Faculty members with 12-month contracts have additional responsibilities that extend beyond the traditional academic year. In addition to work completed during the Fall and Spring semesters, they are also expected to be actively engaged during the summer months.

- b. *Graduate Faculty Instructional Load*: In accordance with the ECSU Graduate Faculty Policy 300.2.2.1 and the ECSU Graduate Faculty Overload Teaching Policy 300.2.2.2, the standard teaching workload for graduate faculty members teaching only graduate courses is eighteen (18) credit hours per a 9-month academic year. The standard teaching workload for graduate faculty members teaching a combination of graduate and undergraduate courses is twenty-one (21) credit hours per academic year.
2. *Course Development*: The creation, selection, and/or refinement of course materials, including regularly updating syllabi, textbooks, readings, assignments, assessments, and lectures.
 3. *Academic Advising*: Assisting students in course selection, degree planning, and academic goal setting to ensure they meet program requirements and make progress toward graduation.
 4. *Student Supervision*: Providing support, feedback, mentorship, serving as student teaching university supervisor, supervising undergraduate and master's thesis.
 5. *Laboratory and Practical Instruction*: Facilitation of hands-on learning experiences that complement the acquisition of knowledge, directing students in co-curricular activities.
- B. *Research and Creative Activity*: Research and Creative Activity consistent with the institution's mission are multifaceted endeavors aimed at advancing knowledge and fostering innovation. Faculty at Elizabeth City State University engage in the work of discovering, disseminating, and applying knowledge and professional expertise through various activities, including but not limited to:
1. *Empirical and Theoretical Work*: Peer-reviewed articles, books, and book chapters.
 2. *Exhibited and Commissioned Creative Works*: Products include, music compositions, creative works including poetry, literary works, and original artwork across various mediums, including painting, sculpture, ceramics, photography, and digital media, created as individual pieces, or as a group.
 3. *Scholarly Writing*: scholarly articles, monographs, pedagogical articles, book reviews, and external and internal grants and research proposals.
 4. *Exhibitions and Performances*: Curated art exhibitions, performances in concerts or musical recitals.

C. *Service*: Service encompasses various activities that enrich the academic environment of the university, its student body, and promote the welfare of the local community, state, nation, or global community, and advance the broader interests of the institution. These activities include but are not limited to:

1. *Service to the University*: activities that support the overall functioning and advancement of the institution. This includes serving on committees and task forces, contributing to faculty governance, and taking on leadership roles within academic departments or administrative units.
2. *Service to Students*: participating in student organizations and serving as an advisor for student organizations.
3. *Service to Community/ Society*: collaborating with local schools, organizations, or businesses to address community, state, national, or international needs; sharing expertise through workshops, trainings, and consulting services; and participating in service projects, taskforces, boards, or volunteer initiatives.
4. *Service to the Discipline*: participation in professional and learned societies, editing a professional journal and/or serving on the editorial board of a professional journal, serving as an appointed or elected officer of an academic or professional association.

III. Variations to Routinely Expected Duties

Changes to the standard workload may be made based on the following considerations:

- A. *Administrative Responsibilities*: Reductions in expectations for research, scholarship, creative activity, and instruction may be necessary if duties related to the appointment of dean, chair, program director, or special departmental projects are taken on. The extent of these reductions will depend on the range of administrative duties.
- B. *Externally Funded Research*: Research funding or training funds from outside sources may be used to assist a faculty member's assignment of a larger portion of their workload to service or research-related tasks. When this happens, the reduction of workload may be offset by the replacement of departmental salary support with external funds.
- C. *Differential Loads*: Teaching loads may be adjusted in recognition of differing individual circumstances including student success considerations, course level, course pedagogies, programmatic accreditation requirements, team-taught courses, significant advising responsibilities, or other activities aligned with the institution's mission and/or critical to student success.

D. *Additional Responsibilities:* Faculty members holding additional responsibilities for research/creative activities and service as identified and approved in their annual work plan can have their teaching workload adjusted on a commensurate basis.

IV. **Faculty Annual Workload Plan**

The Faculty Workload Plan reflects that teaching, the most important duty of any faculty member, represents only part of the faculty workload, which also includes research, scholarship, and service. Assigned total credit hours will not be used as the sole determining factor for faculty workload. The instructional load for individual faculty members may vary depending on the nature of the faculty member's appointment: e.g., responsibilities in teaching, research, service/administration. Faculty workload assignments may change year-to-year and over longer periods, either to accommodate a faculty member's career development interests and opportunities or to address ECSU's teaching, research, and service needs.

A. Requirements for Faculty Annual Workload Plans

1. *Applicability.* Faculty members who are appointed for longer than one year and who are full-time must have an annual workload plan, including faculty who also serve in administrative roles. Faculty members who are classified as Senior Academic and Administrative Officers (SAAO) or are in another leave-earning position shall not have an annual workload plan. Temporary faculty members, faculty members who are appointed for one year or less, and faculty members who are less than full-time may have an annual workload plan if directed by the institution.
2. *Faculty Workload Allocation.* The workload for tenured, tenure-track, and full-time non-tenure-track faculty is consistent with Section III.A of UNC Policy 400.3.4[R] and is structured to allocate effort across three key areas: teaching, research, and service. Each faculty annual workload plan shall account for one FTE by assigning duties to areas typically associated with faculty workload including teaching, research/creative activity, and service as outlined below. Assigned percentages, when added together, must total one hundred percent. Additionally, non-tenure-track faculty may opt to eliminate their research/creative activity component, reallocating that effort towards increased teaching or service responsibilities to accommodate institutional needs or personal preferences.
 - Teaching (50-75%): teaching responsibilities, which constitute most of their workload.
 - Research and Creative Activity (15-30%): Faculty are expected to dedicate a portion of their time to scholarly research and creative endeavors.
 - Service (5-25%): Faculty are also responsible for contributing to the academic and broader community through service activities.

3. *Annual Faculty Review Area Weights.* The annual faculty review area weights are the percentage of time a faculty member indicates on the annual Self-Evaluation Report that they will allocate to the various components of their workload (teaching, research/creative activity, and service). According to the Elizabeth City State University Faculty Evaluation Policy, faculty members have set percentages allocated to teaching research and service. They can allocate their time and effort in ways that use their competencies most productively while still fulfilling their responsibilities as faculty to the university. To allow individual choices to play a meaningful role in self-evaluation, the faculty member indicates a set of annual area weights when completing a Self-Evaluation Report. These weights are considered by evaluators in developing overall performance evaluations. Furthermore, these weights must be aligned with the faculty member's workload plans and demonstrate a clear link to all relevant expectations for reappointment, promotion, tenure, and/or post-tenure review, as appropriate.

B. Faculty Annual Workload Plan Development

1. Each component of a full-time faculty member's workload plan should reflect the mission of ECSU and the needs of the academic department and school.
2. The work plan shall identify the specific outputs and efforts a faculty member is expected to complete in the next academic year, recognizing that those items may be part of long-term or multi-year initiatives. The specific goals of the work plan should build towards and clearly align with the expectations of the next summative/comprehensive review that a faculty member undergoes (e.g., reappointment, promotion, tenure, post-tenure review) and define the expected achievements for faculty members.
3. The work plan shall include expectations for teaching, research/creative activity, and service via percentage time allocations that equal the faculty member's FTE status.
4. Faculty members with 9-month contracts must divide their workload across the Fall and Spring semesters, as these are the primary instructional periods within the academic year. Faculty members with 12-month contracts have additional responsibilities that extend beyond the traditional academic year. In addition to work completed during the Fall and Spring semesters, they are also expected to be actively engaged during the summer months.
5. The workload of Chairs will be set in consultation with the Dean. In the case of Deans and other administrative faculty, the workload will be set in consultation with the Provost or the Provost's designee.

C. Faculty Annual Workload Plan Evaluation

1. Each faculty member shall engage in an annual review with their department chair. As part of that annual review, the department chair shall review the work of the faculty member relative to their approved work plan.
2. A faculty member who does not adequately satisfy their workload expectations for the review period shall be subject to a faculty success plan. The plan must include:
 - a. Specific steps designed to lead to improvement.
 - b. A specified timeline in which improvement is expected to occur.
 - c. A clear statement of consequences should improvement not occur within the designated timeline.

These plans must be approved by the Dean.

D. Reporting on Faculty Workload

1. *Overview and Timing.* Each constituent institution shall compile an annual report of the previous year's faculty activity to be presented to and approved by the board of trustees each year. The report shall cover an academic/fiscal year basis (July 1 – June 30). It must be approved by the board of trustees no later than September 30 each year, with a copy submitted to the System Office President by October 15 following the academic year. The implementation timeline shall follow the timeline outlined in Section VI of UNC Policy Regulation 400.3.4[R].
2. Reporting Requirements.
 - a. The annual report shall include quantitative information on faculty workload such as:
 - i. The percentage of faculty efforts across three categories: teaching, research/creative activity, and service. When taken together, the percentages for all categories must total one hundred percent.
 - ii. The number of organized course sections taught, student credit hours produced, and faculty contact hours.
 - iii. Measures of research/creative activity and service that the institution based on its mission.
 - b. The annual report shall include:
 - i. An analysis of faculty FTE allocations by teaching, research/creative activity, and service at the department, school, and institutional level.
 - ii. Quantitative or qualitative information that the institution determines provides additional context for faculty impact and

- productivity in the various realms of faculty workload in accordance with the institution's mission.
- iii. Details about the procedures utilized by the institution to enact the provisions of their policy and assess the workloads of individual faculty members in alignment with the specified standards.
 - iv. The Office of the Provost and Vice Chancellor for Academic Affairs will monitor the implementation of the Faculty Workload policy using data reported by the Academic Departments.

E. Training on Faculty Workload

ECSU shall provide ongoing support and training for all individuals involved in faculty workload development and implementation, including department chairs and deans. The UNC System will provide specific guidance on training related to the Faculty Workload policy. The Office of the Provost and Vice Chancellor for Academic Affairs shall ensure that all individuals who review workloads receive training and will certify that required training has been conducted.