

ELIZABETH CITY STATE UNIVERSITY
Faculty Workload Policy Guidelines

I. Introduction

These guidelines establish a clear process for implementing the Faculty Workload Policy at Elizabeth City State University (ECSU). This includes setting expectations, developing annual workload plans, evaluating workload performance, and reporting on faculty activities.

II. Definitions

The following definitions apply to these guidelines, based on UNC Policy 400.3.4 and UNC Regulations 400.3.4[R]:

- A. “Academic Unit” means an academic department, professional school, or an equivalent constituent unit of an institution.
- B. “Faculty” means employees of a constituent institution appointed to carry out responsibilities such as instruction, research/creative activity, service, clinical care, or extension. Faculty may be tenured or not and temporary or permanent, with titles, ranks, and duties defined by the constituent institution.
- C. “Full Time Equivalent (FTE)” means a workload that represents a full-time effort at a given institution in keeping with the institution’s faculty workload policy. Recognizing the autonomy of institutions to determine the teaching load, a teaching load of 24 credits or contact hour equivalents per academic year, along with other routinely expected duties, generally constitutes a full workload and a 1.0 FTE appointment.
- D. “Routinely Expected Duties” means that 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.
 - 1. Teaching (50-75%): teaching responsibilities, which constitute most of their workload.
 - 2. Research and Creative Activity (15-30%): Faculty are expected to dedicate a portion of their time to scholarly research and creative endeavors.
 - 3. Service (5-25%): Faculty are also responsible for contributing to the academic and broader community through service activities.
- E. “Research and Creative Activity” means that activities may include (but are not limited to) working in laboratories and studios, conducting empirical and/or theoretical research, engaging in development or translational work, and/or producing creative works. Toward that end, faculty write articles, monographs, and grant proposals, edit scholarly journals, prepare juried art exhibits, direct centers and institutions, or perform in plays, concerts, or musical recitals.
- F. “Service” may include activities that enhance the scholarly life of the university or the discipline, improve the quality of life or society, or promote the general welfare of the institution, professional and academic societies, the community, the state, the nation, or

the international community. Faculty members may also be assigned administrative responsibilities, including but not limited to the Department Chair, Program Director, and Center Director.

- G. "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 different activities, such as instruction, advising, course development, mentoring, and laboratory or practical instruction.

III. Annual Workload Plan Development

- A. Initiation: Prior to the beginning of the academic year, typically in March, Department Chairs initiate the workload planning process by distributing Faculty Workload Plans to faculty members.
- B. Faculty Submission
 - 1. Faculty members submit their proposed workload plans for the upcoming academic year, detailing their planned teaching, research/creative activity, and service efforts, including respective percentage effort allocations that equal the faculty member's FTE status.
 - 2. Plans should reflect the mission of ECSU and the teaching, research, and service needs of the academic department and school.
- C. Review and Adjustment
 - 1. Department Chairs and Deans will review the submitted plans in consultation with each faculty member.
 - 2. The plan may be adjusted to align with the teaching, research, and service needs of the academic department or school and resource availability.
- D. Approval
 - 1. Approved workload plans are signed by the faculty member, department chair, and dean by the specified deadline, typically by April of the previous academic year.
 - 2. Once signed and approved, the Dean must forward the workload plan to the designated representative from the Office of the Provost and Vice Chancellor for Academic Affairs.
- E. Plan Components
 - 1. Teaching: Specify courses, credit hours, instructional methods, and any additional teaching-related responsibilities such as advising and supervision.
 - 2. Research and Creative Activity: Outline expected research projects, creative works, grant applications, scholarly publications, exhibitions, presentations, and performances.

3. Service: Include service to the university (e.g., committees, faculty governance), students (e.g., advising student organizations), community (e.g., workshops, community projects), and the discipline (e.g., journal editorial boards).

IV. Variations to Routinely Expected Duties

A. Administrative Responsibilities

1. Faculty with significant administrative roles (e.g., Deans and Department Chairs) may have reduced teaching and research responsibilities.
2. Adjustments must be documented in the workload plan and approved by the Chair, Dean, and designated representative from the Office of the Provost and Vice Chancellor for Academic Affairs.

B. Externally Funded Research

1. Faculty with external funding can have their teaching load reduced in proportion to their funded research activities.
2. The replacement of departmental salary support with external funds should be documented using the Release Time Recommendation for Personnel Action form.

V. Evaluation Process

A. Faculty Workload Reflection - The Faculty Workload Reflection/Self-Evaluation provides an opportunity for faculty to assess their achievements and challenges in teaching, research/creative activity, and service over the academic year. The Self-Evaluation Report should include a summary of:

1. Courses taught, instructional methodologies used, and student feedback.
2. Research and creative activities, including publications, presentations, and projects.
3. Service activities and their impact on the university, community, and discipline.
4. Reflection on professional development activities and future goals.

B. Department Chair Review: Department Chairs review the Faculty Workload Reflection/Self-Evaluation report to assess the faculty member's performance relative to the workload plan.

C. Annual Review Meeting:

1. Each faculty member meets with their Department Chair annually to review performance relative to the approved workload plan.
2. This meeting typically occurs at the end of the academic year.

D. Documentation: Faculty members document their activities and accomplishments in teaching, research, and service, which the Department Chair reviews.

E. Performance Assessment:

1. The Department Chair assesses whether the faculty member met their workload expectations.
2. If discrepancies are noted, a discussion on improvement steps occurs.

3. The faculty member can attach a written response to the assessment within ten working days of receipt of the chair's assessment.

F. Results Options:

1. 90-100 = Exceeds Expectations
2. 70-89 = Meets Expectations
3. <70 = Does Not Meet Expectations: A faculty member whose review results in an overall rating of does not meet expectations shall be subject to a faculty success plan.

G. Faculty Success Plan

1. Development:
 - a. For faculty not meeting workload expectations, a faculty success plan is developed by the Chair/supervisor in consultation with the faculty member at the start of the next academic year.
 - b. This plan outlines specific steps for improvement, a timeline, and consequences (should improvement not occur within the designated time allotted) if improvement is not achieved.
2. Approval:
 - a. The success plan is approved by the Dean and monitored by the Department Chair.
 - b. The plan is put into effect immediately.