Faculty Workload Guidelines  
Department of Human Development & Family Studies  
The University of North Carolina at Greensboro  

Approved by the Faculty of Human Development & Family Studies, February 6, 2017  

I. Purpose  

According to UNCG’s Faculty Workload Guidelines (UFWG), approved by UNC GA January 5, 2016, faculty workloads must “be developed with a balance in mind, allowing for a high degree of research/creative expression, service, community engagement, and directed professional activity, while also insure[ing] that instructional needs are met” (UFWG, pp. 1–2). The Guidelines begin, however, by reaffirming that “each institution [in the UNC system] should view teaching as a core requirement” (UFWG, p. 1). In keeping with this “core requirement,” the Guidelines are essentially concerned with two issues: (a) the “standard” number of courses that are taught by faculty working in different types of departments (those that grant doctoral degrees, those that grant master’s degrees, and those that do not have a graduate program) in Doctoral Universities I (UNCG’s classification); and (b) the conditions under which individual faculty should teach less than or more than their department’s standard load.  

“Given the complexity of faculty work activities, individual faculty teaching loads are best managed at the department and school level” (UNC Policy 400.3.4). Thus all units, and all departments within a unit, “must develop workload guidelines that are designed to accommodate the needs and missions of those departments” (UFWG, p. 3).  

The needs and mission of the department are thus paramount, and that is particularly important in a department such as ours, with a large variety of classes both at the undergraduate and graduate levels, with graduate students preparing for MEd, MS, and PhD degrees.  

Within this document, we affirm the value of all faculty contributions within the Human Development and Family Studies (HDFS) department. There is a synergy between the undergraduate and graduate programs and the research conducted in HDFS that makes this department what it is. Those who devote more time to teaching, work more intensively with undergraduate students, or have administrative responsibilities make it possible for others to be more actively involved in the mentoring and supervision of graduate students or conduct more research. Those who have more active research programs or are more actively involved in the mentoring and supervision of graduate students make it possible for others to devote time to the teaching and administrative activities that allow the department to fulfill its mission with respect to the “core requirement” of teaching. No individual workload configuration is more or less valued than any other, and all are necessary to the successful functioning of the department.  

II. Definitions  

“Faculty Workload: The entirety of a faculty member’s duties for the relevant period” (UFWG, p. 2). In HDFS, we interpret “entirety” as incorporating teaching, research,
supervision/mentoring of graduate and undergraduate students, directed professional activity (if applicable), and assorted departmental responsibilities including advising.

“Teaching Workload: The portion of the faculty workload spent on direct instruction and instructional activities” (UFWG, p. 2).

III. Workload Assignments for Tenured/Tenure-Track Faculty

A. Faculty Workload in HDFS

Consistent with Faculty Workload Guidelines at UNCG and HDFS’s status as a doctoral granting department, the typical teaching workload “for faculty who contribute to doctoral programs, including but not limited to dissertation or dissertation-equivalent supervision, the annual teaching load is generally four three-hour courses per year (12 semester hours), or their equivalent” (UFWG, p. 5). In addition, 6 semester hours are assigned to research/creativity activity, and 6 semester hours to supervision and mentoring of graduate students for a total of 24 semester hours. This 24 semester hours is not considered to represent 100% of workload, as it does not take into account additional responsibilities of an HDFS faculty member such as service, advising of undergraduate students, professional development, and attending departmental meetings.

B. Adjustments to Tenured/Tenure-Track Teaching Loads

HDFS is characterized by diversity of faculty strengths and interests. Given this diversity, it is inevitable that there will be some variation from the “typical” faculty workload as described above. In addition, there will be considerable variation in what constitute “publication or equivalent outcomes” (UFWG, p. 4) for a research program, as well as the wide range of activities that constitute engagement in such a program. Such variation is detailed within the university, school, and departmental promotion and tenure guidelines. There will also be variation in the types of activities that constitute supervision/mentoring of graduate students across the MEd, MS, and PhD programs with the types of activities that constitute contributions to such programs also detailed within the university, school, and departmental promotion and tenure guidelines. Workload assignments should be individualized to recognize diversity in faculty strengths and interests as well as intensity of efforts across different workload areas such that each faculty member, in consultation with the Department Chair, will either adhere to the typical workload assignments (12 semester hours teaching, 6 semester hours research activity, 6 semester hours supervision and mentoring of graduate students) or will customize such assignments using the guidelines specified below.

- For all faculty, teaching workload should take into account “the type of courses taught, their size, the number of student credit hours generated, and/or program needs” (UFWG, p. 4).

Tenure-track Assistant Professors
Tenure-track assistant professors will adhere to the 12/6/6 (12 semester hours teaching, 6 semester hours research activity, 6 semester hours supervision and mentoring of graduate students) workload divisions with two exceptions.

- Tenure-track assistant professors who have external funding may use course buyouts to decrease their teaching loads.
- “It is understood that tenure-track assistant professors may be granted course reductions for research/creative activity” (UFWG, p. 5) at the discretion of the department chair with such reductions documented during annual Workload discussions.

**Tenured Associate Professors and Professors**

Tenured associate professors and professors may (in consultation with the department chair) customize workload assignments, adjusting teaching workloads up or down, based on the following guidelines.

- Course reductions are “permitted when funded by buyouts using external funds or when an individual has been granted a Research Assignment or other assignment of special responsibilities by a dean or the Provost” (UFWG, p. 5).

- “Tenured faculty not actively engaged in a program of research/creative activity with publication or equivalent outcomes will not receive the assignment of 6 hours to research/creative activity” (UFWG, p. 4). It is understood that engagement in research involves all aspects of scholarship. It is also understood that the research process is lengthy and uneven over time in terms of rates of production of “publication or equivalent outcomes” (UFWG, p. 4). Accordingly, evidence of engagement in research will be those outcomes that are specified in departmental Promotion and Tenure documents as evidence of scholarship for the profiles detailed within that document (Regular HDFS Criteria for Appointment and Promotion (HDFSCAP) approved by HDFS faculty April 29, 2016). Specifically, the extent to which a faculty member is engaged in research will be determined based on evidence of scholarly productivity through “sustained quality and quantity” (HDFSCAP, p. 4) publication of “peer reviewed journal articles, and other products that may or may not be peer reviewed such as books or book chapters, conference presentations and proceedings, technical reports, program evaluations, white papers, or web-based resources” (HDFSCAP, p. 4).

  “Measures of quality and impact of the faculty member’s work may include measures of scholarly impact such as citation frequencies and/or measures of community impact such as demonstrated links between research and changes in policy, practice and/or community capacity” (HDFSCAP, p. 5). Such evidence will be considered in terms of both five-year histories of outcome generation and individual faculty goals for future research engagement. The assignment of semester hours for research activity is typically 6 semester hours, but adjustments may be made as individual faculty are assigned the number of semester hours for research that reflect both their past and anticipated future research activity.

- Tenured faculty who do not contribute to graduate programs will not receive the assignment of 6 semester hours to supervision/mentoring of graduate students.
Contribution to the graduate program includes, but is not limited to, advising; supervising; mentoring; or collaborating with graduate students, advanced undergraduate students doing intensive research, and postdoctoral fellows working with the faculty member so long as that work does not occur in the context of other roles within the department that are counted as a part of workload or service (e.g., directing the graduate program, serving on the graduate committee, teaching graduate courses). It is understood that the intensity of involvement (defined in terms of both number of students worked with and level of involvement with such students) should be taken into account when assigning workload related to supervision/mentoring of graduate students. The assignment of semester hours for supervision/mentoring of graduate students is typically 6 semester hours, but adjustments may be made as individual faculty are assigned the number of semester hours for supervision/mentoring of graduate students that reflects both their past and anticipated future contributions to departmental graduate programs.

- Adjustments to teaching hours, research hours, or supervision/mentoring of graduate students hours will also take into consideration faculty responsibilities related to considerably greater than typical or less than typical service to the department, school, university, and/or profession (including administrative or advising responsibilities), curriculum development, or other activities consistent with university workload guidelines.

- Consistent with both departmental values and university workload guidelines that “view teaching as a core requirement” (UFWG, p. 1) for UNCG faculty, all HDFS faculty must maintain some involvement in teaching such that a minimum of 3 semester hours each year must be assigned to teaching workload.

- Faculty may also be assigned reductions in expected workload responsibilities not related to teaching, research activity, and supervision/mentoring of graduate students (e.g., service, advising), based on the guidelines specified in III. B. 1. – 6.

C. Tenured/Tenure-Track Workload Descriptions

The following are descriptions of workload variations developed to describe the wide variation of workload configurations that are possible under the described guidelines. They are intended to serve as illustrations only, not categories from which faculty must select. References to supervision of graduate students and research products are for illustration purposes only and it is understood that individual workload configurations will vary based on graduate students supervised/mentored (type, number, nature of faculty involvement) and the type, number, and quality of research products based on descriptions of such products in university, school, and departmental promotion and tenure guidelines and specific to different scholarship profiles. Descriptions of workload variations are written with acknowledgement that research activity and supervision/mentoring of graduate students typically go hand in hand such that faculty will typically be similarly involved in both. However, in the event that a faculty member is disproportionately involved in research activity versus supervision/mentoring of graduate students, such variation should be accounted for in workload assignments.
**Standard Workload**

Faculty with a standard teaching load of 2 courses each semester will maintain active and consistent research programs and show evidence of scholarly productivity through “sustained quality and quantity” (HDFSCAP, p. 4) publication of “peer reviewed journal articles, and other products that may or may not be peer reviewed such as books or book chapters, conference presentations and proceedings, technical reports, program evaluations, white papers, or web-based resources” (HDFSCAP, p. 4). “Measures of quality and impact of the faculty member’s work may include measures of scholarly impact such as citation frequencies and/or measures of community impact such as demonstrated links between research and changes in policy, practice and/or community capacity” (HDFSCAP, p. 5). Faculty with a standard teaching load will work with graduate students (advising and serving on committees) at a level that reflects balance in responsibilities across departmental faculty. Such faculty will be assigned 12 semester hours of teaching, 6 semester hours of research, and 6 semester hours of supervision/mentoring of graduate students.

**Increased Teaching Load**

Faculty may commit more time in support of the teaching mission of the department than is represented by 12 semester hours of teaching. Such faculty may maintain less active and/or less consistent research programs, show lower evidence of scholarly productivity than described in under Standard Workload, and make less frequent efforts to obtain external funding. They may work with graduate students at a level that is proportionately less than other faculty, considering the number of graduate students in the program. Reductions in semester hours assigned to research and/or supervision/mentoring of graduate students will be balanced out by increased semester hours assigned to teaching (or other departmental activities such as administrative assignments).

- Faculty with less active research programs but who still show consistent evidence of scholarly productivity, work with graduate students consistently but at proportionately lower rates than other faculty, and regularly serve on graduate committees will typically be assigned 15 hours of teaching, 3 or 6 hours of research, and 3 or 6 hours of supervision/mentoring of graduate students to total 24 hours of total workload.
- Faculty with less active research programs who show infrequent or inconsistent evidence of scholarly productivity and who work with graduate students and serve on graduate committees occasionally, will typically be assigned 18 hours of teaching, 3 hours of research, and 3 hours of supervision/mentoring of graduate students to total 24 hours of total workload.
- Faculty with research programs that rarely show evidence of scholarly productivity but who work with some graduate students and serve on graduate committees occasionally, will typically be assigned 21 hours of teaching, 0 hours of research, and 3 hours of supervision/mentoring of graduate students to total 24 hours of total workload.
- Faculty with research programs that show occasional evidence of scholarly productivity but who rarely work with graduate students will typically be assigned 21 hours of teaching, 3 hours of research, and 0 hours of supervision/mentoring of graduate students to total 24 hours of total workload.
• Faculty who do not have active research programs and do not work with graduate students will typically be assigned 24 semester hours of teaching, 0 semester hours of research, and 0 semester hours of supervision/mentoring of graduate students.

Reduced Teaching Load

Some faculty may have unusually intensive research programs that require more time devoted to their research and/or more time supervising/mentoring graduate students. Such faculty will demonstrate evidence of unusually active research programs based on evidence of scholarly productivity as described under Standard Workload. They will make frequent and successful efforts to obtain external funding. They may also work with a disproportionately large number of graduate students, through advising and serving on student committees. Such faculty may be assigned more than 6 semester hours for research and/or more than 6 semester hours for supervision/mentoring of graduate students (and may further reduce their teaching through course buyouts). Increases in semester hours assigned to research and/or supervision/mentoring of graduate students will be balanced out by decreased semester hours assigned to teaching.

• Faculty with extremely active research programs who show extremely strong evidence of scholarly productivity, consistently work with graduate students at proportionately greater rates than other faculty, and serve on numerous graduate committees will typically be assigned 9 hours of teaching, 6 or 9 hours of research, and 6 or 9 hours of supervision/mentoring of graduate students to total 24 hours of total workload.

• Faculty with extraordinarily active research programs who show evidence of scholarly productivity that dramatically exceeds departmental expectations, consistently work with graduate students at dramatically greater rates than other faculty, and serve on extremely large numbers of graduate committees will typically be assigned 6 hours of teaching, 9 hours of research, and 9 hours of supervision/mentoring of graduate students to total 24 hours of total workload.

• Faculty will not be assigned fewer than 6 hours of teaching as a part of an overall workload of 24 hours. However, they may use external funding for course buyouts to decrease their teaching loads to 3 hours of teaching as a part of an overall workload of 24 hours.

• All faculty must devote 3 hours of teaching out of their total workload of 24 hours over an academic year.

IV. Workload Assignments for Academic Professional Track (APT) Faculty

Workload assignments for APT faculty are determined through discussions between individual faculty members and the Chair. APT faculty may also have adjustments made to their teaching loads and non-teaching responsibilities (e.g., advising, committee work) in consideration of their workload in other areas.

A. Teaching Workloads

According to UNCG’s Faculty Workload Guidelines “the teaching workloads of Academic Professional track faculty and Clinical Faculty will vary based on the faculty member’s specific position description, as determined by the unit and/or department” (UFWG). All workload
expectations for APT faculty should be outlined in their contracts. APT faculty whose responsibilities include only teaching will teach 24 semester hours (eight organized courses, or their equivalent) per year. These teaching hours may be reduced by any amount when APT faculty have other responsibilities that may include intensive service, professional scholarship, and directed professional activity. B. Adjustments to Teaching Workloads

Reductions in the teaching workload of an APT faculty member will be made in consideration of the faculty member’s involvement in other non-teaching activities or responsibilities specified in university, school, and departmental documents related to the appointment, reappointment, and promotion of APT Faculty. In some cases, APT faculty workload may involve no teaching, but rather exclusive responsibilities in these other areas. Workload responsibilities for APT faculty should be specified in their contracts at the time of appointment and reappointment. For all faculty, teaching workload should take into account “the type of courses taught, their size, the number of student credit hours generated, and/or program needs” (UFWG, p. 4).

V. Course Overloads

An overload is coursework taught by a full-time faculty member that exceeds the course load expectations expressed below: (UFWG, p. 6)

- 12 semester hours (four organized courses, or their equivalent) “per year for tenured or tenure-track faculty members who are actively engaged in a program of research and publication or equivalent creative activity” (UFWG, p. 6) and participate in the supervision/mentoring of graduate students at a level considered “typical” within the department.
- The number of semester hours assigned for teaching for tenured or tenure-track faculty who have increased or decreased teaching semester hours as a part of their workload assignments. “A tenured/tenure-track faculty member who is engaged in the normally expected level of departmental service and student advising responsibilities, but who does not possess an active program of research or creative activity, or who does not contribute to the doctoral program may teach up to 24 semester hours (eight organized courses, or their equivalent) per academic year and not be considered to be teaching an overload” (UFWG, p. 6).
- The number of semester hours assigned should be documented in “the teaching expectations set in their contracts for Academic Professional and Clinical faculty members” (UFWG, p. 6).

In the event that a teaching overload is assigned, such an arrangement must be acceptable to the faculty member, in consultation with the department chair, and must include an agreement to adjust the future teaching load to compensate for the overload.

VI. Procedures

If a faculty member (or the Chair) anticipates any major changes to assigned workload, a meeting between the faculty member and Chair should be held as soon as any workload changes are anticipated, to discuss the specifics of such changes for the next academic year. This advanced discussion is needed to assist the chair in departmental planning and preparation of the
course schedule for the next academic year. In the absence of discussion between the faculty member and the Chair, it will be assumed that assigned workload will not change from one academic year to the next.

The department chair will prepare the Faculty Workload Assignment Form for each individual faculty member to be reviewed and signed at the time of the annual review during the spring semester of each year. The workload form will include information on teaching, research, service, and supervision for the following academic year. The form may be revised prior to the subsequent year annual review in the event that circumstances arise that would impact the faculty member’s workload.

In the event that the faculty member and chair cannot come to agreement about faculty workload for the upcoming year, the Dean will be consulted.

“A record of a faculty member’s assigned workload is to be included as part of the documentation for annual reviews, as well as for reappointment, promotion, tenure, and post-tenure reviews” (UFWG, p. 5).