

Belk College Workload Policy

The University of North Carolina at Charlotte is now classified by the Carnegie Foundation as an “R2”, or Doctoral/Higher Research Activity University. Further, the Belk College is North Carolina’s Urban Research Business School, and as such all tenured and tenure-track faculty are expected to maintain a level of research productivity consistent with faculty at major research institutions.

As noted in University Teaching Load Policy (<http://provost.uncc.edu/policies/teaching-load>), the University and College are required to ensure that the average teaching load across all full-time faculty members (lecturers, clinical faculty, and tenured/tenure-track faculty) is five courses per year. Individual faculty workloads can vary for a variety of reasons including research productivity, administrative appointments, buy-out through grants, and reassignment of duties. Note that these loads are subject at any time to revision should it be mandated by state law, UNC System policy, or UNC Charlotte policy.

Baseline Teaching Loads

The baseline teaching load for any faculty member is determined by their rank. The baseline teaching loads are as follows:

Table 1. Baseline Faculty Teaching Loads by Rank.

Non-Tenure Track Faculty Members	8 courses per academic year
Associate/Full Professors	4 courses per academic year
Tenure-Track Assistant Professors	3 courses per academic year
Endowed Professors or Scholars	3 courses per academic year

Note that these baseline teaching loads are guidelines and may be adjusted on either a short-term or a long-term basis as described below.

Adjustments from Baseline Teaching Load

As noted in the University Policy, teaching loads can be adjusted within certain limits. No faculty member can be asked to teach more than eight courses in an academic year as part of their normal teaching load. Similarly, no full-time faculty member who is not designated by the UNC System as a “Senior Academic and Administrative Officer” may have a teaching load of less than two courses per year under any circumstances.

Short-Term Decreases

Faculty members may be asked to take on a variety of tasks or roles within the College or University for which it is appropriate to make an immediate adjustment to the faculty member’s teaching load. Examples would include taking on a leadership position such as a program director role, taking on a special project on behalf of the College, or taking on an administrative role such

as department chair. Generally, these course reductions are negotiated at the time the appointment is made, coincide with the duration of the appointment, and end when the appointment ends.

The typical short-term decrease is one course per year from the faculty member's baseline teaching load. Certain administrative positions in the college are intensive enough that they warrant additional course reductions. Specifically, the Program Director of the MBA program will receive two course releases per year, and Department Chairs will only teach two courses per year regardless of their baseline teaching load.

Faculty members that receive grants or outside contracts may use such funds to buy out their teaching loads. The typical cost of a buy-out is 10% (plus fringe benefits) of the faculty member's salary for each course bought down. Note that University policy does not allow faculty to use buy-outs to reduce their teaching load to less than two courses per year.

Long-Term Teaching Load Changes

All tenured faculty members in the college are expected to make strong, ongoing contributions to the University and College's research mission. This is the justification for the baseline teaching load of four courses per year for tenured faculty members and three courses per year for faculty members holding endowed appointments. This research emphasis is reflected in the 50% weighting typically given to research productivity in the annual faculty evaluations and Tenured Faculty Performance Reviews.

Occasionally, it is in the interests of both a faculty member and the College for a tenured faculty member to devote more of their time and effort to the College's teaching mission. Typically, this is done by later-career faculty members. With the agreement of the Dean and the Department Chair, these faculty members can take on a higher baseline teaching load, typically six courses per year but never more than eight courses per year, in return for a reduced research weighting in their annual evaluations and in their Tenured Faculty Performance Review. Typically, research and teaching weights are balanced at 40% each on these faculty member's annual evaluations and Tenured Faculty Performance Review when faculty are teaching six courses per year. When this is done, the College acknowledges that the increased emphasis on teaching reduces the College's expectations about the rate at which the faculty member will publish and the quality of the publication outlets. If a faculty member were to take on a higher teaching load than six courses per year, the weighting given to teaching would be increased appropriately.

Regardless of a tenured faculty member's teaching load, however, if his or her research performance does not meet the expectations of their assigned workload, this will be noted in the annual review, and, potentially, in a Post-Tenure Faculty Review. If a faculty member does not meet the expectations for their workload over a sustained period, they will be reassigned to a more appropriate teaching load.

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