

Belk College Workload Policy

The University of North Carolina at Charlotte is the Charlotte region’s research institution with a goal and clear trajectory toward achieving R1 status. 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 the UNC Charlotte [Faculty Workload Policy](#), the University and College are required to develop and implement policies and procedures to establish, publish, and monitor specific academic unit workload requirements.. Individual faculty workloads can vary for a variety of reasons including rank, research productivity, administrative appointments, buy-out through grants, and reassignment of duties. Note that these loads are subject to revision at any time should revision be mandated by state law, UNC System policy, or UNC Charlotte policy. For continuing faculty, the workload for the upcoming year will be conveyed in the prior year’s annual evaluation letter, which will be available in mid-May at the latest. For new faculty, the workload will be conveyed prior to the start of the contract. Any changes to workload will be conveyed and confirmed in writing, which may be via email. The Belk College defines research as the creation and dissemination of scholarly or practitioner knowledge, with common types of activity listed in the Belk College Policy on Qualified Faculty Status. The Belk College defines teaching as activity designed to impart knowledge or skill, such as, but not limited to, classroom instruction and supervision of student research. The Belk College defines service as activity that contributes to the internal governance of the institution at any level, operation and oversight in the academic profession, or business-related engagement with the community at large.

Baseline Teaching Loads

The baseline teaching load for any faculty member is determined by their rank. Table 1 provides the baseline teaching loads:

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, Department Chairs will only teach two courses per year regardless of their baseline teaching load.

Faculty members who 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, if research performance does not meet the expectations of the assigned workload this will be noted in the annual review and, potentially, in a Tenured Faculty Performance Review. If a faculty member does not meet the expectations for their workload for two years out of a three-year period, the faculty member and their department chair will discuss the appropriate teaching load given their expected research productivity. The department chair will then consult with the Dean or Dean's designee and the faculty member's workload will be adjusted accordingly upon the Dean's approval.

For tenured faculty teaching more than four courses per year, if a faculty member exceeds expectations or is outstanding in research for their workload for two years out of a three-year period, the faculty member and their department chair will discuss the appropriate teaching load given their expected research productivity. The department chair will then consult with the Dean or Dean's designee and the faculty member's workload will be adjusted accordingly upon the Dean's approval.

Baseline weights on faculty activities

As part of the University Faculty Workload Policy, the College is also responsible for establishing weights to assign to each of the three primary faculty activities: research, teaching, and service. Table 2 provides the baseline weights for full-time faculty ranks and common teaching loads for tenured faculty. Adjustments to the baseline weights can occur if faculty have administrative duties, including but not limited to serving as a program director or department chair or are asked to contribute to special activities for the College beyond a standard service load. These adjustments to the baseline weights will typically be communicated in the annual review letter for the upcoming year. Should an adjustment to the baseline weights need to occur during the academic year, the changes to the baseline weights will be communicated in writing, commonly through email, to the faculty member by the department chair.

Table 2. Baseline Weights on Activities by Rank/Teaching Load

	Research	Teaching	Service
Endowed Chair/Scholar	60%	20%	20%
Tenured (4 courses)	50%	30%	20%
Tenured (6 courses)	25%	50%	25%
Tenure-track Assistant	65%	25%	10%
Clinical	20%	60%	20%
Lecturer	0%	60%	40%

The baseline weights assigned to faculty holding a clinical rank include a research component because there is an expectation that clinical faculty will participate in some research activities to maintain currency in the field according to the College’s Policy on Qualified Faculty Status. Similarly, the high baseline weight placed on service for faculty holding a lecturer rank reflects the need for lecturers to engage in professional activities to maintain currency according to the College’s Policy on Qualified Status.

Fall 1999
 Revised Summer 2000
 Revised Spring 2002
 Revised Spring 2004
 Revised Spring 2007
 Revised Spring 2016
 Revised Fall 2020
 Revised Fall 2023
 Revised Fall 2024