

COLLEGE OF NATURAL RESOURCES WORKLOAD GUIDANCE

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Background

NC State University defines an average teaching workload as the portion of the faculty workload spent on direct instruction and instructional activities. Course Overload is defined by the university as a workload assignment that exceeds the expected teaching load for the discipline/department or the teaching load defined in the faculty member's Statement of Faculty Responsibilities; faculty may receive additional pay or alternative compensation (such as subsequent course reduction) for overload assignments. [REG 05.20.37 – Faculty Teaching Workload – Policies, Regulations & Rules](#)

The Executive Vice Chancellor and Provost, in consultation with the Council of Deans, has established workload criteria for the university based on UNC POL 400.3.4, which defines an average instructional load for Research universities in the system of 4 courses (3-semester hours) per year for Research universities in the UNC system. (<https://policies.ncsu.edu/regulation/reg-05-20-37>) The Dean, in consultation with Department Heads and Program Directors, sets specific guidelines for individual colleges and departments. Although there is significant variation in faculty responsibilities across the college and within each department, there is a need to establish general guidelines for workloads in order to provide some consistency in expectations for similar faculty roles and responsibilities across departments and programs within the College. These guidelines will also help ensure that faculty are fairly evaluated against their Statement of Faculty Responsibilities (SFR) in their (i) annual reviews, (ii) reappointment, promotion, and tenure process, and (iii) post-tenure review process.

Faculty in the College of Natural Resources generally work in four of the University's six realms of responsibility in which they are valued and rewarded for their scholarship. The four realms most commonly worked in include:

1. Teaching and Mentoring of Undergraduate and Graduate Students
2. Discovery of Knowledge through Discipline-Guided Inquiry
3. Extension and Engagement with Constituencies outside the University
4. Service in Professional Societies and Service and Engagement within the University itself

General guidelines for workloads in each of these realms are discussed below. Expectations are presented for the 9-month academic year. Faculty members with 12-month appointments will negotiate their summer assignments and expectations individually with their department heads. Percentage of effort in each realm of activity in the summer should be spelled out in the SFR.

Teaching and Mentoring of Undergraduate and Graduate Students

For a typical faculty appointment in the College of Natural Resources with a 45% teaching, 45% research, and 10% service obligation, the expectation is to teach **four course equivalents** per academic year. The amount of effort required for different kinds of teaching varies greatly among types of courses and other academic activities and will be recognized as follows:

1 course equivalent	3-credit lecture class consistent with the course minima policy
1.5 course equivalent	3-credit lecture class of 75-100 students, without a TA

1.5 course equivalent	3-credit lecture class of >100 students, with a TA
2.0 course equivalent	3-credit lecture class of >100 students, without a TA
1 course equivalent	Laboratory without a TA
1 course equivalent	Multiple lab sections with a TA
1.5 course equivalent	Capstone or experiential learning course, or a course that is writing intensive or includes individualized activities

By NC State policy, the minimum number of students expected in an undergraduate class is 25. The minimum number of students expected in a graduate course is eight. Courses that are not conducted in regularly scheduled class meetings, such as “readings,” “special topics,” “problems” or “research” courses are generally excluded from the teaching load calculation.

Faculty members who are actively advising graduate students will receive one of their four course equivalents for this activity.

In general, in-person and on-line classes are treated similarly. Collaborative team teaching will be credited on a case-by-case basis by department heads.

All faculty members are expected to assist with undergraduate academic advising. Faculty members who are responsible for high levels of undergraduate course advising will receive 0.5 course equivalents for each 50 students they advise. Faculty members will receive credit for supervising graduate student teaching assistants serving as instructors of record. Or graduate student teaching assistants who assist with teaching sections of the course.

Faculty members, who do not have a significant percentage of their effort devoted to research and or extension and engagement, will have a higher level of expectation in active teaching and mentoring. They will teach a greater number of courses and advise a larger number of students, and will be scaled proportionately using these equivalents.

Discovery of Knowledge through Discipline-Guided Inquiry

The general expectation for a faculty member who has a 45% effort in research is to maintain an active, high quality research program at a level commensurate with their appointment.

Research workload is, by its nature, highly individualized. However, the three basic components of an active, high quality research program include:

1. Funded extramural research projects
2. Scholarly products in keeping with the expectations of the department’s Reappointment, Promotion and Tenure (RPT) rules, and Post Tenure Review (PTR) rules, and
3. Supervision and mentoring of graduate students, with emphasis on PhD graduate students.

Faculty members who have a higher percentage of their effort devoted to research will have a higher level of expectation in active research, to include higher rates of publishing, seeking external funding, and mentoring of graduate students.

Extension and Engagement with Constituencies outside the University

The general expectation for a faculty member who has an extension appointment is to maintain an active, high quality extension program at a level commensurate with their appointment.

The basic components of an active, high quality extension program include:

1. External funding in support of extension or engagement-relevant projects that support graduate students and expands the impact and reach of their extension or engagement program
2. Multiple activities that build on and reinforce each other and are focused on meeting the needs of the target audience,
3. Evaluation and measures of impact that demonstrate intent to create change in a sequence of outcomes,
4. Scholarly products in keeping with the expectations of the department's RPT, and PTR rules, and
5. Supervision of graduate students.

Faculty members who have a larger percentage of their effort dedicated to extension and engagement will have a commensurately higher level of expectation in extension and engagement, to include higher rates of extension and engagement activities, seeking external funding, and mentoring of graduate students.

Service in Professional Societies and Service within the University

Service includes both participation in department, college, and university committees as well as other activities such as advising officially sanctioned student clubs. Service also includes leadership in professional societies or industry associations; serving on scientific review panels, local, state and federal committees; providing external reviews for tenure and promotion; or other appropriate external group activities.

Administrative responsibilities are also documented in this area of responsibility. In general, an assignment as Department Undergraduate Curriculum Coordinator, Director of Undergraduate Programs, Director of Graduate Programs, or Distance Education Coordinator should comprise no more than about 25% of total effort.

Course Releases

Faculty wanting to request a course release should contact the department head to justify the request and seek permission. In general, the cost of a one course equivalent release will be 15% of the faculty member's salary. All requests must be submitted to the department head by August 1 for the spring semester, and January 1 for the fall semester, so that an appropriate substitute instructor can be arranged.

Appropriate justifications for course releases could include implementing an intensive new research or Extension and Engagement project, developing a new class or research initiative, and academic program or professional development.

For grant funded releases, requests should first be made when a grant proposal is submitted, so that an appropriate amount can be included in the proposed budget. If the grant is funded, faculty should bring the specific request for release back to the attention of their department head in accordance with the dates listed above.

Releases may not be granted for two consecutive years, with the exception of grant-funded releases approved at the time of grant submission.

Scholarly Reassignment

Scholarly reassignment is governed by NCSU [REG 05.20.24](#), Scholarly Reassignment for Faculty. Similar to requesting course release, when faculty are eligible for scholarly reassignment, they should contact the department head to justify the request and seek permission. All requests must be submitted to the department head by August 1 for the spring semester, and January 1 for the fall semester, so that an appropriate substitute instructor and other reassignments can be arranged.

Summer and Overload Pay

In general, 12-month faculty are not eligible for additional summer salary. Nine-month faculty are eligible for summer salary to conduct research, to teach summer courses, and to perform other duties requested by the department head.

Overload pay can only be earned for assignments of work that exceed the expectations of the SFR.