



Honors College Faculty Workload Policy & Processes

I. Policy Aims

1. This policy provides guidelines on how to establish and preserve equitable workload expectations across the College, in compliance with [UNC System and UNC Charlotte policies](#). Further, it outlines the processes by which workload efforts are determined and revised.
2. This policy sets the parameters within which specific expectations for research, teaching and service for the College faculty are defined.
3. This policy pertains to all full-time members of the faculty who have been appointed for a term that is longer than one year, including those with Special Faculty Appointments as defined in [UNC Charlotte Academic Procedure: Special Faculty Appointments](#).
4. [As per university policy](#), the Dean is responsible for reviewing and approving faculty workload policies, subsequent revisions, and any significant deviations from college-level faculty workload policies.

II. Faculty Workload Expectations

1. The UNC Policy Manual 400.3.4 [R] states that “a teaching load of 24 credit or contact hour equivalents per academic year, along with other routinely expected duties, generally constitutes a full workload.” UNC System Policy allows for differential allocations of effort to teaching based on individual faculty contributions in the areas of teaching, research and service as identified in a faculty member’s annual workload plan.
2. Reductions in teaching effort may be granted for producing research. Reductions in teaching effort may also accompany certain administrative responsibilities and other additional duties that fulfill the mission of the college and/or university.
3. All teaching reductions must be approved by the Dean and should be time limited.
4. Distribution of workload for the upcoming academic year will be determined by the Dean in consultation with the faculty member at the conclusion of the preceding year at the end of the annual evaluation process and may be reconsidered each year. According to university policy, this workload does not include summer terms.
5. The College must document criteria for meeting expectations for each category of effort; the workload distribution will be the criteria by which faculty activities and

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accomplishments for the coming academic year are evaluated in the annual evaluation process.

III. Teaching Effort

1. Teaching three credit hours or contact hours (typically one organized course section) is considered 10% effort for workload in an academic year.
2. Non-tenure track teaching faculty should dedicate 80% of their effort to teaching per academic year. Teaching effort below 80% must be approved by the Dean.
3. Any exception to an organized course section counting as 10% (e.g., because it is extremely large or extremely small) must be made in consultation with the Dean and clearly documented in the annual workload plan.
4. Beyond organized courses, a faculty member's instructional workload includes other instructional efforts such as developing materials for a new course, updating materials for an existing course, developing courseware or other materials for technology-based instruction, supporting students in co-curricular activities related to the academic mission, mentoring and supervising communication consultants. These should be described in the annual evaluation and are part and parcel of 10% effort for each course taught.

IV. Research Effort

1. According to university policy, research refers to "scholarly inquiry, discovery, exploration, innovation, creative activities, community engaged research, early stages of entrepreneurial activity that benefits the university, and/or interdisciplinary research." All of these activities are important to the university's mission and should be recognized as appropriate for the college.
2. All faculty who expend a percentage of their overall effort on research should articulate each year a clearly defined research agenda related to their work in the College.
3. Research productivity appropriate to Honors includes peer-reviewed and editorial review publications and presentations at conferences.
4. Evidence of grant funding and submissions related to the teaching mission is encouraged, as is participation in research teams and co-authorship.
5. Research production should be assessed over a 3-year period, excluding periods of FMLA, unpaid leave, or full-time administrative commitments.
6. On average, the expectation is one research output per year for each 20% of workload effort.

V. Service Effort

1. Service (in all its many forms) to the university and academic professions is essential to the university's mission. Faculty should clearly document the service activities in which they engage. Service activities appropriate to the Honors College include committee service or leadership roles in national or regional honors organizations, serving on Honors College committees to review course proposals or for academic events such as the Honors Research Symposium, writing letters of recommendation for students, serving on hiring committees, attending Honors College student & faculty events and providing administrative oversight of an evaluative process such as selection. The College has no university-level committee expectations at present.
2. Faculty should dedicate 20% of their effort per academic year to service.
3. It is expected that faculty beyond the rank of assistant teaching professor will engage in more impactful service activities and growing leadership activities over time.
4. Faculty should note the hidden work they do in their annual evaluations, referring to informal activities that are often not adequately cataloged and recognized. The College must ensure that all such activities are adequately recognized and rewarded.

VI. Distribution of Efforts

1. As per UNC Policy Manual 400.3.4[R], "Each faculty member's workload plan shall be developed in consultation with and approved by the academic unit head and by that academic unit's head's supervisor or designee." In Honors, the former refers to the Dean and the latter refers to the Associate Provost of Faculty Affairs.
2. The typical workload for a NTT faculty member in the Honors College is 80% teaching, 0% research, 20% service. Deviations may be approved by the Dean, but the teaching expectation for workload should never be less than 60%, with one exception: a grant buyout for one 3-credit hour course may be allowed once every three years.
3. The Dean works with the faculty member to determine the annual distribution of effort for each faculty member for the following academic year.
4. A faculty member may at that time request a change in distribution, which will be determined in consultation with the Dean.
5. Changes to research, teaching, or service effort cannot be reduced or increased more than 10% (i.e., one course) in a single year, except for FMLA or other similar circumstances.
6. The Dean will provide faculty with adequate notice if their research productivity is no longer at the level commensurate with the faculty member's current effort distribution.
7. As per university policy, if a course is canceled or if a faculty member agrees to teach a course as an overload, the teaching effort for the following year may be adjusted

accordingly. Any such adjustment must be documented in the annual workload plan. Overloads must be approved by the Dean.