

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

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Statement of Faculty Senate Action:

EC 1: Recommended Guidelines: Delivering the Curriculum at UNC Asheville
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This report arose out of two growing concerns, one external, pressure from the Board of Governors, the UNC General Administration and the State Legislature, and the other internal, concerns about equitable work among faculty on campus. This report presents a proposed revision of the policies articulated in the UNC Asheville Faculty Handbook Section 2.71 (Adjunct Faculty: Decision to Hire) and 3.1.4.1.4 (Faculty Reassigned Time Policy). It also proposes the addition of a new section addressing activities considered as equivalent teaching. This work comes as a result of three years of study and discussion among a group Department Chairs and the Faculty Senate leadership.

The UNC Board of Governors (BOG) uses two performance indicators to evaluate faculty productivity. The Delaware Study assesses a university's compliance with the BOG standard that (for Baccalaureate institutions) faculty load should consist of eight organized classes per academic year. On this measure UNC Asheville has consistently fallen short every year of the study. Most recently, UNC Asheville was warned about this shortfall in the 2008 document titled "A Report on Faculty Teaching Workload Covering the Years 2000 to 2006" from the UNC General Administration:

For *regular faculty*, all but one of the participating campuses (Display 2D) meet the BOG's standard (Table 2D in the Appendix). This campus is UNC-Asheville, which falls further below the Board's standard in the most recent three-year period than in previous periods. UNC-Asheville is a liberal arts institution, where faculty are expected to engage students out of the classroom as much as they do in the classroom. Nonetheless, it will be imperative that UNC-Asheville review this data carefully and make adjustments in the teaching workloads of faculty.

Display 2D
Regular Faculty/BOG's Course Load Standards/ Fall Term
(Based on Table 2D)

Campuses	ASU	ECSU	ECU	FSU	NCAT	NCCU	NCSU	UNCA	UNCCH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU
Campus exceeds standard course load	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Campus does not meet course load								X							

The second performance indicator used by the Board of Governors and the UNC General Administration to evaluate faculty productivity is Student Credit Hours Generated (SCHG). This measure is used to decide whether or not a university should receive new faculty positions. The formula multiplies the number of credit hours of a course (weighted by discipline) by the number of students taking it. The UNC Asheville Faculty Handbook states (section 2.2):

The Board of Governors annually determines the number of full-time-equivalent (FTE) students to be funded at each constituent institution and then allocates faculty positions, salary and other budget items, based upon the enrollment figures.

On this measure, according to UNC Asheville Institutional Research reports, we fell short of the expected SCHG by 4,928 credit hours in AY 2006-2007 and by 4,624 credit hours in AY 2007-2008. This amounts to shortfalls of 5.2% and 4.9% respectively, missing the acceptable 2% margin of error by a rather wide window. The university budget has been relatively flat and/or declining over the past several years. This downward trend in combination with the current global economic recession makes new faculty positions extremely unlikely. (Budget and enrollment data can be found 2008-2009 Fact book, located at <http://ierp.unca.edu/ir>)

Internally, inequities in the current method of allocating faculty loads at UNC Asheville have led to an imbalance of teaching among our faculty. In the 2006-2007 academic year, 53% of faculty taught 18 credit hours or less, with nearly half of those faculty teaching only 12 credit hours or less, using the standard of 6 students minimum for a class (the report "Delivering the Curriculum at UNCA" is available at: <http://facstaff.unca.edu/hantz/documents/unca.curric.ppt>.) Examining student contact hours reveals a similar pattern and the data for this is also found in this report. (The report summary and recommendations, delivered to the UNCA Faculty Senate, is available at: <http://www3.unca.edu/facultysenate/2009-10/Curriculum%20Delivery.htm>.)

Also in 2006-07, 33% of UNC Asheville faculty carried fewer than six preparations, while only 8% carried eight preparations. The reassignment of faculty from teaching to other necessary duties is only partly accounted for using the current Faculty Handbook policy on reassigned time. This discrepancy between faculty work load expectations and the actual work accounted for underscores the problem with present policies and the need to have them changed. An additional consideration in preparing this report and recommendations is that adjunct faculty consumed nearly one million dollars of UNC

Asheville's budget for teaching personnel in AY 2007-2008. In light of internal concerns and external pressures, as well as the global recession, we are proposing several policies designed to assist our compliance with standards and expectations established by the BOG, the UNC General Administration and the State Legislature.

Because teaching load, adjunct use, equivalent teaching and reassigned time are interrelated, changing one element changes the others. The proposed policies are a comprehensive effort to address these situations. The study group responsible for creating this proposal was guided by two principles. First, UNC Asheville is obligated to comply with General Administration Guidelines, BOG standards and State Legislature rules. Second, UNC Asheville should allocate teaching load, adjuncts, equivalent teaching and reassigned time in a manner that is consistent, equitable, verifiable and accountable.

1. Definitions:

Credit Hours -- the number of credits students receive for successful completion of a course.

Organized Class -- a course that meets in a specific place and at a specific time and which has an enrollment of three or more students (exception: distance education classes).

Contact Hours -- the amount of time faculty spend with students in an organized class.

Student Credit Hours Generated -- the number of credit hours multiplied by the enrollment in a course. The UNC General Administration uses SCHG to measure department productivity and to generate new faculty positions.

Equivalent Credit Hours -- A local rule, permitting faculty to count teaching activities that do not fit the definition of *organized class* as part of their faculty work. For example, supervision of internships, teaching of laboratories, studios and workshops, and similar activities count as organized classes.

Delaware Study -- A study of faculty load conducted annually by the University of Delaware. The results of the Delaware study are used by the UNC General Administration, the BOG and the State Legislature to assess faculty productivity throughout the UNC System. The expected norm for faculty at institutions of UNC Asheville's classification is eight *organized classes* per year. North Carolina state law currently mandates the use of the Delaware Study to measure and report faculty load.

Adjunct Faculty Positions -- Part-time faculty hired from the faculty salary budget on a temporary basis.

Reassigned Time -- A portion of faculty teaching load approved for use on non-classroom, non-equivalent activities.

Faculty Record -- The Annual Faculty Record is the means by which faculty report on their work to the Department Chairs and the Academic Affairs administration. The Annual Faculty Record is used to assess faculty performance and recommend merit ratings.

2. Faculty: Faculty are expected to teach courses, credit hours, and students in numbers sufficient to meet the guidelines established by the BOG and the UNC General Administration. Three indicators determine faculty workload.

- Existing contracts at UNC Asheville normally require faculty to teach twenty-four credit hours (or their equivalent) per academic year.
- The Board of Governors standard course load for UNC Asheville, as a Baccalaureate (Liberal Arts) campus, is eight courses per year. The Board of Governors measures courses using *organized class sections* as established by the Delaware Study. *Organized class sections* include lectures, laboratories and recitations.
- UNC General Administration measures success in meeting enrollment targets using *Student Credit Hours Generated* (SCHG). UNC General Administration determines SCHG expectations by discipline. SCHG are tied to generating additional faculty positions for the university.

3. Department Chairs: Department chairs are responsible for maximizing the likelihood that individual faculty and the Department as a whole meet these combined goals of UNC Asheville, the UNC General Administration, and the Board of Governors. Among the relevant responsibilities are the following.

- Assigning faculty and scheduling courses so the Department contributes equitably to the University's goals;
- Annually reporting data for both individuals and the department as a whole on the three indicators listed above: credit hours taught, organized classes taught, and student credit hours generated;
- Accounting to the Academic Affairs administration for differences between expectations and actual Department performance and developing plans to minimize the discrepancies;
- Allocating departmental reassigned time using the guidelines of the UNC Asheville Reassigned Time Policy. Departmental reassigned time can be allocated only if the Department can meet its aggregate goals.

4. Academic Affairs: Within Academic Affairs, the Program Area Deans are responsible for clarifying goals for each Department in their area and monitoring the Chair's scheduling, data reports, and faculty assignment activity. The Deans are to evaluate the department's performance annually and over a four-semester span. In the evaluation process, Deans will apply standards of consistency and equity within departments, between departments, and among program areas.

Policy on the Assignment of Adjunct Faculty Positions.

Adjunct faculty positions are requested by Department Chairs and Program Directors (as applicable) and assigned by Program Area Deans, subject to approval of the Provost. Adjunct faculty positions add to a department's FTE and thus increase the SCH expectations for the department. Department Chairs should not assume the assignment of adjunct positions to the department as permanent additions to their teaching staff. Adjuncts must be requested and justified in the context of the Department's curriculum and faculty teaching loads each academic year. Program Area Deans assign adjunct faculty positions according to the following priorities:

Top Priority:

Adjunct faculty positions will be used to cover courses, credits, and SCHG diverted by faculty reassignment for grants, endowed chairs and professorships, and other opportunities when outside sources provide funds to buy out faculty teaching time.

Middle Priorities:

Adjunct faculty positions should be assigned to replace faculty who are not able to perform their expected teaching due to emergency leave, family leave, or professional development leave.

Adjunct faculty should be assigned on a short-term basis, in times of enrollment growth, to provide additional introductory level and Interdisciplinary Liberal Studies (ILS) courses.

Lowest Priorities:

Adjunct faculty positions may be assigned to cover courses lost to departments due to administrative assignments.

Adjunct faculty positions may be assigned to teach occasional classes that align with a Department's curriculum and that offer a unique learning opportunity for students.

Program Area Deans are charged with the task of evaluating departmental adjunct faculty usage on a long-term basis, and will report adjunct position allocation annually to the Faculty Senate and the Department Chairs/Program Directors. Program Area Deans should encourage the conversion of long-term adjunct positions to regular faculty FTE.

Policy on the Use of *Equivalent Credit Hours*

UNC Asheville faculty are normally expected to teach 24 credit hours (or their equivalent) per year, or twelve credit hours (or their equivalent) per semester. *Equivalent credit hours* account for instructional situations that do not readily fit into the credit-hour model used by UNC Asheville. *Equivalent credit hours* are determined by Program Area Deans and subject to approval by the Provost.

Guidelines for approval of *Equivalent Credit Hours*:

1. Program Area Deans will be guided by the principle that courses should be offered as *organized classes* rather than *equivalent credit hours*.
2. Program Area Deans should consider the relationship between *contact hours* and course credit hours when approving equivalent credit hours.

Department Chairs request *equivalent credit hours* and Program Area Deans may approve them, subject to approval by the Provost. Department Chairs should consider the guidelines listed above in making their requests. When reporting faculty loads, chairs must justify the use of *equivalent credit hours* as the alternative to regular *organized classes*. No equivalency arrangement will be considered automatic or permanent.

Program Area Deans administer the use of equivalent credit hours. Deans will report annually on equivalent credit hour definitions and department uses of them, as approved by the Provost, to the Faculty Senate and the department chairs/program directors. Deans will monitor equivalent credit hours usage on a long-term basis and require consolidation of dispersed efforts where appropriate. At the time of establishment of this policy, Program Area Deans will review existing equivalencies for their appropriateness.

In deciding to recommend to the Provost the approval of equivalent credit hours, Program Area Deans will use the guidelines listed above and will apply standards of consistency and equity within departments, between departments, and among program areas.

The use of the twelve credit-hour standard is local. It is used at UNC Asheville to provide an internal standard for measuring and comparing faculty teaching loads. The other two measures of *student credit hours generated* and *organized classes* are the measures by which UNC Asheville is evaluated by the BOG and the UNC General Administration. The use of *equivalent credit hours* for individual faculty does not supersede a department's obligation to meet the *organized class load* and *student credit hour* requirements set forth by the UNC General Administration.

Policy on Reassigned Time

Faculty at UNC Asheville are normally expected to teach 24 credit hours (or their equivalent) per year, or twelve credit hours (or their equivalent) per semester. When resources allow, full-time faculty members may be allocated *reassigned time* for activities that benefit UNC Asheville's mission, and which exceed the routinely expected UNC Asheville workload. While *reassigned time* typically represents a reduction in the number of credit hours taught, it also reduces the number of *organized class sections* offered by the department and the number of *student credit* hours a department generates.

Faculty

On an annual basis, faculty may request reassigned time from their Department Chairs. The written request for reassigned time should have clearly defined goals with verifiable outcomes to be achieved in exchange for time diverted from teaching. Academic Affairs will allocate reassigned time annually.

Responsibilities for which *reassigned time* may be granted include:

- Administrative responsibilities that carry a title and specific responsibilities.
- Scholarship beyond that routinely expected of UNC Asheville faculty.
- Service activities beyond those routinely expected of UNC Asheville faculty.
- Professional development activities beyond those routinely expected of UNC Asheville faculty.
- Special teaching situations beyond those routinely expected of UNC Asheville faculty.

Faculty members who receive *reassigned time* will record the assignment and will report on the results of the assignment in their Annual Faculty Record. The productive use of this reassigned time will be a factor considered by Chairs in the annual evaluation of faculty who receive it. It should be noted that the Faculty Senate Constitution defines, for senate service and voting purposes, a full time ranked faculty member who teaches at least 6 contact hours per semester. (The Faculty Senate Constitution can be found at this link: <http://www3.UNCA.edu/facultysenate/y0405/sd0204f.htm>)

Department Chairs

Each academic year, Department chairs may request *reassigned time* from Program Area Deans for Department faculty requesting it for the next academic year. These written requests will be made to the Program Area Deans prior to planning the schedule. All requests for reassigned time are subject to approval by the Provost.

Department Chairs must justify the necessity of the request for reassigned time, and must factor into their recommendations whether their departments are meeting obligations for *organized class sections* and *student credit hours generated*. Chairs are responsible for recommending a judicious, equitable allocation of reassigned time to individual members of their departments in support of the department's contribution to the department's mission and to the overall mission of the University.

Chairs are eligible for *reassigned time* based on the number of full-time equivalent (FTE) faculty positions in their department. (SH = semester hours reassigned.)

- * 16 or more faculty = 12 SH per year
- * 10-15 faculty = 9 SH per year
- * 5-9 faculty = 6 SH per year
- * 1-4 faculty = 3 SH per year

Chairs may request reassigned time in addition to the standard allocation above. Requests must be submitted in writing to Program Area Deans prior to planning the schedule and are subject to approval by the Provost.

Chairs who receive *reassigned time* for purposes other than the administrative duties of their position will report on the results of the assignment in their Annual Faculty Record and to their Program Area Deans and the Provost, both of whom will consider the productive use of this *reassigned time* in the annual evaluation of the Chair.

Administrative *Reassigned time* may be awarded to Program Directors by the Associate Provost for University Programs, in consultation with the Department Chair, and subject to approval by the Provost. The Provost will regularly review the allocation of this reassigned time in light of the following criteria:

- * Complexity of program
- * Co-curricular demands of the program
- * Coordination required
- * Number of students involved

Academic Affairs

Academic Affairs is responsible for a judicious, equitable allocation of *reassigned time* to Chairs and Program Directors on behalf of the department's contribution to the university mission. When approving *reassigned time*, the Program Area Deans will inform Chairs in a timely fashion so they can plan the next year's schedule.

In deciding to approve *reassigned time*, Academic Affairs will apply standards of consistency and equity within departments, between departments, and among program areas. Deans will monitor *reassigned time* allocation on a long-term basis, and will report annually on it to the Provost. The Department Chairs and the Faculty Senate will review and comment upon the report.

The Provost, in consultation with the appropriate Program Area Deans and the Department Chair, may sometimes allocate additional *reassigned time* to members of the faculty for projects and activities that support UNC Asheville's mission but fall outside the scope of departmental purposes, such as accreditation reaffirmation. This allocation should be done in consultation with the appropriate Department Chair and Area Dean.

Appendix

From a report of September 2008 brought to the Senate in October 2008:

The challenge of delivering a liberal arts curriculum that emphasizes student learning at a state funded institution is complex. Its dimensions include:

- Offering a curriculum in general education and majors that enables students to progress toward graduation,
- Providing students a closely-supervised individual experience entailing advising, undergraduate research, independent studies, internships and/or practica,
- Organizing faculty time so as to reserve time for individual scholarship, creativity and service, and
- Meeting expectations of the state with regard to student credit hours generated.