



**WSSU Board of Trustees
Executive Committee Meeting
Monday, October 13 at 5:00 p.m.
Virtual Meeting**

Meeting Agenda

I. Call to Order **Brent Moore, Board Chair**

II. Conflict of Interest Statement **Brent Moore**

All board members are reminded of their duty under the State Government Ethics Act to avoid conflicts of interest and appearances of conflict of interest as required by this Act. Each member has received the agenda and related information for this Board of Trustees meeting. If any board member knows of any conflict of interest or appearance of conflict with respect to any matter coming before the Board of Trustees at this meeting, the conflict or appearance of conflict should be identified at this time.

III. Roll Call **Kelley Mills, Chief of Staff**

IV. Action Item | **Stevie Lawrence, Provost**
Acceptance of Faculty Workload Report

V. Adjournment **Brent Moore**



Board Action Item Cover Sheet

Board Meeting Date: October 13, 2025

Committee Name and Committee Meeting Date:

This item is presented to the Executive Committee for consideration and approval.

Background:

In accordance with the UNC System Policy on Faculty Workload (400.3.4) and the accompanying Regulation on Faculty Workload (400.3.4[R]), Winston-Salem State University (WSSU) is required to compile and submit a comprehensive annual faculty workload report detailing faculty teaching, research, and service activities for the previous fiscal year. This report must be reviewed and approved by the WSSU Board of Trustees prior to submission to the UNC System Office.

Situation:

To ensure compliance with the policy and regulations, WSSU has compiled the Faculty Workload Annual Report for the reporting period. The completed report is presented to the Board for review and approval.

Impact/Benefit:

Approval of this item will ensure WSSU remains in full compliance with UNC System Policy 400.3.4 and Regulation 400.3.4[R], supporting transparency, accountability, and consistency in the evaluation of faculty contributions across the university.

Requested Action:

It is requested that the Board of Trustees approve the Winston-Salem State University Faculty Workload Annual Report as submitted.

Attachments:

WSSU Faculty Workload Annual Report



WINSTON-SALEM STATE UNIVERSITY

Faculty Workload Annual Report

October 2025

Institution: Winston Salem State University

Academic Year: 2024-2025

Submitted by: Frank Ingram, Associate Provost

Submission Date: October 15, 2025

BOT Authorization date: October 13, 2025

Institutional Overview

Winston-Salem State University (WSSU), a constituent institution of the University of North Carolina System, is a bold and energetic historically Black college and university (HBCU) dedicated to fostering creative thinking, analytical problem-solving, and the depth of character needed to transform oneself and the world. Guided by the motto *“Enter to Learn, Depart to Serve,”* WSSU cultivates the genius of interconnected learners through academic excellence, transformative scholarship, and impactful community engagement to produce equity-minded, highly competent, and productive citizens.

Rooted in liberal education, WSSU’s academic programs prepare students to be thought leaders and innovators who develop solutions to complex problems. The university’s mission aligns closely with the UNC System’s strategic priorities—advancing student success, workforce development, and regional impact through a commitment to academic rigor, inclusivity, and service.

This report WSSU comprises three academic units: **College of Arts, Sciences, Business, and Education (CASBE), School of Health Sciences (SOHS), and University College**. These units collectively support undergraduate, graduate, and professional programs that emphasize experiential learning, community engagement, and applied research. WSSU’s School of Health Sciences houses some of the most distinguished programs in the nation:

- #1 HBCU Nursing Program in the U.S. (NursingProcess.org)
- #1 RN to BSN Program in North Carolina (NursingProcess.org)
- #1 Producer of Black Nurses in North Carolina (NursingProcess.org)
- #1 Master of Healthcare Administration Online Program in the U.S. (BestColleges.org)
- Top 10 Online Transitional Doctor of Physical Therapy Program in the U.S. (College Cliffs)

WSSU is consistently ranked among the nation's best:

- #1 HBCU in North Carolina for top public colleges (U.S. News & World Report, 2025)
- #1 HBCU in the U.S. for Social Mobility (CollegeNET, 2025)
- One of America's Best Colleges (Money Magazine, 2025)
- Top 5 HBCU in the Nation (Niche, 2025)

These distinctions shape faculty workload by emphasizing teaching effectiveness, scholarly productivity with community relevance, and service contributions that advance institutional priorities such as student success, retention, and community transformation.

Faculty Workload Policy and Review Process: The university's faculty workload policy is designed to ensure mission-driven distribution of teaching, research, and service responsibilities. The policy is evaluated periodically by the Office of the Provost in collaboration with the Faculty Senate Academic Affairs Committee, ensuring alignment with UNC System policy and institutional strategic goals. The next scheduled review of the workload policy will occur during the 2025–2026 academic year.

Calculation of Faculty Workload in Accordance with UNC Policy 400.3.4 III.A.

At WSSU, a standard faculty workload equates to a 1.0 FTE appointment, consisting of *routinely expected faculty duties* encompassing teaching, scholarship, and service. The baseline teaching load for full-time faculty is 24 student credit hours (SCH) per academic year, typically distributed across two semesters. Adjustments to this teaching load reflect assigned percentages for research and service in accordance with each academic unit's mission and the faculty member's role.

- i. Faculty with significant research or creative activity may receive credit to their teaching load, with **research and service collectively accounting for 20–40%** of total workload.
- ii. Faculty primarily engaged in instruction typically devote **75–80%** of their workload to teaching, with the remaining time distributed between research and service.
- iii. Administrative or program coordination duties are also factored into workload assignments, with proportional adjustments made accordingly.

Workload allocations are determined annually through consultation between the faculty member and department chair, reviewed and approved by the dean, and documented in the faculty workload plan.

Summer Session Consideration

Summer Session teaching at WSSU is not included as part of the standard 9-month faculty workload plan. Compensation for summer teaching is provided separately and is considered *supplemental* to the 1.0 FTE academic-year assignment.

Table 1. *Institutional* high-level metrics for faculty workload percentages AY2024-25

ACTUAL % TEACHING– Faculty workload plan totals.	ACTUAL % RESEARCH/CREATIVE ACTIVITY– Faculty workload plan totals.	ACTUAL % SERVICE– Faculty workload plan totals.
69%	18%	13%

Table 2. *Institutional* high-level metrics for organized course sections, students credit hours, and faculty contact hours, Summer 2024, Fall 2024, and Spring 2025.

ALL Organized Course Sections ACTUAL #	ALL Student Credit Hours produced ACTUAL #	ACTUAL # ALL Faculty Contact Hours
2,760	133,191	5,718,000

Definitions:

Organized course section: A course developed and taught by an instructor, published on the registrar’s schedule, with at least one student enrolled.

Student credit hour: The credit hours assigned to an organized course section, multiplied by the number of students who receive a transcribed designation for the course.

Faculty contact hour: The instructional time an instructor spends teaching students per term in an organized course section as the instructor(s) assigned to the organized course section. For asynchronous courses, use instruction time or instructional equivalency. For face-to-face or synchronous instruction, 50 minutes of scheduled class time constitutes 1 contact hour.

1. Percentage of faculty workload plans in place

- Total number of faculty required to complete a faculty workload plan for the academic year: **233 - Academic Year 2024-2025**
- Percentage of faculty workload plans in place by institution’s due date: **100% December 15, 2024**
- Institutional due date for faculty workload plans for the next academic year: **August 15, 2025**

2. Actual Percentages—teaching, research, and service percentages – academic departments, faculty workload plans only. Provide school/college percentages averaging all individual faculty (weighted by FTE) within the school/college.

Table 3. Academic unit level: College/School for teaching, research, and service from faculty workload plans.

Name of School/College	# Faculty workload plans per School/College	ACTUAL % TEACHING– Faculty workload plan totals only	ACTUAL % RESEARCH/CREATIVE ACTIVITY– Faculty workload plan totals	ACTUAL % SERVICE– Faculty workload plan totals only
College of Arts, Sciences, Business, and Education	156	66%	21%	13%
School of Health Sciences	67	74%	12%	14%
University College	No Full-Time Faculty			

3. Academic Unit Level Summaries:

- Total of **2760** Organized Course Sections for Summer 24, Fall 24, Spring 25.
- Total of **133,191** Student Credit Hours (SCH)for Summer 24, Fall 24, Spring 25.
- Total of **5,718,000** Faculty Contact Hours (FCH)for Summer 24, Fall 24, Spring 25.

Table 4. Metrics at the academic unit level: Summer 2024, Fall 2024, Spring 2025

Academic Unit	Organized Course Sections	Student Credit Hours	Faculty Contact Hours per FTE
College of Arts, Sciences, Business and Education	1,919	94,038	24,320
Accounting, Economics, and Finance	88	6,362	20,325
Art+ Visual Studies	47	3,558	21,150
Behavioral Sciences	80	3,938	25,822
Biological Sciences	155	10,133	22,096
Business Administration	100	7,839	16,072
Chemistry	74	3,130	12,334
Communication and Media Studies	77	4,245	34,650
Computer Science	101	2,425	23,250
Education	171	4,457	51,844
English	105	5,484	26,250
History, Politics, and Social Justice	164	8,156	28,625

Health, Physical Education, and Sport Studies	197	2,052	30,688
Liberal Studies	55	2,703	20,625
Mathematics	92	7,185	17,750
Music	173	3,623	22,500
Psychological Sciences	78	7,800	20,334
World Languages and Cultures	62	3,109	23,000
School of Health Sciences	804	38,889	26,566
Exercise Physiology	60	3,063	25,200
Healthcare Management	60	4,567	20,357
Medical Laboratory Sciences	97	3,612	24,500
Nursing	292	13,024	44,438
Occupational Therapy	57	2,073	16,250
Physical Therapy	87	3,500	14,100
Rehabilitation Studies	67	3,341	28,500
Social Work	30	2,015	21,750
Therapeutic Recreation	54	3,694	44,000
University College	63	3,998	3,998
First Year Experience	63	3,998	3,998

4. Academic unit level Summaries: teaching, research, service

In accordance with UNC Policy 400.3.4 III.A, planned workload percentages are determined based on the teaching standard of 24 SCH, with adjustments reflecting assigned research and service expectations.

Each academic unit uses a consistent approach:

- Teaching Load: Based on assigned courses and SCH generated across fall and spring semesters.
- Research Load: Based on documented scholarly productivity, grant activity, or creative works.
- Service Load: Based on university, professional, or community service assignments.

Table 5. Academic unit *department* metrics for annual report percentages AY2024-25.

Name of College/School with department listed below	# of Faculty Workload Plans per Department	ACTUAL % Teaching from Faculty Workplans	ACTUAL % Research from Faculty Workplans	ACTUAL % Service from Faculty Workplans
College of Arts, Sciences, Business and Education	156	66%	21%	13%
Accounting, Economics, and Finance	10	64%	23%	13%
Art+ Visual Studies	5	58%	28%	14%
Behavioral Sciences	7	73%	18%	9%
Biological Sciences	13	75%	14%	11%
Business Administration	14	62%	24%	14%
Chemistry	9	69%	23%	8%
Communication and Media Studies	5	72%	15%	13%
Computer Science	9	64%	22%	14%
Education	8	54%	26%	20%
English	9	68%	18%	14%
History, Politics, and Social Justice	12	65%	20%	15%
Health, Physical Education, and Sport Studies	12	61%	22%	17%
Liberal Studies	6	64%	19%	17%
Mathematics	12	77%	15%	8%
Music	10	61%	21%	18%
Psychological Sciences	9	53%	35%	12%
World Languages and Cultures	6	82%	8%	10%
School of Health Sciences	67	74%	12%	14%
Exercise Physiology	5	70%	10%	20%
Healthcare Management	7	80%	5%	15%
Medical Laboratory Sciences	6	69%	16%	15%
Nursing	20	82%	8%	10%
Occupational Therapy	6	64%	19%	17%
Physical Therapy	10	72%	20%	8%
Rehabilitation Studies	6	80%	10%	10%
Social Work	4	65%	15%	20%
Therapeutic Recreation	3	80%	5%	15%

Faculty with specialized assignments (e.g., program coordination, accreditation leadership, administrative roles) receive appropriate reallocation of research and service percentages to maintain a balanced 1.0 FTE workload.

5. Teaching:

At Winston-Salem State University (WSSU), **teaching** is the core component of the faculty workload and is central to the university's mission of academic excellence, transformative scholarship, and student success. Teaching encompasses both direct instruction and associated instructional responsibilities that are essential to high-quality learning experiences. **Routinely expected duties** include course preparation, course instruction, student assessment, academic support and advising, curriculum development, and student engagement.

A standard full-time teaching load at WSSU is 24 student credit hours per academic year (typically 12 SCH per semester), which generally equates to four 3-credit-hour courses each semester for undergraduate faculty. Class sizes vary by discipline and course level, with lower-division general education courses often enrolling 25–60 students, while upper-level, laboratory, or clinical courses may be smaller. Instruction is delivered across multiple modalities—including face-to-face, hybrid, online, and laboratory-based formats—and credit-hour equivalencies are applied to ensure fairness across diverse instructional types. Because some faculty teach courses or laboratories with fewer than 3 credit hours or oversee variable-credit experiences such as internships, practicums, and independent studies, department-level adjustments are made to ensure equitable workload distribution aligned with the 24 SCH standard.

6. Measures of Research/Creative Activity:

At Winston-Salem State University (WSSU), research and creative activity are integral components of the faculty workload and reflect the university's mission to foster transformative scholarship, innovative thinking, and engaged learning. While WSSU is a teaching-intensive institution, faculty are expected to contribute to the creation, integration, and application of knowledge that enhances instruction, supports student success, and advances disciplinary or interdisciplinary understanding.

Research and creative activity include but are not limited to conducting original research or creative works in one's academic discipline, publishing in peer-reviewed journals or creative outlets, presenting at professional conferences or exhibitions, pursuing extramural funding, and contributing to the scholarship of teaching and learning through pedagogical innovations. These activities align with WSSU's strategic goal to "Unleash the Genius" of faculty and students by promoting transformative scholarship and impactful engagement.

Measures of research and creative activity are documented annually through Faculty Workload Reports and Faculty Record Sheets and evaluated quantitatively and qualitatively by department chairs and deans.

7. Service Contributions:

Service is a foundational component of faculty responsibility at Winston-Salem State University (WSSU), reflecting the university's mission and motto, "Enter to Learn, Depart to Serve." Faculty are expected to engage in service that supports the university's governance, contributes to the advancement of their disciplines, and strengthens local and global communities.

Service is recognized as both a professional obligation and a means to advance leadership and institutional transformation. Faculty are expected to participate meaningfully in service contributions including departmental, university, and professional service as well as community engagement. Service contributions are documented annually through the Faculty Workload reports and Faculty Record Sheet and evaluated quantitatively and qualitatively by department chairs and deans.

8. Process Evaluation and Compliance:

Winston-Salem State University (WSSU) maintains a comprehensive and transparent process for developing, reviewing, and approving faculty workload plans to ensure compliance with UNC Policy 400.3.4 III.A. and alignment with the university's mission, strategic priorities, and institutional policy on workload distribution.

Each year, during the Fall semester academic year, faculty complete a Faculty Workload Assignment Form in consultation with their department chair. This form outlines projected responsibilities across teaching, research/creative activity, and service, and serves as the official plan for the forthcoming year. Discussions are collaborative, allowing faculty and chairs to balance institutional needs with individual strengths, career goals, and disciplinary expectations. Plans incorporate course assignments, research goals, service commitments, and any approved variations such as administrative duties, grant-funded projects, or course releases.

Once created, each workload plan undergoes a multi-level review to ensure equity, consistency, and compliance:

1. Department Chair Review: Confirms workload aligns with department needs, accreditation requirements, and faculty classification.
2. Dean Review: Evaluates alignment with college or school guidelines and confirms adherence to institutional averages (e.g., 24 SCH = 1.0 FTE).
3. Office of the Provost: Provides final approval and ensures plans comply with university workload policy and UNC System regulations.

All approved plans are maintained on file in the academic unit and the Office of Faculty Affairs for accountability and reporting.

At the end of each academic year, faculty complete the Annual Faculty Record Sheet, which documents actual teaching, research, and service activities. Department chairs compare the projected workload with actual outcomes to assess accuracy and performance. The results inform annual evaluations, reappointment, promotion and tenure, and future workload planning.

9. Additional Context and Highlights:

Winston-Salem State University's 2024–2025 faculty workload report demonstrates the institution's unwavering commitment to academic excellence, mission alignment, and compliance with UNC Policy 400.3.4. IIIA. Guided by the university's motto, "Enter to Learn, Depart to Serve," WSSU continues to balance its teaching-intensive mission with robust engagement in transformative scholarship and meaningful service that advances institutional priorities and student success.

Across academic units, faculty delivered high-quality instruction aligned with the 24 SCH workload standard, integrating innovative pedagogy and student-centered approaches that contributed to strong course fill rates and learning outcomes. Faculty maintained active engagement in research and creative activity, producing peer-reviewed publications, conference presentations, and grant submissions that enhanced WSSU's scholarly reputation. Service contributions remained deeply mission-driven, with faculty playing pivotal roles in university governance, accreditation, community partnerships, and professional leadership.

This reporting cycle also reflects the effectiveness of WSSU's Faculty Workload Assignment Form and Annual Faculty Record Sheet in promoting transparency, accountability, and alignment between planned and actual faculty duties. Collaborative planning between faculty, chairs, and deans has strengthened equity in workload distribution and supported faculty development.

Looking ahead, WSSU aims to enhance data integration and analytics to better capture faculty contributions across teaching, scholarship, and service. Future annual reports will focus on refining unit-level workload guidelines, improving reporting consistency, and strengthening the connection between workload planning, strategic goals, and faculty evaluation processes. These continued efforts will ensure WSSU's workload practices remain mission-driven, student-focused, and fully compliant with UNC System expectations.

Certification:

This report was prepared by **Frank Ingram**, Associate Provost Academic Budget and Faculty Affairs and reviewed by the chief academic officer prior to submission.