**PCAL Faculty Workload Policy and Guidelines**

***I. General Policy***

1. It is the responsibility of all PCAL faculty members to be engaged in the pursuit of excellence, whether in teaching, service, research/ creative scholarship, or some combination of the three. Each faculty member’s workload will be distributed over an agreed allocation of activities in one, two, or all three of these areas. Equitable workload policies should recognize and respect the demands that activities place on a faculty member’s time and energy, and should be designed to draw from each faculty member’s individual strengths. The workload policy guidelines below apply to full-time faculty in PCAL.
2. Each school or department shall have a workload policy consistent with these guidelines. In the absence of a unit workload policy, the PCAL Workload Policy and Guidelines shall be used as guidance in making workload assignments.
3. The faculty of each unit should participate in providing input into the determination of workload policy in their unit, both initially and in all subsequent reappraisals. Proposed workload policies and revisions to workload policies for departments and schools must be approved by a majority vote of the full-time faculty, by the dept chair or school director, and by the dean. If a unit cannot agree on a workload policy that can be endorsed by chair/director and dean, the PCAL Workload Policy and Guidelines will act as the governing document. Copies of all approved workload policies will be kept on file in the Office of the Dean.
4. The standard PCAL workload for full-time faculty is the equivalent of 30 credit hours spread between the fall and spring semesters. For faculty in traditional tenured or tenure-track lines, 3-6 of these credit hours may be fulfilled by research or creative activity productivity. For faculty with service responsibilities, a further 3-6 credit hours can be accounted for by service to the program, department, college, university, and profession, or a combination thereof. These non-teaching hours account for a maximum of 9 hours total, except where faculty have been reassigned as established in Section II below.
5. Thus standard PCAL teaching workload for all full-time, traditional tenured or tenure-track faculty is equivalent to 21 credit hours per academic year, and faculty members in this model would reach 30 hours with 9 “credit hours” of research/creative activity and service. Tenured or tenure-track faculty in pedagogical lines or other non-research lines are expected to teach a standard load of 24 credit hours per year, with 6 “credit hours” of service. Professionals-in-residence, executives-in-residence, and artists-in-residence will have varying responsibilities, and their workloads should be established in writing in their appointment letters. Instructors who do not have service responsibilities teach a standard load of 30 credit hours.
6. The standard teaching workload within colleges, schools, and/or departments may be adjusted to allow faculty members to pursue other activities that support the university mission and the goals and needs of the college, school, department, or equivalent unit (see Section II below). Adjustments and reassignments from the standard teaching load described in Section II are for activities and achievements that are above and beyond expectations for satisfactory performance in service.
7. The unique nature of teaching in some programs does not fit into the standardized model of seven 3-credit courses per AY. For these units, teaching workload assignments may be defined in terms of credit hours or contact hours. The specific formula based on contact hours must be specified in the applicable governing workload policy.
8. It is the responsibility of the academic unit chair/director, with the oversight of the college dean, to make workload assignments to faculty members. The workload assignments shall be made in such a way as to advance unit, college, and university mission areas, to comply with unit, college, and university workload policies, and to balance those policies with other institutional considerations such as curricular needs; retention and graduation needs; student credit hour production; accreditation requirements, sponsored research commitments, and resource constraints. It is also the responsibility of the unit chair/director, with oversight of the college dean, to evaluate and determine whether the expectations for reassignments from the standard teaching load for an academic year have been adequately and productively fulfilled, though with the understanding that because of the scheduling calendar, this assessment may not be able to occur before fall teaching is scheduled.
9. The teaching workload equivalencies described throughout this document are designed to provide guidance to department chairs/directors in making teaching reassignments. However, chairs/directors have the discretion to adjust workloads to accommodate particular situations or to address the enrollment demands, financial realities, and missions of their units. The equivalencies are not guarantees or entitlements regarding teaching workload assignments. Units may adopt different equivalencies based upon their mission, student demands, and any unique disciplinary considerations.
10. All chairs/directors are encouraged to meet annually with their faculty to develop workload agreements. All workload allocations must be documented on an annual basis. Any changes that occur will be documented and reported in a timely fashion.
11. The workload agreement shall cover teaching/research/creative scholarship, and service, when applicable. The annual faculty activity report should include discussion of progress and goals in each category, and progress will be reviewed as part of the annual evaluation process.
12. Summer, winter, and off-load assignments (such as on-demand) are not considered part of the academic year workload assignments for a 9-month contract faculty member. A faculty member who assumes additional teaching responsibilities in this way will be compensated independently.
13. Overload teaching assignments, which are measured on an annual rather than a semester basis, must be approved by the faculty member’s chair/director and dean. Faculty with approved teaching overload assignment contracts must continue to fulfill service and research and creative activity obligations. Faculty will not be expected to exceed the 30 “hour” annual load without additional compensation.
14. If a faculty member’s course fails to enroll sufficient students, the faculty member may be assigned to teach another course by the faculty member's chair/director. Other types of assignments may be possible but must be approved by the faculty member’s chair/director and dean.
15. Courses taught for units other than the faculty member’s own should be considered part of the faculty member’s standard university teaching workload assignment. The faculty member’s chair/director must approve this assignment.
16. Teaching assignments will not be reduced to zero over an academic year except in the case of sabbatical leave, externally funded release time, fellowship leave (e.g., Fulbright), or other approved assignment or leave.
17. When a chair/director determines that a faculty member is not adequately fulfilling the non-teaching responsibilities, either in research/creative activity or service, or both, assumed by the teaching load described in Section I.4, a faculty member may be assigned an increased semester teaching or service load. Such a reassignment will normally be for one year and may be renegotiated thereafter.

***II. Adjustments***

The college and university depend upon faculty service to fulfill their missions. To meet these responsibilities, the teaching workloads of individual tenured and tenure-track faculty may be adjusted by their units on an annual basis. Possible adjustments to teaching assignments and their value must be identified in the applicable governing unit’s policies and approved by the faculty members, chair/director, and dean. When establishing workload policies and faculty assignments, the schools and departments may consider the following activities:

* 1. Supervision and/or teaching of students in practica, internships, field experience, workshops, independent studies, community-based or service learning projects, theses, productions, performances, study abroad, on-line courses, team teaching, experiential learning, honors courses, graduate courses, writing-intensive courses, extended contact hours, lab supervision, WKU Connect courses, regional campus teaching, and similar activities. Credit approved for these duties should be specified in the applicable governing unit’s workload policy.
	2. Course preparations. Chairs and directors should be mindful of the additional work required for new and different course preps. Except in units where many different course preps are considered the norm, faculty should not normally be assigned more than five different course preps per academic year, and no more than three in a single semester. Similarly, faculty should not normally be assigned more than one new course prep in a semester, except where the faculty member is new to the program, or where the program is new or has been significantly revised, such that multiple new course preps are necessary.
	3. Student credit hour production. Teaching credit approved for this reassignment should be based on a formula established using the class size and/or other variables as determined by the faculty members’ governing units and detailed in the applicable governing unit’s workload policy. The maximum class size should be governed primarily by pedagogical concerns, and must be approved by the chair/director.

When establishing adjustments, the colleges, schools, and departments may consider the following activities:

1. Department chair, school director, associate dean, or other administrative assignment. Adjustments shall be offered to faculty members serving in these administrative appointments. Adjustments may vary depending on the size/complexity of the school or department, the number and level of degree programs offered, and similar criteria. Faculty will negotiate this adjustment with their dean.
2. Academic advisor. In units where advising is the responsibility of a small number of faculty, adjustments should be assigned for this responsibility. This will vary depending primarily upon the number of advisees, but also the complexity of the advising; the college suggests that each advisee should be considered to average an hour of effort per semester, but this is ultimately decided at the unit level. Faculty will negotiate this adjustment with their chair/director.
3. Program coordinator/undergraduate coordinator/graduate coordinator and similar. Adjustments in this area should follow the university guidelines on program coordinators.
4. Major university, college, or unit service. Adjustments may be assigned for taking a significant role in accreditation, or other similar service-intensive positions. Faculty will negotiate this adjustment with their chair/director.
5. Service to profession. Adjustments may be assigned for significant service to the profession. These could include serving as editor/associate editor of a professional journal; officer of a professional association, or other significant service to the faculty member’s profession. Faculty will negotiate this adjustment with their chair/director.
6. New faculty.Newly hired faculty in tenure track-positions should receive a reduction of at least one three-credit course (or its equivalent) within their first year of appointment. Faculty will negotiate the timing of this adjustment with their chair/director, and have the reduction approved by the dean.

Reductions in teaching assignments shall not be approved for:

* 1. Any activities where there is remuneration over and above the faculty member’s university compensation, except where a stipend and a course release have been negotiated.
	2. Community service activities (e.g. personal volunteer work with civic organizations), unless these are formal, externally funded public service activities of the university and there is a percent of the faculty member’s effort committed to the sponsor.

***III. Workload Grievances***

Faculty who feel that they have been treated unfairly in the assignment of workload should discuss this concern with their chair/director, and if the concern cannot be resolved, they should follow the Faculty Grievance Policy, as outlined in the Faculty Handbook.