Department of English
Faculty Workload Policy and Guidelines

In accordance with the PCAL Faculty Workload Policy, the WKU Department of English has developed the following guidelines for expectations of teaching, research, and service contributions during the academic year. Workload calculations are based on a standard workload that consists of the equivalent of 10 courses (30 credit hours) per academic year, or a typical full-instructor load, as per the PCAL Faculty Workload Policy. From this standard, calculations are made for each faculty role. For pedagogical faculty, the standard workload is 8 courses (24 credit hours) per year, with 2 course releases for service. For traditional faculty, the standard workload is 7 courses (21 credit hours) per year, with a total of 3 course releases distributed across both research and service. One 3-hour course release is equivalent to 120 hours, or 15 hours per month, during the academic year. For the purposes of these guidelines, the academic year is considered to encompass August 15 (or the Monday prior to start of semester) through December 15 (or the Friday after grades are due) and January 10 (or the Monday prior to start of semester) through May 10 (or the Friday after grades are due).[1]

Standard Expectations Per Academic Year

Position Type	Teaching Expectations	Course Release for Research	Course Release for Service
Instructor[2]	10 courses (30 credit hours)	0	0
Pedagogical	8 courses (24 credit hours)	0	2 releases
Traditional (Research Minimal: Teaching Emphasis)[3]	8 courses (24 credit hours)	0	2 releases
Traditional (Research Minimal: Service Emphasis)[4]	7 courses (21 credit hours)	0	3 releases
Traditional (Research Active)	7 courses (21 credit hours)	1 release	2 releases
Traditional (Research Productive)[5]	7 courses (21 credit hours)	2 releases	1 release

Annual activity reports should address the activities outlined in the previous year's workload agreement. Annual activity reports cover activities from July 1 - June 30. By November 1 each year, faculty members will submit a proposed workload for the next academic year (see form on

---

[1] As per the WKU Faculty Handbook XII.B, the academic year "begins on the Monday that is three (3) weeks before Labor Day and ends on the Friday after the spring grade submissions deadline."
[2] Full-time instructors have no service expectations beyond attending the opening week department meeting and retreat.
[3] Note: Traditional tenured faculty seeking promotion from associate to full professor must still meet research expectations for promotion to Professor, as outlined in the Guidelines for Tenure and Promotion.
[4] Faculty working at the level of Research Minimal: Service Emphasis must submit a more detailed service agenda as part of the annual workload agreement.
[5] Pre-tenure traditional faculty must meet expectations for Research Productive to ensure steady and successful progress toward tenure and promotion.

p. 4 of this document). The department chair, relevant committees, and the Executive Committee will work to finalize workload assignments by early February.

Research Levels Defined

Research Productive	Significant and steady progress on Level 1 or Level 2 project(s)
Research Active	Level 3 ("Other") scholarly or creative activity
Research Minimal	Staying up to date on developments in faculty member's field

Service Expectations

To avoid an elaborate tracking system, service contributions will be estimated by average time commitment. At a minimum, all faculty whose positions include service obligations are expected to complete a total of at least 120 hours of service each academic year, which represents one course release. Faculty who receive two course releases for service are expected to complete at least 240 hours of service each academic year, and so on. The following service activities will account for approximately 25-40 hours per academic year, depending on the year:

- Attend at least one commencement ceremony (fall or spring)
- Sit on departmental tenure and promotion committees (if applicable)
- Sit on departmental continuance committees (if applicable)
- Attend events with job candidates (at least one event per candidate when possible)
- Attend department meetings, including opening week events
- Contribute to at least one department recruitment, retention, and/or outreach initiative each year

In the annual activity report, faculty will outline all service activities and the approximate time devoted to those activities, as well as associated outcomes.

Out-of-Load Teaching Activities

We recognize that faculty may engage in teaching activities beyond regularly-scheduled courses that require a significant investment of time and energy, such as supervising Honors or graduate theses and independent study courses. Activities such as these will accrue additional release time as follows (totals may be cumulative across categories):

Directing Honors thesis (CE/T)	12 theses = 1 course release (10 hours each)
Graduate thesis supervision	8 theses = 1 course release (15 hours each)
Independent study	6 independent studies = 1 course release (20 hours each)

Co-teaching (fewer than 12 students per faculty member at the undergraduate level or fewer than 8 students per faculty member at the graduate level)	First offering: Each faculty member receives credit for one 3-hour course Subsequent offerings: Each faculty member receives credit for one 1.5-hour course that may accrue to total one course release; alternatively, faculty members may opt to devote 1.5 credit hours to service in the same academic year

Requesting Reassignment

Faculty may request that one course per academic year be reassigned for research or service as outlined below. When faculty submit their proposed workload, they may also include a research or service reassignment proposal. These proposals should be developed for work that exceeds the standard workload in service or research. A subcommittee of the Executive Committee will review and rank such requests and present their recommendations to the department chair, who will render final approval for any and all reassignments for the upcoming academic year, per departmental needs. Priority will be given to applicants who have not received a reassignment in the past two years to ensure access across the department. The selection process will also weigh outcomes of any past reassignment. A sample reassignment request form may be found on p. 6 of this document.

Types of activities that warrant request for additional course release include:

- Level 1 or 2 scholarly or creative project
- Program-level curricular development
- Significant recruitment/outreach initiatives

Department of English
Annual Faculty Workload Distribution Agreement

Name:
Position Type:
Tenure Status:
Academic Year:

Activity	Expectation or Outcome	
Teaching (Fall) Total maximum student load:	[List course prefixes and numbers (e.g. ENG 100)]	[Colonnade back-up course should a course fail to make]
Teaching (Spring) Total maximum student load:	[List course prefixes and numbers (e.g. ENG 100)]	[Colonnade back-up course should a course fail to make]
Research/Creative Activity	Short-term outcomes (projects that will be completed in the next academic year, e.g. conference presentations/panels, campus or community talks, readings, grant applications, competitions): Long-term outcomes (projects that may extend over several academic years, e.g. books, articles, productions, exhibits, grant-funded work):	
Planned Service Commitments		
Additional Course Release Activity	[List any additional course release time for administrative work such as advising, and/or Wood or Traditions course release, etc.]	
Potential Reassigned Time (for activities beyond standard expectations, including accrued time for thesis supervision –see next page)	Reassigned from: Work plan: Outcomes:	

Standard Expectations Per Academic Year

Position Type	Teaching Expectations	Course Release for Research	Course Release for Service
Instructor[6]	10 courses (30 credit hours)	0	0
Pedagogical	8 courses (24 credit hours)	0	2 releases
Traditional (Research Minimal: Teaching Emphasis)	8 courses (24 credit hours)	0	2 releases
Traditional (Research Minimal: Service Emphasis)[7]	7 courses (21 credit hours)	0	3 releases
Traditional (Research Active)	7 courses (21 credit hours)	1 release	2 releases
Traditional (Research Productive)[8]	7 courses (21 credit hours)	2 releases	1 release

Research Levels Defined

Research Productive	Significant and steady progress on Level 1 or Level 2 project(s)
Research Active	Level 3 ("Other") scholarly or creative activity
Research Minimal	Staying up to date on developments in faculty member's field

Out-of-Load Teaching Activities

Directing Honors thesis (CE/T)	12 theses = 1 course release
Graduate thesis supervision	8 theses = 1 course release
Independent study	6 independent studies = 1 course release
Co-teaching (fewer than 12 students per faculty member at the undergraduate level or fewer than 8 students per faculty member at the graduate level)	First offering: Each faculty member receives credit for one 3-hour course Subsequent offerings: Each faculty member receives credit for one 1.5-hour course that may accrue to total one course release; alternatively, faculty members may opt to devote 1.5 credit hours to service in the same academic year

---

[6] Full-time instructors have no service expectations beyond attending the opening week department meeting and retreat.

[7] Note: Traditional tenured faculty seeking promotion from associate to full must still meet research expectations for promotion to Professor, as outlined in the Guidelines for Tenure and Promotion.

[8] Pre-tenure traditional faculty must meet expectations for Research Productive to ensure steady and successful progress toward tenure and promotion.

Department of English
Research or Service Reassign Time Proposal

Name:
Position Type:
Tenure Status:
Academic Year:

Reassignment for: ___ Research Activity   __ Service Activity

Detailed outline of reassignment plans. Describe outcomes and provide a timeline, as well as 1-3 of the most significant impacts of this activity to the department, college, and/or university.
Maximum 300 words

Have you had previous workload reassignments for research or service within the last five years (excluding sabbaticals, RCAP course releases)?

__ Yes   __ No

If "Yes," please complete the following:

When was your last reassignment (semester/year)?

Briefly describe the previous project or activity. To what extent did you accomplish the objective outlined in your last reassignment proposal? What were the benefits to the department, college, and/or university?
Maximum 300 words