

**The Faculty Senate Resource Allocation Committee has drafted the Radford University Faculty Workload Policy whose intent and goals are discussed below:**

Intent

The intent of a *workload* policy is to ensure that faculty *productivity* goals are met within reasonable working time frames such that undue burdens are not placed on any members of the faculty. While such burdens may not be widespread, it is prudent to have policies in place which avert them.

*Workload*, from a faculty perspective, can be viewed as the number of actual working hours (per week for example) necessary to meet *productivity* expectations placed on them. Teaching *workload* is a function of such measures as the number of different preparations required each week; classroom contact hours; hours outside of class engaged in teaching related duties, including but not limited to grading and student meetings and more.

*Productivity* measures will vary between academic programs but can include (1) teaching, which might be assessed using measures such as student credit hour production; (2) professional activity, which might be assessed using such measures as, but not limited to, the generation of publications and grant proposals; and (3) university service, which might be assessed using such measures as, but not limited to, hours of engagement.

The number of credit hours taught per semester (for example 12 or 9 depending on accreditation requirements) which has been used traditionally to make teaching assignments, is no longer an accurate predictor of teaching workload due to the changing landscape of postsecondary education today.

Goals

1. To provide an overall environment in which all faculty can be productive in the three areas of teaching, professional activity, and university service, in amounts and proportions defined by their colleges and academic programs as to constitute full-time equivalent positions.
2. To provide a teaching environment in which total student credit hour production by academic programs meets university targets based on SCHEV guidelines (base budget adequacy model or BBA-M), without placing undue burdens on any members of the faculty.
3. To provide an administrative environment in which department chairs and program heads will make workload assignments that use their program's faculty resources most efficiently in order to meet the goals above. Efficient use of faculty resources will take into account and appropriately balance: unique programmatic needs, overall programmatic student credit hour production, individual teaching contact hours, individual levels of professional activity, and individual university service.