Faculty Workload Manual

PRAIRIE VIEW
A&M UNIVERSITY

A.   Overview

As a land-grant institution, Prairie View A&M University (PVAMU) is committed to excellence in teaching, research, and service while fulfilling its mission of expanding access to higher education and community engagement. To support this mission, faculty workload policies ensure that instructional responsibilities are balanced with research, professional service, and institutional needs.

This manual establishes clear guidelines for faculty workload expectations, aligning with System Policy 12.03 Faculty Academic Workload and Reporting Requirements and Texas Higher Education Coordinating Board (THECB) standards. It defines the regulations and principles that govern workload distribution, reporting, and compliance, ensuring that faculty assignments are equitable, transparent, and aligned with institutional priorities.

At PVAMU, teaching is the primary responsibility of faculty, with additional assignments—including research, service, and administrative duties—incorporated as institutional resources allow. A well-structured workload policy supports academic excellence, faculty development, and student success, reinforcing PVAMU's role as a leader in education, research innovation, and community outreach.

To fully understand faculty workload policies, this manual should be reviewed alongside:

- System Policy 12.03 Faculty Academic Workload and Reporting Requirements; and,
- University Rule 12.03.99.P1 Faculty Academic Workload and Reporting Requirements.

By adhering to these policies, PVAMU ensures that faculty workload assignments support both institutional effectiveness and the professional growth of its faculty, further advancing the university's mission.

B.   Faculty Workload Requirements

PVAMU has established a standard workload of 15 credit hours per semester for full-time faculty, including both tenured/tenure-track (T/TT) faculty and Academic Professional Track (APT) faculty.

Tenured/Tenure-Track (T/TT) Faculty:

- 12 credit hours dedicated to instruction.
- 3 credit hours allocated for professional service.

Academic Professional Track (APT) Faculty:

- Workload distribution depends on the faculty's specific track (teaching, research, clinical, or professional).
    - 15 credit hours are dedicated to instruction for teaching track faculty.
    - A minimum of 12 of 15 credit hours is assigned to teaching for clinical and professional track faculty. Research track faculty are expected to teach at least one course annually.

Maximum Teaching Workload

The maximum teaching load for full-time faculty is 15 credit hours per semester. For adjunct/part-time faculty, the maximum is typically 6 credit hours per semester. In exceptional cases, the maximum teaching load might be exceeded due to student enrollment in high-demand courses (e.g., courses with 50+ students), courses with laboratory components, or special assignments.

Faculty Workload Modifications

Any modifications to the T/TT faculty workload distribution must be submitted for review to the Office of the Provost and documented by the Office of Institutional Research & Effectiveness (OIRE). The redistribution of workload for T/TT faculty almost always involves reassigned time to conduct active research and/or to perform academic administrative and professional service. The faculty workload distribution for APT faculty is non-modifiable.

Who Must Be Reported?

Faculty members must be included in the Faculty Workload Compliance Report if they:

- Are responsible for teaching a credit-bearing course.
- Receive any portion of their salary from faculty salary funds (see definition below).

C.   Definitions

1.   Faculty Salaries – Compensation for individuals engaged in teaching, research, and service at PVAMU. Faculty members receiving salary from faculty salary funds may earn workload credit in two ways:

   a. Teaching Load Credit – Assigned for resident-credit courses, which are the primary component of a faculty member's workload. Each course should be assigned to the faculty member primarily responsible for instruction.
      i.   In team-taught courses, the teaching credit may be divided proportionally among instructors based on their level of contribution.

   b. Equivalent Teaching Credit – Faculty may receive workload credit for non-classroom academic activities that directly contribute to the teaching and learning process (e.g., curriculum development, mentoring, or administrative duties related to instruction).
      i.   Equivalent teaching credits are limited and only assigned after a faculty member has met their minimum teaching requirements.
      ii.   Department Heads are responsible for assigning and tracking faculty workloads to ensure compliance with institutional requirements (see Section E).

   c. Total Credit - The combined total of a faculty member's Teaching Load Credit and Equivalent Teaching Credit.

2.   Enrollment (ENR) – The number of students officially registered and attending a class.

3.   Semester Credit Hour (SCH) – A unit of measure for educational credit, typically based on the number of instructional hours per week over a semester. One semester credit hour (SCH) is equivalent to a minimum of three hours of student work per week, following the Carnegie Unit standard.

D.   Credit-Generating Direct Instruction Workload Credits

Understanding Academic Credit Calculation

Academic credit at PVAMU is determined by the type of instruction and the number of contact hours per week. The standard formula for lecture and seminar courses follows a 1:1 ratio, meaning one credit hour equals one contact hour, typically lasting 50 minutes per week.

For example, a 3-credit-hour course generally meets for 150 minutes per week, either in a single session or divided across multiple class meetings. However, different instructional formats—such as labs, practicums, and independent studies—may have unique workload calculations, which impact a faculty member's overall teaching load. The following guidelines outline how various course types contribute to faculty workload assignments.

1.   Teaching Load Credit by Course Type

Lecture and Seminar Instruction:

- Undergraduate Courses – Workload credit equals the credit hour value of the course. (*Example: A 3-credit-hour course = 3 workload credits.*)
- Graduate Courses – Workload credit equals the credit hour value of the course. (*Example: A 3-credit-hour course = 3 workload credits.*)
- Large Lecture Courses (More than 50 students) – Workload credit is 1.33 times the credit hour value. (Example: A 3-credit-hour course = 4 workload credits.)

Laboratory or Recitation Instruction:

- Faculty receive 0.5 workload credits per contact hour. (Example: A lab that meets for 3 hours per week = 1.5 workload credits.)

Lecture/Lab Combination Courses:

- Workload credit is based on lecture credit hours plus half of the lab contact hours. (Example: A 2-credit-hour lecture with a 3-hour lab = 2 + 1.5 = 3.5 workload credits.)

Specialized Workload Credit Assignments

Practicums & Internships:

- Small Practicums (12 students or fewer) – Workload credit is calculated as SCH × Enrollment ÷ 12 (not to exceed 3 SCH).
- Large Practicums (More than 12 students) – Workload credit is capped at 4 SCH, except for the School of Architecture and Department of Social Work, where it may not exceed 6 SCH.
- Internship Courses – If enrollment meets minimum requirements, workload credit equals the course's SCH value (capped at 3 SCH).

Intensive Practicum/Laboratory Assignments:

Nursing Clinical Practicum

- A hands-on clinical experience where students apply knowledge in real healthcare settings.
- Includes direct patient care, problem-solving, and skill refinement in supervised environments.
- Workload credit: SCH × 2 (*not to exceed 6 SCH*).
- Requires approval from the Office of the Provost.

Education Practicum

- Designed for future educators, providing hands-on experience in classroom settings.
- Participants observe, assist, and gradually take on teaching responsibilities under supervision.
- Workload credit is determined by factors like contact hours, program structure, and accreditation standards.
- Workload credit: SCH × 2 (*not to exceed 6 SCH*).
- Requires approval from the Office of the Provost.

Additional Teaching Assignments & Workload Credits

Independent Study:

- Workload credit is (Number of Students × SCH) ÷ 5, capped at 3 SCH per faculty member. *(Example: A 3-credit-hour course with 3 students = (3 × 3) ÷ 5 = 1.8 workload credits.)*

Student Teacher Supervision:

- 6-credit-hour course – 0.5 workload credit per student enrolled.
- 3-credit-hour course – 0.25 workload credit per student enrolled. *(Example: 6 students in a 6-credit-hour course = 3 workload credits.)*

Private Music Lessons:

- Workload credit is 0.67 per contact hour per student (capped at 2 workload credits). *(Example: 3 students taught for 1 hour each = 2 workload credits.)*

Table 1: Teaching Load Credits per Course Type

Course Type	Abbreviation	Workload Credit Calculation	Example
Lecture (Undergraduate/Graduate)	LEC	1 SCH per course credit hour	3-credit-hour lecture = 3 workload credits
Large Lecture (> 50 students)	OVL	SCH x 1.33	3 SCH x 1.33 = 4 workload credits
Seminar	SEM	1 SCH per course credit hour	1 SCH = 1 workload credit
Laboratory/Recitation	LAB	Contact hours x 0.5	3 lab contact hours = 1.5 workload credits
Lecture/Lab Combination	LCL	Lecture hours + Lab hours x 0.5	2:3 lecture/lab = 3.5 workload credits
Independent Study	IDS	Students x SCH ÷ 5	3 students in a 3 SCH course = 1.8 workload credit
Intensive Lab	ILB	Contact hours x 0.67	3-contact-hour lab = 2 workload credits
Nursing Clinical Practicum	NCL	SCH × 2 (Max 6 SCH)	3 SCH × 2 = 6 workload credits
Small Practicum (≤ 12 students)	PRA	SCH x Enrollment ÷ 12 (Max 3 SCH)	
Large Practicum (> 12 students)	LPR	SCH (Max 4 SCH, or 6 SCH for Architecture and Social Work)	
Private Music Lessons	PRL	Contact hours x 0.67 (Max 2 workload credits)	3 students x 1 hour = 2 workload credits
Music Group Instruction	GMU	Contact hours x 0.5	3 contact hours = 1.5 workload credits
Student Teacher Supervision	STT	0.5 SCH per student (6-SCH course) / 0.25 SCH per student (3 SCH course)	6 students in a 6-hour supervision course = 3 workload credits

Course Type	Abbreviation	Workload Credit Calculation	Example
Internship	INT	SCH (if minimum enrollment met, Max 3 SCH)	

2.	Equivalent Teaching Credits

The Texas Higher Education Coordinating Board (THECB) requires that equivalent teaching credits be assigned based on faculty appointment codes (see the Appendix). These credits apply to non-classroom academic responsibilities that contribute to faculty workload.

- Tenured and tenure-track faculty may receive up to 9 semester credit hours (SCH) of equivalent teaching credit per semester.
- Academic Professional Track (APT) faculty may receive limited equivalent teaching credits, granted only in exceptional cases (e.g., administrative duties).
- Faculty must teach at least one course per regular semester; 100% teaching buyouts are not allowed.

Table 2(a) – Graduate Supervision

Graduate Supervision Role	No. of Students Supervised	Equivalent Teaching Credit
Master's Thesis Chair (02-THMC)	1-3	1
	4-8	2
	$\geq$9	3
Doctoral Dissertation* Chair (02-THDC) * For DNP projects, consult the College of Nursing Faculty Workload Manual	1-2	1
	3-4	2
	5-6	3
	$\geq$7	4

Table 2(b) – Teaching Program Development

Teaching Program Development Activity	Equivalent Teaching Credit
New course preparation (including online & hybrid) (02-CRDV)	Max 3 (total for all items in this category)
Curriculum revision or development (02-CUDV)	
Development of teaching methods & classroom or lab materials (02-TEDV)	

Table 2(c) – Instructional Development

Instructional Development	Equivalent Teaching Credit
New tenure-track faculty instructional development (02-NFDV)	Max 9 per semester (for first-year tenure-track faculty) *Renewable for up to 2 additional years based on performance*

Table 2(d) – Graduate Assistant Teaching (GAT) Equivalent Credits

GAT Responsibilities	Equivalent Teaching Credit
Academic advising (02-AAGA)	3 credits for every 60 students (proportional to student load)
Informal direct instructional services (02-IIGA)	3 credits for 10 hours per week (proportional to assignment)

Table 2(e) – Research

Research Activity	Equivalent Teaching Credit
Faculty engaged in funded research, scholarship, or creative work; (02-INRS – Internal; 12-EXRS – External)	1-9
Full-time T/TT faculty with an active research agenda (see Appendix for performance criteria) (02-INRS – Internal)	Up to 9 SCH

- Internal Research: Conducted within the department, college, or university as part of faculty salary.
- External Research: Funded by external grants (accounts starting with 41, 42, 55, or State Research accounts).

Table 2(f) – Class-Related Student Contact

Class-Related Student Contact Role	No. of Students	Equivalent Teaching Credit
Graduate Student Coordinator (02- GSCO)	10-35 36-49 ≥ 50	1 2 3
Undergraduate Student Coordinator (02-USCO)	15-50 51-74 ≥ 75	1 2 3
Inter-department Academic Coordinator (02-IDCO)	15-50 51-74 ≥ 75	1 2 3

Table 2(g) – Committee Assignments

Committee Role	Equivalent Teaching Credit
Chair of Faculty Senate, Strategic Plan, SACS, or equivalent (11- CHCO)	Up to 3

Table 2(h) – Other Assignments Related to Teaching

Other Teaching Assignments	Equivalent Teaching Credit
Assignment as deemed appropriate by the department head (02-OTAS)	Up to 3

Summary

Equivalent Teaching Credits recognize faculty contributions outside of standard classroom teaching, including graduate supervision, research, curriculum development, advising, and leadership roles. These credits are subject to approval based on faculty appointment codes and institutional guidelines.

E.   Administrative Assignments

Faculty members who take on administrative roles below the level of dean may receive academic workload credit for their duties. These credits help balance faculty workload by reducing teaching requirements while ensuring that faculty still meet the minimum teaching load credit requirement. The amount of workload credit for administrative duties depends on:

- Department or program complexity
- Specific administrative responsibilities
- Number of faculty or students supervised

Coordination & Teaching Program Administration

Role	Criteria	Equivalent Teaching Credit
Departmental Administration	< 30 FTE faculty (02-D<30)	6 per department
	≥ 30 FTE faculty (02-D≥30)	9 per department
Multi-Section Course Coordination	< 20 sections (02- M<20)	1.5
	≥ 20 sections (02 - M≥20)	3
Assistant/Associate Department Head (02 - ADDH)	N/A	3
Program Coordination (02 - PGCD)	N/A	3

Approval for administrative workload credit is determined by the department head and requires approval from the Office of the Provost.

F.   Non-Administrative Academic Assignments

Faculty members may receive academic workload credit for non-administrative assignments related to instruction, research, service, or special circumstances. With approval from the department head and college dean, faculty may request workload credit for the following:

Instruction-Related Assignments

Assignment Type	Description	Equivalent Teaching Credit
Large Lecture Classes	Courses with > 50 students that require managing TAs, graders, or multiple sections	Up to 4
Curriculum & Course Development (02-CUDV)	Creating new degree programs, revising curricula, or developing online courses	Up to 3
Team Teaching (02-TTCH)	Shared teaching responsibilities (e.g., two faculty sharing a 3-credit-hour course, each receive 1.5 workload credits)	Credits split based on responsibility
Field-Based Course Work (02-FBCW)	Faculty teaching field-based courses requiring travel or additional responsibilities	Up to 3

G.   Scholarship Workload Credits

Tenured and tenure-track faculty with an active research agenda (as defined by the three categories of research performance grades in the Appendix) may receive up to 9 workload credits per semester, based on research performance. Faculty receiving research workload credit must demonstrate progress at the end of each semester.

Research Activity	Description	Equivalent Teaching Credit
Research Grant & Contract Proposals (12-SPRE)	Writing major research grants requiring 55%+ effort	Up to 3
Externally Funded Grants (12-EXRS)	Faculty with externally funded research projects	Up to 9
Endowed Faculty/Chairs (02-ENCR)	Expected scholarly output for endowed positions	Up to 6
New Tenure-Track Faculty (02-NFDV)	Additional workload credit for new TT faculty to establish research	Up to 9 (*renewable for up to 2 additional years based on performance*)

H.   Service Workload Credits

Faculty may receive workload credit for extraordinary service to the university, discipline, or public.

Service Activity	Description	Equivalent Teaching Credit
Professional Service Activities (13-SERV)	Chairing major committees, strategic planning, accreditation tasks, editing academic journals, or leadership in national organizations	Up to 3

Presidential Assignments: The President may approve workload credits for special assignments (11-PRES).

I.   Faculty Workload Compliance

If a faculty member does not meet minimum workload requirements, the department head must submit a written explanation to the college dean. Departmental compliance reports are reviewed by the Office of the Provost, then sent to the Office of Institutional Research & Effectiveness (OIRE) and Human Resources. If a faculty member remains non-compliant, their teaching salary percentage may be adjusted.

J.   Monitoring Faculty Workload Assignments

College Deans oversee faculty workload compliance. Department Heads assign and monitor workload to ensure equitable distribution. The OIRE consolidates reports to create the Faculty Workload Compliance Report, listing any faculty not meeting workload requirements. All faculty workload reports are reviewed and approved by the Office of the Provost.

K.   Teaching Assignment Overloads & Course Banking

In some cases, faculty may be assigned teaching duties beyond their normal workload. Overload determination considers:

- Number of course preparations
- Total student load
- Course complexity

- Contact hours
- Other faculty responsibilities

Course Banking

Faculty with reassigned time for any reason are ineligible for teaching overloads except in the case of 50+1. However, faculty may accumulate workload credits through extra teaching or academic assignments (e.g., supervising independent study courses, mentoring students). Banked credits can later be used to reduce teaching load in future semesters, provided:

- It does not impact instructional quality.
- It aligns with workload policies and department needs.
- It is approved in advance by the department head.

L.   Faculty Appointment Codes

Faculty appointment codes categorize workload assignments. The full list of codes is in the Appendix, but key codes include:

Code	Function
01	Direct instructional activities (teaching, labs, seminars, private lessons, independent study, etc.)
02	Administrative assignments related to teaching (department chairs, coordinators, etc.)

Non-Instructional Appointments

Code	Function
11	Academic Support (e.g., graduate deans, directors, librarians)
12	Research (externally funded research projects)
13	Public Service, Student Services, Institutional Support

M.   Requesting a Review of Workload Assignments

Faculty may request a workload assignment review by submitting a request to the college dean or Office of the Provost.

N.   Faculty Workload Reports

The OIRE compiles and submits faculty workload reports, including:

- The Faculty Report (CBM-008) to the Texas Higher Education Coordinating Board (THECB).
- A Faculty Workload Report for each semester, listing faculty appointments, salary sources, and workload assignments.
- Justification reports for any faculty workload non-compliance.

These reports are submitted to the Chancellor and available for review by the Board of Regents.

O. Drop Rate Report

The Board of Regents receives a report on courses with drop rates exceeding 30%.

P. RELATED STATUTES, POLICIES, REGULATIONS AND RULES

Texas Education Code § 51.402

System Policy 12.03 Faculty Academic Workload and Reporting Requirements

University Rule 12.03.99.P1 Faculty Academic Workload and Reporting Requirements

CONTACT OFFICE

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APPENDIX

Definition of Active Research/Scholarship/Creative Activities

Active research, scholarship, and creative activities are determined by universal characteristics related to the degree, duration, intensity, impact, relevance, and significance of a faculty member's contributions, with discipline-specific variations considered.

Within a three (3) year period:

Grade 1 (up to 3 SCH credit): Represents minimum expectation for research active tenure-track/tenured faculty.

- Averages one (1) peer-reviewed publication / published book chapter per year; or a combination of one or more (1+) peer-reviewed publications, (1+) manuscripts under review, and (1+) conference research presentations; or juried presentations or performances of local/regional visibility; and,

- Continuous engagement in mentored research with undergraduate and/or graduate students; and,

- Designated as PI, Co-PI, or I on a grant or contract proposal that is under review/funded, with at least 12.5% of their academic year effort covered by the funding source(s) for the current or next year; or publishing contract for book or scholarly monograph.

Grade 2 (up to 6 SCH credit): Represents high research activity among tenure-track/tenured faculty.

- Meets Grade 1 criteria; and,

- Designated PI or Co-PI on awarded grant(s) or contract(s) valued over $250,000 per year, with at least 25% of their academic year effort covered by the funding source(s) for the current or next year; and,

- Engaged in ongoing scholarship and/or creative activity of regional or national importance, providing recognition for PVAMU and the faculty member.

Grade 3 (up to 9 SCH credit): Represents highest research activity among tenure-track/tenured faculty.

- Meets Grade 2 criteria; and,

- Designated PI or Co-PI on a grant award(s) or contract(s) totaling more than $500,000 per year, with at least 50% of their academic year effort covered by funding sources for multiple years; and,

- Engaged in ongoing scholarship and/or creative activity of national or international significance, providing revenue (e.g., IDC), recognition, and visibility for PVAMU and the faculty member.

Faculty Appointment Codes

CODE	Description	Minimum Workload Credit	Maximum Workload Credit
----	01-Instructional Activities	1	12
AAGA	02-Acad Advising Graduate TAs with 60 Students	1	3
ADDH	02-Assist/Assoc Department Head	1	3
OTAS	02-Assignment Deemed Appropriate	1	3
THMC	02-Chair Masters Thesis Committee Equivalent	1	3
THDC	02-Chair Doctoral Thesis Committee Equivalent	1	4
D<30	02-Departmental Administration <30 FTE Faculty	1	6
D≥30	02-Departmental Administration ≥30 FTE Faculty	1	9
GSCO	02-Dept Grad Student Coordinator	1	3
USCO	02-Dept UG Student Coordinator	1	3
TEDV	02-Development of Teaching Methods Class Lab	1	3
ENCR	02-Endowed/Chairs/Regents	1	6
FBCW	02-Field-Based Course Work	1	3
IIGA	02-Informal Direct Instructional Services	1	3
IDCO	02-Inter-Dept Academic Coordinator	1	3
INRS	02-Internal Research	1	9
PGCD	02-Program Coordination	1	3
M<20	02-Multi-Section Courses <20	1	1.5
M≥20	02-Multi-Section Courses >20	1	3
CRDV	02-New Course Preparation	1	3
NFDV	02-New TT Faculty Instructional Development	1	9
NADM	02-Non-Administrative Duties	1	12
CUDV	02-Program/Curriculum Development	1	3
TTCH	02-Team Teaching	1.5	3
8BCR	02-8B Second Session Course	3	12
SABB	03-Sabbatical	1	15
ACSP	11-Academic Deans, Directors, Librarians	1	12
CHCO	11-Committee Chair	1	3
PRES	11-Presidential Assignments	1	12
EXRS	12-External Research	1	9
SPRE	12-Sponsored Research	1	9
COAH	13-Coaching Assignment	1	9
MILI	13-Military/Special Faculty	1	12
PUBC	13-Public Service	1	12
SERV	13-Service Workload Credit	1	3