

WORKLOAD Guidelines

Davis College of Agriculture and Natural Resources

Purpose: To establish standard workload pathways, and the aligned expectations for Davis College of Agriculture and Natural Resources (DCANR) faculty members, including tenure-track, tenured, and nontenure-track faculty.

Definitions:

Workload Pathway – The standardized pathways across all faculty throughout the DCANR, regardless of School affiliation.

Annual Workload – This is the workload assigned annually by the School/Unit Director to fulfill the missions of the College, School and Program. This workload is outlined in the faculty's annual plan of work.

Guidelines: As part of an R1 land grant institution, the DCANR requires its faculty to be active in all mission areas, including teaching, research, and service. In DCANR, faculty workload pathways can consist of a combination of these activities, with varying levels of responsibilities (Table 1), and exemplify WVU values of service, curiosity, respect, accountability, and appreciation as these guide the university's mission. These guidelines include examples of appointments with other units (e.g., WVU Extension), and appointments including administrative duties; those faculty may (also) be assigned workload in teaching, research, service, and extension/administration. In the case of faculty members with workload assignments in both DCANR and WVU Extension or across different schools within DCANR, the primary supervisor (DCANR tenure home) shall consult the secondary supervisor regarding those workload assignments and percentages outside of the home unit, and the appropriate productivity metrics/expectations for each area of contribution.

Faculty responsibilities and evaluations are based on their annual plan of work aligned with the [Davis College of Agriculture, Natural Resources and Design Procedures for Faculty Appointment, Annual Evaluations, Promotion, and Tenure](#). Annual plans of work are created and/or updated through consultation between the School Directors, any additional associated administrators, and the individual faculty member. Updates to the faculty annual plan of work facilitate an opportunity for limited adjustment (+/- 10%) of faculty assignment percentages between teaching, research, and service on an annual basis. It should be noted that this is a restricted adjustment, in that the annual adjustment cannot be more than 10% change from the workload pathway. If a greater change is necessary, permission must be sought from the College administration and the provost's office.

An annual plan of work serves as an amendable outline of faculty responsibilities and goals, which can be adjusted as program needs and opportunities evolve throughout the year. This adaptability is essential when addressing faculty turnover, low enrollment courses, or emerging program priorities. It is important to note that annual plans of work are guidance documents that may change from time to time, rather than binding agreements, allowing for necessary changes **to serve our students**. Please note that the workload pathways provide satisfactory (i.e., minimum) expectations for faculty except for assistant professors' workload assignments which are guided by their letter of offer (until such time they are promoted and/or tenured).

For instruction in the DCANR, each 10-percentage point appointment assignment is considered equal to, at minimum, instruction of a three-credit hour course. Because in the DCANR not all instruction fits

within a three-credit hour course format, examples are provided in Table 2 of different types of instructional responsibilities. Such responsibilities may include but are not limited to lab courses, honors courses, general education foundations courses, cross-listed courses, team taught courses, and any other known factors and how each applies to faculty teaching workload assignments. **Instructional excellence can be achieved through innovative pedagogy, impacts on the audiences served, learning and behavioral outcomes through experiential learning, etc.**

For research and creative activities, faculty with full or partial research appointments are responsible for developing a robust, R-1, Tier-One research program, while the administration collaborates with them to establish appropriate workloads aligned with institutional research goals (see Table 1 for satisfactory research expectations). The School Director, in consultation with the faculty member and in coordination with the DCANR Dean or Associate Dean of Research, determines an active research assignment based on peer R-1, Tier-One norms, which are integrated into each faculty member's annual plan of work. **Faculty are expected to achieve research excellence through high-impact outputs, which may include peer-reviewed publications and outcomes for industry and/or the public, securing substantial external funding, leading independent research programs, fostering interdisciplinary collaborations, and mentoring undergraduate, graduate students and post-doctoral researchers.** In units with intensive sponsored research activity, course equivalents may be reassigned, provided research productivity sufficiently covers instructional reassignment costs through course buy-out, with approval from the School Director(s), Associate Deans for Academic Affairs and Research, and the Dean before proposal submission.

For service, a minimum service expectation for tenure or tenure track faculty members is to be set at 10% of the total appointment. This may differ for nontenure-track faculty. Categories of what is considered service include activities that support the University, College, School, or an academic profession; activities that involve public service, community engagement, and outreach related to the mission of the College; mentorship of other faculty members; and participation in recruitment and retention. **All service should include evidence of the broader impacts of the engagement as well as evidence of the faculties' scholarly or professional expertise in service.**

Table 1: DCANR potential Faculty Pathways to promotion for Associate Professors with tenure in the areas of Teaching, Research, and Service.

Tenure Track Faculty – (Inclusive of all ranks)			
	Satisfactory Teaching (%)	Satisfactory Research (%)	Satisfactory Service (%)
Pathway	45	45	10
Traditional	<p>40% of time is</p> <ul style="list-style-type: none"> • Four 3 credit courses, or equivalent teaching, per year. Equivalent teaching may include labs, high enrollment, or other teaching products (40%) <p>5% of time is comprised of responsibilities from Table 2 including but not limited to:</p> <ul style="list-style-type: none"> • Additional teaching responsibilities equating to 60 hours of student engagement per year (see Table 2). 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Produce and communicate original and high-quality research (e.g., 2 papers or discipline equivalent scholarly output per year). • Create and maintain external visibility and impact at the state level or beyond. (e.g., ≥ 2 external scholarly or peer reviewed presentations by PI and/or students). • Submit at least one competitive external grant application in support of research and scholarship activities OR manage previously awarded grants. Should have at least one externally funded project/grant as PI or Co-PI during any given reporting year. 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Evidence of service through community engagement which utilizes faculty scholarly/professional expertise. • Active engagement in faculty meetings, retreats, and strategic planning. • Service on School, College, and/or university committees. At least one School and one higher level committee post-tenure. • Evidence of service to the broader community and profession. • Demonstrate engagement in student recruitment and retention in the programs associated with faculty appointments.
Pathway	30	60	10
Research Focus	<ul style="list-style-type: none"> • Three 3 credit courses, or equivalent teaching, per year. Equivalent teaching may include labs, high enrollment, or other teaching products. • Additional teaching responsibilities equating to 25 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Produce and communicate original and high-quality research (e.g., three (3) papers or discipline equivalent scholarly outputs per year). • Create and maintain external visibility and impact at the regional, national, and international level (e.g., ≥ 3 external presentations by PI and/or students). 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Evidence of service through community engagement which utilizes faculty scholarly/professional expertise. • Active engagement in faculty meetings, retreats, and strategic planning. • Service on School, College, and/or university committees. At least one School and one higher

	hours of student engagement per year (see Table 2).	<ul style="list-style-type: none"> • Manage and maintain ≥ 2 major external grants in support of research and scholarship activities. 	<p>level committee post-tenure.</p> <ul style="list-style-type: none"> • Evidence of service to the broader community and profession. • Demonstrate engagement in student recruitment and retention in the programs associated with faculty appointments.
Pathway	60	10	30
Teaching (service) Focus	<ul style="list-style-type: none"> • Six 3 credit courses, or equivalent teaching, per year. Equivalent teaching may include labs, high enrollment, or other teaching products. • Additional teaching responsibilities equating to 25 hours of student engagement per year (see Table 2). 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Produce and communicate original and high-quality research output. (e.g. 1 paper or discipline equivalent scholarly output per year.) • Stay up to date in the field. • Demonstrate activity in at least one professional organization. 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Evidence of service through community engagement which utilizes faculty scholarly/professional expertise. • Lead major departmental and/or university service, with prior discussion and approval from the Dean's office. • Active participation in faculty meetings, retreat, and strategic planning. • Service on School, College, and/or university committees as assigned. • Demonstrate engagement in student recruitment and retention in the programs associated with faculty appointments.
Pathway	60	30	10
Teaching (research) Focus	<ul style="list-style-type: none"> • Six 3 credit courses, or equivalent teaching, per year. Equivalent teaching may include labs, high enrollment, or 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Produce and communicate original and high-quality research (e.g., 1 paper or discipline equivalent per year). • Create and maintain external visibility and impact at the state level or 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Evidence of service through community engagement which utilizes faculty scholarly/professional expertise

	<p>other teaching products. Additional teaching responsibilities equating to 25 hours of student engagement per year. (see Table 2)</p>	<p>beyond (e.g., ≥ 2 external presentation by PI and/or students).</p> <ul style="list-style-type: none"> • Submit at least one competitive external grant application in support of research and scholarship activities OR manage previously awarded grants. Must have at least one externally funded project/grant during any given reporting year 	<ul style="list-style-type: none"> • Active engagement in faculty meetings, retreats, and strategic planning • Service on School, College, and/or university committees. At least one School and one higher level committee post-tenure. • Evidence of service to the broader community and profession. • Demonstrate engagement in student recruitment and retention in the programs associated with faculty appointments.
Pathway	10 or 20	10 or 20	70 (Administration)
Administrative Service	<ul style="list-style-type: none"> • One or two 3 credit hour courses a year. • Service as needed in student mentorship at the graduate and undergraduate level. • Stay up to date in the field. 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Produce and communicate original and high-quality research (e.g., 1 or 2 papers or discipline equivalent per year) at the state level or beyond. • Submit or manage competitive grant applications with reasonable success in support of research and scholarship activities. • Stay up to date in the field. 	<ul style="list-style-type: none"> • Major and substantial service to the unit, university, and/or broader community as outlined through discussion and approval from the Dean's office (e.g., School Director or Center Director).

Nontenure-Track Faculty			
	Satisfactory Teaching (%)	Satisfactory Research (%)	Satisfactory Service (%)
Appointment	80	0	20
Teaching-Track	<ul style="list-style-type: none"> • Eight 3 credit courses, or equivalent teaching, per year. Equivalent teaching may include labs, high enrollment, or other teaching products. • Additional teaching responsibilities equating to 100 hours of student engagement per year (see Table 2). 	<ul style="list-style-type: none"> • Staying up to date in their field demonstrated through academic literature, attending conferences, membership in professional associations and/or societies, engaging with industry trends and reports, etc. 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Evidence of service through community engagement which utilizes faculty scholarly/professional expertise. • Active participation in faculty meetings, retreat, and strategic planning. • Service on School, College, and/or university committees as assigned. • Evidence of service to the broader community. • Demonstrate engagement in student recruitment and retention in the programs associated with faculty appointments.
Appointment	0	100	0
Research-Track		<p>Each of the following points:</p> <ul style="list-style-type: none"> • Produce and communicate original and high-quality research (e.g., ≥ 5 papers or discipline equivalent per year). • Create and maintain external visibility and impact at the regional, and national level (e.g., ≥ 5 external presentations by PI and/or students). • Manage and maintain extramural funding in support of a progressive research and scholarly program that fully funds faculty salary and associated graduate, and undergraduate students and/or post-doctoral research associates. 	

Appointment	0 or 20	0 or 20	≥ 60
Service-Track	<ul style="list-style-type: none"> • Two 3 credit courses, or equivalent teaching per year. • Serve on M.S., and/ or Ph.D. committees connected to research. 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Produce and communicate original and high-quality research (e.g., one (1) paper or discipline equivalent per year). • Create and maintain external visibility and impact at the regional, and national level (e.g., ≥1 external presentations by PI and/or students). • Submit competitive grant applications with reasonable success in support of research and scholarship activities. • Stay up to date in field 	<p>Each of the following points:</p> <ul style="list-style-type: none"> • Major and substantial service to the unit, university, and/or broader community as outlined through discussion and approval from the Dean’s office (e.g., veterinarian). • Evidence of service through community engagement which utilizes faculty scholarly/professional expertise. • Active participation in faculty meetings, retreat, and strategic planning. • Service on departmental and/or university committees as assigned. • Demonstrate engagement in student recruitment and retention in the programs associated with faculty appointments.

Table 2: Examples of Qualifying Teaching Equivalents

Scheduled Teaching Activity	Cr. Hr Equivalents	Time Estimates
3 credit class	3	(~8 hours/week, 140 per semester)
3 credit class with extended or increased student contact hours due to large enrollment (≥ 80 students), labs, or studios *Considerations for GTA assistance	4	(~11hours/week, 180 per semester)
4 credit hour class	4	(~11hours/week, 180 per semester)
Examples of qualifying Teaching Responsibilities		
<p>Partial teaching percentages could be assigned based on additional teaching responsibilities as long as curricular needs of the academic program are being met, when approved by the School Director and provided proper support and documentation in Digital Measures. This emphasizes the importance of quality documentation with evidence in Digital Measures. The use of narratives and descriptive boxes to provide explanation of time and context, however narratives and explanations in descriptive boxes do not constitute evidence.</p>		
<ul style="list-style-type: none"> • Student curriculum advising and/or mentoring • Substantial service on graduate committees or mentorship, particularly Ph.D. students • Student research mentorship (graduate & undergraduate) • Developing new courses/curriculum and submission into the CIM system • Updating courses/curriculum and submission into the CIM system • Guest lecturing in other courses • Intensive oversight of internship experiences • Supervision of student workers (GAs, GTAs, UR, Undergraduate TAs, RAP, etc.) • Providing non-formal education (professional development, community workshops, etc.). • Oversight of variable credit hour courses or seminars (490s, 690s, 790s) • Program Assessment efforts • Program Accreditation efforts • 1 credit hour courses • Capstones with intensive evaluation commitments. 		