

West Virginia University
Department of Geology and Geography
Workload Guidelines

Approved by the Provost February 27, 2024

The Department of Geology and Geography provides the following workload policy effective upon approval for a time period of no longer than three academic years. Given the significant understaffing and restaffing of the department in AYs 22-24, the equivalencies in this document do not reflect those of a fully staffed unit, therefore, these guidelines expire at the end of AY 25-26. Revisions will occur during AY 25-26 and will be final by May 16, 2026.

The standard expectations for all faculty members

The standard workload in Geology and Geography is for tenure track, research active faculty to teach two courses per semester, publish journal articles and/or books (or equivalent), seek and/or manage external grants, and serve on departmental, college, and/or university committees. This workload model is commonly called a “40:40:20” model. The adjusted workload for “teaching intensive” faculty is to teach four courses per semester, and serve on department, college and university committees in service (80%, teaching: 20% service). The adjusted workload model for “research intensive” faculty is one paper in print/book/book chapter above the department average **and** two active and significant external research grants, three courses per academic year, and service on departmental, college, and/or university committees (50% research, 30% teaching, 20% service).

Expectations about the level of productivity are established by the Chair on instructions from the Dean and feedback from the faculty. Faculty productivity is evaluated by the Faculty Evaluation Committee (FEC) and the Chair through annual evaluations. The Chair determines faculty teaching and service assignments in consultation with faculty members. Faculty who have been deemed to have fallen below expected productivity levels shall not be eligible for equivalencies until such a time their productivity in all workload areas is deemed sufficient by the FEC and Chair. A faculty member may receive an equivalency or stipend for a service activity, but not both. Stipend amounts are determined by the Dean.

Identification of factors that differentiate workload as well as an explanation as to why and how that differentiation system works

Factors that lead to different workloads may include, but are not limited to:

1. Extraordinary teaching productivity
2. Extraordinary research productivity
3. Extraordinary service productivity

The determination of “extraordinary” for productivity for each category is defined in Table 1 below.

Faculty who exceed productivity expectations in any of the workload areas above may make a request to the FEC and Chair to determine workload equivalencies as defined in Table 1. *Faculty may not request equivalencies due to poor performance in any given workload area.* The Chair is responsible for staffing courses in the department and due to staffing and other issues, the Chair may not be able to accommodate teaching reassignments based on extraordinary productivity.

Process for determination of equivalencies

For a faculty member to receive an adjusted workload, they must apply to the FEC to determine eligibility. This application should be made as close to the beginning of the fall term as possible. The FEC will review the faculty application and make a recommendation to the Chair, based strictly on the table below.

The application form must include, but not be limited to a) explanation of the additional work, and b) documentation that the additional workload will represent a full workday above the current workload distribution. For instance, if a faculty member requests a release from teaching for a research activity, that research activity **MUST** consume an and equivalent activity defined in Table 1 in order for the release of one course.

If determined by the FEC to be qualified, the committee will forward the application to the Chair. The Chair will then determine whether the department's budget will be able to accommodate any expenses. Should the Chair determine that the release is not within the capacity of the department budget, the faculty member may re-apply the following fall.

If a faculty member plans to budget for a course release in a grant, they must get Chair approval prior to grant submission.

Faculty workload adjustments that have been granted must be reviewed annually by the FEC and Chair to determine continued qualification. Should the FEC and Chair determine the adjustment is no longer applicable, the Chair will adjust the faculty member's workload back to the original workload, effective the following regular semester. Should the FEC and Chair disagree, the Chair's decision is final given the Chair's ultimate responsibility for staffing courses. The Chair will, however, provide written explanation to the FEC explaining the grounds for the final determination.

Table 1: Equivalent Teaching, Research, and Service Activities¹

Research	Teaching	Service
1 paper in print ² above the department average and two active and significant ³ external research grants	3 Credit Course (in-person)	Chair 2 or more major departmental committees (e.g. undergrad, grad, search, FEC)
2 papers in print and/or book chapters for a self-authored book* above the department average AND 1 external grant*	4 credit course. When taught over three semesters, will count as an equivalent 3 credit course for teaching workload planning	Major university or college committee consisting of documentable work exceeding 20% effort
	Advising (as committee chair) 4 or more graduate committees	Major community service with demonstrable impact on the standing of the department consisting of documentable work exceeding 20% effort ⁴
	Undergraduate advising, mentoring, recruitment and/or retention activities consisting of documentable work exceeding 40% effort	Service to the discipline with demonstrable impact on the standing of the department consisting of documentable work exceeding 20% effort

By mutual agreement and based on department/WVU needs, it is possible that faculty members with the same title (i.e., tenured Associate Professor) could meet 100% effort in significantly different ways.

¹ Equivalencies may be denied by the Chair should teaching needs be unable to be met.

² A “paper in print” is defined as a first or sole-authored paper (or book). The Chair and FEC will determine the weight of author-order for multi-authored publications and co-investigator grants

³ As established by the FEC

⁴ Determination of the amount of work that “exceeds” 20% is determined by the FEC and Chair.

⁵ The number of tenured professors on any given pathway may be limited by the Chair due to workload needs in any of the three workload categories. Outputs are in the matrix are annual.

Promotion pathways for Tenured Associate and Full Professors⁵.

	Teaching ⁶	Service	Research
Pathway 1 Traditional Focus (Research Active and/or Graduate Program)	40% 4 courses or 10% per course	20% Standard service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college.	40% A published book, four to five scholarly articles, and an externally funded grant or multiple grant applications.
Pathway 2 Traditional Focus (Not Research Active or Undergraduate Program) Or Teaching Focus	60% 6 courses or 10% per course	10% Standard service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college.	30% 10% reduction of the standard 40% research assignment listed above.
Pathway 3 Research Focus	30% 3 courses or 10% per course	10% Modest service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college.	60% 20% increase over the standard 40% assignment requirements listed above.
Pathway 4 Alternate Pathway/Outstanding Teaching Focus	70% 7 courses or 10% per course	10% Standard service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college.	30% 10% reduction of the standard 40% research assignment listed above.

⁵ The number of tenured professors on any given pathway may be limited by the Chair due to workload needs in any of the three workload categories. Outputs are in the matrix are annual.

⁶ Every time "courses" are listed this also includes activities approved as course equivalents by the proper authority. Graduate student advising is considered under teaching per department evaluation guidelines

	20%	70%	10%
Pathway 6⁷ Administrative Service Focus	2 courses or 10% per course	Significant service to the department, college, and/or university that may include an administrative appointment such as Chair or Director.	30% reduction of the standard 40% research assignment listed above.

The chart below identifies various pathways for service, research, or teaching faculty at the rank of Associate and Full Professor. Faculty Pathway designations are subject to the same restrictions as equivalencies (Table 1). Faculty may qualify for a Pathway but be disallowed from that Pathway until the Chair has sufficient resources to cover any gaps.

Table 2. Faculty Pathways for Associate and Full Professors in Geology and Geography

	Teaching	Service	Research
Pathway for Service Faculty	30% 3 courses or 10% per course	60% Significant service to the department, college, and/or university that may include an administrative appointment such as Assistant Chair or a program Director.	10% For discretionary promotion, a service faculty member will be expected to demonstrate engagement with their research and scholarly community.
Pathway for Research Faculty	0%	0%	100% Extraordinary research productivity including large grants with salary equal to the university salary and substantial number of publications (8-10 per year and/or 1 book per year).
	80%	20%	0%

⁷ This is a temporary 1–2-year adjustment. Anything longer requires approval for an alternative pathway. For a 70% assignment, the faculty member must be an associate professor with tenure rank. The 70% would be an area of outstanding contributions. If the associate professor with tenure is not on an approved alternate pathway, they would need to have two areas of significant contribution.

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Pathway for Teaching Faculty	8 courses or 10% per course	Standard service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college.	Must stay up to date in their field.
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