

Department of Psychology
Workload Guidelines (Version 2.4)

Approved by Psychology faculty August 30, 2023
Approved by the Provost's Office September 5, 2023

The Eberly College of Arts and Sciences (ECAS) Workload Guidelines Procedures (8/2/22, p. 2) requires each academic unit to develop “a workload document approved by the College and the Provost’s office.” The initial version of the Department of Psychology Workload Guidelines was approved on October 9, 2019 and is consistent with the Workload Guidelines Procedures articulated by the Office of the Provost, the ECAS Workload Guidelines Procedures, past and current procedures used for making annual workload assignments in the department, and workload information from peer institutions. The purpose of this revision is to provide more specificity in departmental guidelines using the format outlined by the Office of the Provost.

I. Standard expectations for all faculty members

The standard expectation for full-time faculty in the Department of Psychology “is four teaching equivalents (a teaching equivalent is a 3 or 4 credit hour course) per semester or eight equivalents per academic year” (p. 2; ECAS Workload Guidelines Procedures, 2022) in addition to participating in a range of service activities annually.

II. Factors that differentiate annual workload assignments

Several factors guide differential annual work assignments among faculty, including: (A) type of appointment; (B) rank; and (C) the extent to which expectations were met in prior years. Each is elucidated further below:

A. Type of appointment (i.e., Tenured/Tenure Track, Teaching Track, Research Track, or Service Track faculty)

Teaching Allocation of Effort

The standard teaching expectation for full-time faculty varies based upon the type of appointment stated in the faculty member’s letter of hire. Teaching expectations normally are as follows:

Teaching Faculty: 80% effort or 4:4

Service Faculty: 40% effort or 2:2

Research Active Tenured/Tenure Track Faculty: 40% effort or 2:2

Research Faculty: 0% effort (no teaching expectation)

Assigned courses can be graduate or undergraduate 3- or 4-credit offerings, on-campus, or online courses.

Research Allocation of Effort

The standard research expectation for full-time faculty varies based upon the type of appointment stated in the faculty member's letter of hire. Research expectations normally are as follows:

Teaching Faculty: 0% effort (no research expectation, but must stay up to date in discipline)

Service Faculty: 10% effort

Research Active Tenured/Tenure Track Faculty: 40% effort

Research Faculty: 100% research

For tenured and tenure track faculty, the term "research active" is defined as having an active program of research that involves making regular contributions to the scientific literature in peer reviewed outlets.

Service Allocation of Effort

The standard service expectation for full-time faculty varies based upon the type of appointment stated in the faculty member's letter of hire. Service expectations normally are as follows:

Teaching Faculty: 20% effort

Service Faculty: 50% effort

Research Active Tenured/Tenure Track Faculty: 20% effort

Research Faculty: 0% effort (no service expectation)

Faculty members are expected to participate in a range of service activities annually. The allocation of service activity across department, college, university, profession, and community/outreach will depend upon the interests and availability of service opportunities for each faculty member. The Department Chair aims to balance service assignments across all faculty in the unit when developing annual workload plans.

Involvement in the Doctoral Graduate Program. Because the Department of Psychology administers a Doctoral Graduate Program, tenured and tenure-track faculty are expected to participate actively in doctoral training as part of their four teaching equivalents per semester. Active participation includes, but is not limited to the following: serving on graduate training committees; advising graduate students; supervising theses, dissertations, and independent research projects of graduate students; serving on thesis and dissertation committees; publishing and presenting works of scholarship with graduate students; reading and evaluating preliminary examinations; participating in efforts to recruit and retain graduate students; serving on search committees for recruiting and hiring new graduate faculty; and evaluating graduate students as they progress through the program.

B. Rank (i.e., Assistant Professor, Associate Professor, or Professor)

- To facilitate development of functional research laboratories and successful teaching, tenure-track Assistant Professors normally are not assigned administrative leadership positions.
- For tenure-track Assistant Professors, service on university and college committees is not expected.

C. The extent to which faculty members met expectations in the areas of research, teaching, and service in prior years.

- Faculty members whose performance is rated as “unsatisfactory” in an area for more than one review cycle during a running 3-year period by either the Faculty Evaluation Committee or Chair may be placed on a plan of improvement. The Department Chair will work with the Dean’s Office to develop an appropriate plan to support the faculty member.
- Tenured faculty members who are not active in the doctoral program are expected to contribute to the unit by engaging in extra teaching and/or service activity.

III. Research, Teaching, and Service Equivalencies

The following table lists research, teaching, and service activities that are considered equivalent to teaching a 3- or 4-credit course:

| Research | Teaching | Service |
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| <ul style="list-style-type: none"> • Managing a significant external grant as principal investigator or major co-investigator with the grantee as West Virginia University or its affiliates. <p>Faculty with substantial extramural funding (e.g., R01, multiple grants) that involves additional re-allocation of teaching effort (e.g., 1:1 or 0:1 teaching loads) must follow the ECAS Course Buyout Policy so the unit has funds available to cover the department’s teaching needs.</p> | <ul style="list-style-type: none"> • Supervision of 3-4 GTA lines instructing courses or instructional labs for the academic year. • Supervision of a team of students for 4.5 hours per week in applied practicum experiences for the academic year. • Significant course development effort with an approved agreement with the TLC’s instructional | <ul style="list-style-type: none"> • Academic advising of 45-55 undergraduate students and engagement in recruitment activities for an academic year. Academic advising can be considered part of a faculty member’s service or teaching allocation. • Significant departmental service/administrative assignments, including the academic program directors and coordinators for the academic year. |

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| <ul style="list-style-type: none"> Establishing a new laboratory as part of a start-up package at the time a new faculty member is hired. Endowed professorships for purposes of pursuing scholarly activities. | <p>design team and deadline for completing the product (e.g., building a self-sustaining online course).</p> <ul style="list-style-type: none"> Academic advising of 45-55 undergraduate students and engagement in recruitment activities for an academic year. Academic advising can be considered part of a faculty member's service or teaching allocation. | |
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When a faculty member engages in an activity that substantially exceeds the criterion for a stated course equivalency, an additional course equivalency in the current or future academic year can be assigned.

When a faculty member's activity levels do **not** meet the criterion for a course equivalency, additional assignments can be made during the current or future academic year. Examples of activities that do not meet the criterion include supervising less than 3 GTAs during an academic year and serving as an academic advisor for less than 45 undergraduate students during an academic year.

IV. Multiple pathways for faculty success

Faculty contribute to the institutional mission in various ways which may change during their academic careers. Many modifications in annual workload allocations can be achieved through use of course equivalent assignments and the authority of the Department Chair to allocate up to 10% effort from one mission area to another at the time annual workload assignments are discussed. This provides the flexibility for faculty to engage in academic careers that capitalize on their strengths. Potential pathways for faculty in the Department of Psychology and examples of the typical workload assignments are depicted in the tables below:

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| Tenured and Tenure-Track Faculty |
| Pathway 1 - Traditional Focus - Research Active and Graduate Program |

| Teaching | Research | Service |
|---|---|--|
| 40% | 40% | 20% |
| <ul style="list-style-type: none"> • Four courses or course-equivalent assignments per year (one course per year per 10% effort) | <ul style="list-style-type: none"> • Publish 6 or more papers in peer-reviewed outlets during a 3-year rolling window • Maintain some grant activity (i.e., application, grant-funded work) based on letter of hire • Present scholarly works at professional meetings • Chair 5 or more theses or dissertations during a 4-year rolling window • Serve on 10 or more graduate-student committees (thesis, dissertation, preliminary examination) during a 4-year rolling window | <ul style="list-style-type: none"> • Active participation on departmental committees • Service on college and/or university committees as assigned • Professional service through editing or reviewing for journals or committees of professional organizations |

| Tenured and Tenure-Track Faculty | | |
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| Pathway 2 - Traditional Focus - Research Active and Graduate Program with Significant External Grant | | |
| Teaching | Research | Service |
| 30% | 50% | 20% |
| <ul style="list-style-type: none"> • Three courses or course-equivalent assignments per year (one course per year per 10% effort) | <ul style="list-style-type: none"> • Publish 6 or more papers in peer-reviewed outlets during a 3-year rolling window • Present scholarly works at professional meetings • Chair 5 or more theses or dissertations during a 4-year rolling window • Serve on 10 or more graduate-student committees (thesis, dissertation, preliminary examination) during a 4-year rolling window | <ul style="list-style-type: none"> • Active participation on departmental committees • Service on college and/or university committees as assigned • Professional service through editing or reviewing for journals or committees of professional organizations |

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| | <ul style="list-style-type: none"> • Manage significant external grant or laboratory start-up | |
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| Tenured Faculty | | |
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| Pathway 3* - Research Focus | | |
| Teaching | Research | Service |
| 20% | 70% | 10% |
| <ul style="list-style-type: none"> • Two courses or course-equivalent assignments per year (one course per year per 10% effort) | <ul style="list-style-type: none"> • Publish 9 or more papers in peer-reviewed outlets during a 3-year rolling window • Present scholarly works at professional meetings • Chair 5 or more theses or dissertations during a 4-year rolling window • Serve on 10 or more graduate-student committees (thesis, dissertation, preliminary examination) during a 4-year rolling window • Manage significant external grant with ongoing other grant activity | <ul style="list-style-type: none"> • Active participation on departmental, college, and/or university committees for non-sabbatical semester (for one semester sabbaticals only) • Professional service through editing or reviewing for journals or committees of professional organizations |

*Pathway 3 requires a formal change from two areas of significant contribution to one area of outstanding contribution.

| Tenured Faculty | | |
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| Pathway 4* - Teaching Focus | | |
| Teaching | Research | Service |
| 60% | 20% | 20% |
| <ul style="list-style-type: none"> • Six courses or course-equivalent assignments per year (one course per year per 10% effort) | <ul style="list-style-type: none"> • Publish 3 or more papers in peer-reviewed outlets during a 3-year rolling window • Present scholarly works at professional meetings • Mentor graduate students by chairing or serving on | <ul style="list-style-type: none"> • Active participation on departmental committees • Service on college and/or university committees as assigned • Professional service through editing or reviewing for journals or |

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| | at least 5 thesis, preliminary examination, and dissertation committees during a four-year rolling window | committees of professional organizations |
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*Pathway 4 requires a formal change from two areas of significant contribution to one area of outstanding contribution.

| Tenured Faculty | | |
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| Pathway 5 - Administration Focus (Associate Chair and Program Directors/Coordinators) | | |
| Teaching | Research | Service |
| 30% | 40% | 30% |
| 40% | 30% | 30% |
| <ul style="list-style-type: none"> • Three or four courses or course-equivalent assignments per year (one course per year per 10% effort) depending upon specific administrative assignment | <ul style="list-style-type: none"> • Publish at least 5 (30% effort) or 6 (40% effort) in peer-reviewed outlets during a 3-year rolling window • Present scholarly works at professional meetings • Chair 3 (30% effort) - 5 (40% effort) theses or dissertations during a 4-year rolling window • Serve on 8 (30% effort) - 10 (40% effort) or more graduate-student committees (thesis, dissertation, preliminary examination) during a 4-year rolling window | <ul style="list-style-type: none"> • Service as a major departmental, college, or university administrative leader • Active participation on departmental committees • Service on college and/or university committees as assigned • Professional service through editing or reviewing for journals or committees of professional organizations |

| Tenured Faculty | | |
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| Pathway 6 - Administration Focus (Chair) | | |
| Teaching | Research | Service |
| 10% | 20% | 70% |
| <ul style="list-style-type: none"> • One course or course-equivalent assignments per year (one course per year per 10% effort) depending upon specific administrative assignment | <ul style="list-style-type: none"> • Publish 3 or more papers in peer-reviewed outlets during a 3-year rolling window • Present scholarly works at professional meetings | <ul style="list-style-type: none"> • Service as department chair • Active participation on departmental committees |

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| | <ul style="list-style-type: none"> • Mentor graduate students by chairing or serving on at least 5 thesis, preliminary examination, or dissertation committees during a four-year rolling window | <ul style="list-style-type: none"> • Service on college and/or university committees as assigned • Professional service through editing or reviewing for journals or committees of professional organizations |
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*Pathway 6 requires a formal change from two areas of significant contribution to one area of outstanding contribution.

| Teaching-Track Faculty | | |
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| Pathway 2 - Research Focus | | |
| Teaching | Research | Service |
| 80% | 10% | 10% |
| <ul style="list-style-type: none"> • Eight courses or course-equivalent assignments per year (one course per year per 10% effort) | <ul style="list-style-type: none"> • Publish one paper in peer-reviewed outlets during a 3-year rolling window • Present scholarly works at professional meetings • Mentor graduate students by chairing or serving on at least 1 thesis, preliminary examination, or dissertation committee during a four-year rolling window | <ul style="list-style-type: none"> • Active participation on departmental committees |

| Service-Track Faculty | | |
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| Pathway 1 - Traditional Service Focus | | |
| Teaching | Research | Service |
| 30% | 0% | 70% |
| <ul style="list-style-type: none"> • Three courses or course-equivalent assignments per year (one course per year per 10% effort) | <ul style="list-style-type: none"> • No research expectation, but must stay up to date in their discipline | <ul style="list-style-type: none"> • Major service contribution to the department, college, and/or university • Active participation on multiple departmental committees • Service on college and/or university committees as assigned |

| Service-Track Faculty | | |
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| Pathway 2 - Research Focus | | |
| Teaching | Research | Service |
| 30% | 10% | 60% |
| <ul style="list-style-type: none"> • Three courses or course-equivalent assignments per year (one course per year per 10% effort) | <ul style="list-style-type: none"> • Publish one paper in peer-reviewed outlets during a 3-year rolling window • Present scholarly works at professional meetings • Mentor graduate students by chairing or serving on at least 1 thesis, preliminary examination, or dissertation committee during a four-year rolling window | <ul style="list-style-type: none"> • Major service contribution to the department, college, and/or university • Active participation on departmental committees • Service on college and/or university committees as assigned |