

West Virginia University
Workload Guidelines
Department of Forensic and Investigative Science

Approved by Faculty on October 24, 2022
Approved by the Office of the Provost November 29, 2023

The Department of Forensic and Investigative Science is part of an R1 land grant institution that embraces the importance of rewarding excellence in teaching, research, and service. As a mechanism for evaluation, the workload agreement serves as the starting point for helping to equitably distribute faculty workload and to achieve the University's larger academic mission.

The Department's faculty contribute meaningfully to the teaching, research, and service components of the institutional mission. The Department of Forensic and Investigative Science seeks to ensure that faculty work is equitably distributed, evaluated, and rewarded within our academic unit and, to that end, the faculty workload agreement sets out basic principles and guidelines.

In this workload Plan the Department of Forensic and Investigative Science will include two elements:

1. The standard expectations for all faculty members.
2. Identification of factors that differentiate workload as well as an explanation as to why and how that differentiation system works.

Faculty workload in the Department is based on a combination of teaching, research, and service, as defined by each faculty member's letter of appointment. Although faculty in the Department might meet full workload effort through different proportions of effort, all faculty who are 1.0 FTE shall meet minimum standards required by WVU, the College, and the Department.

The Department of Forensic and Investigative Science offers three levels of education (Bachelor of Science, Master of Science, and Doctoral degrees) and has tenure track/tenured, teaching-track, and service-track faculty.

Teaching

The traditional teaching load for a teaching-track faculty member with a full-time appointment is typically 80% effort, which is equivalent to eight courses per academic year. The University assumes 10% effort for each teaching equivalent of a 3 or 4 credit hour course. An 80% teaching effort therefore equates to a 4+4 teaching load per academic year. Faculty members with areas of significance must have at least 30 percent effort allocated to that effort. A Chair can shift 10 percent effort to another area for a

limited time without impacting an area of significant contribution. However, a 10% change for more than three (3) years or a change in areas of significant contribution must be approved by the Chair, Dean, and Provost. Teaching track faculty actively participating in the master's level and doctoral level graduate program may have course equivalents, per academic semester, assigned for being active in graduate student-related activities (i.e., directing theses/dissertations).

Teaching track faculty performing non-classroom academic duties such as administrative duties, that enhance the teaching/learning process are also eligible for course reductions or course equivalencies.

As per College guidelines, if minimum enrolment targets are not met for a given course, a faculty member may be asked to teach an alternative course in the same or next semester to ensure the minimum workload goals are met. The Dean needs to approve any changes to workload plan.

Research

The traditional teaching load for a research-active tenured or tenure-track faculty in doctoral granting departments at Carnegie Research Intensive institutions is a 2+2 teaching load per academic year, when the faculty member is research active and actively participating in the PhD graduate program. Four courses per year is in line with the typical teaching distribution of 40% for research-active faculty.

Tenure-track faculty workloads can be modified based on research intensive status. This is relevant in the Forensic Science discipline where intensive levels of sponsored research activity are expected. The Department will reassign course equivalents to tenure-track faculty for sponsored research participation when the sponsored research productivity is sufficient to cover the cost of instructional reassignment, either by course buy-out or indirect cost reallocation.

Research intensive (2:1 teaching), research active (2:2 teaching), and research inactive status will be determined by a combination of; 1) the number and type (MS or PhD) of graduate students supervised, 2) the number and quality of papers published or submitted, and 3) the number, or size of active grants or submitted grants in the past two years. For example, a research-intensive faculty member will typically have four or more graduate students, publish eight papers and have two active grants over a two-year time period. A research active faculty member will typically have two graduate students, publish two papers, and have one active grant over a two-year period. A research inactive faculty member will be a faculty member performing below the standard for research active. Upon recommendation by the Department Chair, and with the Dean's approval, a research inactive faculty member may be assigned other tasks, such as teaching more courses.

Tenured or tenure-track faculty can also receive a course reduction if they hold an endowed position that provides for such a reduction. A faculty member seeking such course reduction needs to inform the Department Chair well in advance to allow a

replacement faculty selection for that course.

Service

All faculty are expected to participate in an appropriate amount of service. Service to the department, College, University, and/or professional discipline will be included as part of the workload plan.

Significant and on-going service activities may warrant course equivalent reassignment. Service activities that may warrant a teaching reduction include serving as Department Chair, Associate Chair, or Program Coordinators (undergraduate and graduate). A faculty member might also serve in an administrative position within the Dean’s or Provost’s office. Course reductions for service will be reviewed by the College, and an instructional cost replacement plan must be agreed upon between the Department Chair and the Dean.

Table 1. Below are University approved reasons to vary a faculty member’s standard workload: workload shift = equivalency

| Research | Teaching | Service |
|--|--|--|
| Externally Funded Research, Service, and Teaching Activities. Funds from these activities can be used to support the re-assignment of a faculty member’s workload and the proportionate replacement of their salary. | <p>3 Credit Course (in-person, online, or hybrid) Other non-classroom teaching activities equivalent to a three-credit course are listed here¹</p> <p>Class size, curricular needs, accreditation requirements, the level of instruction, development of new courses or curricula, significant revisions of existing courses or curricular, the modality of instruction, and discipline can warrant a variation in the standard teaching load.(See Annex A)</p> | Administrative Duties for the Academic Unit. Based on the scope of the administrative responsibilities as well as the size of the unit, these types of duties (i.e., Chair, assistant Chair, accreditation and assessment, special departmental projects, etc.) can warrant a reduction of expectations in one or two areas of the workload. |

¹ All positions in this Teaching column are advertised externally and not available to other faculty. These course reassignments are contractual and part of the position these colleagues were hired to do.

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Department/College Supported Research, Service, and Teaching Activities. Academic unit leaders can assign up to 10 percent of additional effort and the resulting reduction in areas of research, teaching, or service without Dean's approval.

The following list describes examples of activities that can result in a workload shift of 10% (up or down) in service, teaching and/or research, as negotiated between the faculty member and the unit leader and or Dean's approval.

- Working on two or more active grants at a time (the effort associated with the grant will determine the potential reduction in courses)
- Associate Chair duties
- Graduate or Undergraduate Program Coordinators
- Director of Facilities duties
- EHS duties
- Program or major development (curriculum for a new program of study, new major, etc.)
- Holding an endowed position with an associated decrease in a specific area (such as a course reduction)
- Teaching two or more laboratory sections for a course
- Graduate and undergraduate research students enrolled in research courses and/or research programs, such as RAP, EXCEL, FIS 497, 697, 797 (total number of enrolled students across all courses must exceed general expectations for the faculty member's assignment)

The Department Chair may give full or partial workload shifts in teaching, research, or service, if it meets any of the above criteria. The course credit equivalents, or any other workload shifts will be captured on the annual workload plan and discussed during a formal meeting.

By mutual agreement and based on department and 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.

The tables below indicate various pathways for faculty in different promotional lines (research, teaching, or service)

Percentages will follow university rules.

For example:

- 10% Teaching will equate to a 3 or 4 credit hour in-person or on-line class (typically comprising 15 or more undergraduate students or 5 to 10 graduate students in a class). Combinations of 2- or 3-hour laboratories or large class size (80+ students) can count towards partial credit on a 3-credit-hour class.
 - o Examples of specific course equivalents agreed by the FIS faculty are provided

in Annex A.

Table 2. FIS pathways for Tenured Associate and Full Professors.

| | Teaching | Service | Research |
|---|--------------------------------|---|--|
| Pathway 1 Traditional Focus (Research Active and/or Graduate Program) | 40% | 20% | 40% |
| | 4 courses or 10% per course | Standard service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college. (See Annex A) | Research active faculty members will typically have two graduate students, publish two papers, and have one active grant over a two- year period. |
| Pathway 2² Traditional Focus (Not Research Active or Undergraduate Program) or Teaching Focus | 60% | 10% | 30% |
| | 6 courses or 10% per course | Service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college. | |
| Pathway 3³ Research Intensive | 30% | 10% | 60% |
| | 3 courses or 10% per course | Modest service assignments that include contributions to the efficiency and effectiveness of the faculty member's | Research intensive faculty members will typically have four or more graduate students, publish eight papers, and |

² This can only be approved for a short time period (1 year) to ensure faculty maintain two areas of significant contributions and one area of outstanding contribution. To continue the faculty would need to change their areas of significant contributions.

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|---|-----------------------------|---|---|
| | | department and college. (Half of Annex A service requirement) | have two active grants over a two-year period. |
| Pathway 4⁴ Alternate Pathway/Outstanding Teaching Focus | 70% | 20% | 10% ⁵ |
| | 7 courses or 10% per course | Standard service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college. | By recommendation of the Department chair, and/or with Dean's approval, a research inactive faculty member may be assigned other tasks, such as administrative tasks. A research agenda must still occur and specific outputs identified. |
| Pathway 5 Service Focus | 30% | 60% | 10% ³ |
| | 3 courses or 10% per course | Significant service to the department, college, and/or university that may include an administrative appointment such as Assistant Chair or a program Director. | By recommendation of the Department chair, and/or with Dean's approval, a research inactive faculty member may be assigned other tasks, such as administrative tasks. A research agenda must still occur and specific outputs identified. |

⁴ 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.

⁵ Create and maintain external visibility and impact in the broader research community (e.g., 1 publication and/or external presentation by PI and/or students per year; rolling average over three years) • submit competitive grant applications with reasonable success in support of research and scholarship activities • mentor, support, and advise graduate students, keeping them on track, including through service on PhD/MS committees

Table 3. FIS pathways for traditional Tenure-Track Assistant and/or traditional Associate Professors.

| | Teaching | Service | Research |
|--|--------------------------------|--|---|
| Pathway 1 Traditional Focus (Research Active and/or Graduate Program) | 40% | 20% | 40% |
| | 4 courses or 10% per course | Standard service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college. | Research active faculty members will typically have two graduate students, publish two papers, and have one active grant over a two-year period. |
| Pathway 2 Research Intensive | 30% | 10% | 60% |
| | 3 courses or 10% per course | Modest service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college. (Half of Annex A service requirement) | Research intensive faculty members will typically have four or more graduate students, publish eight papers, and have two active grants over a two-year period. |

Table 4. FIS pathways for Teaching Assistant to Teaching Full Professors.

| | Teaching | Service | Research |
|--|-----------------------------|---|--|
| Pathway 1 Traditional Focus (No research requirement) | 80% | 20% | - |
| | 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 current in their field/discipline area |
| Pathway 2 Traditional Focus (with research activity) | 70% | 20% | 10% ⁶ |
| | 7 courses or 10% per course | Standard service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college. | By recommendation of the Department chair, and/or with Dean's approval, a research inactive faculty member may be assigned other tasks, such as administrative tasks |
| Pathway 3 Teaching (with research Focus) | 60% | 20% | 20% |
| | 6 courses or 10% per course | Standard service assignments that include contributions to the efficiency and effectiveness of the faculty member's department and college. | Half of the standard 40% research assignment listed above. |

⁶ Create and maintain external visibility and impact in the broader research community (e.g., 1 publication and/or external presentation by PI and/or students per year; rolling average over three years); submit competitive grant applications with reasonable success in support of research and scholarship activities; mentor, support, and advise graduate students, keeping them on track, including through service on PhD/MS committees

Table 5. FIS pathways for Service Assistant to service Full Professors.

| | Teaching | Service | Research |
|--|--------------------------------|--|---|
| Pathway 1 Traditional Focus (No research requirement) | 20% | 80% | - |
| | 2 courses or 10% per course | Significant service to the department, college, and/or university that may include an administrative appointment such as Assistant Chair or a program Director. | Must stay current in their field/discipline area |
| Pathway 2 Traditional Focus (with research activity) | 30% | 60% | 10% ⁷ |
| | 3 courses or 10% per course | Significant service to the department, college, and/or university that may include an administrative appointment such as Assistant Chair or a program Director. | By recommendation of the Department chair, and/or with Dean's approval, a research inactive faculty member may be assigned other tasks, such as administrative tasks |
| Pathway 3 Traditional focus (with teaching Focus) | 30% | 70% | - |
| | 3 courses or 10% per course | Significant service to the department, college, and/or university that may include an administrative appointment such as Assistant Chair or a program Director. | Must stay current in their field/discipline area |

⁷ Create and maintain external visibility and impact in the broader research community (e.g., 1 publication and/or external presentation by PI and/or students per year; rolling average over three years); submit competitive grant applications with reasonable success in support of research and scholarship activities; mentor, support, and advise graduate students, keeping them on track, including through service on PhD/MS committees.

The Workload Plan

The distribution of workload between teaching, research, and service for each faculty member will be specified in an individual “workload plan” to be determined by the Department Chair in consultation with the faculty member. The workload plans will be prepared by the Department Chair annually. The workload plan can be revised or amended during the academic year by the Department Chair in consultation with the faculty member. The revised or amended plan should be forwarded to the Dean’s office for approval. If the Dean does not approve, the current workload policy will remain in place. An approved workload plan will be loaded on Digital Measures and be considered during the faculty member’s annual evaluation.

Individual faculty workload will be assessed by the Department Chair annually based on a 3-year rolling period of productivity. If faculty members cease to participate in activities that warranted a course equivalent reassignment, the effective teaching load will be modified. These amendments will be made after consultation with the Department Chair and documented by a Memorandum of Understanding by the College.

The Department of Forensic and Investigative Science recognizes the following common categories for modified teaching assignments: formal leaves, sabbaticals, administrative assignments, and course buyouts related to sponsored research. Requests for such releases must include a documented justification and must be approved in advance by the Department Chair and the Dean. Family leave will require documentation through medical management.

Teaching Overload

Teaching overload assignments are defined as courses that are beyond the regular course load assigned. Faculty with course equivalencies are not eligible for course overloads. Faculty will receive teaching overload compensation based on college rates and course credit overload. Teaching overload will only be given if faculty members are teaching a full required teaching load, as per their appointment letters. A maximum of one overload per semester will be granted per faculty member.

Current faculty members will be given the first opportunity to teach an overload. If two faculty members offer to teach an overload class, qualification and level of experience will get first choice. The Department Chair will submit a teaching overload form to the Dean’s office for approval.

(Winter session is considered part of the fall semester.)

Faculty are not on-contract during summer unless a supplementary contract has been offered by the Department Chair. Summer teaching assignment does not constitute an overload. Summer appointment letters will include summer assignments.

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Table 1. Course equivalent description

| Course equivalents | Course equivalent |
|--|-------------------|
| 1 CH course incl. seminar, but not including 497, 697 or 797. (50 mins/week) | 0.33 |
| 1 CH course with 80-150 students | 0.50 |
| 1 CH course with >150 students | 0.67 |
| 2 CH course (75 mins/week) | 0.67 |
| 2 CH course with 80-150 students | 1.00 |
| 2 CH course with >150 students | 1.33 |
| 3 CH course (150 mins/week) | 1.00 |
| 3 CH course with 80-150 students | 1.33 |
| 3 CH course with >150 students | 1.67 |
| 4 CH course (>150 mins/week) | 1.33 |
| 0 CH lab (if re-assigned from 3+0 class+lab to 2+1 class+lab) (3 hrs/week) | 0.33 per lab |
| 1 CH lab (3 hrs/week) | 0.33 per lab |
| 2 CH lab (6 hrs/week) | 0.67 per lab |
| Supervising a GTA-instructed course (in-class, lab or on-line) | 0.33 per lab |
| SpeakWrite course taught | 0.33 per section |
| New course developed but not taught | 0.33 per 3 CH |
| New course taught | 0.33 per 3 CH |

Notes on course equivalents

- A course is defined here as a unique offering, with a unique location and time, of a coded and numbered course in WVU's course catalog.
- Course equivalents are relative to 1=one regular 3-credit-hour course with fewer than 80 students.
- Faculty members must be fully responsible for all instruction to claim the maximum available course equivalents. Partial effort must be reflected in partial claims of the maximum listed course equivalents.
- Teaching one section of lab in a 3+0 class+lab could be counted as either 1+0 course equivalents or as a 2+1 class+lab as 0.67+0.33 course equivalents. The latter would enable credit for $0.67+2(0.33) = 1.33$ course equivalents if the professor taught two lab sections in a 3+0 model.
- A faculty member teaching three sections of a 1-credit hour lab could claim 3 sections * 1 CH/section * 0.33 equivalents/section = 1 course equivalent if the labs were supervised by teaching assistants and if the faculty member were responsible for the lab content and final grades.
- Claiming 3 sections x 1 CH/section * 0.33 equivalents/section (for a total of 1 course equivalent) is the same as claiming 3 sections * 0.33 equivalents/CH * 1 CH/section.
- For Speakwrite, add 0.33 per course offering.
- Teaching a dual-listed section of a 3-CH course, like FIS 460/660, which meets at the

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same time and place, would count as 1 course equivalent.

- Teaching a dual listed section of 1-CH seminar, like FIS 696/796, which meets at the same time and place, would count as 0.33 course equivalents.
 - Teaching two different sections of 3-CH FIS 201, with separate meeting times, would count as 2 course equivalents.
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- 10% Service will equate to actively serving on at least two Departmental, College, University or Forensic Community committees. 10% service effort can also equate to serving as graduate research committee members, graduate studies and undergraduate studies coordinators, managing forensic facilities or coordinating health and safety protocols for the department. To claim service credit, faculty will need to provide evidence in digital measures and/or in their annual narrative in which each 10% of claimed service effort is documented by an average of ~4 hours per week during a semester (for example, serve as chair on the committee, attended meetings, number of reviewed documentation or other tasks or committee accomplishments and their role reaching the accomplishments).
 - 40% Research will follow the criteria as stipulated above for “research active” status, where, for example, a research active faculty member will typically have at least two graduate students, publish two papers, and have one active grant in a two-year period.