

School of Social Work Workload Guidelines Revision

Approved by the Office of the Provost June 30, 2026

As part of West Virginia University, an R1 land grant institution, the School of Social Work embraces the importance of rewarding excellence in teaching, research, and service. These guidelines are a mechanism for evaluation and for ensuring relevant equity in workload assignments.

The School of Social Work recognizes that contributions will appropriately differ based on position and the terms of appointment. Although faculty might meet full workload effort through different pathways, all faculty who are 1.0 FTE must meet minimum standards required by the University, Eberly College, and the School of Social Work. It is important to ensure that faculty work is equitably distributed, evaluated, and rewarded.

Teaching Expectations

Teaching workloads are assigned based on faculty appointment. A teaching equivalent is typically a 3 or 4 credit hour course, though it may also include an advising assignment that is not part of an administrative service appointment that is significantly greater than standard academic advising assignments (e.g., 30 or more advisees).

Tenure-track and tenured faculty are expected to demonstrate a significant contribution in teaching, which typically equates to a 40% effort. The teaching load for tenure-track and tenured faculty in the School of Social Work who are research active is ordinarily four courses per academic year (typically 2 in the fall, 2 in the spring). Tenure-track and tenured faculty with additional administrative appointments may have a reduced teaching load according to their administrative appointment letter. Work provided by tenure-track and tenured faculty to support doctoral student dissertation work (e.g., serving as committee members or chairs) is included in the 40% workload allocated toward teaching. An approved course buyout, funded through an external grant, will result in a temporary adjustment of faculty workload so that the research expectation will increase accordingly for that time-period (e.g., from 40% to 50%).

Teaching-track (nontenure-track) faculty are expected to demonstrate a significant contribution in teaching, which is typically an 80% effort. The typical teaching load for non-tenure track faculty in the School of Social Work is ordinarily eight courses for an academic year (typically 4 in the fall, 4 in the spring) and, for twelve-month faculty, typically 1-2 course equivalents in the summer. Teaching loads may be adjusted accordingly, depending on the terms of appointment.

Service-track (nontenure-track faculty) normally have 60% or more of their assignment in service and 40% or less is in teaching. The typical teaching load for service track faculty is 4 courses per year. For twelve-month faculty, this typically includes 1-2 course equivalents in the summer.

Normally, no research requirement is assigned for teaching-track and service-track faculty. However, all faculty members are expected to undertake a continuing program of studies, investigations, or creative works, as defined in the letter of appointment. For teaching-track faculty, this is defined as ongoing engagement in assessment-based advancement of instructional processes. Evaluation for teaching and clinical/service assignments will be based on the percentage breakdown.

Research Expectations

Tenure-track and tenured faculty are expected to maintain a significant contribution in research and scholarly activity relevant to the social work discipline. Other professorial rank faculty may be expected to maintain some scholarly activity as indicated by the terms of their appointment. Course equivalents may be reassigned for sponsored research participation. For course equivalent reassignment related to sponsored research activity, productivity should be sufficient to cover the cost of the instructional reassignment either by course buy-out or indirect cost reallocation.

Service Expectations

Regardless of instructional/professorial status, all faculty are expected to participate in service. Service expectations for a faculty member may vary from year to year depending on School of Social Work needs and goals. Service to the School of Social Work is included as part of a typical workload. Significant and ongoing service activities may warrant course equivalent reassignment. Examples include academic administration, coordination, and/or substantial advising assignments. The assignment of course equivalent reductions for service are made upon approval by the School Director and are subject to review and approval by Eberly College.

Workload Plan

The distribution of teaching, research, and service for faculty must be specified in an individual annual workload plan in consultation with the faculty member and School Director. The School Director has authority to shift workload percentages by up to 10% in consultation with the faculty member and workload needs. If it becomes necessary to change the workload plan more substantially during the calendar year, the faculty member and School Director should revise the plan and submit the plan for approval by Eberly College. An individual's workload plan must be considered during the faculty member's annual evaluation.

Individual faculty workload should be assessed by the School Director annually based typically on a three-year rolling period of productivity. Should faculty not demonstrate participation in activities which warrant course equivalent reassignment, the teaching load should be modified. For example, faculty who have significantly reduced active engagement in research and graduate student research mentorship activities should receive a modification of their assignment. Amendments should be made after consultation with the School Director and documented by a Memorandum of Understanding approved by Eberly College.

Additional rationale for modified teaching assignments includes formal or family-related leaves, sabbaticals, administrative assignments, and course buyouts related to sponsored research. Faculty who are in endowed positions may also have further teaching load modifications. Requests for such releases must include documented justification and be approved in advance by the School Director and Eberly College.

Table 1: Teaching, Research, and Service Equivalencies

Teaching	Research	Service
One 3-4 credit course Assignment of an advising load that is substantially higher than typical assignments (e.g., 30 or more students).	A course buyout from an external grant sufficient to hire outside replacement faculty per WVU Guidelines.	An assignment to an administrative role, such as program director or assessment coordinator.

Table 2: Multiple Pathways for Workload Assignments

Pathway 1: Active Research (tenure-track or tenured faculty)	Teaching 40%	Research 40%	Service 20%
	4 course equivalents per year. Serving on doctoral student committees as assigned.	Some research work is reflected through either a partial or complete manuscript that has not been submitted or a grant proposal that is in progress that has not yet been submitted.	There is evidence of service activities at the School, College, University, community, and/or professional levels, but documentation and evidence of the effectiveness and/or impact of these activities submitted in the digital evaluation file and through discussion in the narrative is limited or incomplete.

<p>Pathway 2: Reduced Research for Active Tenured Faculty¹</p>	<p>Teaching 60%</p>	<p>Research 30%</p>	<p>Service 10%</p>
	<p>6 course equivalents per year. Serving on doctoral student committees as assigned.</p>	<p>Some research work is reflected through either a partial or complete manuscript that has not been submitted or a grant proposal that is in progress that has not yet been submitted.</p>	<p>There is evidence of service activities at the School, College, University, community, and/or professional levels, but documentation and evidence of the effectiveness and/or impact of these activities submitted in the digital evaluation file and through discussion in the narrative is limited or incomplete.</p>
<p>Pathway 3: Research-Intensive Tenure-Track and Tenured Faculty</p>	<p>Teaching 30%</p>	<p>Research 50%</p>	<p>Service 20%</p>

	<p>3 course equivalents per year.</p> <p>Serving on doctoral student committees as assigned.</p>	<p>1 or more Priority Two items are documented (see SSW Promotion and Tenure Guidelines for description of Priority Two items).</p> <p>Additional research work is documented through either: a partial or complete manuscript that has not yet been submitted or a grant proposal in progress that has not been submitted.</p> <p>Sponsored research is sufficient to cover the cost of the instructional reassignment either by course buy-out or indirect cost allocation.</p>	<p>There is evidence of service activities at the School, College, University, community, and/or professional levels, but documentation and evidence of the effectiveness and/or impact of these activities submitted in the digital evaluation file and through discussion in the narrative is limited or incomplete.</p>
<p>Pathway 4: Research Active with Reduced Research Assignment Due to Administrative Role Assignment</p>	<p>Teaching 20%</p>	<p>Research 30%</p>	<p>Service 50%</p>

	<p>2 course equivalents per year.</p> <p>Serving on doctoral student committees as assigned.</p>	<p>Some research work is reflected through either a partial or complete manuscript that has not been submitted or a grant proposal that is in progress that has not yet been submitted.</p>	<p>Active participation in and completion of assigned service activities within the School as per their job description and workload document. There is some evidence of the effectiveness and/or impact of these activities submitted in their digital evaluation file and through discussion in the narrative, but evidence is limited or incomplete. There may be no evidence of additional service activities at the College, university, community, and/or professional levels and/or documentation is incomplete.</p>
<p>Pathway 5: Tenured Faculty with School Director Appointment</p>	<p>Teaching 5%</p>	<p>Research 25%</p>	<p>Service 70%</p>

	<p>1 course equivalent per year.</p> <p>Serving on doctoral student committees as assigned.</p>	<p>Some research work is reflected through either a partial or complete manuscript that has not been submitted or a grant proposal that is in progress that has not yet been submitted.</p>	<p>Active participation in and completion of assigned service activities within the School as per their job description and workload document. There is some evidence of the effectiveness and/or impact of these activities submitted in their digital evaluation file and through discussion in the narrative, but evidence is limited or incomplete. There may be no evidence of additional service activities at the College, university, community, and/or professional levels and/or documentation is incomplete.</p>
<p>Pathway 6: Non-Tenure Track-Teaching Focused</p>	<p>Teaching 80%</p>	<p>Research 0%</p>	<p>Service 20%</p>

	8 course equivalents per year.	Not an area of contribution, but faculty must remain up to date on their discipline.	There is evidence of service activities at the School, College, University, community, and/or professional levels, but documentation and evidence of the effectiveness and/or impact of these activities submitted in the digital evaluation file and through discussion in the narrative is limited or incomplete.
Pathway 6: Non-Tenure Track- Service Focused	Teaching 40%	Research 0%	Service 60%

	4 course equivalents per year.	Not an area of contribution, but faculty must remain up to date on their discipline.	Active participation in and completion of assigned service activities within the School as per their job description and workload document. There is some evidence of the effectiveness and/or impact of these activities submitted in their digital evaluation file and through discussion in the narrative, but evidence is limited or incomplete. There may be no evidence of additional service activities at the College, university, community, and/or professional levels and/or documentation is incomplete.
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¹Requires formal change in significant areas of contribution