

College of Applied Human Sciences

College Level Workload Guidelines

November 14, 2022

As stated in the WVU Faculty Procedures for faculty appointment, annual evaluation, promotion, and tenure:

Collectively, members of the faculty teach, advise, mentor, engage in research and creative activity, publish and disseminate their research findings and new knowledge, and provide public, professional, and institutional service and outreach. The extent to which a faculty member's responsibilities emphasize the areas of the university's mission will vary. All faculty members have an obligation to foster the quality, viability, and necessity of their programs.

The overriding principle is that a faculty member's assignment in teaching, research, and service will result in a full-time effort. It is important that all faculty members fully understand their initial workload expectations outlined in their appointment letter and their workload responsibilities if they change during a faculty member's career.

The purpose of these guidelines is to:

- Provide guidance in the creation of faculty workload assignments,
- Increase transparency in assigning faculty teaching, research, and service loads by Directors,
- Support continuity relative to reassignments should they occur
- Distribute faculty responsibilities across faculty in an equitable manner.

Faculty workloads shall ensure that full-time faculty members have comparable total effort, though individual distributions of teaching, research, and service may vary. Directors will use these guidelines alongside their relevant School Workload Guidelines and the WVU Workload Guidelines to ensure the equitable distribution of faculty responsibilities across faculty, regardless of rank or track.

Normally, a .10 FTE (10% effort) equates to one 3-credit hour course. A 1-credit hour course would equate to 3.33% effort, a 2-credit hour course would equate to 6.67% effort, and a 4-credit hour course would equate to 13.33% effort. A teaching load of 2:2 represents a total of 12 credits, or 40% effort.

Full-time faculty members at within the College of Applied Human Sciences (CAHS) generally start with a teaching load of four (4) 3-credit hour courses per semester. In CAHS, tenure-track faculty typically have a teaching load of two (2) 3-credit hour courses per semester (i.e., 40% teaching effort). Research-active faculty typically have a reduced teaching load to provide faculty with the time to maintain their scholarly output.

By mutual agreement, and based on School, CAHS, and WVU needs, it is possible that faculty members with the same title (i.e., tenured Associate Professor) could meet 100% effort in different ways. Below are **example pathways for Tenured Associate and Full Professors**.

Sample Pathways for Tenured Associate and Full Professors			
	Teaching*	Research	Service
Pathway 1	40%	40%	20%
Traditional Focus, with External Grant Activity (Clarification of Grant Activity-submissions and awards-is unique to each School and defined at the School Level)	4 courses per year (3-credit).	Multiple (as defined by each School within the College) annual peer-reviewed publications in high-quality, high-profile journals and book presses.	Service to the Program, School, College, University, State, and Profession, as defined within the School level.
	Participation, directing graduate thesis and dissertation committees. Support student success related efforts.	External grant submissions and/or activity.	
Pathway 2	50%	30%	20%
Traditional Focus, without External Grant Activity	5 courses per year (3-credit).	Multiple (as defined by each School within the College) annual peer-reviewed publications in high-quality, high-profile journals and book presses.	Service to the Program, School, College, University, State, and Profession, as defined within the School level.
	Participation, directing graduate thesis and dissertation committees. Support student success related efforts.		
Pathway 3	30%	50%	20%
Research Focus	3 courses per year (3-credit).	Multiple (as defined by each School within the College) annual peer-reviewed publications in high-quality, high-profile journals and book presses.	Service to the Program, School, College, University, State, and Profession, as defined within the School level.
	Participation, directing graduate thesis and dissertation committees. Support student success related efforts.	External grant funding activity sufficient to buy out 10% of time.	
Pathway 4	50%	20%	30%
Service Focus	5 courses per year (3 credit).	One peer-reviewed publication in a high-quality, high-profile journal or book press once every two years.	Service to the Program, School, College, University, State, and Profession, as defined within the School level.
	Participation, directing graduate thesis and dissertation committees. Support student success related efforts.		

Note. *Courses also denotes activities approved as course equivalents by the School Director and approved by the Dean.

Faculty serving as school directors or associate deans will negotiate workload plans with the Dean.

In the CAHS, Teaching and Service faculty positions are designed to allocate faculty members' work efforts in significantly different ways by concentrating heavily in at least one mission area. Directors will use these guidelines to ensure equitable distribution of faculty workload.

Below are example pathways for Teaching and Service faculty.

Sample Pathways for Teaching and Service Faculty			
	Teaching*	Research	Service
	40%	0%	60%
Pathway for Service Faculty	4 courses per year (3-credit). Support student success related efforts.	Research inactive	Curricular development and program support, and Program Coordinator, and Service on multiple Program, School, College, University, State, and Professional committees, and Must stay updated in disciplinary trends, practices. Key role in major service effort at university and profession
	80%	0%	20%
Pathway for Teaching Faculty	8 courses per year (3-credit). Must stay updated in disciplinary trends, practices. Support student success related efforts.	Research inactive	Service to the Program, School, College, University, State, and Profession, as defined by the home unit.

Note. *Courses also denotes activities approved as course equivalents by the School Director and approved by the Dean.