

Department of Communication Studies Workload Guidelines

The Department of Communication Studies is committed to preparing students to be competent communicators. Our faculty are dedicated to developing students' critical and practical, problem-solving and decision-making, and presentation skills with the intent of empowering students to construct and deliver context-specific messages across their personal, social, and professional relationships. To do so, we work diligently to create a communication climate that facilitates respect between and among faculty and students; cultivates a diverse and inclusive culture that allows for the expression of differing thoughts, beliefs, and opinions; and develops student appreciation for lifelong learning.

1. The standard expectations for all faculty members.

- a. All faculty must contribute to our department teaching mission and classroom instruction.
- b. All faculty must turn in syllabi and book orders by stated deadlines and complete or attend mandatory training.
- c. All faculty must attend faculty meetings and serve on department committees.
- d. All faculty must contribute to a positive department climate that is inclusive and welcoming to all students, faculty, and staff.

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

The Department of Communication Studies has tenured and tenure-track faculty members and teaching track faculty members. The job titles are the primary differentiator of workload assignments. One course assignment equals 10% of annual teaching effort. Below are the standard assignments by category before factoring in any equivalencies:

- a. Tenured and tenure-track faculty: 40% Teaching, 40% Research, 20% Service
 - i. Expected to demonstrate a significant contribution in teaching and maintain a significant level of research and scholarly activity (e.g., producing articles, sponsored research, books).
 - ii. Four course assignments per year.
 - iii. Graduate-level course instruction at a rate of at least one per academic year, based on demand and assuming an active research agenda.
- b. Teaching track faculty: 80% Teaching, 0% Research, 20% Service
 - i. Expected to demonstrate a significant contribution in teaching.
 - ii. Faculty should have the opportunity to teach multiple sections of the same course in each semester as possible.
 - iii. Faculty should have the opportunity to teach different courses at different levels over time as possible.

3. Identification of research, teaching, and service equivalencies, within and across the three mission areas.

The department has various administrative duties and positions that are evaluated as Service and provide teaching equivalencies (course reassignments). Substantive administration and management of sponsored research also has a teaching equivalency.

These equivalencies are included in the table below:

Research	Teaching	Service
Administration and management of external sponsored research provided the funding is sufficient to cover the cost of instructional reassignment (no more than one course per semester)	3 Credit Course	<p>Department administrative positions may receive 1-2 course reassignments. Positions may include but are not limited to:</p> <ul style="list-style-type: none"> • Director of Undergraduate Studies: 1 course equivalency per semester • Director of Graduate Studies: 1 course equivalency per semester • Online Program Coordinator: 1 course equivalency per year • Student Success Coordinator: 2 course equivalency per semester • Department Chair: Determined by Dean

NOTE: Student Success Coordinator serves as department advisor and recruitment/retention specialist. At the time of document drafting the department chair was in the process of reviewing and restructuring available positions.

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

4. An outline of multiple pathways for faculty to be successful

The chart below identifies various unit specific pathways for Communication Studies faculty.

	Teaching ¹	Service	Research
Pathway 1 Traditional Focus (Research Active)	40% 4 courses, 10% per course	20% Standard service assignments that include membership on department committees and meaningful contributions to the efficiency and effectiveness of the department, college, university, or discipline.	40% One scholarly article OR one scholarly book OR one external sponsored research project AND one conference presentation OR one book chapter per year assessed on a three- year rolling average.

¹ Every time "courses" are listed this also includes activities approved as course equivalents by the proper authority.

Pathway 2 Teaching Focus (Lower Research Activity)*	60% 6 courses, 10% per course	20% Standard service assignments that include membership on department committees and meaningful contributions to the efficiency and effectiveness of the department, college, university, or discipline.	20% Half of the standard 40% research assignment listed above.
Pathway 3 Teaching Focus (Very Low Research Activity)*	80% 8 courses, 10% per course	10% Modest service assignments that include contributions to the efficiency and effectiveness of the department, college, university, or discipline.	10% Less than half the standard 40% research assignment listed above.
Pathway 4 Research Focus	30% 3 courses, 10% per course	20% Standard service assignments that include membership on department committees and meaningful contributions to the efficiency and effectiveness of the department, college, university, or discipline.	50% One scholarly article OR one scholarly book AND one conference presentation OR one book chapter AND administration and management of one external sponsored research project provided the funding is sufficient to cover the cost of instructional reassignment per year assessed on a three-year rolling average.
Pathway 5 Service/Research Focus	30% 3 courses, 10% per course	50% Significant service to the department, college, and/or university or discipline	20% Half of the standard 40% research assignment listed above.

		including a substantive administrative appointment.	
Pathway 6 Service/Teaching Focus	50% 5 courses, 10% per course	50% Significant service to the department, college, and/or university or discipline including a substantive administrative appointment (e.g., department advisor).	0% Must stay up to date in their field.
Pathway 7 Teaching Focus (No Research Assignment)	80% 8 courses, 10% per course	20% Standard service assignments that include membership on department committees and meaningful contributions to the efficiency and effectiveness of the department, college, university, or discipline.	0% Must stay up to date in their field.

*Faculty members who wish to pursue an alternate pathway to promotion that is different from the requirements outlined in their letter of appointment and/or the department’s promotion and tenure guidelines must negotiate a written agreement with the department chair and the College. The agreement must include a defined period of time which the faculty member will pursue the new pathway before being eligible for promotion. Depending on staffing demands, not all pathways may be available.