

**West Virginia University School of Public Health
Workload Guidelines Procedures
DRAFT: September 11, 2023
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West Virginia University (WVU) faculty contribute meaningfully to the teaching, research and service components of its R1 status and land grant mission. 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.

WVU recognizes that contributions will appropriately differ across career stages, appointment types, colleges, and reflect disciplinary differences and faculty talents. Faculty workload expectations may change throughout their career based on the circumstances of the faculty and the strategic needs of the department, school and university. Consequently, it is essential to ensure that faculty work is equitably distributed, evaluated and rewarded within academic units. To that end, the faculty workload agreement sets out basic principles and guidelines the purpose of which is to:

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

This document outlines the workload guidelines for the School of Public Health (SPH), including:

1. The standard expectations for all faculty members,
2. Identification of factors that differentiate teaching workload as well as an explanation as to why and how that differentiation system works,
3. Identification of teaching, research and service equivalencies, and
4. An outline of multiple pathways for faculty to be successful.

Teaching Workload Assignments

Generally, the SPH has faculty with active research agendas in its disciplines, and offers a doctoral degree. Thus, the SPH adopts WVU guidelines for this scenario, which delineates an average teaching load of approximately 12 credit hours per 9-month academic year in the SPH for tenure-track faculty regularly contributing to the school's academic programs. 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.

In general, workload credit will be equivalent to the credit hours assigned to any particular course, with a few exceptions as noted below. The SPH makes no differentiation in credit hours based upon course modality (i.e., residential/online/hybrid), course level (i.e., undergraduate/graduate), or course enrollment. Faculty teaching courses with large enrollments (generally defined as >50 students) may request student teaching assistance. Faculty members who co-teach a course will each receive 50% of the workload credit for that course unless an alternative proportionality is mutually agreed upon by the respective faculty members and department Chairperson(s). Faculty teaching courses that have two different sections being taught at two different times will receive full workload credit for each section. Based upon these guidelines, the standard expectations for all full-time (1.0 FTE) SPH faculty members are as follows:

1. *Tenured and Tenure-Track Faculty*: Tenured and tenure-track faculty are expected to demonstrate a significant contribution in teaching, which is typically four (4) 3-credit courses (12 credit hours) per 9-month academic year. In the case of adjustments to the standard teaching workload as described below, the minimum expected teaching load for all tenured and tenure-track faculty members is 6 credit hours per academic year. See Table 1, below.

2. *Non-Tenure Teaching-Track Faculty*: Non-tenure teaching-track faculty (including Clinical-Health Sciences Educator faculty) are expected to demonstrate a significant contribution in teaching, but do not have the same research expectations as tenure-track faculty members. Thus, non-tenure teaching-track faculty members are typically expected to teach eight (8) 3-credit courses (24 credit hours) per academic year. See Table 2, below.

3. *Clinician (non-tenure earning), Clinical Educator (non-tenure earning), Clinical Scientists (tenure-earning) Faculty*: Clinical faculty hold a medical degree (e.g., MD/DO) or clinical PhD and typically do not have formal classroom teaching responsibilities. The educational contributions of these faculty members typically include precepting medical students and residents, presenting didactics, and/or serving as residency program directors. See Table 2, below.

4. *Specialty Non-Tenure Track Research or Service Faculty*: Non-tenure track specialty research or service faculty in the School of Public Health typically do not have significant teaching responsibilities. Any teaching expectations of Specialty Track faculty members should be explicitly delineated in their letter of appointment (or subsequent addenda to the letter of appointment) and mutually agreed upon by the faculty member and department Chairperson. See Table 2, below.

Teaching Workload Equivalencies and Adjustments

Teaching workload assignments may be different from standard SPH teaching workload guidelines and reductions in the teaching load can occur using SPH-approved equivalencies. However, any reductions or adjustments and their value must be approved by the faculty member's Chairperson, and when appropriate, in conjunction with the SPH Dean and/or Dean's designee. Newly-hired tenure-track faculty, who are hired without tenure, may receive one 3-credit course reduction (or its equivalent) during the first academic year. The timing of this adjustment will be determined with the faculty member's Chairperson. A detail of teaching equivalencies is included in Table 3, below.

Teaching Overload

In circumstances when a faculty member is asked to teach more than their assigned teaching load, the faculty member will receive \$4,500 per 3-credit hour course (\$1,500 per credit hour) taught. Teaching overload does not apply to circumstances when a faculty member's teaching workload is increased due to, for example, a lack of contributions to an active scholarly research agenda or other situations that result in modified workload assignments.

Research Expectations and Buy-Outs

The SPH does not recognize research equivalencies, per se. Rather, the SPH has defined research expectations for all faculty members, has a defined research funding incentive program, and provides selected opportunities for teaching buy-out via extramural grant funding. The specific research and scholarly productivity expected of faculty members are delineated within the SPH Guidelines for Faculty Appointment, Promotion and Tenure. These guidelines are available at: <https://publichealth.hsc.wvu.edu/media/6463/school-of-public-health-guidelines-approved-11-12.pdf>. Based upon those guidelines, incentives and opportunities, the standard expectations for all full-time (1.0 FTE) SPH faculty members are as follows:

1. *Tenured and Tenure-Track Faculty*: Tenured and tenure-track faculty are required to demonstrate significant contributions in research. This typically includes externally funded grants and contracts. Faculty may supplement their 9-month salary with funding earned from externally funded grants and contracts. Such funding will be applied towards summer salary support up to the equivalent of a full 12-month salary. External funding in excess of the amount used for summer salary support may be used for course buy-outs or the SPH Research Incentive Program (see below).
2. *Non-Tenure Teaching-Track Faculty*: Non-tenure teaching track faculty have greater expectations for teaching and lesser (but still present) expectations to engage in scholarly research. However, faculty in this track may also supplement their 9-month salary with funding earned from extramural support. Such funding will be applied towards summer salary support up to the equivalent of a full 12-month salary. External funding in excess of the amount used for summer salary support may be used for course buy-outs or the SPH Research Incentive Program.
3. *Clinician (non-tenure earning), Clinical Educator (non-tenure earning), Clinical Scientists (tenure-earning) Faculty, and Specialty Non-Tenure Track Research or Service Faculty*: Faculty in these tracks are not eligible for course buy-out.

Tenured, tenure-track, and non-tenure teaching track faculty with extensive research support may, with approval from their departmental Chairperson, request buy-out of teaching assignments. A faculty member with such support may buy-out of up to two (2) courses per year. Teaching buy-outs must be requested at least one semester in advance of when the buyout is to occur.

Faculty become eligible to request course buy-out only after they attain the external funding needed to reach their full 12-month salary (typically 25% external funding) and the additional 10% funding needed for the buy-out (typically a total of 35% external funding). It is also incumbent upon the faculty seeking the course buy-out to assist department chairpersons/program directors in locating a qualified alternative instructor. However, tenured and tenure-track faculty must

maintain minimum teaching levels of 6 credit hours and non-tenure teaching track faculty must maintain minimum teaching levels of 18 credit hours per academic year.

As previously noted, the SPH has a Research Incentive Program that also provides faculty with the opportunity to earn additional compensation and/or accrue funds for future approved expenditures. The terms and conditions of that program are delineated at: <https://publichealth.hsc.wvu.edu/sph-standard-operating-guidelines/finance-sogs/faculty-incentive-pay-program-fipp/>. These terms and conditions are subject to change at the discretion of the Dean, based upon the needs of the School. For the purposes of this workload document, the essential caveat is that external funding used for course buy-outs, as described above, are not eligible for the SPH Research Incentive Program.

Faculty Service and Service Equivalencies

Regardless of instructional/professorial status, all faculty are expected to participate in an appropriate amount of service. Service expectations for a faculty member may vary from year to year and should be set within the department or program. Service to the department or program, school, university, and/or professional discipline should be included as part of the typical workload.

Service equivalencies in the form of workload adjustments may be appropriate for faculty performing significant and on-going administrative service (e.g., Program Director/Coordinator, Assistant/Associate Dean, Department Chairperson) to their department or the SPH. Service requirements of administrative positions will vary depending upon the duties and responsibilities associated with the specific position, including but not limited program enrollment, department size, advising, and/or extent of administrative duties associated with a given position. Therefore, the teaching, research, and service workload assignments and effort allocations for each such position will be specified within the respective letter of appointment, subsequent annual workload document, or addenda to the letter of appointment. Typically, Program Directors/Coordinators receive a one (1) course buy-out (10% service equivalent) for their administrative duties. Department Chairs generally have a 50% service equivalent. Assistant/Associate Deans' service equivalencies will vary by faculty appointment and specific responsibilities; however, these will generally be no less than a 50% service equivalence. Unless otherwise specified in a letter of appointment and Memorandum of Understanding, Department Chairpersons and Assistant/Associate Deans will receive no more than a two (2) course buy-out in an academic year.

Other course reductions may be given for significant school, university, and/or professional assignments. In all cases, workload adjustments will be commensurate with the responsibilities of the position and will be determined with the faculty member's Chairperson, and when appropriate, in conjunction with the SPH Dean and/or Dean's designee.

Workload Plans and Modifications of Teaching Expectations

The distribution of workload between teaching, research, and service for each faculty member must be specified in an individual "workload plan" determined annually by the Department Chair in consultation with the faculty member based on a rolling period (e.g., 3-year average) of productivity. An individual's workload plan must be considered during the faculty member's annual evaluation. 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. If it becomes necessary to change the workload plan significantly, the faculty member and Department Chair should revise the workload plan. For example, faculty who have ceased to be actively engaged in scholarly activities or other responsibilities warranting course equivalent reassignment should receive a modification of their assignment to increase the expected teaching effort. These amendments should be made after consultation with the department Chairperson and documented by a Memorandum of Understanding by the School.

The School also recognizes the following common categories of rationales for modified teaching assignments: formal or family-related leaves, sabbaticals, administrative assignments, and course buy-outs related to sponsored research. Requests for such releases must include a documented justification and must be approved in advance by the Chair or Director and the Dean.

Note: Tables 1 and 2, below, represent sample pathways only and should not be construed as an all-inclusive or exhaustive representation of the pathways available for faculty to succeed at WVU/SPH. Individual faculty efforts can and will be adjusted within the framework provided in this document to meet the needs of the Department and/or School and the ability of the faculty member to succeed. Faculty should refer to the most current approved version of the School of Public Health Promotion and Tenure Guidelines for guidance and specific requirements for successful advancement in rank and/or achievement of tenure.

Table 1. Sample Pathways for Tenure-Track Faculty

Pathway	Teaching*	Research	Service
Pathway 1: Traditional Focus with External Grant Funding	40%	40%	20%
	4 courses per year (3-credit). Participation, directing graduate thesis and dissertation committees. Support student success related efforts.	Multiple annual peer-reviewed publications in high-quality, high-profile journals and book presses. External grant funding.	Service to the Program, School, University, State, and Profession.
Pathway 2: Traditional Focus without External Grant Funding	50%	30%	20%
	5 courses per year (3-credit). Participation, directing graduate thesis and dissertation committees. Support student success related efforts.	Multiple annual peer-reviewed publications in high-quality, high-profile journals and book presses.	Service to the Program, School, University, State, and Profession.
	30%	50%	20%

Pathway	Teaching*	Research	Service
Pathway 3: Research Focus	3 courses per year (3-credit). Participation, directing graduate thesis and dissertation committees. Support student success related efforts.	Multiple annual peer-reviewed publications in high-quality, high-profile journals and book presses. External grant submissions and/or activity sufficient to buy out 10% of time.	Service to the Program, School, University, State, and Profession.
	20%	10%	70%
Pathway 4: Service Focus	2 courses per year (3-credit). Participation, directing graduate thesis and dissertation committees. Support student success related efforts.	Publication of peer-reviewed publications in high-quality, high-profile journals and book presses at least once every two years.	Service to the Program, School, University, State, and Profession.

*Note: Courses denotes activities approved as course equivalents by the Department Chair and approved by the Dean.

Table 2. Sample Pathways for Non-Tenure-Track Teaching, Research, Clinical, and Service Track Faculty

Pathway	Teaching*	Research	Service
	80%	0-10%	10-20%
Teaching Pathway	8 courses per year (3-credit). Must remain current in disciplinary trends and best practices in higher education. Support student success related efforts.	Limited research activity (10%) or Research inactive (0%)	Service to the Program, School, University, State, and Profession.
	0%	100%	0%
Research Pathway	Teaching inactive.	Faculty effort commensurate with funding level. For fully-funded (100% FTE) research faculty: Multiple annual peer-reviewed	No expected service to the Program, School, University, State, or Profession.

Pathway	Teaching*	Research	Service
		publications in high-quality, high-profile journals and book presses.	
Clinical Pathway	20%	0%	80%
	Precepting medical students and residents, presenting didactics, and/or serving as residency program directors	Research Inactive	<p>Clinical activities, and</p> <p>Clinical program support and/or leadership, and</p> <p>Service on multiple program, department, school, university, state, and professional committees, and</p> <p>Must remain current in disciplinary trends and best practices in higher education.</p> <p>Key role in major service effort(s) at university and profession.</p>
Service Pathway	40%	0%	60%
	<p>4 courses per year (3-credit).</p> <p>Support student success related efforts.</p>	Research Inactive	<p>Curriculum development and program support and/or leadership, and</p> <p>Service on multiple program, department, school, university, state, and professional committees, and</p> <p>Must remain current in disciplinary trends and best practices in higher education.</p> <p>Key role in major service effort(s) at university and profession.</p>

*Note: Courses denotes activities approved as course equivalents by the Department Chair and approved by the Dean.

Table 3: Equivalent Teaching, Research, and Service Activities

The following table lists research, teaching, and service activities that are considered equivalent to teaching a 3-credit course. Other potential equivalencies may be considered on an individual basis, but must be requested in advance by the faculty member and approved by the department chairperson and/or dean.

Research	Teaching	Service
<p>Managing a significant external grant as principal investigator or major co-investigator with the grantee as West Virginia University or its affiliates.</p> <p>Faculty with substantial extramural funding (e.g., R01, multiple grants) that involves additional re-allocation of teaching effort must follow the SPH Course Buyout Policy so the unit has funds available to cover the department’s teaching needs.</p> <p>Establishing a new laboratory as part of a start-up package at the time a new faculty member is hired.</p>	<p>Supervision of 3-4 GTA lines instructing courses or instructional labs for the academic year.</p> <p>Significant course development effort with an approved agreement with the TLC’s instructional design team and deadline for completing the product (e.g., building a self-sustaining online course).</p>	<p>Significant departmental service/administrative assignments, including the academic program directors and coordinators for the academic year.</p> <p>[More significant service or administrative assignments, including department chairs and/or assistant/associate deans are seen as equivalent of at least two (2) 3-credit courses.]</p>