

III. ANNUAL WORKLOAD PLAN-Approved by the Office of the Provost May 15, 2023

Annual faculty assignments in the Department of Physics and Astronomy recognize that different faculty members contribute in different ways. Annual assignment plans reflect collaborative discussion between faculty and Chair. They provide opportunities to review progress, set goals, guide faculty toward success, and clarify metrics of evaluation. All faculty participate in formalized annual assignment planning and the annual assignment is codified in the Annual Workload document signed by both the faculty member and the Department Chair by March 31st of each academic year.

For faculty members approved for a leave or a Modification of Duties, the approved leave or Modification of Duties plan is considered a Memorandum of Understanding temporarily adjusting the faculty member's assignment for the leave or modification period. Copies of the approved leave or Modification of Duties (or Memorandum of Understanding) and follow-up report are to be included in the restricted access section of the faculty member's Digital Measures file.

All tenure-track faculty members in Physics and Astronomy that are actively involved in the graduate program start from an equivalent course load of two three-credit hour courses per semester. Teaching faculty start from four courses per semester. For the purposes of guiding the development of workloads and teaching assignments for tenure-track faculty, the Department of Physics and Astronomy identifies three differentiated levels of research activity: Research Intensive, Research Active, and Research Inactive. Due to the breadth of the fields within the disciplines of physics and astronomy and the differences in expected productivity between research subfields and research approaches (experiment, theory, etc.), it is impossible to assign numerical metrics for differing levels of research activity in a manner that can be applied equitably throughout the department. In the absence of such metrics, we rely on the expertise of the chair and faculty evaluation committee (FEC) to fairly evaluate annually a researcher's productivity in relation to their research subfield and research approach using the definitions below.

Research Intensive: the faculty member has, over the past three years, engaged in an intensive level of research activity as demonstrated by the publication of physics, astronomy, or physics education research papers in peer-reviewed, archival journals AND the support of their research program by funding from agencies outside of West Virginia University AND mentoring and advising of West Virginia University graduate students in research. Tenure-Track Assistant Professors are assumed to be Research Intensive throughout their pre-tenure period.

Research Active: the faculty member has, over the past three years, engaged in an active level of research as demonstrated by activity in two of the three following areas: the publication of physics, astronomy, or physics education research papers in peer-reviewed, archival journals; the support of their research program by funding from agencies external to West Virginia University; mentoring and advising of West Virginia University graduate students in research.

Research Inactive: the faculty member has, over the past three years, engaged in a low level of research activity as demonstrated by activity in only one or none of the three following areas: the publication of physics, astronomy, or physics education research papers in peer-reviewed, archival journals; the support of their research program by funding from agencies outside of West Virginia University; mentoring and advising of West Virginia University graduate students in research.

Research Intensive faculty will be assigned to teach two three-credit hour courses per academic year and the remainder of their teaching assignment will be fulfilled through their mentoring and advising of students in research; Research Active faculty will be assigned to four three three-credit hour courses per academic year, and the remainder of their teaching assignment will be fulfilled through their mentoring and advising of students in research; and Research Inactive faculty will be assigned to teach five to eight courses per year depending on their overall level of research productivity.

Table 1 below summarizes all course equivalencies that currently count towards the teaching assignments. This table also applies to teaching faculty who start from a four-course per semester load. Teaching assignments of Service, Visiting, and Research faculty are determined by their letters of appointment and any subsequent memoranda of understanding.

Research	Teaching	Service
<p>Endowed professorship (1 equivalent per year).</p>	<p>New tenure-track faculty in first or second semester (1 equivalent), as described in their offer letter.</p> <p>Managing approximately 20 graduate teaching assistants including TA training (2 equivalents per year).</p> <p>Research intensive faculty mentoring graduate research students (2 equivalents per year).</p> <p>Faculty who have taught an unpaid overload totaling 3 credit hours in the past three years, e.g., 3 additional one credit hour classes, or 3 four credit hour classes would be granted 1 equivalent during this period.</p>	<p>Managing the planetarium (2 equivalents per year).</p> <p>Managing the instructional laboratories and lecture demonstration equipment (2 equivalents per year).</p> <p>Managing program assessment (1 equivalent per year).</p> <p>Coordinating undergraduate-based and targeted instructional support such as tutoring or learning assistants (1 equivalent per year).</p>

Table 2 below summarizes the current pathways for promotion within the department for tenured faculty members. Pathway #1 in this table generally pertains to those faculty who are “research intensive” as defined above. Faculty members who have a lower level of research productivity may still achieve promotion by meritorious performance in a teaching intensive assignment as outlined in pathway # 2.

	Teaching	Service	Research
Pathway 1 Research Intensive Focus	40% Contribute meritoriously to teaching via four courses or equivalent assignments per year (1 course per year per 10% effort)	20% Contribute meritoriously to departmental governance by serving as chair of at least one committee each year. Serve both College and University on committees as well as expanding responsibilities of professional service pre-tenure.	40% Demonstrate a self-sustaining research program via externally funded proposals, graduation and support of PhD students, and the publication of high-quality scholarly products.
Pathway 2 Research Active Focus	40% Contribute meritoriously to teaching four courses per year.	20% See Pathway #1.	40% Demonstrate a self-sustaining research program via two of the following: (1) externally funded proposals, (2) graduation and support of PhD students; (3) publication of high-quality scholarly products.
Pathway 3 Teaching Focus	60% Contribute meritoriously to teaching six courses or equivalent assignments per year (1 course per 10% effort)	20% See Pathway #1	20% Publish original research in high-quality peer-reviewed journals.

Table 3 below summarizes current pathways for promotion for non-tenure-track faculty members. Further details are given in appointment letters. For teaching faculty, promotion to teaching associate professor requires significant contributions in teaching. The term “significant contributions” in teaching means performance in classroom teaching, academic advising, or in other settings, such as the Planetarium (which contributes to the University’s teaching mission), which meets or exceeds that of any faculty recently promoted in the Department of Physics and Astronomy. To achieve a record of meritorious contribution in teaching/instruction, and to be promoted, it is expected that in addition to a sustained record of classroom teaching excellence, the annual file will include evidence of significant programmatic contribution to the

University's teaching mission. Such evidence will normally include systematic assessment of instructional processes/outcomes, application of findings to enhancing course and program effectiveness, and evidence of ongoing contribution to solving problems and addressing priorities of the department, college, or University. For promotion to the rank of Teaching Professor, the Faculty Evaluation File must contain evidence showing that professional colleagues, both within the university and nationally or internationally, acknowledge the quality and impact of the faculty member's programmatic contributions to teaching in the discipline. Departmental evaluations can document the judgment of colleagues within the university. To document the judgments of colleagues nationally or internationally, the file of a candidate for Teaching Professor must include evaluations of the quality of the faculty member's programmatic contributions in teaching from persons external to WVU, as described in Section IX of the West Virginia University Procedures for Faculty Appointment, Annual Evaluation, Promotion and Tenure document. Additionally, the file may include a record of publishing pedagogically related articles in peer-reviewed journals of national or international stature, and/or a record of pedagogically related presentations at professional conferences of national or international stature.

	Teaching	Service	Research
Pathway for Research Faculty	0%	0%	100% Publish the results of research in archival journals, listed as corresponding author on at least a portion of the publications. Be a principal investigator or co-principal investigator on proposals submitted to federal granting agencies. Successfully support research through acquisition of external funding.
	80%	20%	0%
Pathway for Teaching Faculty	Provide high-quality instruction via eight courses or equivalent assignments per year (as determined by annual evaluations from FEC and Chair). Develop and improve the undergraduate and/or graduate curriculum.	See service pathway #1 on Table 2.	