

## John Chambers College of Business and Economics Workload Guidelines

Approved by the Provost's Office 8/11/2022

Normally a .10 FTE or 10% effort equates to one 3-credit hour course. A 1-credit hour course would equate to 3.33% effort and a 4-credit hour course would equate to a 13.33% effort. A teaching load of 2:2 represents a total of 12 credits or 40% effort. An area of significant contribution at a minimum equates to .30 FTE or 30% effort. An area of outstanding contribution equates to a minimum of 70% effort. An area of important contributions equates to a minimum of 20% effort. An area of reasonable contribution equates to a minimum of 5% effort and a maximum of 20% effort.

Normally, faculty members at WVU start with a teaching load of four (4) 3-credit hour courses per semester. In the Chambers College, tenure-track faculty typically have a teaching load of two courses per semester.

### Areas of Teaching, Research, and Service that Might be Credited as Part of Workload -- Examples to Consider in Setting College and/or Department Equivalent Credits

The irregular nature of research and service make it difficult to create direct equivalencies in terms of annual workload. For example, a top publication in most business journals can take several years to come to fruition. Individuals who feel that their contributions in service are not being adequately accounted for in their workload document should see their supervisor about changing their workload to better align with their actual activities.

In terms of supplemental assignments, the Chambers College has standardized the following supplemental contracts:

- Program Coordinator: \$10,000 stipend or a course reduction.
- Director: 1/9<sup>th</sup> or 2/9<sup>th</sup> summer support, depending on unit size.
- A buyout of 10% of workload through grants/outside contracts is priced at 10% of salary + fringe.

Use the chart below to identify various unit specific pathways for Tenured Associate and Full Professors.

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

	Teaching <sup>1</sup>	Service	Research
Pathway 1 Traditional Focus	40%  4, 3 credit courses per year; If in doctoral granting department, participation in doctoral committees and chairing of dissertations	20%  Ph.D. or MS Program Coordinator, Service on College, University, or Professional Committees, Journal Editorship	40%  Multiple peer-reviewed publications in journals of the highest quality. At a minimum, standards should be sufficient to maintain AACSB Scholarly Academic Status at the Doctoral Level as defined based on our most recent AACSB Reaccreditation (See Appendix 1 for most recent definition)
Pathway 2 Administrative Service Focus	20%  2, 3 credit courses a year	70%  Department Chair, Associate Dean, or Major Center Director	10%  Peer-reviewed publications sufficient to maintain Scholarly Academic Status at the Bachelors level.
Pathway 3 Teaching Focus	70%  7, 3 credit courses a year Must stay updated in disciplinary trends, practices in terms of teaching	20%  Department and College curricular and program development; Mentorship of graduate student instructors and junior faculty; workshops on teaching and learning; recruitment and retention of students	10%  Peer-reviewed publications sufficient to maintain Scholarly Academic Status at the Bachelors level, as defined based on our most recent AACSB Reaccreditation
Pathway 4 Research Focus	20%  2, 3 credit courses per year; If in doctoral granting department, participation in doctoral committees and chairing of dissertations	20%  Ph.D. or MS Program Coordinator, Service on College, University, or Professional Committees, Journal Editorship	60%  Multiple peer-reviewed publications in journals of the highest quality. At a minimum, standards should be sufficient to maintain AACSB Scholarly Academic Status at the Doctoral Level; and research grants over multiple years sufficient to buy out 20% of time or support multiple post docs

<sup>1</sup> Every time “courses” are listed this also includes activities approved as course equivalents by the proper authority.

In the John Chambers College, Teaching, Service, and Research faculty positions are designed to allocate faculty members' work efforts in significantly different ways by concentrating heavily in at least one mission area. Below are example pathways for Teaching and Service faculty.

	Teaching	Service	Research
Pathway for Service Faculty	10% One, 3 credit course per year	70% Director of Major Center that is part of formal workload; Fundraising/Grants to Cover Center Expenses; Fulfillment of Strategic Plan of Center	20% Publications in peer-reviewed journals sufficient to maintain Scholarly Academic status at the Bachelors level
Pathway for Teaching Faculty (SA)	60% 6, 3 credit courses per year	20% Service on College or University Committees; Service to the Profession (refereeing articles, chairing committees, etc.)	20% Publications in peer-reviewed journals sufficient to maintain Scholarly Academic status at least at the Bachelors level
Pathway for Teaching Faculty	80% 8, 3-credit courses per year; Must stay updated in disciplinary trends, practices in terms of teaching	20% Service on College or University Committees, Service to the Profession, (refereeing articles, chairing committees, etc.)	0%

### Scholarly Academic Status and Workload

Normally, faculty members at WVU start with a teaching load of four (4) 3-credit hour courses per semester. In the Chambers College, research-active faculty typically have a reduced teaching load to provide faculty with the time to maintain their Scholarly Academic (SA) Status with AACSB. Faculty unable to maintain their Scholarly Academic Status with AACSB, will have their research load reduced to reflect their reduced scholarly output.

Faculty with a research component who do not maintain their SA status at the Bachelors level may see their teaching load increase by one (1) 3-credit course a year, for each year they are not a SA, until they return to SA status or their teaching load reaches seven (7) 3-credit courses per year.

## Appendix 1: Scholarly Academic Definition

The Chambers College new definition of Scholarly Academic provides three levels of classification – Doctoral, Master’s, and Undergraduate. A faculty member will only be counted as Scholarly Academic in Table 15-1 if they are teaching at a level equivalent or below the level at which they are classified. For example, a faculty member classified as SA Master’s would be counted as SA for classes taught at the Master’s and Undergraduate level, but would be classified as Other for Doctoral classes.

A. A faculty member will be considered scholarly academic (SA) at the **Doctoral Level** if he/she meets any of the following conditions at the *time of evaluation*:

- 
1. Has received a doctoral degree or relevant terminal degree in the discipline in which he or she teaches within the past four (4) calendar years.
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2. Possesses a doctoral degree or relevant terminal degree in the field in which he or she is teaching (or a closely related field), or a specialized graduate degree in taxation, or a specialized degree and professional certifications in fraud and forensic accounting, AND
    - has one (1) A+<sup>2</sup> publication in the past five (5) calendar years, OR
    - has two (2) A publications in the past five (5) calendar years, OR
    - has one (1) A publication and two (2) B publications in the past five (5) calendar years.
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B. A faculty member will be considered scholarly academic (SA) at the **Master’s Level** if he/she meets any of the following conditions at the *time of evaluation*:

- 
1. Qualifies for Doctoral Level Classification
- 
2. Possesses a doctoral degree or relevant terminal degree in the field in which he or she is teaching (or a closely related field), or a specialized graduate degree in taxation, or a specialized degree and professional certifications in fraud and forensic accounting, AND
    - has one (1) A publication and one (1) B publication in the past five (5) calendar years, OR
    - has three (3) B publications in the past five (5) calendar years.
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C. A faculty member will be considered scholarly academic (SA) at the **Undergraduate Level** if he/she meets any of the following conditions at the *time of evaluation*:

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1. Qualifies for Master’s Level Classification
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2. Has successfully completed doctoral level comprehensive exams in the past three (3) calendar years.
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3. Possesses a doctoral degree or relevant terminal degree in the field in which he or she is teaching (or a closely related field), or a specialized graduate degree in taxation, or a specialized degree and professional certifications in fraud and forensic accounting, AND
    - has one (1) A publication in the past five (5) calendar years, OR
    - has two (2) B publications in the past five (5) calendar years
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<sup>2</sup> Journal rankings listed here refer to the most recent version of the Chamber’s College’s AACSB journal list, available on the College’s H Drive.