

West Virginia University C. Eugene Bennett Department of Chemistry Workload Plan Guidelines

Approved by the Office of the Provost on 05/21/2024

West Virginia University is a Carnegie R1 and land-grant institution that embraces the importance of rewarding excellence in teaching, research, and service. As a mechanism for evaluation, the workload agreement serves as a starting point for equitable distribution of faculty workload toward achieving the University's larger academic mission.

WVU Mission: *As a land-grant institution, the faculty, staff, and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, healthcare and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and the world through local, state, and global engagement.*

The C. Eugene Bennett Department of Chemistry is committed to the mission, vision, and values of WVU and the Eberly College, with a specific focus on advancing the molecular sciences through innovation and education. Faculty are expected to contribute to the broader missions of the Department, College, and University in the general areas of research, teaching, and/or service in accord with their work assignments, which are made in accord with the workload guidelines established by the University, the College, and this document. The guidelines and expectations outlined below inform teaching assignments and workload plans, with the caveat that flexibility may be appropriate or required based on overall departmental resources or needs.

As part of our commitment and effort in support of the WVU land-grant mission, WVU Chemistry makes two specific and out-sized contributions that must be prioritized in faculty workload plans: *graduate research* and *undergraduate teaching*. Our graduate research program aligns with the criteria for highest research activity among national research universities in accord with WVU's Carnegie R1 classification. Our graduate research program is the backbone of our Department and the central focus of strategic planning within our unit. Undergraduate teaching must support chemistry majors and non-majors; introductory chemistry courses and labs serve most if all not STEM majors across the university, with thousands of students enrolled from other majors every year. These mission-critical contributions must be priorities for the unit.

For Chemistry faculty with an active PhD-focused research agenda, the typical teaching load is equivalent to four courses (about 12 credit hours) per academic year. The teaching load for a teaching-track faculty member with a full-time appointment is equivalent to eight courses (about 24 credit hours) per academic year. A reduction in the teaching load can occur using College and/or Departmental (or other academic units) approved equivalent assignments in teaching, research, and/or service. Academic leaders must approve a reduction in a faculty member's teaching load.

Student contact hours is a concern for the American Chemical Society (ACS), our accrediting body. All faculty regardless of rank and title must have 15 or fewer student contact hours per semester, with fewer prescribed contact hours being preferred as a marker of a large and engaged

faculty. If faculty exceed an average of 11 contact hours in their assignments, then additional documentation is expected for the accreditation review process. For any faculty member who is assigned ≥ 12 student contact hours in a given semester, a justification must be prepared for reporting purposes and kept on file in the Department and Dean's office articulating why this assignment is necessary and how it serves the Department's overall student learning objectives.

Certain non-classroom academic duties performed by faculty that enhance the teaching/learning process may equate to a course equivalent, as do certain research and service activities. Equivalent Teaching Credits must be identified by each academic unit, but not every College or academic unit within that College will have the exact same teaching, research, and service equivalencies. Below are University approved reasons to vary a faculty member's standard workload:

Teaching. Chemistry faculty can typically expect to teach one 3-4 hour course or 3-4 hour course equivalent per year for every 10% effort in the workload plan. It is further recognized that not all courses require the same effort. Factors such as class size, curricular needs, accreditation requirements, number of majors, the level of instruction, development of new courses or curricula, significant revisions of existing courses or curricula, the modality of instruction, and discipline can warrant a variation in the standard teaching load. The Chair and/or appropriate faculty committees shall work with faculty on specific course assignments. Faculty requests for specific assignments cannot be guaranteed, but the Department does aim to match teaching assignments with faculty strengths and expertise. Faculty should have opportunities to teach familiar courses on a recurring basis and/or courses at different levels over time in accord with their individual interests and professional development aspirations.

Typical undergraduate class sizes in Chemistry range from 15-150 students. All else being equal, courses with larger enrollments require more effort than courses with smaller enrollments. Effort for large-lecture assignments shall be managed by providing opportunity to teach multiple sections of the same course and/or be balanced with smaller sections, either in the current or future semesters. Undergraduate degree-pursuant courses must be offered on a regular basis, ideally every semester, to ensure timely progression to degree. Some upper-level courses for chemistry majors might necessarily have low enrollments but must be offered nonetheless to support the ACS-accredited chemistry major. It is expected that any low enrollment courses will be offset by higher enrollments in other courses.

Typical graduate class sizes range from 5-30 students. As part of regular teaching assignments, Research-intensive faculty (as defined below) can expect to teach graduate-level courses at a rate of approximately one per academic year, based on demand and assuming an active graduate student-focused research group. Graduate courses reflecting the strength, breadth, and expertise of the graduate faculty must be offered on a regular basis to ensure timely progression to degree and/or candidacy for PhD students. Where appropriate, graduate courses should be cross-listed as upper-level elective courses for undergraduate chemistry majors.

Faculty whose courses are cancelled for not meeting enrollment minima can expect another course or course equivalent assignment in the current or next immediate semester.

Research and Scholarship. Research-active faculty are expected to produce and communicate original and high-quality research; create and maintain external visibility and impact in the broader research community; submit competitive grant applications with reasonable success; and provide mentoring, support, and advising for graduate students, promoting their professional development and keeping them on track to degree. Faculty efforts in research and scholarship are also

expected to create broader impacts within and beyond the department, including to support and enhance the graduate program, seminars, conferences, workshops, outreach, infrastructure & facilities, collaborations, etc. Research-active faculty in Chemistry typically teach four courses or course equivalents per year.

Research-intensive faculty lead externally funded research programs in chemistry on par with those at peer and aspirational peer Carnegie R1 research institutions. They secure and manage major external grants (e.g., Federal grants from NSF and/or NIH), mentor significant numbers of PhD students in their research labs, publish 2-3 papers in top-tier peer-reviewed journals per year, and/or create other similarly impactful research outcomes, as determined by research activities over rolling three-year periods. Research-intensive Chemistry faculty typically teach two course equivalents per year, allocating time for research activities as reflected in the chart below (e.g., Pathway 1 with course releases or Pathway 3).

Public-facing or community-engaged activities can be incorporated into faculty workloads under Research and Scholarship or elsewhere as appropriate in collaboration with the Dean's office.

Research inactive faculty are any who did not publish a peer-reviewed publication and manage an active external grant during the most recent two-year period. The Chair shall adjust workload away from research and/or implement an improvement plan for any research inactive faculty. If research activity does not improve by the time specified in the plan, then the Chair shall adjust workload to support additional contributions in teaching (and/or service) or recommend against continuation for non-performance of research duties.

Service. All faculty are expected to participate in an appropriate amount of service. Service to the department, College, University, and/or professional discipline will be included as part of the workload plan.

Externally Funded Research, Service, and Teaching Activities. The Eberly College of Arts and Sciences Workload Guidelines and Procedures states that "sponsored research productivity should be sufficient to cover the cost of instructional reassignment either by course buy-out or indirect cost reallocation." In many cases and when appropriate, funds from indirect costs should be used to support the re-assignment of a faculty member's workload and the proportionate replacement of their salary, consistent with the general expectation for research-active faculty to teach 4 courses per year, and for research-intensive faculty to teach 2 courses per year, as outlined elsewhere in this document.

Department/College Supported Research, Service, and Teaching Activities. Faculty workloads are assessed annually based on expectations for future activity and a rolling 3-year average of recent productivity. Academic unit leaders can assign up to 10 percent of additional effort and the resulting reduction in areas of research, teaching, or service without their supervisor's approval. Larger modifications of the faculty workload plan are made in collaboration with the Dean's office and must be approved by the Dean. Such shifts in workloads should be linked to fulfilling the institution's mission.

Tenure-track faculty are expected to demonstrate a significant contribution in teaching that typically equates to 40% effort. Teaching-track (nontenure-track) faculty are expected to demonstrate a significant contribution in teaching that typically equates to 80% effort. Other nontenure-track faculty teaching assignments will vary depending on their workload assignment.

Table 1 below lists research and service responsibilities as well as other non-classroom teaching activities that require the same effort as an in-person three credit Chemistry course. Teaching, research, and service activities that have a higher or lower workload than an in-person three credit course are then listed below.

Table 1: Equivalent Teaching, Research, and Service Activities

Teaching	Research	Service
<ul style="list-style-type: none"> • 3-4 Credit Course, including lab/lecture combinations (one section, meets \geq3h/week, 10% effort) • CHEM 110 (one section, meets 3h/week, 10% effort) • CHEM 402 (capstone) • Large-enrollment, multi-section service course teaching lab (coordinate all sections, with appropriate TA support), including CHEM 111L, 112L, 115L, 116L, 231L, 233L, and 234L • proposed innovations and/or specific activities in curriculum development, with prior discussion and approval from the Dean's office 	<ul style="list-style-type: none"> • Structured and sustained mentoring of students in a research-intensive lab environment consistent with disciplinary norms and the university mission. • Administration and management of sponsored research provided that, per ECAS Workload policy, "the sponsored research [is] sufficient to cover the cost of instructional reassignment" • Publicly engaged scholarship and other efforts that may take place outside the classroom or sponsored research environment, with prior discussion and approval from the Dean's office 	<ul style="list-style-type: none"> • <u>Administrative Duties for the Academic Unit</u>. Based on the scope of the administrative responsibilities as well as the size of the unit, these types of duties (i.e., Chair, Associate Chair, accreditation and assessment, etc.) can warrant a reduction of expectations in one or two areas of the workload. •
	<p>Standard expectations for faculty for a 40% research appointment include:</p> <ul style="list-style-type: none"> • annualized research and scholarship with external visibility and broader impact • annualized contributions to the graduate program, including recruit, mentor, support, and advise students through PhD committees, program seminars, and other standard mechanisms 	
<ul style="list-style-type: none"> • 2 credit lab courses CHEM 422L and 348L (0.5 course equivalent) 		

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 significantly different ways.

The chart below outlines various pathways to promotion for Tenured Associate and Full Professors in Chemistry. Other mission-appropriate pathways can be created based on interests, priorities, and needs.

Pathway 1 Traditional Focus (Research Active and/or Graduate Program)		
Teaching¹	Research	Service
40%	40%	20%
<ul style="list-style-type: none"> • Four courses or equivalent assignments per year (one course per year per 10% effort) 	<ul style="list-style-type: none"> • Produce and communicate original and high-quality research (e.g., two papers per year; rolling average over three years) • Create and maintain external visibility and impact in the broader research community (e.g., ≥ 2 external presentations by PI and/or students; rolling average over three years) • Submit competitive grant applications with reasonable success in support of research and scholarship activities • Mentor, support, and advise graduate students, keeping them on track, including through chairing and serving on PhD committees 	<ul style="list-style-type: none"> • Active participation in faculty meetings, retreat, and strategic planning • Service on departmental and/or university committees as assigned • Evidence of service to the broader community

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

Pathway 2 Teaching Focus		
Teaching¹	Research	Service
60%	10%	30%
<ul style="list-style-type: none"> • Six courses or equivalent assignments per year (one course per year per 10% effort) 	<ul style="list-style-type: none"> • Create and maintain external visibility and impact in the broader research community (e.g., one publication and/or external presentation by PI and/or students per year: rolling average over three years) • Mentor, support, and advise graduate students, keeping them on track, including through service on PhD committees 	<ul style="list-style-type: none"> • Major departmental and/or university service, with prior discussion and approval from the Dean's office (e.g., campus leadership position, advising of 45±15 majors, manage departmental shared facility, etc.) • Active participation in faculty meetings, retreat, and strategic planning • Service on departmental and/or university committees as assigned • Evidence of service to the broader community

Pathway 3 Research Focus		
Teaching¹	Research	Service
10%	60%	30%
<ul style="list-style-type: none"> • One course or equivalent assignment per year (one course per year per 10% effort) 	<ul style="list-style-type: none"> • Produce and communicate original and high-quality research (e.g., four papers per year: rolling average over three years) • Create and maintain external visibility and impact in the broader research community (e.g., ≥4 conference presentations by PI and/or students, rolling average over three years) • Manage and maintain ≥2 major external grants in support of research and scholarship activities • Mentor, support, and advise a large (≥8) and diverse graduate student-centered research group • Participate broadly in the department PhD program, including in graduate seminars, recruiting, and serving on PhD Committees 	<ul style="list-style-type: none"> • Major departmental, university, and/or national service, with prior discussion and approval from the Dean’s office (e.g., campus leadership position, manage departmental shared facility, etc.) • Active participation in faculty meetings, retreat, and strategic planning • Service on departmental and/or university committees as assigned • Evidence of high-level service to the broader community commensurate with high research activity and visibility (e.g., service on grant review panels, editorial or advisory boards, conference organizing, leadership in professional organizations, etc.)

Pathway 4 Service Focus		
Teaching¹	Research	Service
30%	10%	60%
<ul style="list-style-type: none"> • Three courses or equivalent assignments per year (one course per year per 10% effort) 	<ul style="list-style-type: none"> • Create and maintain external visibility and impact in the broader research community (e.g., one publication and/or conference presentation by PI and/or students per year; rolling average over three years) • Submit competitive grant applications with reasonable success in support of research and scholarship activities 	<ul style="list-style-type: none"> • Major and substantial service to the unit, university, and/or broader community as outlined through discussion and approval from the Dean's office (e.g., Department Chair, running a major research center, leading national discipline- specific organizations, etc.) • Active participation in faculty meetings, retreat, and strategic planning • Service on departmental and/or university committees as assigned • Evidence of service to the broader community

Pathway 5 Alternative Pathway, Administrative Service		
Teaching¹	Research	Service
10%	20%	70%
<ul style="list-style-type: none"> • One course or equivalent assignments per year (one course per year per 10% effort) 	<ul style="list-style-type: none"> • Create and maintain external support, visibility, and impact in the broader research community (e.g., two publications and/or conference presentations by PI and/or students per year associated with funded research projects: rolling average over three years) • Submit competitive grant applications with reasonable success in support of research activities 	<ul style="list-style-type: none"> • Major and substantial service to the unit, university, and/or broader community as outlined through discussion and approval from the Dean's office (e.g., Department Chair, Associate Dean or Provost) • Evidence of service to the broader community

At WVU, Teaching, Service, Research, and University Librarian faculty positions are designed to allocate faculty members' work efforts in significantly different ways by concentrating heavily in at least one mission area.

The chart on the following page outlines the pathway to promotion for non-tenured Associate and Full Professors in Chemistry.

	Teaching	Research	Service
Pathway for Service Faculty	30%	10%	60%
	<ul style="list-style-type: none"> • Three courses or equivalent assignments per year (one course per year per 10% effort) 	<ul style="list-style-type: none"> • Create and maintain external visibility and impact in the broader research community (e.g., one publication and/or conference presentation by PI and/or students per year; rolling average over three years) • Submit competitive grant applications with reasonable success in support of research and scholarship activities 	<ul style="list-style-type: none"> • Major service to the unit, university, and/or broader community as outlined through discussion and approval from the Dean's office (e.g., running a research center, leading national discipline-specific organizations, etc.) • Active participation in faculty meetings, retreat, and strategic planning • Service on departmental and/or university committees as assigned • Evidence of service to the broader community
Pathway for Research Faculty	0%	100%	0%
		<ul style="list-style-type: none"> • Fulfill employment terms in accord with supervisor and funding agency expectations 	
Pathway for Teaching Faculty	80%	0%	20%
	<ul style="list-style-type: none"> • Eight courses or equivalent assignments per year (one course per year per 10% effort) 	<ul style="list-style-type: none"> • Stay up to date in field 	<ul style="list-style-type: none"> • Active participation in faculty meetings, retreat, and strategic planning • Service on departmental and/or university committees as assigned • Evidence of service to the broader community

Workload FAQs

What to do with a faculty workload plan? A faculty workload plan must be completed and submitted to the Chair for review. After review in the Dean's office, it will be uploaded into Digital Measures.

Can a faculty workload plan total up to less than 100%? A faculty member whose percent effort does not equal 100% and does not meet the equivalent teaching credits guideline must explain in partnership with their chairperson and dean to the provost the exception. Exceptions will be granted for exceptional circumstances and will be limited.

What can be done when a course section is cancelled for being below minimum enrollment? Options (all of which require prior discussion with the Dean or Dean's designee) include the following:

- The full-time faculty member could replace an external "per course" instructor assigned to another course.
- The full-time faculty member could be reassigned to a course with a mid-semester start date (an eight-week course in the second 8-week part of term).
- The full-time faculty member could be reassigned to a course offered during a mid-session term (winter or May-mester terms).
- The full-time faculty member could teach an additional course the following semester(s).
- The full-time faculty member could have teaching load reassignment to an equivalent administrative or service assignment.

How do overloads work? From time to time, the department chair may ask a faculty member to teach a course as an overload. If the faculty member agrees to teach a course as an overload, the faculty member's teaching load may be adjusted during the following semester. An alternative may also include a payment for the overload, approved by the dean. In no instance may a faculty member be assigned or teach an overload unless they are in compliance with their equivalent teaching credits and their previous annual evaluation is meritorious in areas of significant contribution as defined by the "University Procedures." Alternatively, the department chair may need to cancel a course, for example due to low enrollment. In cases where a class is cancelled the faculty member may teach during the winter term, May-mester or an eight-week course to satisfy the adjustments in teaching.

Are there any activities that cannot be used for teaching reassignments? Reassignments and/or other teaching assignments shall not be requested, assigned, and/or approved for the following:

1. Any private, professional services including, but not limited to, consulting, performance/exhibits, expert witness services, contract work, or other employment where there is remuneration over and above the faculty member's University compensation.
2. Community service activity that is not consistent with a faculty member's area of teaching and/or research or creative activity expertise.
3. Instruction, workshop organization, conference planning, curriculum development, clinical work for licensing requirements, and/or creative performance for any program where there is remuneration over and above the faculty member's University compensation.

What is the process for getting departmental, school, and college workload guidelines approved? When individual department and college/school workload guidelines are completed, they should be sent to the dean for approval. Upon the dean's approval the guidelines will be sent to the Office of the Provost for University approval.

What is the timeline for getting workload guidelines approved? The goal is for the department and college/school workload guidelines to be completed by May 12, 2022. Over the 2022 summer, the Provost's Office will review and approve the workload guidelines. The new guidelines will go into effect August 12, 2022. Moving forward, our recommendation is that the faculty workload guidelines are audited and reviewed every three (3) years.

Is there a template and/or checklist for writing these guidelines? All Colleges / departments / academic units should complete their workload guidelines by May 12, 2022. Colleges, Schools, and/or Departments should re-create the tables found in this document with their unit specific data. In addition, the Provost's Office will review and approve the unit specific workload guidelines. Over the course of the fall and spring semesters we will be providing trainings.

You can find more detailed information about the above criteria in the 2021 American Council on Education publication "Equity-Minded Faculty Workloads: What We Can and Should Do Now" by Kerryann O'Meara, Dawn Culpepper, Joya Misra, and Audrey Jaeger found here <https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>.