

West Virginia University
Eberly College of Arts and Sciences
Workload Guidelines Procedures
Approved by the Provost's Office 8/3/2022

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.

The overriding principle is that a faculty member's assignment in teaching, research and service should result in a full-time effort. It is important that all faculty members fully understand their initial workload expectations outlined in their appointment letter and their workload responsibilities if they change during a faculty member's career. The purpose of these guidelines is to increase transparency and fairness in assigning faculty teaching loads by Chairs and Directors and to systematize reassignments if they occur.

Chairs and Directors should use these guidelines alongside the "WVU Workload Guidelines" to assist with the equitable distribution of faculty responsibilities across faculty, regardless of rank or track, in the College over time. These guidelines explicitly acknowledge the importance of maintaining the University's classification in the top tier of national research universities by striving to provide amounts of time for faculty to engage in research that is on par with faculty in their disciplines at peer top tier research universities.

Although faculty might meet full workload effort through different pathways, all faculty who are 1.0 FTE must meet minimum standards required of WVU, the College, and departments/programs across teaching, research, and service. For many reasons, the creation of faculty workload typically begins by establishing guidelines for teaching, followed by research and service. Not every department or program will have the exact same teaching load

and factors such as class sizes, number of majors, undergraduate and/or graduate programs and research engagement can affect the average teaching workload for a department or program.

Given the complexity of faculty work activities, class sizes, and the structure of course delivery (e.g., lecture or lab courses), individual faculty teaching loads are best managed at the department and program level. To enhance transparency, each academic department and program in the College must have a workload document approved by the College and the Provost's office. Each workload document should:

1. Set the standard expectations for all faculty members.
2. Identify factors that differentiate workload as well as explain as to why and how that differentiation system works.
3. Identify research, teaching, and service equivalencies, within and across the three mission areas.
4. Outline multiple pathways for faculty to be successful.

Department and program workload policies should be informed by these guidelines. Each department's and program's workload document must be approved at the College level and by the Provost's office.

The standard teaching expectation for full-time faculty is four teaching equivalents (a teaching equivalent is a 3 or 4 credit hour course) per semester or eight equivalents per academic year. Individual department and programs, with the approval of the Dean's Office, may require lower course teaching expectations depending upon various objective criteria, including but not limited to expectations for research/scholarship productivity and external grants, active participation in graduate programs, and/or significant service expectations.

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

Tenure track and research faculty are expected to maintain a significant level of research and scholarly activity, producing papers, books, or other creative outputs. Other professorial rank faculty may be expected to maintain some scholarly activity as dictated by the nature of their

appointment. The following represents the Dean's expectation for teaching loads in undergraduate, masters, and doctoral academic units:

- Faculty with an active research program but participating in departments and programs without a graduate degree will have an effective teaching load of three (3 credit hour) courses per semester; with Dean's approval, faculty designated as research intensive are eligible for a one course equivalent assigned for research.
- Faculty actively participating in a master's level graduate program would have one course equivalent assigned for graduate participation (i.e., serving on graduate student committees; directing theses; graduate programmatic committees).
- Faculty actively participating in a doctoral level graduate program would have a two-course equivalent assigned for graduate participation.

Thus, the typical effective teaching load for faculty in masters only departments and programs would be 2+3 per academic year and 2+2 for those faculty in doctoral departments and programs. Departments and programs should clearly define expectations for inactive and active participation in their graduate programs.

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 department and program. Not every department or program within Eberly will have the exact same teaching, research, and service equivalencies. In addition to those listed in the WVU Workload Guidelines, below are Eberly approved reasons to vary a faculty member's standard workload.

Research

Tenured and track faculty in doctoral granting departments and programs at Carnegie Research Intensive institution typically have a 2+2 teaching load when research active and actively participating in the PhD graduate program. Tenure track faculty workloads may be modified based on disciplinary competitiveness. This is most relevant in some STEM disciplines where intensive levels of sponsored research activity are expected. Thus, certain academic units may reassign course equivalents for sponsored research participation. Ultimately, the sponsored research productivity should be sufficient to cover the cost of instructional reassignment either by course buy-out or indirect cost reallocation. Departments and programs should clearly define research intensive, research active, and research inactive for their discipline based on Carnegie criteria for Research Very Intensive (R1) institutions.

Service

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, College, University, and/or professional discipline should be included as part of the typical workload. Significant and on-going service activities may warrant course equivalent reassignment. Most obvious service activities that warrant course equivalent reassignment would be academic administration, coordination, and/or advising activities. However, other course reductions may be given for significant College, University, and/or professional assignments. All course reductions for service must be reviewed by the College and an instructional cost replacement plan must be agreed upon between the Department Chair or Director and the Dean.

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” to be determined by the Department Chair or Director in consultation with the faculty member. Workload plans are to be prepared annually. If it becomes necessary to change the workload plan significantly during the calendar year, the faculty member and the Department Chair or Director should revise the workload plan. An individual’s workload plan must be considered during the faculty member’s annual evaluation.

Individual faculty workload should be assessed by the Department Chair or Director annually based on a rolling period (e.g., 3-year average) of productivity. Should faculty not be participating in activities which warrant course equivalent reassignment, the effective teaching load should be modified. For example, faculty who have ceased to be actively engaged in graduate program activities should receive a modification of their assignment. These amendments should be made after consultation with the Department Chair or Director and documented by a Memorandum of Understanding by the College.

The College 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. Faculty who are in endowed positions may have further teaching load modifications. Requests for such releases must include a

documented justification and must be approved in advance by the Chair or Director and the Dean.

Again, not every department or program will have the exact same teaching load and factors such as class sizes, number of majors, undergraduate and/or graduate programs may affect the workload. The level and type of research or service activity can all affect that standard average workload and pathways for that department or program.