

## Potomac State College Workload Guidelines

Approved by the Provost Office – 11/30/2022

West Virginia University is an R1 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 the starting point for helping to equitably distribute faculty workload and to achieve the University's larger academic mission.

West Virginia University faculty contribute meaningfully to the teaching, research and service components of the larger mission. WVU recognizes that contributions will appropriately differ across career stages, appointment types, colleges, and reflect disciplinary differences and faculty talents. However, it is also important to ensure that faculty work is equitably distributed, evaluated and rewarded within academic units and to that end, the faculty workload agreement sets out basic principles and guidelines.

Every College and Department/Other Equivalent Academic Unit must have a workload document that outlines the standard expectation for all faculty members and identifies factors that differentiate workload, as well as a general explanation as to why and how that system of differentiation works.

The following elements are required:

1. The standard expectations for all faculty members
2. Identification of factors that differentiate workload as well as an explanation as to why and how that differentiation system works

For many reasons, the creation of faculty workload typically begins by establishing guidelines for teaching, followed by research and service. Although faculty might meet full workload effort through different pathways, all faculty who are 1.0 FTE must meet the minimum standards required of WVU and their College and departments across these roles.

The teaching load for a tenure-track faculty member with a full-time appointment is usually equivalent to 30 contact 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, professional growth and development, and/or service. All changes must be approved by the Academic Dean. Such shifts in workloads should be linked to fulfilling the institution's mission.

Table 1: Examples of Equivalent Teaching and Service Activities

Teaching	Service
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1 Credit Course (in person)	Writing Center/Academic Success Tutor
3 Credit Course (in-person)	Writing Center Coordinator
	SI Program Coordinator
	Community Band Director
6 Credit Course (in-person)	Faculty Assembly Chair or Secretary (when 3 contact hours/semester is granted)
	Division Chair
	Director of Farm Operations

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.

	Teaching	Service	Profession Growth & Development
<b>Pathway 1 Traditional Focus (Tenure-track faculty with Teaching and Service Focus)</b>	70% (30 contact hours per year)	20% (Perform 1 service to a community other than the college, serve on 1 committee, assist with 1 retention or recruitment activity, and assist with 1 division-related activity)	10% (Attend and implement changes based on information received at 1 multi-day teaching-related conference or 2 single-day conferences or 3 workshops/webinars, or register for, complete and implement information from 1 course, or submit 1 article or show significant progress in completing a large body of work)
<b>Pathway 2 Traditional Focus (Tenure-track faculty with Teaching and PG&amp;D Focus)</b>	70% (30 contact hours per year)	10% (Perform 1 service to a community other than the college and perform two of the following: serve on 1 committee, assist with 1 retention or recruitment activity, and/or assist with 1 division-related activity)	20% (Submit 1 article or show significant progress in completing a large body of work and attend and implement changes based on information received at 1 single- day teaching-related conference or 2 teaching-related workshops/ webinars)
<b>Pathway 3 Service Focus</b>	60% (24 contact hours per year)	30% (Serve as a coordinator/director, perform 1 service to a community other than the college, serve on 1 committee, assist with 1 retention or recruitment activity, and assist with 1 division-related activity)	10% (Attend and implement changes based on information received at 1 multi-day teaching-related conference or 2 single-day conferences or 3 workshops/webinars, or register for, complete and implement information from 1 course, or submit 1 article or show significant progress in completing

			a large body of work)
<b>Pathway 4 Administrative Service Focus</b>	50% (18 contact hours per year)	40% (Serve as Division Chair or a Director, perform 1 service to a community other than the college, serve on 1 committee, and assist with 1 retention or recruitment activity)	10% (Attend and implement changes based on information received at 1 multi-day teaching-related conference or 2 single-day conferences or 3 workshops/webinars, or register for, complete and implement information from 1 course, or submit 1 article or show significant progress in completing a large body of work)

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.

	Teaching	Service	Research
<b>Pathway for Service Faculty</b>	30% (12 contact hours per year)	60% (Serve as a program coordinator/director, perform 1 service to a community other than the college, serve on 1 committee, assist with 1 retention or recruitment activity, and assist with 1 division-related activity)	10% (Attend and implement changes based on information received at 1 multi-day teaching-related conference or 2 single-day conferences or 3 workshops/webinars, or register for, complete and implement information from 1 course, or submit 1 article or show significant progress in completing a large body of work)

### Workload FAQs

**What to do with a faculty workload plan?** A faculty workload plan must be completed and 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?** 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, Maymester 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.