

West Virginia University Center for Women's & Gender Studies Workload Guidelines Procedures

March 31, 2023

Draft/revision history:

- Draft (March 31) was edited following email from Provost Office on March 30, 2023.
- Draft (January 26, 2023) was updated following discussion among WGST core faculty on January 23, 2023, and in response to the feedback provided by the Dean's and Provost's Offices.
- Draft reviewed and approved by WGST core faculty on 10/3/2022, and submitted to Dean's Office.
- First draft developed based on WGST Workload Guiding Principles (August 2022) and discussed among WGST core faculty for feedback (9/19/2022).

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 Center for Women's and Gender Studies is committed to the mission, vision, and values of WVU and Eberly College, with a particular focus on advancing interdisciplinary WGST research and innovative pedagogies, inspiring a new generation of gender and sexuality scholars and leaders committed to equality and social justice. Faculty are expected to contribute to the broader missions of the Department, College, and University in the general areas of research, teaching, and 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, the WVU Center for Women's & Gender Studies' primary contribution is in undergraduate teaching. Undergraduate teaching must therefore be prioritized in faculty workload plans. As an academic unit that also has a graduate certificate program and faculty who teach graduate courses/serve on graduate committees as part of the R1 mission, faculty workload plans also reflect graduate teaching and research expectations.¹ Undergraduate teaching must support WGST majors as well as non-majors, with most students in WGST undergraduate courses enrolled from other majors every year. These mission-critical contributions must be priorities for the unit.

For WGST tenure-track and tenured faculty with an active research agenda, the typical effort allocated to teaching is 40 percent. As required by the Eberly College of Arts and Sciences for an academic unit with a graduate certificate in Women's and Gender Studies and a heavy emphasis on undergraduate teaching, this is equivalent to five (5) courses (about 15 credit hours) per academic year.

¹ Our undergraduate teaching program is currently the central focus of strategic planning within our unit, even as we grow our graduate course offerings and the WGST graduate certificate, laying the foundation for a future WGST graduate degree program.

Consistent with Eberly College norms, the typical teaching effort allocation for a teaching-track faculty member with a full-time appointment is 80 percent. This translates into eight (8) courses (24 credit hours) per academic year. Consistent with Eberly College norms, the typical teaching effort allocation for a service-track faculty member with a full-time appointment is between 10 and 40 percent. This translates into one to four (1 - 4) courses (about 3 – 12 credit hours) per academic year. Each course thus constitutes 10 percent of a service- and teaching-track faculty member's load.

Given the priorities of the WGST undergraduate program, course equivalences are rare but may be necessary to fulfill the mission of the academic unit. Course equivalencies are not automatic and may only be granted by the director/chair and approval from Eberly College. No reductions in teaching loads will occur without prior approval(s) from the appropriate academic leaders.

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. WGST tenure-track/tenured faculty are expected to teach five courses (or equivalents) per year. Non-tenure track faculty can typically expect to teach one course or equivalent per year for every 10 percent of effort dedicated to teaching in the workload plan. It is further recognized that not all courses require the same effort. Factors such as class size, curricular needs, coordination of GTAs and the courses they teach, or extensive curricula development, for example, may warrant a variation in the standard teaching load. Faculty shall communicate with the director/chair about specific course preferences and workload assignments. Faculty requests for specific assignments cannot be guaranteed, but the Center for WGST strives to match teaching assignments with faculty expertise and preferences. Faculty should have opportunities both to teach familiar courses on a recurring basis and different courses at different levels over time, as might be reflected in specific faculty preferences.

Typical undergraduate WGST class sizes range from 15-150 students, with target enrollments of 30-125. Courses with larger enrollments require more effort than courses with smaller enrollments. Effort for large-lecture assignments should be managed by providing opportunity to teach multiple sections of the same course and/or balanced with smaller sections. Undergraduate courses that serve the WGST (or GIHC) major must be offered on a regular basis to ensure timely progression to degree. Some upper-level courses for majors might necessarily have low enrollments but must nonetheless be offered on a regular basis to support the WGST major.

Typical graduate class sizes range from 7-25 students (or 5 student minimum for new graduate courses), with target enrollments of 10-20. Research-active faculty can expect to teach graduate-level courses at a rate of one every 2-3 semesters, based on demand and assuming the faculty members' expertise aligns with graduate teaching needs.

Faculty whose courses are cancelled for not meeting enrollment minimums can expect to teach a mid-semester (e.g., "recovery course" that is taught in 8 weeks) or an additional course assignment in a future 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; if appropriate for the faculty member, submit competitive grant applications with reasonable success; and, depending on the type of faculty position, teach/mentor graduate students. Faculty efforts

in research and scholarship are also expected to create broader impacts within and beyond the department, including to support the graduate certificate, attend conferences and disseminate research/creative endeavors, engage in outreach, serve in professional societies, etc. Research-active faculty in WGST typically teach five courses (including equivalents, where appropriate) per year.

Public-facing or community-engaged scholarship activities can and should be incorporated into the faculty Research and scholarship workload as appropriate.

Externally Funded Research, Service, and Teaching Activities. Funds from these activities can be used to support the re-assignment of a faculty member's workload and the proportionate replacement of their salary.

Department/College Supported Research, Service, and Teaching Activities. Regardless of instructional/professorial status, all faculty are expected to participate in service. Faculty workloads are assessed annually based on expectations for future activity and a rolling 3-year average of recent productivity. Academic unit leaders can reassign 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. Such shifts in workloads should be linked to fulfilling the institution's mission. Alternative pathways must ultimately be approved by the Office of the Provost.

Administrative Duties for the Academic Unit. 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, special departmental projects, etc.) can warrant a reduction of expectations in one or two areas of the workload.

Individual Faculty Workload Plans

The distribution of teaching, research, and service for faculty are specified each year in an annual workload plan in consultation with the Department Chair or Program Director. Individual workload plans must be considered during each faculty members' annual evaluation. Individual faculty workloads are assessed by the Department Chair or Program Director annually based on a three-year rolling period of productivity. Should faculty not demonstrate participation in activities which warrant course equivalent reassignment, the teaching load must be modified to reassign the faculty member to the appropriate teaching load. Faculty should proactively consult with the Chair/Director regarding activities that previously justified a course equivalency when the faculty member discontinues those activities. The Chair/Director may also initiate reviews of faculty course equivalences to determine their appropriateness.

Additional rationales for modified teaching assignments (submitted by the faculty member to the Chair/Director, and then submitted to the Dean's office and then to the Provost Office) include formal or family-related leaves, sabbaticals, administrative assignments, and course buyouts related to research, which must ultimately be approved by the Office of the Provost. Faculty who are in endowed positions may also have teaching load modifications. Requests for such releases must include documented justification (i.e., MOU agreement) and be approved in advance by the Chair/Director and the Eberly College Dean's Office.

WGST Workload Policy

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. Service-track (nontenure-track) faculty are expected to demonstrate a significant contribution in teaching (at least 30% effort). Other nontenure-track faculty teaching assignments may 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 WGST course. Teaching, research, and service activities that have a higher or lower workload than an in-person three credit course are then listed below. Courses and equivalences refer to assignments made by the chair or director in consultation with the faculty member. Faculty who volunteer themselves to teach as a guest lecturer or instructor or co-instructor of a course outside of WGST that is not part of the faculty members' assigned teaching duties (as agreed upon with the department chair/program director) cannot remove themselves from their assigned departmental teaching (or research or service) responsibilities. Courses taught as part of the faculty member's teaching load must also enroll no fewer than the required student minimum (as indicated in the WGST Workload Policy Guiding Principles document dated August 2022).

Research	Teaching**	Service
Administration and management of sponsored research, provided that, per ECAS Workload policy, "the sponsored research [is] sufficient to cover the cost of instructional reassignment"	3 credit undergraduate course (in-person) that meets minimum enrollment requirements 3 credit graduate course (in-person) that meets min. enrollment req. 3 credit undergraduate course (on-line) that meets min. enrollment req.	Major disciplinary service as the president of an association or as editor of a disciplinary journal with no less than a 2-year appointment, with prior discussion and approval from the Dean's office (.5 equivalency per semester/ 1 per year)
*See WGST P&T guidelines for more research information	3 credit graduate course (on-line) that meets min. enrollment req. 3 credit honors course that enrolls at least 10 students and is taught separately from regular courses	Advising all WGST graduate certificate students, if there are at least 20 graduate students pursuing the certificate annually (.5 equivalency per year)
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. Examples may include: community-based, participatory research, applied research, needs assessments; collaboratively created, produced, or performed film, theater, spoken works, multi-media projects; copyrights, patents, entrepreneurship activities;	Department/program wide coordination of GTAs for all WGST 170, 150, and any other course taught by GTAs; coordinating, meeting regularly with, and actively mentoring all WGST GTAs; and coordinating the WGST undergraduate Research Showcase (i.e., this includes but is not limited to meeting weekly with the GTAs in 790).	

	Extensive curricula development in accordance with department needs (and as assigned by the department chair or director) and/or curricular innovations. For example, the creation of a new degree program.	
	Advising (as the only advisor) all undergraduate majors and serving as point-person for WGST/LGBTQ minor, if there are least 20 majors, including meeting with majors, attending and representing WGST at recruiting events, responding to student inquiries about major requirements, staying apprised of WVU advising protocols, conducting degree audits, verifying majors for graduation, and corresponding with the chair/director re: advising tasks (1 equivalency per year)	

Notes: *Other significant research/teaching/service activities as determined and approved by the chair/director.
**Full or fractional equivalences are rarely granted and are not intended for faculty who are in the process of preparing to teach courses that are already part of the WGST regular course offerings, or for new courses in a faculty member's area(s) of expertise that are to be added to the catalogue as part of a faculty member's regular teaching load.

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.

The tables below outlines various pathways to promotion from Tenured Associate to Full Professor, from Teaching Associate to Full, and from Service Associate to Full in WGST.

	Teaching	Service	Research
Pathway 1 Traditional Focus (Research Active)	40%	20%	40%
	Per WVU/ Eberly guidelines for WGST, Tenure- track/Tenured faculty, 5 courses or equivalent assignments per year = 40 percent, then	Active participation in faculty meetings, retreat, and strategic planning Service on departmental and/or university committees as assigned (a minimum of 2 department committees or equivalent for assist professors; after promotion, faculty are expected to have additional university, professional, or	Produce and communicate original peer reviewed and/or publicly engaged research at a rate of approximately 1 article/chapter per year, or (averaged) 5 published articles/chapters/publicly engaged scholarship every 6 years; one authored book every 6 years shall count as equivalent to 5 published articles/chapters/public scholarship; credit per authored chapter in books counts same as one peer-reviewed

	40 /5 = 8% each.	public service). Evidence of service to the broader community If applicable, public engagement	journal article; rolling average over three years) Establish national/international reputation. Create and maintain external visibility and impact in the broader research community (e.g., ~1 conference presentation annually; rolling average over three years) If applicable, submit competitive grant applications with reasonable success in support of research activities
Pathway 2 Teaching Focus	60%	30%	10%
	60%/8 = 7.5 courses. (Averaged, for example, over 2 years so that sem1 = 4 courses, sem2 = 3 courses, sem3 = 4, and sem4 = 4, so that 7(yr1) +8(yr 2) = 15/2 = 7.5) Or, partial course credit may be given for WGST mission-specific special teaching tasks (e.g., creating a sustainable internship program or experiential learning course)	Active participation in faculty meetings, retreat, and strategic planning Service on departmental and/or university committees as assigned (a minimum of 3 department committees or equivalent for assist professors; after promotion, faculty are expected to have additional university, professional, or public service). Evidence of service to the broader community If applicable, public engagement	Produce and communicate original peer reviewed and/or publicly engaged research at a rate of approximately .25 article/chapter per year, or (averaged) 1.5 published articles/chapters/ publicly engaged scholarship every 6 years; Create and maintain external visibility and impact in the broader research community (e.g., 1 conference presentation every other year)
Pathway 3 Research Focus	30%	10%	60%
	30 / 8 = 3.75 courses. Or, partial course credit may be given	Active participation in faculty meetings, retreat, and strategic planning Service on departmental and/or university committees as	Produce and communicate original and high quality research (e.g., 1.5 articles/chapters per year, or (averaged) 9 published articles/ chapters/publicly engaged scholarship every 6 years;

	for WGST mission-specific special teaching tasks (e.g., creating a sustainable internship program or experiential learning course)	assigned Evidence of service to the broader community If applicable, public engagement	Create and maintain external visibility and impact in the broader research community (e.g., 2-3 conference presentations per year; rolling average over three years) Establish national/ international reputation. Manage and maintain major external grants
Pathway 4 Alternative Pathway (example)	10%	70%	20%
	10 / 8 = 1.25 Or, partial course credit may be given for WGST mission-specific special teaching tasks (e.g., creating a sustainable internship program or experiential learning course)	Major leadership and service to the unit, university, and/or broader community as outlined through discussion and approval from the Dean's office (e.g., as program director/ department chair, Associate Dean or Provost). Ideally, a department chair or program director would be a Full professor before assuming this kind of position. Evidence of service to the broader community If applicable, public engagement	Create and maintain external visibility and impact in the broader research community (e.g., .5 publication and/or conference presentation per year, on average) Establish national/international reputation. If applicable, submit competitive grant applications with reasonable success in support of research activities

Table3. Pathways to Promotion from Associate Full Professor for Teaching and Service Faculty			
	Teaching	Service	Research
Teaching Assoc. to Full	70-80%	20%	0-10%
	Per WVU/ Eberly guidelines for WGST, WGST Teaching faculty and Service faculty appointments follow the 1 course = 10 percent formula; so, 70% teaching = 7 courses; 80% = 8	Active participation in faculty meetings, retreat, and strategic planning Service on departmental and/or university committees as assigned	Create and maintain external visibility and impact in the broader teaching community (e.g., .5 conference presentations/year, including WVU presentations) <u>If appropriate to the individual faculty member, given the kinds of scholarship</u>

	courses, etc.	Evidence of service to the broader academic community (e.g., professional societies) If applicable, public engagement	<u>they do</u> , submit competitive grant applications
Service Assoc. to Full	20-30%	60- 70%	0-10%
	2 courses or equivalent assignments per year if 20%, 3 per year if 30%	Major service to the unit, university, and/or broader community as outlined through discussion and approval from the Dean's office (may include, for example, undergraduate program assessment; all course scheduling; coordinating entire academic programs) Active participation in faculty meetings, retreat, and strategic planning Extensive service (including significant leadership) on departmental and/or university committees as assigned Evidence of service to the broader community If applicable, public engagement	Create and maintain external visibility and impact in the broader research community (e.g., .5 publications and/or conference presentation every 1.5 years; rolling average over three years) <u>If appropriate to the individual faculty member, given the kinds of scholarship they do</u> , submit competitive grant applications