

Department of Philosophy Workload Guidelines

**Approved by the Office of the Provost
04/19/2023**

The WVU Philosophy Department is an intellectually vibrant department, with an energetic faculty devoted to outstanding research, teaching, and service. The Department of Philosophy has a well-earned reputation for producing research that is comparable to our peers at R1 institutions with graduate programs. The Philosophy Department also has a well-earned reputation for outstanding undergraduate teaching and mentoring that is comparable to a top-tier liberal arts college. We offer a philosophy major, philosophy minor, applied ethics minor, religious studies minor (including an online version), and a pre-law area of emphasis. We embrace the importance of encouraging and rewarding excellence in teaching, research, and service.

All faculty members in the Department of Philosophy have an obligation to foster the quality, viability, and necessity of our program. The ways in which faculty responsibilities emphasize WVU's mission to provide outstanding teaching, research, and service may vary. Faculty contributions will differ across career stages, appointment types, and talents. The Department of Philosophy's workload guidelines are designed to provide an equitable, rewarding, and mutually beneficial fit between the individual interests and strengths of faculty members and the needs of the Philosophy Department, the Eberly College, and West Virginia University.

Our workload guidelines serve to provide transparency and fairness in the assignment of workloads and systematize any reassignments that may occur. These guidelines offer multiple pathways for a faculty member to contribute vigorously and meaningfully to the R1, land-grant mission of WVU.

The following workload guidelines: (1) outline standard faculty workload assignments and expectations, (2) identify and explain some of the available options for modifying workload plans, (3) identify research, teaching, and service equivalencies that may be used to adjust teaching loads, and (4) outline multiple pathways for success.

Our guidelines are consistent with, and complement, the workload guidelines of the Eberly College of Arts and Sciences and West Virginia University.

1. Standard Workload Assignments and Expectations

All full-time faculty members in our department fall into one of three categories: tenured, tenure-track, and teaching-track faculty. All faculty must submit an annual workload plan to the Department Chair by January 20. Workload plans must be reviewed and approved or rejected by the Department Chair by January 25. All workload plans must be approved by the Department Chair and the Dean. Significant modifications to the workload assignment will normally be implemented the following year.

Standard Workload Assignment for Tenured and Tenure-Track Faculty:

The standard workload assignment for tenured and tenure-track faculty is 40% teaching, 40% research, and 20% service.

Standard Workload Assignment for Teaching Faculty:

The standard workload assignment for teaching faculty is 80% teaching, 0% research, and 20% service.

Standard Expectations for Faculty in the Department of Philosophy are:

Teaching: All faculty in the Department of Philosophy are expected to demonstrate a significant contribution in teaching. Teaching includes, but is not limited to, classroom instruction; ongoing course development, assessment, and improvement; leading study abroad programs and other forms of experiential learning; supervising independent studies and senior thesis projects; advising; mentoring; creating instructional materials; grading; and keeping office hours.

As stated in the Philosophy Department's Faculty Evaluation Guidelines (06/30/11) and in philosophy faculty appointment letters, the standard teaching load for research active tenured and tenure-track faculty in the Department of Philosophy is five (3-credit hour) courses per year. "Research active" is defined in this context as producing and publishing scholarly work in respected and non-predatory academic journals, and books. Research active faculty are expected to present their scholarly work at academic conferences, meetings, workshops, and colloquia.

Research: All promotable tenured and tenure-track faculty in the Department of Philosophy are expected to demonstrate a significant contribution in research. Research includes the publication of books, articles, and book chapters; presentations of one's research at professional conferences, workshops, and colloquia; community engaged research projects; serving as a commentator at professional meetings; and writing grants.

Service: All faculty in the Department of Philosophy are expected to demonstrate at least a reasonable contribution in service. Service includes, but is not limited to, activities such as serving on Department, College, and University committees; serving in an administrative role in the Department, College, and University; reviewing manuscripts for professional journals or academic publishers; reviewing grant proposals; organizing conferences and workshops; serving as a moderator or session chair at a professional meeting; administrative responsibilities associated with study abroad programs; serving as faculty advisor to a WVU student club; giving

presentations to, or writing for, a general public audience; serving the public in ways tied to the faculty member's areas of competence but not considered research; and serving as a board member of a professional organization.

2. Available Options for Modifying Workload Plans:

The annual workload plan is intended to be an opportunity for faculty members and their Chair to thoughtfully map out the details for a successful and productive year.

A variety of circumstances may call for a departure from the traditional faculty workload assignment. In the Department of Philosophy, a sabbatical leave is one of the most common reasons for a departure from the traditional workload assignment. When a faculty member is on a sabbatical leave, 100% of their effort is devoted to the appropriate area of contribution for their sabbatical project. A traditional workload assignment may be modified when a faculty member takes on a significant administrative role in the Department or elsewhere in the University. Such individuals will have a workload plan with percentages that accurately reflect and reward the expectations of time and energy devoted to their administrative responsibilities.

Workload percentage adjustments of up to 10% may be decided by the Department Chair without the approval of the Dean. Anything beyond a 10% adjustment in the workload plan must be approved by the Dean of the Eberly College. All such adjustments must be linked to the mission of the Department of Philosophy, the Eberly College, and West Virginia University.

3. Research, Teaching, and Service Equivalencies

Deviating from standard percentages in a workload plan is just one way of fairly differentiating faculty strengths and efforts. While keeping standard percentages in a workload plan, faculty members may negotiate course releases in exchange for teaching, research, or service activities that go substantially beyond the normal expectations for one's position. Some examples that warrant course releases include, but are not limited to, externally funded research; significant supervision of independent study projects, senior thesis projects, and Honors add-on teaching; large service projects that engage communities throughout the State or region; serving as a journal editor of a major disciplinary journal; College, University, or professional service assignments; some endowed professorships; and family-related modification of duties. Requests for all such modifications must include a documented justification and must be approved in advance by the Department Chair and the Dean.

Faculty may use independent study, senior thesis, and honors add-on teaching to buy out a course. All such course offerings must be reviewed and approved by the Chair prior to being scheduled. Independent study and senior thesis contract forms must be completed and signed by the student(s), faculty member, and Chair. Faculty should contact the Philosophy Department Administrative Associate to obtain contract forms. Faculty should include signed

contract forms and a summary of course accomplishments in their Digital Measures file. After supervising 15 independent study courses, senior thesis courses, or honors add-on courses with 5 or more students, a faculty member will earn one (3-credit) course release. The semester in which the course release is taken will depend on the teaching needs of the Department and will be decided by the Department Chair.

Faculty with administrative appointments inside or outside of the Department will normally receive one or more course equivalencies in recognition for their administrative commitments.

The Department of Philosophy currently has a Department Chair and no additional administrative appointments.

The Department Chair, with the approval of the Dean, will normally have a 1-1 teaching load.

Faculty on family related modification of duties will be released from all classroom and online teaching during the semester in which the modification is effective.

Course Cancellation Policy: In the event that a course is canceled due to insufficient enrollment, the faculty member impacted will be expected to teach an additional course the following semester to maintain their appropriate annual teaching load. Insufficient enrollment is fewer than 25 students in a 100 or 200-level course and fewer than 15 students in a 300-level course.

Overload Policy: In the event that a faculty member teaches an overload during a semester, they will normally be given an equivalent course reduction in the following semester or compensated with supplemental pay at the standard per-course rate.

4. Multiple Pathways for Success

Faculty members have unique strengths, passions, and opportunities. These may change throughout a faculty member's career. Our department will be even stronger, and our faculty will find more joy at work, if we have various pathways for promotion and success. With the exception of tenure-track assistant professors who must succeed in a research active pathway, faculty might meet their full workload effort (100%) through different pathways. Here, we outline three distinct pathways for faculty in the Department of Philosophy. Each of these pathways offers faculty a way to contribute valuably and meaningfully to the mission and life of the Department.

Faculty who wish to transition to a new pathway must present a written request with an explanation for the change and have the pathway transition authorized by both the Chair and the Dean. To accommodate departmental curriculum planning, requests should normally be made one full year in advance of the pathway change. While there are no limits to the number of transitions a faculty member may make throughout their career, changing pathways is a significant undertaking and will always be decided based on the needs of the Department of Philosophy. Pathway changes will be in effect for a 3-year term. After the 3-year term, the

faculty member will continue in the pathway they are on unless a pathway change is requested or determined to be more appropriate.

Pathway 1: Research Active Pathway

Teaching 40%, Research 40%, Service 20%

This is a pathway for all tenure-track faculty and research active tenured faculty consistently earning meritorious ratings in research.

Pathway 2: Pathway for Teaching-Track Faculty

Teaching 80%, Research 0%, Service 20%

This is the standard pathway for teaching-track faculty. While all teaching-track faculty must retain 80% of their allocation in teaching, they may negotiate up to 15% of their allocation in research.

Pathway 3: Teaching Pathway for Tenured Faculty

Teaching 70%, Research 10%, Service 20%

This is an alternative pathway for tenured faculty whose interests and talents justify focusing most of their effort on teaching. Such individuals will be engaged in significantly reduced research, and they will have a 4-3 teaching load.

Table 1: Teaching, Research, and Service Equivalencies

Teaching	Research	Service
<p>3 -credit course</p> <p>15 independent study/senior thesis/honors add-on courses.</p> <p>Endowed professorships that provide resources to hire replacement faculty.</p>	<p>Externally funded research that provides sufficient resources to hire replacement faculty.</p>	<p>Large service projects that engage communities throughout the State or region.</p> <p>Serving as an editor of a major disciplinary journal.</p>

Table 2: Multiple Pathways

Pathway 1: Active Research	Teaching 40%	Research 40%	Service 20%
	<p>Five 3-credit courses per year.</p> <p>Teaching also includes ongoing course development, assessment, and improvement; leading study abroad programs and other forms of experiential learning; supervising independent studies and senior thesis projects; advising and mentoring students; creating instructional materials including textbooks; grading; and keeping office hours.</p>	<p>Research includes the publication of books, articles, and book chapters; presentations of one’s work at professional conferences, workshops, and colloquia; community engaged research projects; serving as a commentator at professional meetings and writing grants.</p>	<p>Service includes active participation on Department, College, and University Committees; serving in an administrative role in the Department, College, and University; reviewing manuscripts for professional journals or academic publishers; reviewing grant proposals; organizing workshops; serving as a moderator or session chair at a professional meeting; administrative responsibilities associated with study abroad programs; serving as faculty advisor to a WVU student club; giving presentations to, or writing for, a general public audience; serving the public in ways tied to the faculty member’s areas of competence but not considered research; and serving as a board member of a professional organization.</p>

Pathway 2: Teaching-Track Faculty	Teaching 80%	Research 0%	Service 20%
	<p>Eight 3-credit courses per year.</p> <p>Teaching also includes ongoing course development, assessment, and improvement; leading study abroad programs and other forms of experiential learning; supervising independent studies and senior thesis projects; advising and mentoring students; creating instructional materials including textbooks; grading; and keeping office hours.</p>	<p>Remain updated in discipline.</p>	<p>Service includes active participation on Department, College, and University Committees; serving in an administrative role in the Department, College, and University; reviewing manuscripts for professional journals or academic publishers; reviewing grant proposals; organizing workshops; serving as a moderator or session chair at a professional meeting; administrative responsibilities associated with study abroad programs; serving as faculty advisor to a WVU student club; giving presentations to, or writing for, a general public audience; serving the public in ways tied to the faculty member's areas of competence but not considered research; and serving as a board member of a professional organization.</p>

Pathway 3: Teaching Focus for Tenured Faculty	Teaching 70%	Research 10%	Service 20%
	<p>Seven 3-credit courses per year.</p> <p>Teaching also includes ongoing course development, assessment, and improvement; leading study abroad programs and other forms of experiential learning; supervising independent studies and senior thesis projects; advising and mentoring students; creating instructional materials including textbooks; grading; and keeping office hours.</p>	<p>Research includes the publication of articles, and book chapters; presentations of one's work at professional conferences, workshops, and colloquia; community engaged research projects; serving as a commentator at professional meetings and writing grants.</p>	<p>Service includes active participation on Department, College, and University Committees; serving in an administrative role in the Department, College, and University; reviewing manuscripts for professional journals or academic publishers; reviewing grant proposals; organizing workshops; serving as a moderator or session chair at a professional meeting; administrative responsibilities associated with study abroad programs; serving as faculty advisor to a WVU student club; giving presentations to, or writing for, a general public audience; serving the public in ways tied to the faculty member's areas of competence but not considered research; and serving as a board member of a professional organization.</p>