

West Virginia University  
College of Creative Arts  
**School of Music**  
Workload Guidelines

(Approved by the Office of the Provost - May 17, 2023)

### Purpose

The purpose of this workload document is to establish guidelines that set standard expectations for CCA faculty members who have an annual plan of work drafted by a School Director. These include faculty members who are tenure-track, tenured, teaching-track, service-track, visiting, and part-time. This document identifies factors that differentiate workloads among faculty as well as provides a general explanation for how the workload allocation system works. As such, it formally documents the College of Creative Arts standard workload expectations. Much of this document formally memorializes practices that the CCA has informally followed for many years. Finally, this document serves to ensure communication and mutual understanding of the responsibilities between faculty and administrators while facilitating institutional accountability for the use of university resources.

It should be noted that the College of Creative Arts' traditional workload is based on national norms in arts units, which are consistent with peers and many aspirational peers. [from CCA Workload document]

### Guidelines

Faculty workload typically consist of three types of activities teaching/instruction; research/creative activity; and service (for detailed explanation please refer to <https://ccarts.wvu.edu/files/d/158a99d1-2fdd-4eb4-b9fd-5f3f33fcb9ad/cca-document-on-evaluation-promotion-and-tenure.pdf>).

Individual faculty appointments occur in varying percentages depending upon such factors as institutional needs or degree program offerings, along with faculty expertise. Workload assignments are the responsibility of the School Director in consultation with each faculty member and with the concurrence of the CCA Dean. In the case of joint appointments, appropriate supervisors in other Colleges shall be consulted regarding workload assignments. To encourage equitable workload distribution, evaluation, and reward within and among academic units of the College, workloads will be reported and evaluated in a consistent manner across units. Faculty workloads are to be included/attached to each faculty member's annual MUPRO document.

Limited adjustments (+/- 10%) of faculty assignment percentages between teaching, research, and service can be made without dean's level approval.

There are established norms for teaching, research, and service among CCA Faculty. The normal academic year expectation\* for a tenure track faculty member in the CCA is a 3/3 course equivalency (translating to 9 credits of instruction per semester) with reasonable engagement in advising and periodically curriculum development. For a faculty member in a teaching appointment the academic year expectation is a 4/4 (translated to 12 credits per semester) with additional expectations in curriculum development and/or significant advising. Depending on the nature of appointment, the normal academic year expectation for a service track faculty member in the CCA is a 2/2 course equivalency (translating to 6 credits of instruction per semester), lab/practicum supervision and reasonable engagement in advising. For visiting appointments, the descriptor of appointment type is to be included in the letter of appointment, though the normal expectation is a 3/3 course equivalency (translating to 9 credits of instruction per semester). Because not all instruction fits within a three-credit hour course format, schools are expected to provide written guidelines that address how different types of instructional responsibilities fit within this assignment framework. Such responsibilities include lab and studio courses, applied teaching, hybrid teaching, online teaching, honors courses, cross-listed courses, team taught courses, courses taught with a modified calendar, and any other known factors that may apply to faculty teaching workload assignments. The College goal is equity across academic units. While it is assumed that workload assignments for individual faculty members may remain fairly consistent from year to year, changes are possible and can be made as part of the annual plan of work depending upon changes in the activities of that faculty member and/or the needs of the program at that time, provided they do not conflict with college or academic unit guidelines.

Deciding what constitutes an acceptable, active research assignment for each faculty member is the responsibility of the School Director and happens in consultation with the faculty member. Given the diversity of research and creative scholarship activities across the CCA, research expectation norms will be set by academic units or the School Director in accordance with practices observed by similar programs at peer accredited institutions. These norms are to be translated into research outcome expectations for each faculty member as part of the annual plan of work. The specific expectations must be prescribed in the annual review.

For tenure-track and tenured faculty, the normal service expectation is 20%. For faculty with teaching, service and visiting appointments the normal service expectation will be decided in the initial letter of appointment and confirmed in the annual MUPRO.

Categories of what is considered service are outlined in the CCA FEPT Document.

Faculty members with shared/joint appointments whose tenure home is in another college will work with the appropriate administrators from that college to develop plans of work in consultation with their CCA School Director. Plans of work for faculty members tenured in the CCA who have a shared/joint percentage assignment in another college will have plans of work developed by their School Director in consultation with the appropriate leadership in the other college regarding workload assignments.

Resolution of faculty member disputes concerning workload assignments is best solved at the unit level.

The order of resolving disputes over workload assignments involves: first at the unit level with the School Director and then to the Dean. This order of resolution follows the same process as annual evaluation disputes (refer to: <https://faculty.wvu.edu/files/d/0368a1d5-2344-46f0-81b1-09327b90562c/final-2014-2015-p-tdocument-guidelines-5-22-20.pdf>). [from CCA Workload document]

### School of Music Workload

The School of Music operates as part of the College of Creative Arts. The following information formally documents the School of Music's workload expectation.

Limited, short-term adjustments (+/- 10%) of faculty assignment percentages between teaching, research, and service can be made without dean and/or provost level approval. Workload adjustments > 10% can be made in consultation with the Director and with approval of the Dean and Provost.

### **Standard Workload Expectations**

The School of Music conforms to the College's standard academic year teaching load as described above. Specifically:

- **Tenured and tenure-track faculty** (1.0 FTE) are expected to devote 40% of their time (defined in the College of Creative Arts as 3/3—9-credit-hour course load per semester for 18 hours per academic year) to teaching, 40% to Research and 20% to Service.
- **Visiting professors** (1.0 FTE), who normally are retained for one year and not to exceed a maximum of three years of reappointment, are also expected to devote 40% of their time (defined as 3/3—9-credit-hour course load per semester for 18 hours per academic year) to Teaching, 40% to Research and 20% to Service.
- **Teaching faculty** (1.0 FTE) normally are expected to devote 80% of their time (defined as a 4/4—12-credit-hour course load per semester for 24 hours per academic year) to Teaching and 20% to Service; however, they may have 10% of their workload devoted to Research/Creative Activity and 10% assigned to Service in consultation with the Director. Teaching track positions have renewable appointments that may be continued indefinitely, contingent upon need.
- **Lecturers** (not to exceed .8 FTE or four courses--12 credit hours--per semester) have a 100% Teaching appointment.

### **Identification of Research/Creative Activity, Teaching, and Service Equivalencies for All Positions**

In consultation with and approval from the Director, and under specific circumstances a faculty member's Teaching workload assignment may be adjusted. Rationales for adjustments that are

more or less than a standard workload assignment will be documented in the faculty member's annual workplan, the Memorandum of Understanding of Professional Responsibilities (MUPRO). No faculty member may have all teaching reassigned if Teaching remains an area of significant contribution area in their workplan and promotional track. None of these activities is a guarantee of Teaching reassignment. In consultation with and with approval from the Director, examples of activities that at the Director's discretion, may contribute to possible equivalencies for a single three-credit-hour course adjustment within the School of Music might include but are not limited to:

- Development of new courses, teaching materials, and innovative techniques
- Major initiatives in curriculum and program development
- Publication of textbooks, video-recordings, or pedagogical scholarship
- Membership on or chair of graduate committees such that it would be considered a heavy load
- Supervision of a substantial number of active graduate projects/papers/theses/dissertations such that it would be considered a heavy load [normally more than 10 projects]
- Serving as Academic Advisor such that it would be considered a heavy load [normally more than 25 students]
- Substantial administrative assignment, such as Associate Director, Assistant Director, Director of Undergraduate Studies, or Director of Graduate Studies
- Additional duties related to program (re)accreditation or (re)certification
- Serving as editor for a nationally recognized journal
- Serving as President or other significant leadership position in a professional organization of national stature
- Contributing significant Service to the state as it relates to the faculty member's academic area

Note that personal or medical issues for which a faculty member desires a modification should be addressed to the Provost's Office via [the Modification of Duties form](#).

### **Identification of Factors that Differentiate Workload, Post Tenure or Upon Promotion to Associate Status**

It is possible that faculty members with the same title (e.g., tenured Associate Professor) could meet 100% effort in significantly different ways, by mutual agreement, Provost approval, and when based on School/WVU needs. The chart below lists various existing pathways for *Tenured Associate and Full Professors* within the School of Music:

	Teaching <sup>1</sup>	Service	Research/Creative Activity
<b>Pathway 1 Traditional Focus (Active in Research and Graduate Faculty)</b>	40% (6 courses/ year)	20% (normally 2-3 School committees, large area coord <b>or</b> 1-2 College/Univ/or Prof committees, and recruitment)	40% (normally 2 substantial peer- reviewed, juried, or invited presentations, publications, or performances <b>or</b> substantial progress toward major publication and completed minor publication)
<b>Pathway 2 Administrative Service Focus</b>	30% (4-5 courses/year)	50% (normally significant School administrative position and 2-3 School committees, area coord, or 1- 2 College/Univ/or Prof committees, and recruitment)	20% (normally 2 state or regional presentations, publications, or performances)

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<sup>1</sup> Every time "courses" are listed, this also includes activities approved as course equivalents as itemized above.

At WVU, Teaching, Service, and Research 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 below identifies various existing pathways for *Service and Teaching Faculty* at the rank of *Associate and Full Professor* within the School of Music.

	<b>Teaching</b>	<b>Service</b>	<b>Research/Creative Activity</b>
<b>Pathway for Traditional Pathway for Teaching Faculty</b>	80% (normally 8 courses/year)	10% (1 or 2 School or College committees)	10% (1 state or regional presentation, publication, or performance)