

# COLLEGE OF CREATIVE ARTS AND MEDIA FACULTY WORKLOAD DOCUMENT

## I. Purpose

This workload document aims to establish guidelines that set standard expectations for CCAM faculty members with an annual work plan drafted by a School Director. These include tenure-track, tenured, teaching, service, research, visiting, and part-time faculty members. This document identifies factors that differentiate workloads among faculty and explains how the workload allocation system works. Although not every school's faculty may have the exact same teaching expectations, owing to differences in factors such as faculty size, budgets, administrative duties, accreditation standards, student credit hours served, and research/creative, grant and graduate program expectations, school documents must conform to this document and [to West Virginia University's workload guidelines](#). Both the University's and College's goal is equity in teaching assignments within academic units. This document ensures communication and mutual understanding of the responsibilities between faculty and administrators while facilitating institutional accountability for using university resources.

The College of Creative Arts and Media workload guidelines are a framework for individual schools to develop workload policies. These school policies should be based on national norms for similar disciplines consistent with peers. Workloads will be reported and evaluated consistently across units. School workload guidelines provide additional specifics and must be approved at the College and Provost levels. Signed faculty workload plans must be uploaded to the electronic faculty evaluation file.

The College guidelines aim to ensure equitable workload distribution, evaluation, and reward within and among the College's academic units while embracing individualized contributions to a full workload effort.

## II. General Guidelines

Faculty workload typically comprises three activities: teaching/instruction, research/creative activity, and service/community engagement.<sup>1</sup>

The standard academic year expectation for *all* full-time WVU faculty members is 24 workload unit *equivalents* per year, with reasonable engagement in service, staying current in one's field, and periodic contributions to curriculum development.

Faculty type determines the normal distribution of workload 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 work plan depending upon changes in the activities of

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<sup>1</sup> (for a detailed explanation, please refer to <https://creativeartsandmedia.wvu.edu/files/d/498f38c9-dcb4-4c89-82fe-6ec973d2598b/ccam-supplemental-guidelines-on-evaluation-promotion-tenure-9-20-24.pdf> )

that faculty member and/or the needs of the program at that time, provided they do not conflict with College guidelines.

Given the complexity of faculty work activities, workload assignments are the responsibility of each School Director, who consults with each faculty member and with the concurrence of the CCAM Dean and the Provost's Office.

Regarding joint or shared appointments, appropriate supervisors in other Colleges, Schools, or units shall be consulted regarding workload assignments. Faculty members with shared/joint appointments whose tenure home is in another college will work with the appropriate college administrators to develop work plans in consultation with their CCAM School Director.

Faculty member disputes concerning workload assignments are best resolved at the School level. The order of resolving disputes over workload assignments is to first seek resolution at the School level with the School Director and then, if necessary, 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>).

## II.a. Teaching – General Guidelines

Because not all instruction fits within a three-credit-hour course format, Schools are expected to provide written equivalency guidelines addressing how different instructional responsibilities fit within this assignment framework. Teaching duties across the college are varied and may include lab and studio courses, applied and service-learning teaching, grant-funded course activities, hybrid teaching, online teaching, honors courses, cross-listed courses, team-taught courses, large lecture-based courses, courses taught with a modified calendar, active chairing of graduate theses, dissertations, or professional project committees, and other known factors that may apply to faculty teaching assignments.

## II.b. Teaching – Guidelines by Faculty Type

### *Tenured, Tenure-track*

Because tenure-track faculty must also demonstrate significant contributions in research/creative activity, the standard CCAM expectation is nine workload units assigned to teaching per semester (usually referred to as a 3/3 assignment).

### *Teaching Track Faculty*

CCAM faculty members in teaching appointments are normally assigned twelve workload units per semester to teaching (usually referred to as a 4/4 assignment).

### *Service Track Faculty*

Depending on the nature of the appointment, the regular academic year expectation for a full-time CCAM service-track faculty member is six workload units assigned to teaching (usually referred to as a 2/2 assignment).

### *Research Track, Part-time, and Visiting Faculty*

Teaching assignments for these faculty are determined on a case-by-case basis, depending on assignments in other workload areas and on the school's needs.

In some cases, offer letters, as approved by the Dean and Provost, might specify different workload assignments than those noted above.

Approved by Office of the Provost June 2, 2025

### III. Research/Creative Activity

Tenure-track faculty are expected to maintain significant research/creative activity. Due to this expectation, at least three workload units per semester are dedicated to research/creative activity. For faculty with expectations for sponsored or large grant-funded research/creative activity, a realignment of workload equivalents per year may be warranted. While this practice is determined at the school level, in consultation with the Dean, if the level of research productivity is sufficient to cover the costs of instructional reassignment (either by course buy-out or indirect cost reallocation) and is allowable by the sponsor (F&A % to be determined) shall then be charged.

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 CCAM, academic units or the School Director will set research expectation norms according to practices observed by similar programs at peer-accredited institutions. These norms will be translated into research outcome expectations for each faculty member as part of the annual work plan. These expectations are outlined in each school's promotion and tenure guidelines.

Regardless of faculty type, all faculty are expected to remain current within their field and to update their assigned courses accordingly.

### IV. Service

Owing to our university's public land-grant status, all faculty are expected to make at least a reasonable contribution to service; categories of what is considered service are outlined in the CCAM Supplemental Guidelines on FEPT document.

There are instances when specific service activities are of such significance that reassigned time from teaching or research/creative activity is appropriate. All reassigned time for service must be approved by the Dean, and, as applicable, the school director and the dean must agree upon an instructional cost replacement plan.