

# COLLEGE OF CREATIVE ARTS

## FACULTY WORKLOAD DOCUMENT

### 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, service, 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.

### 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 and the Provost's Office. 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 and/or provost 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>).

