

West Virginia University
College of Creative Arts
School of Art & Design
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 the School of Art & Design (SoAD) faculty members who have an annual plan of work drafted with the 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 SoAD standard workload expectations. Much of this document formally memorializes practices that the School 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 School of Art & Design's 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. To encourage equitable workload distribution, evaluation, and reward within and among academic units of the College of Creative Arts (CCA), 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-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 School of Art & Design 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). Teaching faculty can also be tasked with modest expectations in curriculum development (such as course updates or minor program edits to be submitted in CIM) and/or reasonable expectations in advising (normally ten or fewer students). 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 (normally ten or fewer students). 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 remain 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 Director and happens in consultation with the faculty member and Dean. Given the diversity of research and creative scholarship activities across the CCA, research expectation norms will be set by academic units in accordance with practices observed by similar programs at peer accredited institutions. These norms are to be translated into specific research and scholarly outcome expectations for each faculty member as part of the annual plan of work. The specific scholarly/creative achievement/outcome expectations during a specified period 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 the 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>).

School of Art & Design Workload Expectations

The following information formally documents the School of Art & Design's standard workload expectations, under which the College has informally operated for many years:

1. Standard Workload Expectations

The School of Art & Design 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 faculty** (1.0 FTE), who are normally 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; teaching credit may also be given for major pedagogical revisions and curriculum development) to teaching and 20% to service; however, they may have 10% of their workload devoted to research/creative activity, when negotiated with the Dean and Director.
- **Service faculty** (1.0 FTE) normally are assigned at least 60% service with the balance of their workload (40%) assigned to teaching and/or research based on the needs of the unit or interests of the faculty member as they relate to the institutional mission. Service 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.

2. Identification of Research, Teaching, and Service Equivalencies for All Positions

Teaching workload assignments **may be adjusted** for specific reasons in consultation with the Director and according to the needs of the unit. Rationales for course adjustments more than or less than the standard workload assignments 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 a significant contribution area in their workplan and promotional track (teaching should not be less than 30%). None of these activities is a guarantee of teaching reassignment. Examples of possible equivalencies within the School of Art & Design for a single three-credit-hour course adjustment might include but are not limited to:

- Having a substantial administrative assignment, such as Associate Director or Graduate Director, for which there is no supplemental compensation.
- Taking on an especially heavy official advising role, as determined in consultation with the Director (normally 50 or more students).

- Chairing and/or leading research for a significant number (normally 4 or more) of graduate committees in the student's penultimate semester before thesis defense.
- For faculty for whom research is a major portion of their workload assignment (normally 40%), a major research or creative activity (such as a book or exhibition) in final preparation that is not covered by a sabbatical or developmental leave.
- For faculty for whom research is a major portion of their workload assignment (normally 40%), receiving a major external fellowship or grant that is not covered by a sabbatical or developmental leave for work that must be completed in a regular semester, not over the summer (normally in excess of \$10,000).
- Developing a wholly new major program for the School.
- Taking on additional duties owing to official accreditation or program certification preparation.
- Taking on a high-demand, professional-oriented service activity, such as serving as journal editor for a recognized national/international publication in the field, serving as president or equivalent leadership position of a national professional organization, organizing a national conference, or for significant service to the State that is related to the faculty member's professional discipline.

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

Table 1: Areas of Teaching, Research, and Service that Might be Credited Toward Part of Workload – Common Examples for Tenured Associate and Full Professors

Per WVU’s (2014–2015) *Procedures for Faculty Appointment, Annual Evaluation, Promotion, and Tenure* document, 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 College of Creative Arts:

	Teaching ¹	Service	Research
Pathway 1 Traditional Focus (Active in Research and Graduate Faculty)	40% (6 courses/year)	20% (normally 2-3 School comm., area coord. or 1-2 College/Univ/or Prof comm., and recruitment)	40% (<i>Academic appt</i> : normally 1 substantial publication and 1 presentation/workshop/session chair. Or substantial progress toward major publication or completed minor publication and 2 presentations/workshops/session chairs. <i>Studio appt</i> : normally 1 solo exhibit and 1 presentation/visiting artist opportunity/workshop. Or 2 group exhibits and 1 presentation/visiting artist opportunity/workshop.)
Pathway 2 Traditional but Not Active in Research or Graduate Faculty	60% (7 courses/year + curriculum dev.)	30% (normally 3 School comm., area coord. or 1-2 College/Univ/or Prof comm., and recruitment)	10% (evidence of some research activity related to position: working on scholarly project or creative activity; or workshop/conference/meeting attendance; or presentation/exhibit)
Pathway 3 Administrative Service Focus	30% (5 courses/year)	60% (significant School administrative position and 2-3 School comm., area coord. or 1-2 College/Univ/or Prof comm., and recruitment)	10% (evidence of some research activity related to position: working on scholarly project or creative activity; or workshop/conference/meeting attendance; or presentation/exhibit)

¹ Every time “courses” are listed, this also includes activities approved as course equivalents as itemized above.

Table 2: Areas of Teaching, Research, and Service that Might be Credited Toward Part of Workload – Common Examples for non-tenure track Service and Teaching faculty at the rank of Associate and Full Professor

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 College of Creative Arts (CCA does not normally have Research faculty positions):

	Teaching	Service	Research
Traditional Pathway for SERVICE Faculty	20% (4 courses/year)	70% (oversight of major service activity for the School such as ceramic production & sales, or Mesaros Galleries, etc. and participate on 2-3 School comm. and 1-2 College/Univ/or Prof comm., and recruitment)	10% (evidence of some research activity related to position: working on scholarly project or creative activity; or workshop/conference/meeting attendance; or presentation/exhibit)
Pathway for SERVICE Faculty with Teaching Focus	40% (6 courses/year)	50% (oversight of major service activity for the School such as ceramic production & sales or Mesaros Galleries, etc. and participate on 1-2 School or College comm., and recruitment)	10% (evidence of some research activity related to position: working on scholarly project or creative activity; or workshop/conference/meeting attendance; or presentation/exhibit)
Traditional Pathway for TEACHING Faculty	80% (8 courses/year + curriculum dev.)	10% (normally 1 School comm. or 1 College/Univ/or Prof comm., and recruitment)	10% (evidence of some research activity related to position: working on scholarly project or creative activity; or workshop/conference/meeting attendance; or presentation/exhibit)
Pathway for TEACHING Faculty with Service Focus	60% (7 courses/year + curriculum dev.)	30% (normally 3 School comm., area coord. or 1-2 College/Univ/or Prof comm., and recruitment)	10% (evidence of some research activity related to position: working on scholarly project or creative activity; or workshop/conference/meeting attendance; or presentation/exhibit)

**Pathway for
TEACHING
Faculty with
Research Focus**

60%
(7 courses/year +
curriculum dev.)

20%
(normally 2-3 School
comm., area coord. or 1-2
College/Univ/or Prof
comm., and recruitment)

20%
(*Academic appt*: normally 1
publication or 1
presentation/workshop/session
chair. *Studio appt*: normally 1
solo exhibit or 2 group exhibits
or 2 presentation/visiting artist
opportunity/workshop.)