Draft Language for a Workload Policy for Bargaining Unit Faculty
AAUP-WSU
April 22, 2010

Section 1. Workloads for Bargaining Unit Faculty
Faculty work consists of teaching, scholarship and service. The work of individual faculty members varies greatly, as each person contributes to the mission of the university.

Collectively, the WSU Bargaining Unit Faculty far exceed the workload expectations set forth below in a variety of ways. This policy is not intended to set limits or to regulate what faculty members do but, rather, to provide the foundation of responsibilities for an academic year. Creativity and innovation that further the mission of the university are encouraged within a framework of accountability.

The workload for each faculty member consists of the “standard” teaching, scholarship and service, as described below, or the equivalent.

- A faculty member who has met the requirements of the “standard” teaching, scholarship, and service workload in the previous year will continue with the standard work load in the next year unless that faculty member and the chair agree to an “alternative workload” for the next academic year.
- An “alternative workload” consists of a combination of teaching, scholarship, service that is equivalent to the “standard workload.” One faculty member might undertake less service or scholarship in order to teach a larger load. Another might pursue less teaching or research in order to take on a substantial service obligation or administrative responsibility.

Section 2. STANDARD TEACHING, SCHOLARSHIP, AND SERVICE
The individual workloads of Bargaining Unit Faculty Members are set in relation to “standard” descriptions of teaching, scholarship, and service, as follows:

Section 2.1 Standard Scholarship

Standard scholarship will be described in two parts. First there is an interim standard scholarship, which is meant to allow BUF a period to adjust to meeting scholarship standards in order to have a standard teaching load. This interim standard is based on activities. Second will be standards for scholarship after an interim period of adjustment. These standards will be based on outcomes of the type generally specified in department bylaws.

Section 2.1.1 Interim STANDARD SCHOLARSHIP

A Bargaining Unit Faculty Member meets the criteria for standard scholarship by demonstrating that he or she has an active program of scholarship. Until January 2016, an active program of scholarship will be defined as pursuing a well-defined research agenda and presenting a clear blueprint or outline for publication and/or communication of scholarship. In addition, annually the BU FM must either a) present scholarship at a professional conference, b) submit a proposal for an external grant, c) submit a scholarly
article for review, d) present evidence that substantial progress has been made in writing either a scholarly book or a textbook, e) submit three book reviews for publication (reviews of performances or exhibitions may be substituted in fine and performing arts), or f) provide other suitable examples of scholarly activity.

Section 2.1.2 Permanent Scholarship Standards

Starting in January 2017 an active program of scholarship will be defined as completing, within the previous five calendar years, at least one of the following:

I. 25 percent of the scholarship requirements for tenure in the BUFM’s department.
   a. The publication of three book reviews in scholarly publications will be equivalent to one scholarly peer-reviewed journal article (or an article in a peer-reviewed archival journal), bylaws notwithstanding; and six reviews to two articles; etc.
   b. In departments where requirements for tenure involve funding, a BUFM may substitute publications for funding as evidence of an active program of scholarship, and vice-versa. For example, if a department requires 8 articles and $200,000 in funding for tenure, then the 25 percent requirement would be met if a BUFM had 2 articles and $50,000, 4 articles and zero funding, or $100,000 in funding and no articles. (In department bylaws that use multiple levels of performance for evaluating scholarship (e.g., adequate, expected, or outstanding) or allow for trade-offs between teaching and scholarship, the lowest level of acceptable scholarship will be used to determine the 25 percent scholarship requirement. So in the example cited above, the 25 percent would be based on what is needed to achieve a rating of adequate scholarship.)*

   Beginning in January 2017, a high-performing program of scholarship will be defined as completing, within the previous five years, 175 percent of the scholarship requirements for tenure in the BUFM’s department.; the parenthetical remark* above applies here, too. See (1a) in Section 6 below.

II. The publication of a peer-reviewed scholarly book or a peer-reviewed textbook (that is, a textbook for use by college students, graduate students, or professional school students, rather than a textbook for use exclusively or primarily by K-12 students). The BUFM’s role in any such book must be that of the author or a co-author, not the editor or a co-editor, in order for the book to be credited in this way.

Section 2.1.3 Co-authorship in the application of I and II above

In a department whose bylaws specify a sole authorship requirement for both promotion to associate professor with tenure and promotion to professor, at least one of the scholarly products used in achieving standard I or II above must have been solely authored. In particular, in I a above, three book reviews must all have been solely authored to count as the equivalent of one solely authored article. However, if a majority of all Bargaining Unit Faculty in a given department vote to overturn the above sole authorship requirement, then it shall be nullified until such time as a like vote reverses this decision; said reversal shall take effect five years after the reversal vote.
Section 2.2. Standard service
A faculty member fulfills standard service expectations by meeting the requirements for a meritorious service rating or the equivalent.

Section 2.3. Standard Teaching
Standard teaching consists of classroom or online activities as well as other teaching-related activities.

Section 2.3.1 Classroom teaching workload
The most easily measured portion of the faculty's workload is their number of regularly scheduled classroom courses. The classroom teaching workload expectations of faculty members differ by discipline. The expected classroom teaching workload for faculty, by college, is:

<table>
<thead>
<tr>
<th>College</th>
<th>Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSCOB</td>
<td>5 courses per year</td>
</tr>
<tr>
<td>CECS</td>
<td>4 courses per year</td>
</tr>
<tr>
<td>CEHS</td>
<td>5 courses per year</td>
</tr>
<tr>
<td>LAKE</td>
<td>6 courses per year; 5 courses per year for lab science faculty</td>
</tr>
<tr>
<td>COLA</td>
<td>5 courses per year;</td>
</tr>
<tr>
<td>CONH</td>
<td>20 units per year</td>
</tr>
<tr>
<td>COSM</td>
<td>4 courses per year</td>
</tr>
</tbody>
</table>

A regularly scheduled course is generally a 3- or 4-semester-credit-hour course with a scheduled meeting time. A Bargaining Unit Faculty Member and his or her chair may agree on how a non-standard course shall be counted in units of regularly scheduled courses. For example, a very large and difficult to teach course might count as 1.5 or 2 regular courses. A very small, low credit-hour, and easy-to-teach course might count as 0.5 regular courses. Bargaining Unit Faculty cannot be assigned courses that count as less than a full standard course without their consent.

Section 2.3.2 Non-classroom Teaching Activities
Bargaining Unit Faculty Members are required to maintain office hours pursuant to Article 7.5. In addition, Bargaining Unit Faculty Members are expected to continue carrying out a variety of other non-classroom teaching activities consistent with past-practice in their College.

CECS
Bargaining Unit Faculty Members are expected to engage in other teaching activities such as undergraduate project advising (senior design teams, design competition teams, undergraduate honors theses, etc.), M.S. thesis advising or Ph.D. dissertation advising.

CEHS
Bargaining Unit Faculty Members are expected to engage one or more of the following on an annual and ongoing basis: advising graduate students, supervising theses, student teaching supervision, supervising interns/practicum students, accreditation reporting, partnership school/district, clinical placement coordination, program coordination, curriculum development/design/redesign, evaluation/assessment of student outcomes,
and other duties as determined necessary for the operation of nationally accredited degree programs in CEHS.

**COLA**

Bargaining Unit Faculty Members are expected to advise departmental and interdisciplinary majors. Bargaining Unit Faculty Members in performing arts are expected to prepare for performances.

**COSM**

Bargaining Unit Faculty Members are expected to successfully perform customary additional teaching duties such as student research supervision.

**Section 3 Variation from standard classroom teaching workload**

The assignment of classroom teaching workload assumes that each faculty Bargaining Unit Faculty Member contributes appropriately to the non-classroom teaching, scholarship, and service expectations of his or her unit. Poor performance or discipline pursuant to Article 14 may lead to alternative work assignments intended to respond to or correct the problem. Bargaining Unit Faculty Members who 1) fail to adequately perform non-teaching activities specified in Section 2.3.2 in accordance with the norms of their unit, 2) fail to have a program of active scholarship as defined in Section 2.1, or 3) fail to carry out standard service responsibilities may be assigned additional classes. Likewise Bargaining Unit Faculty Members who perform non-teaching activities far in excess of the norms of their unit, or significantly exceed the standards needed for an active program of scholarship, or perform assigned service beyond the standard service may be assigned fewer classes.

**Section 3.1 Returning to the Standard Teaching Load (a.k.a. the Return of the Jedi)**

The award of tenure confirms that a faculty member has met the standard scholarship expectations during her or his probationary period. In the years after being awarded tenure, however, the focus of some faculty members may shift such that they do not fulfill the standard scholarship requirements for one or more years. Because of an administrative assignment or substantial service, a faculty member may suspend scholarship activity, for example. Another faculty member may reduce scholarship because of an elevated teaching load. Regardless of the reason for past levels of productivity in scholarship, a faculty member will be assigned the standard teaching load when he or she identifies a realistic plan for meeting the standard research expectations over a period of six years, including specific outcomes to be achieved in the coming years. The plan must also include documented preparation for the proposed project. In the first two years implementing the plan a BUFM must achieve one of the following outcomes: (a) presenting a paper at a scholarly conference, (b) submitting a grant or refereed scholarly article, (c) presenting evidence that substantial progress has been made in writing either a scholarly book or a textbook, (d) submitting three book reviews to a scholarly publication (reviews of performances or exhibitions may be substituted in fine and performing arts), or (e) providing other suitable examples of scholarly activity. By the end of the third year of the six-year plan the Bargaining Unit Faculty Member must have achieved at least one outcome of the type specified in Section 2.1.2 part I or part II. In each subsequent year a BUF must show that he or she has achieved outcomes of the type specified in either Section 2.1.1 or Section 2.2.2. Finally, by the end of the sixth year of the plan a BUF must be able to demonstrate that in the previous five years, he or she has met the requirements for standard scholarship specified in Section 2.1.2. If the Bargaining Unit Faculty Member does not achieve
the specified outcome, then his or her service or teaching may be increased for the following year. If a Bargaining Unit Faculty Member is assigned additional service or teaching because he or she failed to carry out the plan specified above then he or she may return to the standard teaching load only after meeting the standard specified in Section 2.1.2 while successfully carrying out his or her standard teaching and service as well as any additional service or teaching that has been assigned.

Likewise a Bargaining Unit Faculty Member who has been assigned a teaching load in excess of the standard teaching load because of inadequate performance of non-classroom teaching activities or failing to meet standard service requirements will return to a standard teaching load after demonstrating that he or she has corrected this type of deficient performance.

Section 4. SETTING WORKLOADS

The process for determining individual faculty workloads is as follows:

1. Along with the faculty activity report from the previous calendar year, a BUFM may submit a request for a change in the distribution of his or her workload for the next academic or fiscal year.
2. If a BUFM requests a change in the distribution of the workload, the chair (or dean in the case of CoNH and Lake Campus), will either accept or modify the request. If the request for a change in the distribution of workload is modified, the chair (dean) must include an explanation as part of the annual evaluation process pursuant to Article 11. Otherwise the chair (dean) will inform the BUFM that his or her request for a change in the distribution of workload has been granted.
3. Upon request of either the chair or the BUFM, the two will meet to discuss the BUFM’s workload for the next year.
4. Each year, as part of the annual evaluation process for BUFM a chair must inform each Bargaining Unit Faculty Member whether or not the member has met the standard service and non-classroom teaching activities (Section 2.3.2) expectations for the evaluation year. If a BUFM is not meeting the standard service expectation or the expectations for non-classroom teaching activities, the chair must specify reasonable actions that the member can take to correct any deficiency. If the chair informs a BUF that he or she has failed to meet the standard service expectation or the expectation for non-classroom teaching for two consecutive years then the chair can increase the BUFM’s teaching load. Subsequently if the BUFM meets the standard service expectation and the expectation for non-classroom teaching for two consecutive years then he or she will return to the standard teaching load as long as he or she also meets the requirement for standard research.
5. If the chair (dean) alters the distribution of a BUFM’s workload, she or he must inform the BUFM in writing as part of the annual evaluation process pursuant to Article 11. Any change must be in accordance with the criteria stated in this policy pursuant to Section 2.
6. If the BUFM believes the workload is inappropriate, he or she may submit an appeal to the dean.
7. If the BUFM is not satisfied with the dean’s response, he or she will forward the appeal to the Provost. When the provost receives an appeal she or he will forward a copy of the appeal to AAUP-WSU and then ask the Faculty Governance Committee for a recommendation regarding the appeal. The Faculty Governance Committee shall have 10 working days to consider the
appeal and shall make its recommendation to the provost in writing. The provost will inform the
BUFM and AAUP-WSU of her or his decision within 10 working days after having received the
recommendation of the Faculty Governance Committee. If the provost denies the appeal of a
BUFM she or he must explain the reason(s) for denial in writing. If the AAUP-WSU disagrees with
the final action of the provost then the matter may be taken to binding arbitration following the
procedures in Article 16.6 of the Collective Bargaining Agreement.

Section 5. 1 WORKLOAD ASSIGNMENTS FOR UNTENURED ASSISTANT PROFESSORS

Except in extraordinary cases, untenured assistant professors will be assigned the standard teaching
load in their department, will be expected to pursue research that will result in timely meeting of tenure
and promotion criteria, and will be encouraged to take on limited service obligations so as to meet
minimal expectations without interfering with their teaching and scholarship. Some colleges may assign
reduced teaching loads at some point in the probationary period of untenured BUFMs. Assignment of an
untenured assistant professor to more than the “standard teaching load” requires provost approval.

Section 6 The work of the Unit.

During the spring semester of each academic year, the administration will report to AAUP-WSU the
following:
(1a) which individual BUFMs have been assigned a lower-than-standard teaching load during the current
academic year due a to high-performing program of scholarship, including the number of course
sections below the standard each such individual is teaching;
(1b) which individual BUFMs have been assigned a lower-than-standard teaching load during the current
academic year due to mutually agreed nonstandard service assignment(s) [e.g., program directors,
associate chairs, etc.], including the number of course sections below the standard each such individual
is teaching;
(1c) which individual BUFMs have been assigned a lower-than-standard teaching load during the current
academic year due to superior performance in other service, including the number of course sections
below the standard each such individual is teaching;
(2) which individual BUFMs have been assigned a higher-than-standard teaching load during the current
academic year due to failure to meet non-classroom teaching assignments, standard service, and/or
standard scholarship requirements, including the number of course sections below the standard each
such individual is teaching.

Balance
Each semester, the number of additional sections [see (2)] must not exceed the sum of the number of
reductions reported in (1a) and (1c); this balance shall be achieved at the departmental level if possible,
and regardless must be achieved at the college level. However, if the University can demonstrate that
there has been an overall reduction in the scholarly and service activity over a sustained period of time
for the Bargaining Unit as a whole it can meet with the AAUP-WSU to negotiate the amount by which
the teaching of the Bargaining Unit will increase. In such a case, the additional sections [see (2)] may exceed the sum of the number of reductions reported in (1a) and (1c). If the parties do not agree on the increase in teaching then the matter may be submitted to binding arbitration pursuant to Article 16.6.

Section 7 Grievances

Alleged violations of this Workload Policy for Bargaining Unit Faculty are grievable pursuant to Article 16.