FACULTY WORKLOADS AT WSU

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 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.

SETTING WORKLOADS

The process for determining individual faculty workloads is as follows:

1. Along with the faculty activity report on the previous calendar year, each BUFM submits recommendations/requests regarding workload for the next academic or fiscal year.
2. The chair (dean in the case of CoNH and Lake Campus) accepts or modifies the request and returns it to the faculty member with an explanation for anything that differs from the request.
3. Upon request of either the chair or BUFM, the two will meet to discuss the BUFM’s workload for the next year.
4. If the chair alters the workload, she or he will give the BUFM a revised workload statement.
5. If the BUFM believes the workload is inappropriate, he or she will submit an appeal to the dean.
6. If the BUFM is not satisfied with the dean’s response, he or she will forward the appeal to a committee made up of 50% BUFMs and 50% University representatives (chairs and deans)

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 workload in the next year unless that faculty member and the chair agree to an “alternate workload” for the next academic year.
- An “alternate 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.
STANDARD TEACHING, SCHOLARSHIP, AND SERVICE

The individual workloads of faculty members are set in relation to “standard” descriptions of teaching, scholarship, and service, as follows:

**Standard scholarship.** A faculty member fulfills standard scholarship expectations by producing 75% of the requirements for tenure during the previous five calendar years. (The five years preceding 2012-2013 are 2007, 2008, 2009, 2010, and 2011.) Substantive, refereed scholarly products such as books may be used to satisfy part of the requirements, even if they are not allowed for promotion in the bylaws, if the BUFMs and Dean from the college so agree. Unpublished papers, however, do not count.

Upon approval of the affected BUFMs and the dean, a college-specific or department-specific definition of standard scholarship may be approved, based on accreditation requirements in a discipline.

**Standard service.** A faculty member fulfills standard service expectations by meeting the requirements for a meritorious service rating or the equivalent.

**Standard teaching.** A faculty member fulfills standard teaching expectations by successfully performing the duties of the “standard teaching load” in that faculty member’s college or department. The “standard” teaching load for each college is based on a “norm” that includes a defined number of 3 or 4 credit hour classes (units in CoNH) and additional teaching duties that are routinely performed by faculty in that college. Faculty may be assigned a “standard” teaching load that is higher or lower than the “norm” based on—

1. significant variations from the normal additional duties in a department or college, such as substantially more or fewer graduate students, responsibility for labs, program coordination, and so forth;
2. class sizes significantly smaller or larger than those of other faculty; or
3. faculty recommendations that result in the need for additional class offerings, such as an insistence on smaller classes, on curricula with more than the necessary number of courses for a major, or on offering specialty courses not needed for a major.

The “standard” teaching “norm” for each college is as follows:

- **RSCOB** 5 classes per year (at least 3 credit hours each)

- **CECS** 4 classes per year (3-4 credit hours each) The CECS semester curriculum will generally include a combination of 3 hour and 4 hour (lecture + lab) courses, although a small number of 1 hour and 2 hour courses (primarily stand-alone lab courses) are also expected. In addition to their standard course load, CECS faculty are expected to engage in a variety of activities which are classified as teaching in departmental bylaws.
These include undergraduate project advising (senior design teams, design competition teams, undergraduate honors theses, etc.), M.S. thesis advising and Ph.D. dissertation advising.

**CEHS #1**

5 classes per year (at least 3 credit hours each)  In addition to the 5 course load faculty are expected to successfully complete 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. Faculty who do not make a significant contribution to these service obligations will have their teaching load adjusted to 6 courses per year (i.e., 3 - 3).

**CEHS #2**

6 classes per year (at least 3 credit hours each) Faculty who successfully complete one or more of the following on an annual and ongoing basis will have teaching loads reduced to 5 classes per year: 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 degree programs in CEHS.

**LAKE #1 (direct conversion from quarters to semesters)**

7 courses per year (at least 3 credit hours each) for non-lab-science faculty; 6 courses per year (4 hour courses) for lab-science faculty

**LAKE #2 (reduced loads contingent on the university’s ability to schedule classes of sufficient size)**

6 courses per year (at least 3 credit hours each) for non-lab-science faculty; 5 courses per year (4 hour courses) for lab-science faculty

**COLA**

5 classes per year (at least 3 credit hours each) in ART, COM, ENG, HST, PLS, REL/PHL/CLS, SOC/ATH, TH/DN/MP, SW; 11 classes over two years in ML and URS/GEO; 6 classes per year in MUS. In addition, faculty are expected to advise departmental and interdisciplinary majors and students enrolled in classes. Faculty in performing arts are expected to prepare for performances.

**CONH**

20 units per year (maximum of 3 courses per semester)

**COSM**

4 classes per year (minimum of 14 credit hours) In addition faculty are expected to successfully perform customary additional teaching duties such as student research supervision.
VARIATIONS FROM STANDARD LOADS

Service or administrative responsibilities that result in lowered teaching or research expectations must be agreed to by the University. A large number of service activities is not sufficient to offset a lack of research productivity or to warrant a reduced teaching load. Only service involving substantial responsibility and recognized impact will be considered.

DISCIPLINE AND DEFICIENT PERFORMANCE

Poor performance or discipline may lead to alternate work assignments intended to respond to or correct the problem.

RETURN TO STANDARD SCHOLARSHIP

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 have suspended scholarship activity, for example. Another faculty member may have completed reduced 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 load in scholarship when he or she identifies a realistic plan for meeting the standard load expectations, including specific outcomes to be achieved in the coming year. The plan might include an outcome such as a submitted grant or refereed scholarly article, chapter(s) in a book that have been completed, or substantial research gathered for a larger research project. The plan must also include documented preparation for the proposed project. If the faculty member satisfactorily achieves the agreed to outcome for an individual year and submits appropriate outcomes for the following year, then he or she will be permitted to continue with a standard research assignment the next year. If the faculty member does not meet the agreed to outcome, then his or her service or teaching will be increased for the following year. To be acceptable, outcomes must be high quality, publishable scholarly products or well developed grant proposals that involve substantial scholarly work done during the previous academic year. Chairs are not obligated to accept plans that do not meet these criteria.

During the 2012-2013 academic year, any BUFM who presents a realistic plan for standard scholarship with preparation and outcomes as described above will be permitted to do so, regardless of the individual’s past levels of productivity.
WORKLOAD ASSIGNMENTS FOR UNTENURED ASSISTANT PROFESSORS

Except in extraordinary cases, untenured Assistant Professors will be assigned the standard teaching load in their department, are expected to pursue research that will result in timely completion 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.

WORKLOAD APPEALS

A committee with equal representation from the AAUP-WSU and the University will hear workload appeals and make recommendations to the provost. The Office of the Provost will then either (a) confirm the workload assigned by the department chair or (b) identify changes to be made in the workload for that faculty member. If the AAUP-WSU disagrees with the outcome, it may take the issue to binding arbitration.

Three additional items provided April 29, 2010:

(1) summer pay for faculty on academic year appointments will be at the rate of 1/36th of the faculty member’s annual base salary per credit hour of summer instruction, up to a maximum of six credit hours

(2) the parties will review the implemented workload during the first two years of its operation in relation to the principles on which it was developed

(3) the policy will allow department chairs reasonable flexibility and discretion to make assignments