

# Workload & Additional Compensation Standards

## Overview and Instructions

To support compliance with pending revisions to **Executive Order 59: Additional Compensation to Faculty**, all units must document standards for determining workloads and additional compensation for faculty.

Units should complete this template by responding to the following prompts. The document will expand as needed. If there is variation between departments/divisions within a school/college/campus, a template should be completed at each department/division level and submitted to the dean/chancellor for review.

## Submission Deadline

The dean/chancellor should forward the completed template(s) to the Office of Academic Personnel (OAP) at [acadpers@uw.edu](mailto:acadpers@uw.edu) by **May 15, 2024**. OAP will coordinate provost review and notify units of approval.

## Questions?

Contact Associate Vice Provost Hilaire Thompson ([hilaret@uw.edu](mailto:hilaret@uw.edu)) or Assistant Vice Provost Peg Stuart ([mjstuart@uw.edu](mailto:mjstuart@uw.edu)).

Unit/Dept/Division Name: **Bothell Campus**

### 1. Please define standard workloads for faculty in your unit/department.

On the table below, identify the general range of teaching, research/scholarship, service, and/or clinical percentages your unit would work within when constructing a 100% workload. Identify variations by track, rank, and title. **NOTE:** Place cursor in the bottom right cell and hit TAB or ENTER to add rows.

#### Guidance for completing the table below

<i>Track Type</i>	If applicable, enter the distinct professorial faculty category (“track”) associated with the workload distribution; options include tenure track, without tenure by reason of funding (WOT) track, research track, teaching track, and clinical practice track. If no track applies, enter N/A.
<i>Rank/Title</i>	Enter the rank/title associated with the workload distribution (e.g., Assistant Teaching Professor, Research Associate Professor, Lecturer Full-Time Temporary, Teaching Associate). If workload distribution is not rank specific, enter “All ranks”.
<i>Teaching %/# of courses</i>	Consider the <a href="#">full scope of teaching and instruction activities</a> . Identify the percentage range and maximum course load, where classroom instruction is expected.

Research/Scholarship % Consider the [full scope of scholarship and research activities](#).

Service % Consider professional, scholarly, and administrative service to the department, college/school, campus, institution, discipline, and community.

Clinical % Consider duties specific to a clinical setting under the faculty appointment.

(See [Example of Completed Table](#))

## Workload & Additional Compensation Standards

Standard Annual Workload Ranges ()					
Track Type	Rank/Title	Teaching %/ max # of courses	Research/ Scholarship %	Service %	Clinical %
Tenure	Professor	56% 5 courses	11-33%	11-33%	0%
Tenure	Associate Professor	56% 5 courses	11-33%	11-33%	0%
Tenure	Assistant Professor	44-56% 4 or 5 courses	33-45%	11%	0%
Teaching	Teaching Professor	78-89% 7 or 8 courses	6-11%	6-11%	0%
Teaching	Associate Teaching Professor	78-89% 7 or 8 courses	6-11%	6-11%	0%
Teaching	Assistant Teaching Professor	67-89% 6 to 8 courses	6-22%	6-11%	0%
N/A	Artist-in-Residence (all ranks)	67% 6 courses	11-22%	11-22%	0%
N/A	Lecturer Full-Time Temporary	89-100% 8-9 courses	0%	0-11%	0%
N/A	Visiting (all ranks)	56% 5 courses	22-44%	0-22%	0%
N/A	Acting (all ranks)	56% 5 courses	22-44%	0-22%	0%
N/A	Teaching Associate	11-89% up to 8 courses	0%	0%	0%
N/A	Part-time Lecturer (all ranks)	11-89% up to 8 courses	0%	0%	0%

**Note 1:** UW Bothell will revisit these standards and policies/processes during FY25, with consultation from the elected faculty councils at the school and campus levels, and make revisions as needed. We expect to revisit these standards and policies/processes periodically as campus needs change.

**Note 2:** At UW Bothell, a course refers to a 4-credit or 5-credit course.

**Note 3:** These standards are based on the existing UW Bothell standard that 9 courses represent full-time teaching for a 9-month contract without any service or research/scholarship/creative practice. The 9-course standard should be examined during FY25 with consultation from the faculty councils at the school and campus levels [may be examined as part of the ongoing RCM review process].

**Note 4:** Certain credit-generating teaching activities such as independent studies, supervision, or advising may not be reflected in the teaching percentages listed above. A note about how these are compensated is included in 5.b.

**Note 5:** In smaller schools and smaller divisions, service loads may be even larger and thus further reduce time for scholarship. See 2.b.

**2. Please provide context if your unit assigns different workload distributions by rank *within the same track*.** (e.g., why assistant teaching professors workloads might differ from associate teaching professors)

- a) Workload distribution is the same within ranks except for reduced Service and Teaching for assistant professors (both tracks) for initial appointment (as indicated in their appointment letter) prior to the first promotion to provide time for them to build their Teaching and/or Research/Scholarship portfolio.
- b) Schools at Bothell range in size (enrollment, faculty, etc.) significantly while several campuswide service responsibilities require representatives from all schools. Full-time faculty tracks (teaching and tenure) in the smaller schools report that they may have larger Service responsibilities especially for their senior faculty. While workload adjustment may address this, higher Service can impact Research/Scholarship. A similar situation exists at different degrees for schoolwide Service in smaller divisions within divisionalized schools, and service for senior faculty of all ranks and in all schools.
- c) For teaching track faculty, the %range for Teaching allows for varying practices across the five schools; each school is authorized to adjust teaching loads within this range as part of the standard workload depending on school-specific factors. At least one school is concerned about the differences between schools and requested that this issue be reconsidered moving forward.
- d) Teaching track faculty are not expected to research and publish in the way that tenure-track faculty are. The %s listed under Research/Scholarship refer to Scholarly Engagement for this track.
- e) Part-time faculty are not expected to do Research/Scholarship/Scholarly Engagement or Service as part of their standard workload; however, some may choose to participate in synergistic activities beyond Teaching for their own professional development. This is not captured in the above table.

**3. Describe policies, guiding principles and/or practices your unit has in place to encourage responsible programmatic planning, promote workload stability, guard against faculty burnout, and avoid frequent additional compensation<sup>1</sup>.**

- a) Our campuswide policy regarding course overloads emphasizes that overloads should only occur in exceptional circumstances and must be pre-approved by the campus dean and the VCAA.
- b) Pre-approval by the campus dean and the VCAA is also required for full-time teaching and overload requests for part-time faculty based on quarter and year with a similar expectation that this option is only used in exceptional circumstances.
- c) Each campus dean uses a school-specific system to determine service assignments and adjust workload before the start of the academic year. This practice aims to minimize overloads and excess compensation

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<sup>1</sup>Note that shared governance practices at UW Bothell have evolved over time and continue to evolve. At the time these policies were developed, administrative leadership consulted with our General Faculty Organization (campus-level elected faculty council) leadership about the level of input needed and the resulting policies reflect that input. Our current faculty General Faculty Organization leadership states that more consultation is needed. The following statement reflects their perspective and is included as a footnote for transparency: *The responses in this document reference a number of historical practices and policies developed by administrative leadership at Bothell with minimal, if any, faculty input. Many did not go through adequate shared governance processes. This includes: the campus internal and external buy-out policies, the campus overload policy, and proposed guidelines on an upper limit on course buy-outs. There are also internal inconsistencies in terms of how faculty workload is currently calculated at UW Bothell (percentages vs. hours, for example). Any future efforts to further formalize or revisit policies and standards mentioned in this document will engage in shared governance at campus and school levels to ensure compliance with faculty code and Executive Order IV.*

while distributing service fairly. As noted above, this goal may be challenging in smaller schools and divisions. The most typical example of workload adjustment occurs when a faculty member has significant service responsibilities such as chairing a standing committee/council (campus or school) or has pre-approved course buyouts from external and/or internal grants. This is managed at the school level.

- d) In addition, our campus provides multiple opportunities for faculty to engage in professional development, program building, community engagement, shared governance, etc. These opportunities typically require workload adjustment and/or additional compensation. Campus units, including schools, are encouraged to use processes that are fair and allow for a range of faculty participation in these opportunities. We rely on schools and units to manage these activities at the local level.

#### **4. Describe your unit's methodology for calculating additional compensation for faculty.**

Include details about how temporary supplements for overload teaching or service and administrative supplements for [principal administrative appointments](#) are determined. Methodology may vary based on activity.

The VCAA plans to charge a committee in FY25 with developing a consistent campuswide methodology to calculate additional compensation (teaching or service). The VCAA will finalize this rate with consultation from the faculty councils at the school and campus levels. In the interim, the various units at UW Bothell use one of the following methods depending on the type of effort:

- a) Prorated based on [General Faculty Organization's definition](#) that one course release (4 or 5 credit) = at least 100 hrs of effort (75% of expected teaching effort). This policy is overdue for revision and will be revisited in FY25.
- b) Prorated based on UW policy that sets 1 summer course = 1 month salary (9-month base rate)
- c) Campuswide policy regarding [course overloads](#) that requires one month salary per course overload
- d) Prorated based on campuswide policy for [internal course buyout rate](#) that requires the biennium average for part-time lecture course compensation (across all schools).

We have a campuswide policy for [administrative compensation](#) including supplements for different levels of principal administrative appointments (primary, secondary, tertiary).

#### **5. Please describe any non-salary compensation options that might be offered in lieu of additional salaried compensation (e.g., discretionary funding or future workload arrangement). How do you determine the value of the non-salaried compensation relative to the additional work?**

- a) In rare situations, non-salary compensation may be offered as professional development funds. We rely on campus deans and their schools to manage these activities at the local level.
- b) There are several examples of instruction that are not visible as part of the faculty member's teaching load including independent studies, directed research, and thesis or capstone supervision if not otherwise counted as part of the regular course load. The [campus policy](#) requires that schools provide compensation for such instructional labor according to a school-specific policy. Typically, school policies such as these include credit towards a future course release. We rely on campus deans and their schools to manage these activities at the local level.

**6. Describe policies, guiding principles and/or practices your unit has in place to encourage equitable distribution of additional work and equitable applicable of your compensation methodology.**

- a) Campus-wide policy regarding [course buyout rate for externally funded projects](#). Externally funded projects must be approved by the campus dean who authorizes workload adjustment if needed.
- b) Campus-wide policy regarding [course buyout rate for internally funded projects](#). All local units are strongly encouraged to use fair selection processes for these internal opportunities that are open to all eligible faculty.
- c) One school recently approved guidelines that apply to the upper limit on course buyouts. Several other schools are deliberating such guidelines using their shared governance processes. We rely on campus deans and their schools to manage these activities at the local level.

**7. Please describe your unit’s internal workflow for reviewing additional compensation requests.**

Include details about levels of review, required documentation, timelines, and safeguards for ensuring work does not begin prior to dean approval or provost review if request requires exceptional approval.

- a) For part-time faculty, the campus dean requests course overload approval (with justification) to the VCAA using a standard form administered by OEHR and school AHR staff via DocuSign.
- b) For full-time faculty, the campus dean requests course overload approval (with justifications) via either email or school-specific forms to the VCAA. Starting in FY25, the campus will use a standard form administered by OEHR and school AHR staff via DocuSign.
- c) Each unit that provides additional compensation (beyond course overloads) should be following an internal controls process that defines how additional compensation requests are reviewed and managed within overall campus policies. Currently, there is no campus oversight other than for course overloads and we will examine if such oversight (and internal workflow) is needed for FY25. We look forward to advice from OAP.

**Example**

Standard Annual Workload Ranges					
Track Type	Rank/Title	Teaching %/ max # of courses	Research/ Scholarship %	Service %	Clinical %
<i>Ex1: Tenure</i>	<i>Asst Professor</i>	<i>30-50% / up to 5 courses</i>	<i>30-60%</i>	<i>5-25%</i>	<i>0%</i>
<i>Ex2: Teaching</i>	<i>Asst Teaching Professor</i>	<i>60-80%/ up to 8 courses</i>	<i>10-30%</i>	<i>10-30%</i>	<i>0%</i>
<i>Ex3: N/A</i>	<i>Sr. Artist in Residence</i>	<i>70-90%/ up to 10 courses</i>	<i>10-20%</i>	<i>5-15%</i>	<i>0%</i>