Workload & Additional Compensation Standards

Unit/Dept/Division Name: **Bothell Campus (updated July 2025)**

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

Note 2: *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.*

Note 3: *Certain credit-generating teaching activities such as independent studies, supervision, or advising may not be reflected in the teaching percentages listed above.*

Note 4: *In smaller schools and smaller divisions, service loads may be even larger and thus further reduce time for scholarship.*

1. **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 campus-wide service responsibilities require representatives from 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.
   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.

2. **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[1].**

   a) All campus policies can be found at Faculty Compensation Policies.
   b) Each 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 additional compensation while distributing service fairly. The 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.
   c) 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.

3. **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.

   a) We have an approved campuswide process to implement EO59 that requires approval by the dean and the VCAA.
   b) The various campus policies regarding how we determine additional compensation can be found at Faculty Compensation Policies.
   c) The campus policy for administrative compensation including supplements for different levels of principal administrative appointments (primary, secondary, tertiary).

4. **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 deans and their schools to manage these activities at the local level.

5. **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) All local units are strongly encouraged to use fair selection processes for internal opportunities with additional compensation that are open to all eligible faculty.
    b) [Faculty Compensation Policies](#) caps the upper limit on course buyouts.

6. **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 course overload policy is described [here](#).
    b) For full-time faculty, we have an [approved campuswide process](#) to implement EO59 that requires approval.