

III.C. Faculty Workload Policy

Workload policies at the university, college, and department level are designed to facilitate equitable workload distributions through the establishment of clear guidelines for the effort assigned to different tasks and commensurate expectations for this work. Through the establishment of workload policies, faculty can expect greater recognition of their efforts while providing clarity on how effort is tied to their unit mission, how it is distributed within their academic unit, and how impact and productivity are tied to annual review, promotion and tenure, and merit raises. **WSU recognizes eight workload categories: teaching, scholarship, service, Extension, clinical practice, Librarianship, administration, and other (see Section III.D.5, Criteria for Review of Faculty for definitions and expectations).** The allocation of workload among these categories may be different for any given faculty member depending on the campus/department/school needs, faculty track, rank, and strengths, and it is likely to change during an individual's career.

The details workload policy creation, approval and application are governed by university, college, and department policies. Every college must create, maintain, and publish workload policies, and monitor workload requirements. Colleges may elect to require additional policies at the department or school level. Workload must be normalized to a baseline definition of effort to maintain an equitable workload across departments/schools, colleges, and campuses.

The following rights and processes apply to all faculty unless explicitly restricted or when indicated otherwise by the *Faculty Manual* or legal limitations.

- (a) All faculty have a right to clearly written discipline-appropriate expectations for satisfactory and meritorious performance ratings associated with each assigned workload category.
- (b) No faculty member should be asked to exceed their assigned total FTE workload without a negotiated adjustment that can be concurrent or provided in the future. Adjustments might include temporary changes in workload allocation, course reduction(s), financial compensation (e.g., stipends), or other suitable mechanisms.
- (c) For tenure-track faculty, workload allocation for scholarship cannot be reduced below a specified minimum when performance is satisfactory or higher for the previous two years. The minimum percentage will be 40% or as determined by the dean, VCAA when appropriate, and provost to be consistent with college workload policies.
- (d) Tenure-track faculty have a right to buyout courses using salary and benefits from qualifying grants and contracts provided this is allowable under appointing unit and funding agency policies, and when funding is provided through service buyouts. Career-track faculty can buyout courses if allowed by the chair and dean. Thresholds for course buyouts are determined by college policies in collaboration with VCAs (where appropriate).
- (e) Course buyouts **and course releases** result in a temporary change in the percent teaching effort. Colleges have the option to require that these changes be documented in a faculty member's annual workload allocation. Whether temporary changes are documented or not, annual reviews and promotion and tenure reviews must consider the activities specific to these temporary reassignments rather than holding faculty accountable for work that was not assigned.
- (f) All faculty have a right to have their workload allocation and total FTE workload reconsidered through a college-level review process with recourse to request additional review by the provost.

- (g) Colleges (and VCAs when appropriate) may confer additional workload rights for faculty if approved by the provost.
- (h) If tenure-track faculty performance is ranked below satisfactory, their workload allocation can be modified, or total FTE can be reduced when approved by the chair, dean, and provost, given the following limitations:
 - i. Total %FTE cannot be reduced below 50% without a formal disciplinary process (Section II.F).
 - ii. The allocation of workload to scholarship and teaching cannot be reduced during the pre-tenure probationary period.
 - iii. When expectations for scholarship are below satisfactory performance for two academic years or longer, some portion of workload allocation for scholarship can be shifted to teaching or service to Washington State University, but only if the previous annual reviews included explicit and realistic guidance for how the faculty member should direct their efforts to improve their scholarly performance.
 - (1) After re-allocation away from scholarship, if performance in any assigned workload category is below satisfactory during the subsequent year, total FTE can be reduced until work performance shows sufficient promise to support a higher FTE.
 - (2) After reallocation away from scholarship, if scholarship performance shows sufficient promise to support a higher workload allocation, and section v is not a concern, then the scholarship allocation should be increased.
 - i. When expectations for service are below satisfactory performance for two academic years or longer, some portion of the workload allocation for service can be shifted to another workload category (except scholarship), but only if the previous annual reviews included explicit and realistic guidance for how the faculty member should direct their efforts to improve their service performance.
 - (1) After re-allocation away from service, if performance in any assigned workload category is below satisfactory during the subsequent year, total FTE can be reduced until work performance shows sufficient promise to support a higher FTE.
 - (2) In most cases, service workload should not be reduced below 5%.
 - ii. When expectations for teaching are below satisfactory performance for two academic years or longer, the teaching workload allocation can be reduced with a commensurate reduction in total FTE.
 - (1) Reductions in total FTE are only allowed if the previous annual reviews included explicit and realistic guidance for the faculty member should improve their teaching performance.
 - (2) Reallocation of teaching effort to other workload categories is not allowed in response to poor teaching performance.
 - iii. Similar adjustments to workload allocation and FTE apply for Clinical Practice workload provided previous annual review recommendations included explicit and realistic guidance for the faculty member to improve their work performance. See college and department policies for additional guidance.
 - iv. Adjustments to Administrative workload are dependent on college and university needs. The supervising authority can reduce the %FTE allocated to administration provided this effort is reallocated to other workload categories consistent with college and unit policies.

- v. Because tenure-track Extension and Library faculty have different and often diverse missions, chairs/directors and deans (and VCAs where appropriate) should follow a similar standard of reallocating FTE or reducing total FTE when performance is below satisfactory for two years or longer, but only if the previous annual review recommendations included explicit and realistic guidance for how to improve performance. When appropriate to the faculty member's workload allocation, provisions in sections iii, iv, and v should be applied.
 - vi. Because tenure-track Extension and Library faculty have different and often diverse missions, chairs/directors and deans (and VCAs where appropriate) should follow a similar standard of reallocating FTE or reducing total FTE when performance is below satisfactory for two years or longer, but only if the previous annual review recommendations included explicit and realistic guidance for how to improve performance. When appropriate to the faculty member's workload allocation, provisions in sections iii, iv, and v should be applied
- (a) If career-track faculty performance is ranked below satisfactory, the workload allocation can be modified, or total FTE can be reduced when approved by the chair and dean, given the following limitations:
- i. For faculty on continuous or fixed-term contracts with two or more years remaining, the time periods allowed for improving performance should follow the two-year standard established in section 8.0 for tenure-track faculty. Shorter timelines may be used when fixed-term contracts end in less than two years. When performance is below satisfactory, changes in workload allocation or total FTE can only be made if the previous annual review recommendations include explicit and realistic guidance for how to improve performance.
 - ii. Because the workload category "other" is reserved for scholarly sub-track appointments (see Section III.D.5) and because this category can encompass different and often diverse activities and expectations, chairs/directors and deans (and VCAs where appropriate) should follow a similar standard of reallocating FTE or reducing total FTE if performance is below satisfactory.