Workload Policy on Teaching
Adopted June 2008

The Evans School faculty share in supplying to their students a strong and dynamic curriculum, and they share in supplying the services and innovative research important to continually improve the quality of the school. All faculty members are expected to provide a reasonable share of these goods: teaching services and advising; internal service to the Evans School and to the University of Washington; external service to the academic and non-academic community (broadly defined); and scholarly research that furthers public policy and management theory and practice. The goal of this document is to outline the expected threshold for Evans faculty teaching that guides us in assuring that we collectively provide our curriculum, that this teaching workload is equitably distributed across faculty members, and that the allocation and reporting of these responsibilities is done in a transparent and consistent manner.

Summary

1. The credit hours that the school is committed to supply are derivative of the degrees, curriculum (courses and other requirements) that the faculty (exercising their delegated responsibility for academic programs) determines. The faculty can revisit these programs, degrees, and course, credit requirements.

2. Once this total is agreed upon by a majority, every faculty member is responsible for an initial, equal share. They may choose to reduce their teaching responsibilities through research funded course releases, or through the provision of certain administrative and service responsibilities.

Our Total School SCH Commitment

Our collective responsibility is to provide a sufficient number of student-credit hours (SCH) that all of our students can fulfill their degree program requirements. The total number of SCHs that Evans faculty members are expected to share in providing is determined by decisions over the design, delivery, and accounting of our curriculum, projected SCHs that we encourage our students to take outside the Evans School (exports) relative to SCHs taken by non-Evans students with us (imports), and the percent of teaching done by faculty members relative to non-faculty members. Section 23-43 of the University handbook grants the faculty the powers and duties to:

1. determine its requirements for admission and graduation;
2. determine its curriculum and academic programs;
3. determine the scholastic standards required of its students;
The total number of SCHs that the school is committed to supply, therefore, is derived from decisions over the curriculum and programs determined by the faculty. These decisions will always reflect a majority position of the faculty. We also recognize that we will be limited by budgetary realities, and administrative and University expectations, and that these will change periodically. It is expected that the total SCH commitment will be revisited regularly, and a change proposed if it is found to be excessively binding or excessively lax, as the school expands or contracts, as the curriculum evolves, or as other conditions change.

**Our Individual Share**

All Evans School faculty members are expected to take responsibility for a minimum number of SCHs per academic year, based on an equal share of the total SCHs determined above. The share is the total SCHs we commit to supply, pre-course releases, divided by the available number of Evans School teaching faculty scaled by the percentage of their appointment held at the Evans School. Establishing this number prior to course releases provides more predictability, and does not shift SCHs from those with course releases to those without. This minimum number, on average over a three year period, will be a guideline for being deemed "meritorious" during the annual merit reviews. An annual faculty workload report will be generated reporting SCHs generated by individual faculty for the period. The Dean reports a summary of workload by rank to the Provost annually.

All faculty members are expected to serve as advisers to MPA students, and supervise degree projects, PhD theses, and independent studies. All Graduate School Faculty are expected to be available to mentor PhD students, serve on their dissertation committees, and help write and grade qualifying and general examinations. Classroom based instruction in all our programs and these other instructional efforts (degree projects, thesis advising, etc.) will count toward the expected SCHs. The appropriateness of credits awarded by the University relative to effort will be assessed annually with faculty workloads. At that time adjustments can be made that reflect instructional efforts beyond awarded SCHs, such as the number of distinct courses, different cohort sizes per program, team teaching and advising, new preparations, etcetera.

It is expected that sharing delivery of the SCH requirements will provide a more level playing field from which all faculty can engage in research and other activities beyond the minimal teaching requirement. Faculty members are able to gain additional research time through course buyouts. A maximum of two courses can be bought out during a single academic year by funded research under current school policy. Each approved course "buyout" reduces a faculty member's expected SCHs by one quarter of the SCHs for that year. Additional course releases are granted to achieve mentoring, research and administrative goals, which are set by the Dean in consultation with faculty:
Newly appointed junior faculty members will be offered "course" reductions in their first year.
Assistant professors will have their teaching load reduced by one course in the fourth year of their appointment.
Courses may be excused for administrative responsibilities, journal editorships, presidential roles in national associations, or roles deemed equivalent as determined by the Dean or Associate Dean for Academic Affairs.
Expected SCHs for individual faculty members may be reduced or increased for research or service records that significantly exceed or fall below school norms. The Dean shall seek the council of the senior faculty in making this determination.

Consistent with the faculty code (Vol. 4, Part 5, Chapter 8) and the Transitional Support Program courses may be excused for maternity leave, illness or injury, or other extraordinary circumstances.

It is expected that a teaching assistant will be allocated to the core MPA courses PBAF 516, 527, 528, 511, 512, and 522. This could be altered with unexpected changes in funding levels.

These minimum expectations are guidelines. Indeed, many individuals regularly exceed these expectations, and such exceptional performance is intended to be rewarded during the annual merit reviews. Likewise, some faculty members will not reach the minimum in any given year, or may fall slightly short over a three year average. But if all faculty members strive to meet these minimal expectations and provide their share, we will have a school that functions well, enables each individual the opportunity to be successful scholars and teachers, and still affords everyone the freedom to specialize in other professional endeavors.

*Adopted by Faculty Vote, June 11, 2008*