



College of Arts & Sciences

WORKLOAD POLICY AND PROCEDURES

Language in this policy that is quoted from the Collective Bargaining Agreement appears in *italics*.

GENERAL STATEMENTS ABOUT FACULTY WORKLOAD

Because of the diversity of the College of Arts & Sciences, these guidelines, as well as the workload assignments issuing from them, rely upon the local expertise of departments and schools as to the appropriate standards for their disciplines, consistent with the CSU-AAUP Collective Bargaining Agreement currently in place.

According to the CSU-AAUP Collective Bargaining Agreement (hereafter referred to as the CBA), *[w]orkload guidelines shall be developed by each college using appropriate faculty governance mechanisms. Workload guidelines are subject to the approval of the Office of the Provost (13.1.D).*

The CBA offers the following general principles regarding faculty workload expectations: *Teaching, research and providing public, departmental and University service are together regarded as normal and necessary in fulfilling an academic appointment. Such an appointment implies that faculty members will do their fair share in student advising and serve on departmental, college, and University committees in assisting in the day-to-day operations of the academic enterprise. Where appropriate, it is expected that faculty members will contribute their expertise to the public good. (13.1)*

I. PROCEDURE FOR WORKLOAD DETERMINATION & NOTIFICATION

A. PRELIMINARY PREPARATION

- 1.** By December 1st, faculty will confer with their Chair/Director and provide documentation of their record of accomplishments and prospective activities that are relevant for workload determination. (13.1.B)
- 2.** In advance of that conference, faculty will provide their Chair/Director an updated CV (dated November 30 of the current year), along with other relevant supplemental information.
- 3.** The basis for determining a faculty member's record of performance will be the most recent eFAAR, the updated CV, and other relevant supplemental information.
- 4.** Each Chair/Director will review documentation of faculty research/ scholarship/creative activity (hereafter referred to as RSCA), service contributions, and additional components of the faculty member's workload, including those elements and factors listed in 13.1.B of the CBA.

B. WORKLOAD MEETINGS

- 1.** Based on the review of each faculty member's record of accomplishments and prospective workload to be completed in the upcoming year, each Chair/Director will prepare proposed workload allocations to RSCA, teaching, and service for each faculty member, along with a supporting rationale.

2. Each Chair/Director will meet with the Dean to discuss each faculty member's proposed workload allocation.

3. The Chair/Director will provide the perspective from the individual academic unit on relevant workload considerations, including department/school guidelines for faculty ranks and categories, as well as discipline-specific practices and expectations. The Dean will provide the broader College perspective. Each Chair/Director and the Dean will engage in a thorough discussion of the relevant evidence for each faculty member's proposed workload allocation, including both the record of accomplishment and prospective work.

4. Faculty taking a 1-semester Professional Leave of Absence (PLOA) in the upcoming year will receive 50% of their assigned Academic Year workload allocation. Faculty taking a 2-semester PLOA will not receive a workload allocation.

C. FACULTY NOTIFICATION

1. Following the Chair/Director and Dean Meeting and on or before January 31st, the Chair/Director will notify each faculty member in writing of the workload allocation for the subsequent academic year (August-May). (13.1.C)

II. ARTS & SCIENCES WORKLOAD GUIDELINES

A. NON-TENURE TRACK FACULTY (College Lecturers & Professors of Practice)

1. TEACHING

Normally, College Lecturers/Professors of Practice *will teach 4 courses of 3 to 4 credits per semester, with the remainder of the 30 credits assigned to service or other defined activities. The faculty of the relevant Department/School will be consulted regarding assignments to teach upper-level undergraduate and graduate courses.* (12.2.I and 12.3.J)

2. SERVICE

Lecturers / Professors of Practice will perform service activity at a level compatible with their full teaching load and consistent with their responsibility as delineated in the CBA to be in *full engagement in the life of the department.* (12.2.E and 12.3.F)

Additional service workload hours in lieu of teaching workload hours may be allocated to lecturers performing substantial and sustained service beyond what would normally be expected.

3. RESEARCH / SCHOLARSHIP / CREATIVE ACTIVITY (RSCA)

For non-tenure track faculty with active RSCA, a case can be made to give research credit in lieu of either teaching or service at the recommendation of the department chair and dean.

B. CLINICAL TENURE-TRACK & CLINICAL TENURED FACULTY

1. TEACHING

Clinical faculty shall be assigned up to 16 credit hours per semester of introductory/ clinical instruction, or practical supervision of students, or a combination of these functions. The Dean has sole discretion

to reduce the instructional workload of Clinical faculty in light of a Clinical faculty member's non-classroom contributions such as program coordination, amount of clinical supervision, time spent in clinical supervision, committee work, and professional service. (12.5.B.1)

2. RESEARCH / SCHOLARSHIP / CREATIVE ACTIVITY (RSCA)

Clinical faculty are allocated RSCA credits commensurate with their productivity in the scholarship of teaching (including scholarship of clinical instruction and supervision).

3. SERVICE

Service for clinical faculty will be assigned in accordance with the same procedures and examples listed below for non-clinical tenured and tenure-track faculty.

C. TENURE-TRACK & TENURED FACULTY (NON-CLINICAL)

1. TEACHING

a. *The normal instructional activity for a full-time faculty member shall range from 50% to 80% of the average workweek. Departments will determine the portion of instructional time devoted to undergraduate and graduate instruction. (Here and elsewhere, the term "department" shall be understood to include program units in colleges without academic departments. Likewise, the expression "department chairperson" shall be understood to include program directors or other appropriate administrators in colleges without academic departments.)* (13.1.A)

b. *The expected teaching load is 16 credit hours for bargaining unit tenured/tenure track faculty's annual workload assignment. This expectation is inclusive of credits for thesis and dissertation advising, Provost-approved credits for academic program coordination, and any externally funded or Provost-approved research credits within allowable limits.* (13.1.F.1)

c. *Normally, all tenure-track and tenured bargaining unit faculty will be assigned at least 9 credit hours of teaching each academic year, though grants, credit banking, and other buyouts may reduce the instructional assignment below that level.* (13.1.F.1)

d. *Normally, all tenure-track and tenured bargaining unit faculty will be assigned at least 6 credit hours of teaching each academic year, regardless of grants, credit banking, and other buyouts.* (13.1.F.1)

e. Teaching workload credits may be given on a case-by-case basis for having an extraordinarily large number of courses assigned, large class sizes, courses requiring time-intensive preparation, new course preparations, and courses with time-intensive amounts of student work to evaluate. (13.1.B.1)

f. Teaching workload credits may be given on a case-by-case basis for laboratory supervision, supervising internships, tutorials, independent studies, exit projects, and undergraduate/graduate student research and other instruction not included in a faculty member's assigned teaching load. The amount of credit will be allocated by the chair/director based on the number of students supervised and the extent and depth of the supervisory responsibilities. (13.1.B.2, 13.1.B.3, 13.1.B.5)

g. Course reductions for supervising laboratories, internships, independent studies, and exit projects, and undergraduate/graduate student research and other instruction not included in the assigned teaching load are contingent on the availability of adequate instructional resources from other departmental/school faculty.

- h.** Faculty may reduce their assigned teaching workload by using credits earned through the thesis/dissertation credit banking system, as delineated in Article 14.3 of the CBA.
- i.** Tenured faculty may request a higher teaching load in lieu of RSCA activity at relevant point(s) in their careers.
- j.** *Department chairs and school directors are normally expected to teach not less than one-half the normal teaching workload assignment for the faculty in the unit. In small departments, the chairperson's teaching workload assignment may exceed one-half the normal faculty teaching workload assignment. Chairpersons on a twelve-month contract are normally expected to teach during each of the three semesters. Exceptions to this rule must be approved by the college dean, and the Provost and Vice President for Academic Affairs. (13.1.H)*

2. RESEARCH / SCHOLARSHIP / CREATIVE ACTIVITY (RSCA)

- a.** A faculty member's "anticipated performance" in RSCA is based on the faculty member's record of accomplishment and prospective work to be completed in the forthcoming academic year.
- b.** A faculty member's "record of accomplishment" in RSCA is derived from a review of the previous five-year period.
- c.** RSCA performance that is commensurate with rank for a tenured faculty member is defined as roughly equivalent to the RSCA required for promotion to the faculty member's current rank in their department/school.
- d.** Evaluation of a faculty member's RSCA record focuses on productivity, quality, and independence of RSCA accomplishments as defined by the department/school and within the faculty member's discipline, with emphasis on peer-reviewed accomplishments. The evaluation should also take into consideration the fact that, at different stages of one's career, changes occur in the impact of one's work, extent, and success of funding and RSCA efforts.
- e.** *Faculty who demonstrate assessable research/scholarship/creative activity at levels commensurate with rank according to their department's/school's promotion guidelines shall be assigned 6 RSCA credits for their annual workload assignment. (13.1.F.2)*
- f.** *Faculty who demonstrate assessable research/scholarship/creative activity at levels that exceed their department/school's promotion guidelines may be assigned more than 6 RSCA credits for their annual workload assignment, subject to the general guidelines delineated in 13.1.F. (13.1.F.2)*
- g.** *Faculty who demonstrate assessable research/scholarship/creative activity below levels commensurate with rank according to their department's/school's promotion guidelines shall be assigned 1-5 RSCA credits for their annual workload assignment. (13.1.F.2)*
- h.** *Faculty who do not demonstrate assessable research/scholarship/creative activity shall be assigned 0 RSCA credits for their annual workload assignment. (13.1.F.2)*
- i.** Probationary (untenured tenure track) non-clinical faculty are normally allocated a minimum of 8 RSCA credits per academic year. This increase of 2 credits is to help junior faculty set up their RSCA activities in preparation for their tenure application.

j. *Adjustments in a faculty member's teaching workload assignment may be made by a chair/director to encourage the initiation of a research program or to acknowledge a continuing record of scholarly or creative achievement.* (13.1.B) Such an adjustment to the faculty member's RSCA credit allocation could be made in consideration of a faculty member's plan to conduct a significant RSCA project in the academic year under consideration.

3. SERVICE

a. Service credit will be awarded only for documented service or administrative duties (13.1.E.)

b. Service activities that will be considered in determining a faculty member's service credit allocation include

- *work with performing groups, professional organizations, and other field work.* (13.1.B.4)
- *professional associations with outside community agencies.* (13.1.B.6)
- *the amount of departmental, college, University, and professional service.* (13.1.B.7)
- *other activities that are important for the department, college, and University.* (13.1.B.8)
- *participation, as appropriate, in academic advising and, as appropriate, in academic coaching, tutoring, and mentoring.* (13.1.B.9)
- *community engagement, defined as collaboration between the faculty member and larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.* (13.1.B.10).
- *other activities, not otherwise numerated above, which contribute to student success and student retention.* (13.1.B.11)

c. *Faculty who demonstrate documented service at levels commensurate with their rank shall be assigned 2 service credit hours for their annual workload assignment.* (13.1.F.3)

d. Junior faculty on the tenure-track will normally be assigned 2 service workload hours, pursuing service activities recommended by their chair or director that do not interfere with their primary obligation to establish a satisfactory research and teaching performance record.

e. *Faculty who demonstrate documented service that exceeds levels commensurate with their rank may be assigned more than 2 service credit hours for their annual workload assignment, subject to the general guidelines delineated in 13.1.F.* (13.1.F.3)

f. *Faculty who demonstrate documented service at levels below what is commensurate with their rank shall be assigned 1 service credit hours for their annual workload assignment.* (13.1.F.3)

g. *Faculty who do not demonstrate documented service shall be assigned 0 service credit hours for their annual workload assignment.* (13.1.F.3)

h. *Faculty members who are assigned administrative or supervisory functions which are very time-consuming may request a reduction in their normal teaching workload assignment. Such reductions must be made by the Provost and Vice President for Academic Affairs with the express knowledge and written approval of the appropriate chairperson and dean. At the time of the administrative assignment or activity, there shall be a written agreement among the involved parties regarding the appropriate teaching workload assignment and duration.* (13.1.G).

Examples of functions that may be considered under this provision include, but are not limited to, service as a unit's director of undergraduate or graduate studies, faculty advisor, course or

program coordination, supervisor of teaching assistants, and manager of laboratory facilities and/or supplies.

i. Some service work, such as chairing search committees or election to College or University committees, is hard to anticipate at the time that the workload is determined. When such conditions occur, and the Chair/Director and Dean determine that allocation of additional service credit is merited but would result in unacceptably disruptive last-minute changes in faculty teaching assignments, service credit can be banked so that faculty can defer credit earned through these special circumstances or responsibilities. The service credit may be awarded at the time a faculty member performs the eligible service if the Chair/Director and Dean agree that it can be done reasonably and without hardship to other faculty and the department or without potentially harming the students.

III. INSTRUCTIONAL WORKLOAD CREDIT BANKING

A. *Reductions in instructional workload based on eligible banked hours shall be taken upon the mutual agreement of the faculty member and the faculty member's home department chairperson. (14.5.C)*

B. *Faculty members who wish to apply banked hours to reduce their instructional workload for the following year shall notify their department chairperson by December 1. (14.5.B)*

C. Faculty are jointly responsible with chairs/directors to maintain accurate and up to date record of credits earned for the supervision of thesis/dissertation students, as provided in 14.3 of the CBA, and for credits or debits that have been accumulated as a result of a difference between assigned and actual number of credits taught in an academic year. (14.2)

D. *Each faculty member's total number of hours banked, positive or negative, will be verified at the end of each spring semester by the department chairperson in consultation with the faculty member, and reported to the dean's office. Normally any credit balances of three or more hours banked for three years and not requested by the faculty member under section 14.5 (B) toward a reduced instructional workload will be canceled from faculty members' accounts. (14.4)*

Credit balances will not be canceled after three years if, in this time, the faculty member has asked to apply them to reduce their instructional workload but the request was denied due to the unavailability of adequate instructional resources.

E. Chairs/directors will also observe other conditions of Article 14 of the CBA that pertain to instructional workload credit banking and the use of banked credits.

WORKLOAD POLICY AND PROCEDURES

APPENDIX: Supervision of Student Research, Independent Studies, Internships, & Exit Projects

The purpose of this appendix is to recognize faculty supervision of laboratories, internships, tutorials, independent studies, exit projects, and undergraduate/graduate student research as a form of teaching under Article 13.1 of the CBA, specifically provisions 13.1.B.2, 13.1.B.3, and 13.1.B.5.

I. ARTS, HUMANITIES, & SOCIAL SCIENCES

This section applies to the Departments or Schools of Africana Studies; Anthropology; Art & Design; English; Film and Media Arts; History; Music; Philosophy & Comparative Religion; Political Science; Theatre & Dance; World Languages, Literatures & Cultures

A. Teaching workload credit may be given for supervising chair-approved internships. A faculty member can earn 1 banked workload credit for every 15 student credit hours of internships. A faculty member who supervises a completed 1 credit internship will be awarded 1/15 credit bank. Thus a faculty member who supervises 5 students each taking a 3-credit internship would earn 1 banked workload credit. Typically no more than 1 workload credit can be banked for internship supervision per academic year.

B. Teaching workload credit may also be given for supervising chair-approved independent studies and exit projects not included in faculty members' assigned teaching loads. Like the formula outlined above, faculty can earn 1 banked workload credit for every 15 student credit hours completed. Mentoring a student in the Undergraduate Research Award (URA) or the Undergraduate Summer Research Award (USRA) program will be counted as the equivalent of 3 student credit hours of independent study per student supervised. In cases where the URA/USRA student also registers for an independent study, the faculty member would receive credit for the URA/USRA or independent study (whichever is greater), but not both. Banked credit rules follow the CBA (14.4)

C. Course reductions for supervising internships, independent studies, and exit projects are contingent on the availability of adequate instructional resources from other departmental/school faculty. The timing of earned releases is arranged through mutual agreement between the faculty member and the department chair, and it may be delayed until a time that works for the department.

II. SCIENCES

This section applies to the Departments of Biological, Geological, and Environmental Sciences; Chemistry; Mathematics and Statistics; Physics; and Psychology

A. Teaching workload credit may be earned only for intensive and ongoing faculty supervision of research. Department Chairpersons will determine whether a particular instance/form of research supervision qualifies as "intensive and ongoing," as distinct from independent study or other activities that require less intensive faculty supervision. That is, not all independent studies, exit projects, etc. will receive credit under this provision.

B. In order to receive teaching workload credit, faculty supervision of student research must be one of the following:

1. Be documented as an appropriate, successfully completed course (e.g., “Advanced Chemistry Lab” or “Independent Research”). Such courses will be pre-populated on the faculty member’s eFAAR.
2. Teaching workload credit may also be given for supervising chair-approved independent studies and exit projects not included in faculty members’ assigned teaching loads.
3. Mentoring a student in the Undergraduate Research Award (URA) or the Undergraduate Summer Research Award (USRA) program will be counted as the equivalent of 3 student credit hours of independent study per student supervised. Evidence of this will be an award letter from the Office of Research.
4. In cases where the URA/USRA student also registers for an independent study, the faculty member would receive credit for the URA/USRA or independent study (whichever is greater), but not both.

C. CREDIT FOR RESEARCH SUPERVISION OF NON-PhD STUDENTS

1. For undergraduate student course enrollments (and upon successful course completion) and mentored experiences, supervision of 9-12 student credit hours will translate to 1 banked workload credit. Ordinarily, at least 1 full workload credit should be earned/accumulated before any teaching workload credit will be given, but values can be rounded up (or down) for ease of record-keeping and credit utilization. Teaching workload credit is given on eFAARs in the form of full credits (1.0, 2.0, etc.), not fractions of credit. Banked credit rules follow the CBA (14.4)
2. For graduate student course enrollments (and upon successful course completion) and mentored experiences, supervision of 8-12 student credit hours will translate to 1 earned teaching workload credit. Ordinarily, at least 1 full workload credit should be earned/accumulated before any teaching workload credit will be given, but values can be rounded up (or down) for ease of record-keeping and credit utilization. Teaching workload credit is given on eFAARs in the form of full credits (1.0, 2.0, etc.), not fractions of credit.
3. Teaching workload credit valuation in this policy is necessarily imprecise (using ranges of total SCHs) because there is variation in the nature of students’ research activities and the nature and extent of faculty supervision activities.
4. The total number of teaching workload credits given on eFAARs under these provisions (above) may not exceed a per-faculty total of 3 credits per academic year, for faculty research supervision of no more than 5 students per semester, regardless of the total number of credit hours generated by students’ enrollment in eligible courses. Faculty may supervise the research of more than this number of students per semester, but they will not receive teaching workload credit for more than 5 students.

D. CREDIT FOR RESEARCH SUPERVISION OF PhD STUDENTS

1. Faculty may earn a total of 8 teaching workload credits annually for their sole, close, and intensive research supervision of Ph.D. students whose graduate assistantships are funded by an external grant. The number of credits is calculated as follows: for one externally-funded student, 4 teaching workload credits will be awarded; for a second externally-funded student, 3 additional credits will be awarded; for a third externally funded student, 1 additional credit will be awarded. No more than 8 teaching workload credits (annually) will be awarded.

2. Faculty may earn a total of 4 teaching workload credits annually for their sole supervision of one or more (non-funded) full-time PhD students, upon successful completion of at least 4 credits of coursework for which such students have registered. No more than 4 teaching workload credits (annually) will be awarded. Teaching workload credits will be recorded on faculty eFAARs at the close of the academic year by the Department Chairperson/School Director.

3. While faculty may receive credit for supervision of both funded and non-funded Ph.D students, there is an overall maximum of 8 credits of teaching reduction and/or teaching workload credits per faculty member, per year.

E. Teaching workload credit will not be awarded for Thesis and Dissertation course credits; supervision of student theses and dissertations receives credit under CBA Article 14.

F. Utilization of credit earned under this plan is subject to conditions of the CSU-AAUP CBA, including the minimum teaching workloads described in Article 13.1.F.(1): *“Normally, all ... faculty will be assigned at least 6 credit hours of teaching each academic year”* (CBA, 13.F.1.).

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APPENDIX: Examples of Service to be Considered for Additional Service Workload Credit

Such activities include but are not limited to

- Editing or managing a national journal
- Author of an External Accreditation report
- Holding a substantial managerial office with a national or international professional organization
- Extensive service with professional organizations, such as organizing a large national conference
- Extensive laboratory/studio supervision
- Major curriculum development
- Substantial service on editorial boards of major journals in one's field or grant application reviewing
- Service on a significantly work-intensive committee (examples include serving on the UCC or College PRC)
- Extensive service using one's professional expertise fostering university engagement with the community
- Extensive professional contributions to a community (contributions that are not compensated or are pro-bono work including Guardian-ad-litem, crisis counseling, expert testimony, etc.)
- Service credit may be assigned for duties related to essential preparation work with practicum courses may not be earned during the summer term