



Workload Policy **(Approved by Faculty on XX/XX/XX)**

The College of Health (COH) Faculty Workload Policy is designed to implement and adhere to the current Collective Bargaining Agreement (CBA) between AAUP-CSU and the CSU administration (2021-2024). Article 13.1 D. of the CBA states that *“Workload 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, such that they are consistent with the provisions of 13.1 B, 13.1 E, and 13.1 F with normative teaching loads of 16 credits for tenured and tenure track faculty in the bargaining unit.”* Therefore, the following policies will apply to faculty workload assignments effective with the 2025-26 academic year; faculty will be notified of these workload assignments by January 31, as required by the collective bargaining agreement. (Language quoted from the CBA appears in italicized type.) This document serves as a guideline to promote equity between the units within the college.

I. PROCEDURE FOR WORKLOAD DETERMINATION & NOTIFICATION

A. Preliminary Preparation

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) 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. 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. The responsibility rests with each faculty member to be an accurate, diligent recorder of their own activity in order for the Chair/Director to make a fair and accurate workload determination with the relevant information. 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

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. The Chair/Director will provide each faculty member with a list of all the activities that were included in the calculation for the assigned workload via the College of Health Faculty Workload Notification for 2024–2025 Academic Year. Activities for workload

credit cannot be double counted. Faculty are expected to provide service at the school/department level and or the college level consistent with position and rank. Tracking the number of service hours is intended to be advisory and can be used to advocate for additional service credit. **Additional service credit beyond what is customary requires approval of the Chair, Dean, and Provost.** Each Chair/Director will meet with the Dean to discuss each faculty member's proposed workload allocation. The Dean will bring difficult cases, issues of fairness, and issues regarding the best use of faculty to the attention of the Provost and Vice President for Academic Affairs.

The Chair/Director will provide the perspective from the individual academic unit on relevant workload considerations, including 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.

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

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). Workload grievances shall follow the procedures outlined in Article 9 of the CBA.

According to the CBA Article 13.1.B, the following factors shall be considered in determining workload allocation:

- 1) *Number of courses assigned, size of classes, amount of preparation, number of course preparations, type, and amount of student work to evaluate;*
- 2) *Tutorial and independent study assignments, exit projects, and graduate student supervision;*
- 3) *Laboratory supervision;*
- 4) *Work with performing groups, professional organizations, and other field work;*
- 5) *Supervision of interns and other students assigned to outside organizations;*
- 6) *Professional associations with outside community agencies;*
- 7) *The amount of departmental, college, university, and professional service;*
- 8) *Other activities that are important for the department, college, and University; and*
- 9) *Participation, as appropriate, in academic advising and, as appropriate, in academic coaching, tutoring, and mentoring,*
- 10) *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.*
- 11) *Other activities, not otherwise numerated above, which contribute to student*

success and student retention.

II. GENERAL COH GUIDANCE

This list of example service, teaching, and scholarship activities included in this document are not exhaustive. To promote transparency, items that are not listed, but for which faculty are given workload credit will be shared with the COH faculty annually and added to the workload guidelines with the appropriate amount of release disclosed.

Qualitative differences in service may be relevant for promotion and merit, conversely, these guidelines aim to quantify the amount of time spent in service relevant to workload. Service commensurate with rank does not refer to more work by senior faculty members. It refers to faculty at higher ranks being willing to serve in leadership positions if there is a vacancy junior members do not want to fill.

If no additional compensation is provided, chairpersons shall provide some form of accommodation for faculty members who assume service duties during a summer session. Such accommodations shall be approved by the College Dean. Examples of summer service include, but are not limited to, admission, advising, and other committee work (such as PRC, University and College petitions committee) or other assigned departmental, college, or university service obligations.

III. GENERAL COH GUIDANCE REGARDING SCHOLARSHIP

According to the CBA, RSCA should be commensurate with rank according to the department/college promotion and tenure guidelines. The COH aims to equalize valuation of scholarship products between the units. This is particularly important as the faculty in the comprising units have similar teaching and service obligations and COH faculty engage in co-authored interprofessional endeavors.

These workload guidelines are not meant to determine qualitative difference between different scholarly endeavors. Qualitative differences will be properly reviewed in promotion reviews. For the purpose of this policy, co-authored and single authored publications are of equal weight. This reflects the value placed on interprofessional and co-authored work in the College of Health. Since standards differ depending on the field and publication outlet, authorship order will not be a factor of consideration.

IV. WORKLOAD GUIDANCE BY FACULTY RANK

The standard performance Workload Credits tables included in sections IV.A, IV.B and IV.C below are not included with the intention of endorsing the existing distribution of workload for faculty in COH (Clinical, Professors of Practice, Lecturers, Non-Clinical Tenure Track). They are simply included in an effort to note what is in existence.

A. Non-Tenure Track Faculty (College Lecturers & Professors of Practice)

	Standard Performance Workload Credits (%)
Teaching	24 (80%)
Research	Not expected, but 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.
Service	6 (20%)
Total	30 (100%)

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) The thesis/dissertation credit banking system is delineated in Article 14.3of the CBA. Additional workload credit may be assigned under various circumstances, please see Appendix A for Examples of Creditable Instructional Activities Related to Teaching.

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)

Service credit allocation should be based upon an estimate of the number of hours required to perform service activities as described in 13.1.B. See Appendix B for examples of creditable service activities relevant within the College of Health.

Additional service workload hours may be allocated to Lecturers and Professors of Practice performing substantial and sustained service beyond what would normally be expected.

Faculty members who are assigned administrative or supervisory functions which are very time-consuming may request a reduction in their normal workload assignment that exceeds 2 additional service credits. Such reductions must be made by the Provost and Vice President for Academic Affairs with the express knowledge and

written approval of the appropriate Chair/Director 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.

Faculty who engage in documented service activity that was not anticipated or which required more time than was estimated in their annual workload assignment will have the opportunity to track their service hours in consideration of a corrected service allocation for the upcoming year. A maximum of two additional service credits can be advocated for annually using the following formula.

More than two additional service credits per academic year will only be considered when the additional service credit is signed off by the department or school chairperson, Dean and Provost.

Service hours only need to be tracked if a faculty member is requesting additional service credit beyond what is typical for their position using the following formula:

Lecturers and Professors of Practice have 6 credits of service in a typical workload and can use the following formula to understand expectations about their service.

- Faculty whose workload totals 30 credits can accrue .02 service workload credits per hour of service in the categories listed in I.C.(6), (7), (8), (10), (11).
- Two credits of a 30 credit workload are equitable to 18.75% of the faculty member's workload.
- This translates to approximately 7.5 hours of service during a 40-hour workweek.
- Faculty are on a 40-week contract.
- Therefore; 7.5 hours of service per week x 40 weeks is equal to 300 hours of service per academic year for 6 service credits.
- For 1 credit hour of service credit, faculty provide 50 hours of service during the academic year.
- Correspondingly, the following formula will be used for College Lecturers and Professors of Practice for service credit that is beyond expectation: 350 hours of documented service 7 service credits, 400 hours of documented service equals 8 service credits
- ***Additional service credit beyond the typical service assignment will only be given with the approval of the Chair, Dean and Provost.***

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

	Clinical Tenure Track with no Research Required	Clinical Tenure Track with Research Required
Teaching	24 (80%)	24 (80%)
Research	Not expected, but 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.	2* (7%)
Service	6 (20%)	4 (13%)
Total	30 (100%)	30 (100%)

* see IV.B.3 below for details about Clinical Tenure Track faculty research.

1. Teaching

Clinical faculty shall be assigned up to 15 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) The thesis/dissertation credit banking system is delineated in Article 14.3of the CBA.

Additional teaching workload credit may be assigned under various circumstances, please see Appendix A for Examples of Creditable Instructional Activities Related to Teaching.

2. 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. The typical allocation of service credit ranges from 6 to 8 for Clinical Tenure-Track/Tenured faculty.

Service credit allocation should be based upon an estimate of the number of hours required to perform service activities as described in 13.1.B. See Appendix B for examples of creditable service activities relevant within the College of Health.

Additional service workload hours may be allocated to Clinical Tenure Track Faculty performing substantial and sustained service beyond what would normally be expected.

Faculty members who are assigned administrative or supervisory functions which are very time-consuming may request a reduction in their normal workload assignment that exceeds 2 additional service credits. Such reductions must be made by the Provost and Vice President for Academic Affairs with the express knowledge and written approval of the appropriate Chair/Director 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.

Faculty who engage in documented service activity that was not anticipated or which required more time than was estimated in their annual workload assignment will have the opportunity to track their service hours in consideration of a corrected service allocation for the upcoming year. A maximum of two additional service credits can be advocated for annually using the following formula.

More than two additional service credits per academic year will only be considered when the additional service credit is signed off by the department or school chairperson, Dean or Provost.

Service hours only need to be tracked if a faculty member is requesting additional service credit beyond what is typical for their position using the following formula:

Clinical Tenure Track Faculty are allocated 6-8 credits of service in a typical workload and can use the following formula to understand expectations about their service.

- Faculty whose workload totals 30 credits can accrue .02 service workload credits per hour of service in the categories listed in I.C.(6), (7), (8), (10), (11).
- 6 credits of a 30 credit workload are equitable to 20% of the faculty member's workload.
- This translates to approximately 7.5 of service during a 40-hour workweek.
- Faculty are on a 40-week contract.
- Therefore; approximately 7.5 hours of service per week x 40 weeks is equal to 300 hours of service per academic year for 6 service credits.
- For 1 credit hour of service credit, faculty provide 50 hours of service during the academic year.
- Correspondingly, the following formula will be used for Clinical Tenure Track Faculty for service credit that is beyond expectation: 350 hours of documented service equals 7 service credits, 400 hours of documented

service equals 8 service credits

- **Additional service credit beyond the typical service assignment will only be given with the approval of the Chair, Dean and Provost.**

3. Research / Scholarship / Creative Activity (RSCA)

Clinical Faculty will have a notation in their letter of intent if research is required for their position. Clinical faculty are allocated RSCA credits commensurate with their productivity in the scholarship of teaching (including scholarship of clinical instruction and supervision). Please see Appendix C for RSCAs to be Considered for Research Credit. If 2 credits of research credits are required for a specific clinical tenure track faculty member, article equivalents can come from categories A B or C with no restrictions. 2 article equivalents are expected over a 5-year lookback period for 2 research credits annually.

C. Tenure-Track & Tenured Faculty (Non-Clinical)

	Standard Performance Workload Credits (%)
Teaching	16 (66.7%)
Research	6 (25%)
Service	2 (8.3%)
Total	24 (100%)

1. Teaching

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)

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)

Tenured faculty may request a higher teaching load in lieu of RSCA activity at relevant point(s) in their careers.

The thesis/dissertation credit banking system is delineated in Article 14.3 of the CBA. Additional workload credit may be assigned under various circumstances. Please see Appendix A for Examples of Creditable Instructional Activities Related to Teaching.

2. Research / Scholarship / Creative Activity (RSCA)

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. A faculty member's "record of accomplishment" in RSCA is derived from a review of the previous five-year period. 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). 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.

Non-Clinical Tenure Track Faculty must meet at least 5 article equivalents (AE) over 5 years in order to receive 6 research workload credits annually.

- Please see Appendix C for examples of RSCAs Considered for Research Credit in categories A, B and C.
- Of those 5 article equivalents, at least 3 article equivalents must come from Category A over the 5 year look back.
 - If a faculty member does not have 3 article equivalents from Category A over 5 years, they will receive less than 6 RSCA credits.
- The remaining 2 article equivalents required for 6 RSCA credits can come from any combination of work in Categories A, B, or C.

If non-clinical tenure track faculty have more than 5 article equivalents over 5 years, they may receive more than 6 RSCA credits, per the guidelines in this workload policy.

*For 7 RSCA credits, faculty must have a minimum of 4.5 article equivalents over the five year look back from Category A.

*For 8 RSCA credits, faculty must have a minimum of 9 article equivalents over the five year look back from Category A.

Only 2 AE can be received from Category C over 5 years.

- It may be possible that the number of article equivalents needed to earn additional workload credit may need to be adjusted if the total amount of RSCA productivity in the college far exceeds expected amounts. In that case, the items with an asterisk in this document would be subject to reevaluation and revision during the 2025-2026 AY through the College's faculty governance processes.

3. Service

Service for non-clinical tenure track faculty will be assigned in accordance with the same procedures and examples listed for clinical tenured and tenure-track faculty. The typical allocation of service credit is 2 credits for Non-Clinical Tenure-

Track/Tenured faculty.

Service credit allocation should be based upon an estimate of the number of hours required to perform service activities described in 13.1.B. See Appendix B for examples of creditable service activities relevant within the College of Health.

Additional service workload hours may be allocated to Non-Clinical Tenure Track Faculty performing substantial and sustained service beyond what would normally be expected.

Faculty members who are assigned administrative or supervisory functions which are very time-consuming may request a reduction in their normal workload assignment that exceeds 2 additional service credits. Such reductions must be made by the Provost and Vice President for Academic Affairs with the express knowledge and written approval of the appropriate Chair/Director 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.

Faculty who engage in documented service activity that was not anticipated or which required more time than was estimated in their annual workload assignment will have the opportunity to track their service hours and receive a corrected service allocation for the upcoming year. A maximum of two additional service credits can be advocated for annually using the following formula.

More than two additional service credits per academic year will only be considered when the additional service credit is signed off by the department or school chairperson, Dean or Provost.

Service hours only need to be tracked if a faculty member is requesting additional service credit beyond what is typical for their position using the following formula:

Non-Clinical Tenure Track Faculty are allocated 2 credits of service in a typical workload and can use the following formula to understand expectations about their service.

- Two credits of a 24-credit workload is equitable to 8.3% of the faculty member's workload.
- 8.3% translates to 3.32 hours of service during a 40-hour workweek.
- Faculty are on a 40-week contract. Therefore; 3.32 hours of service per week x 40 weeks is equal to 132.8 hours of service per academic year for 2 service credits.
- For 1 credit hour of service credit, faculty provide 66.4 hours of service during the academic year (this is equivalent to 1.6 hours of service per week or 7.4 hours per month).
- Faculty, whose workload totals 24 credits can accrue .016 service workload credits per hour of service for the categories listed in I.C.(6), (7), (8), (10), (11).

- Correspondingly, the following formula will be used for Non-Clinical Tenure Track Faculty for service credit that is beyond expectation: 199 hours of documented service equals 3 service credits, 265 hours of documented service equals 4 service credits
- ***Additional service credit beyond the typical service assignment will only be given with the approval of the Chair, Dean and Provost.***

V. 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 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.

APPENDIX A: Examples of Instructional Activities to be Considered for Additional Teaching Workload Credit

Contract language	COH examples of contract language	Recommended credit
Size of classes	Larger than the normal cohort size for the department/School if a GA is not provided to assist with teaching	.5
Amount of class preparation	Preparing a newly offered course	.25
	Moving an existing course online for the first time	.25
	Major revisions of course required to comply with accreditation (major revision is defined as at least 50% of course needs to be changed to comply with accreditation)	.25
	Course leader or clinical course coordinator for one three credit course: Responsible for syllabus	.5
	Course leader or clinical course coordinator for one three credit course: Responsible for lecture content	1
	Pre-clinical preparation time as determined by the department/School	.25
	Interprofessional Education creation or facilitation not affiliated with a course for which an instructor already receives teaching credit	.25
	Number of course preparations	Teach four or more unique course preparations per semester
Type and amount of student work to evaluate	Heavy grading responsibility such as WAC course or assessing over 25 hours of clinical recordings, clinical patient notes, clinical care plans, clinical/reflection journals, performance sheets, and/or documentation	.25
Tutorial and independent study assignments, exit projects	Five 3-credits independent study students	1
	Remediation work with students	.25-1
	Assessing over 24 hours of therapeutic communication with students	.5

College of Health Workload Guidelines

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Contract language	COH examples of contract language	Recommended credit
Graduate student supervision	For every graduate student supervised, .25 x 4 semesters= credit (does not include graduate student activities covered under CBA 14.3.C)	.25
	Dissertation committee member	
Laboratory supervision	30 hours in the lab over the course of the semester (2 hours per week)	1.0
	30 hours in nursing clinical over the course of the semester	1.0
Work with performing groups, professional organizations, and other field work; supervision of interns and other students assigned to outside organizations	Clinical supervision	.25-1
	Serving as a practitioner in a CSU affiliated health clinic	.25-1
	For every four BSW or MSW students supervised (faculty liaison)	1.0
	Field work on campus	.25
Participation, as appropriate, in academic advising and, as appropriate, in academic coaching, tutoring, and mentoring	For every 10 assigned student advisees that is otherwise not compensated	.25
	For every assigned faculty mentee that is otherwise not compensated	.25

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

Workload Factor	College of Health Implementation
Professional associations with outside community agencies (CBA 13.1.B.6)	Examples include service learning, attending community agency meetings, reviewing grant applications, board membership for a community agency
The amount of departmental, college, university, and professional service CBA 13.1.B.7)	<p><i>Credit for Program Director, Program Coordinator, and Capstone coordinator to be negotiated with department or school chair/director.</i></p> <p>Examples of departmental, college, university, and professional service include: departmental, college, university and professional committee service; ad hoc committee service; mentorship of colleagues; peer review of colleagues; serving as a reviewer for a book, journal article, book chapter, conference, grant; recognition/awards committees; coordination of certificate program; director/co-director of a center; managerial office with local, state, national or international professional organization; organize a conference or symposium; serve on editorial board office bearer for professional activities at nation, state, local levels; lead task force; serve on local, state, national boards or committees; board membership; conference committee; testimony before executive bodies or committees; fostering engagement with community using one’s professional expertise; work on behalf of professional organizations</p>
Other activities that are important for the department, college, and University (CBA 13.1.B.8)	Some examples of the types of activities that fall under this umbrella include attending faculty meetings, work on accreditation reports, annual reports for CSU, program review, CSU Task forces, special appointments by the Provost or Dean, program review for own or another unit, service for other units in the college or university
Community engagement (CBA 13.1.B.10)	“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.”
Other activities, not otherwise numerated above, which contribute to student success and student retention (CBA 13.1.B.11)	Examples include advising student groups and formal student mentorship.

APPENDIX C: Research/Scholarship/Creative Activities that Shall be Considered in Research Workload Credit Allocation

For purposes of workload and promotion & tenure, Departments/Schools in the College of Health emphasize various types of scholarship to advance our mission to “Inspire innovation and inclusivity, Promote health equity and wellness, Educate with excellence.” Faculty are advised to refer to their Department/School tenure and promotion guidelines for specific guidance related to tenure and promotion in their home unit, as this document is specific to workload calculations rather than a gauge of tenure and promotion.

The following article equivalents will factor into RSCA workload calculations for all tenure and tenure-track faculty in the College who have RSCA in their workload. The College uses a five-year lookback for workload review. Research products and outputs listed below will count for five years, beginning with their initial date of eligibility.

Research/Scholarship/Creative Activities are grouped into three categories, A, B, and C.

Additional Guidance:

Non-traditional avenues of scholarship and publication are considered when faculty can provide evidence of intellectual merit. Examples might include website hit counts, number of downloads, or size of audience.

Other RSCA activities enumerated in unit-level promotion and tenure guidelines can count towards a faculty member’s workload evaluation. Article equivalents will vary based on activity and will be assigned and placed in the appropriate category at the discretion of the Chair/Director, in consultation with the faculty member. Each activity can count in only one category and cannot be double counted.

Category A RSCA

Description	COH AE	COH Cat
Author of full-length book by an established academic press	5 to 6 AE depending on the length and the reputation of the publisher	A
Author of a book chapter in an edited volume	1 AE	A
One peer reviewed journal article	1 AE 1.5 AE if prestigious journal, 2 AE if top-tier journal	A
Published conference proceeding	.5-1 AE More credit if conference proceeding was peer reviewed, consider on prestige of conference	A
Editor of a book	2-3 AE depending on the reputation of the publisher	A
Editor of a national journal	2-3 AE	A

College of Health Workload Guidelines

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Description	COH AE	COH Cat
	depending on the reputation of the journal	
Editor of a journal special issue	1-2 AE depending on the reputation of the journal	A
Curricular resource endorsed by profession	.5-2 AE	A
Influence legislation or policy for local, state, federal, or international government, business, or professional organization	.5-2 AE	A
Significant innovations in or applications of technology, produced media (such as podcasts), and/or teaching methods, as appropriate to a faculty member’s discipline	0.5 - 2 AE depending on the scope of the work, its impact, and other factors	A

Category A RSCA Grant Proposals and Awards

**Workload credit for grants is either for a proposal or an award, but not both.*

	PI	Co-PI	Senior Personnel, Evaluator, or Research Partner
Funded (external) Dollar amount values refer to the amount coming to CSU (as the PI or via a subaward)	0.5-2 AEs Dollar amount of the award impacts the AEs: 2 AEs for grants over \$1M 1.5 AEs for grants between \$500,000 - \$1M 1 AE for grants between \$100,000-\$500,000	0.5-1.5 AEs Dollar amount of the award impacts the AEs: 1.5 AEs for grants over \$1M 1 AEs for grants between \$500,000 - \$1M .75 AE for grants between \$100,000-\$500,000	0.25 – 1 AEs Dollar amount of the award impacts the AEs: 1 AEs for grants over \$1M .75 AEs for grants between \$500,000 - \$1M .5 AE for grants between \$100,000-\$500,000
	0.5 AEs for grants less than \$100,000.	0.5 AEs for grants less than \$100,000.	0.25 AEs for grants less than \$100,000.

College of Health Workload Guidelines

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	PI	Co-PI	Senior Personnel, Evaluator, or Research Partner
Not Funded (external – initial submission)	<p align="center">0.5 - 1 AE</p> <p align="center">Dollar amount of the award impacts the AEs:</p> <p align="center">1 AEs for grants over \$1M</p> <p align="center">.75 AEs for grants between \$100,000 - \$1M</p> <p align="center">0.5 AEs for grants less than \$100,000.</p>	<p align="center">0.5 to 1 AE</p> <p align="center">Dollar amount of the award impacts the AEs:</p> <p align="center">1 AEs for grants over \$1M</p> <p align="center">.75 AEs for grants between \$100,000 - \$1M</p> <p align="center">0.5 AEs for grants less than \$100,000.</p>	<p align="center">0.5 AE</p> <p align="center">Dollar amount of the award (over \$100,000 will be considered for .5 AEs; Less than \$100,000 will be considered for .25 AEs)</p>
Not Funded (external – revised submission*) <i>*faculty member must demonstrate that significant modifications were made to the original proposal for the resubmission for workload credit. No resubmissions beyond the second will be awarded workload credit.</i>	<p align="center">0.25 - .75 AE</p> <p align="center">Dollar amount of the award impacts the AEs:</p> <p align="center">.75 AEs for grants over \$1M</p> <p align="center">.5 AEs for grants between \$100,000 - \$1M</p> <p align="center">0.25 AEs for grants less than \$100,000</p>	<p align="center">0.25 to .75 AE</p> <p align="center">Dollar amount of the award impacts the AEs:</p> <p align="center">.75 AEs for grants over \$1M</p> <p align="center">.5 AEs for grants between \$100,000 - \$1M</p> <p align="center">0.25 AEs for grants less than \$100,000</p>	<p align="center">0.25 AE</p> <p align="center">Any award less than \$100,000 will be considered for 0.25 AEs</p>
Internal (funded) FRD, FSI, and other opportunities through the Office of Research or the Ohio Action Research Grant (minimum \$3,000). <i>Excludes Article 26, Graduate Faculty Travel Awards, and other Department or School-level awards.</i>	.25 AE	.25 AE	N/A

Category B RSCA

Description	COH AE	COH Cat
Conference presentation/poster presentation	.25-.5 AE More credit for national/international venue	B
Open access published curricular resource or other externally recognized creative activity appropriate to discipline	.5-1 AE	B
Non-peer reviewed book chapter or open access non-peer reviewed book	.5AE per chapter	B
Invited book chapter	.5 AE	B
Lead author on program accreditation report	1-3 AE	B
Encyclopedia entry	.5-2 AE	B
Published editorial or other externally recognized publication or creative activity related to discipline	.5-1 AE	B
Association-reviewed practice guidelines	1-3 AE	B
Community reports	.5-1 AE	B
Briefing papers	.5-2 AE (.5 if not peer reviewed)	B
Policy briefs	.5-1 AE	B
Primary author of major report for profession	1-3 AE	B
Non-peer reviewed conference presentation	.25 AE	
Substantial engagement of student in research that resulted in a student publication	1 AE	B
Substantial engagement of student in research that resulted in conference presentation	1 AE	B
Book review essay published in a scholarly journal	.5AE	B
Scholarship related to supervision and pedagogy	.25-1	B

Category C RSCA

Description	COH AE	COH Cat
Invited presentation that disseminates research	.5 AE	C
Published abstract	1 AE	C
Lead professional training or workshop	1 AE	C

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*****DRAFT – Please do NOT distribute without permission of the Faculty Affairs Committee*****

Description	COH AE	COH Cat
Dissemination of knowledge and expertise to the public or fellow practitioners via journalists, podcasts, op-eds, blog posts, or other outlet/venue to advance public health or wellness	.25 -2 AE (hosting a podcast=2)	C