



COSHP Faculty Workload Policy and Procedure Effective AY 2018-19

(Revised 4/14/17)

The COSHP Faculty Workload Policy is designed to implement and adhere to the current Collective Bargaining Agreement between AAUP-CSU and the CSU administration.

Article 13.1 D. states that “Workload guidelines shall be developed by each college using appropriate faculty governance mechanisms, subject to the approval of the Office of the Provost. Faculty shall be notified of changes to their college’s workload guidelines no later than the end of the spring semester. In order for faculty to have an appropriate amount of time to reallocate their activities in line with new or revised workload guidelines, there shall be a period of one year before a faculty members’ performance is assessed under the new guidelines. All workload guidelines will be sent to the Contract Implementation Committee for review and compilation. All workload guidelines shall be publicly accessible and available on each college’s website.”

Therefore, the following policies will apply to faculty workload assignments for the 2018-19 academic year; faculty will be notified of these workload assignments by January 31, 2018, as required by the collective bargaining agreement.

General Workload Guidelines (Collective Bargaining Agreement, 13.1.E.3.)

- *All workload assignments shall be guided by careful consideration of the factors listed in Article 13.1.B. of the collective bargaining agreement.*
- *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.*
- *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.***

I. For Non-Clinical Tenure Track and Tenured Faculty [Article 13.1.E]:

- A. *A faculty member’s total workload is 24 credit hours per academic year, divided among teaching workload hours, research/scholarship/creative activity (RSCA) workload hours, and workload hours for documented service or administrative duties. The division of workload hours shall be congruent with a faculty member’s anticipated performance, which is based on both the faculty member’s record of accomplishment and prospective work to be completed in the forthcoming academic year.*

B. *Research/Scholarship/Creative Activity (RSCA) Guidelines*

1. *Faculty who demonstrate assessable research/scholarship/creative activity **at levels commensurate with rank** according to their department's/college's promotion guidelines shall be assigned 5-6 RSCA credits for their annual workload assignment.*
2. *Faculty who demonstrate assessable research/scholarship/creative activity **below levels commensurate with rank** according to their department's/college's promotion guidelines shall be assigned 1-4 RSCA credits for their annual workload assignment.*
3. *Faculty who **do not demonstrate** assessable research/scholarship/creative activity shall be assigned 0 RSCA credits for their annual workload assignment.*
4. *Faculty who demonstrate assessable research/scholarship/creative activity **at levels that exceed** their department's/college'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.B.*

C. *Service Guidelines (See VI.B. of this document for COSHP definitions).*

1. *Faculty who demonstrate documented service **at levels commensurate with rank** shall be assigned 2 service credits for their annual workload assignment.*
2. *Faculty who demonstrate documented service **at levels below what is commensurate with rank** shall be assigned 1 service credit for their annual workload assignment.*
3. *Faculty who **do not demonstrate documented service** shall be assigned 0 service credits for their annual workload assignment.*
4. *Faculty who demonstrate documented service that **exceeds levels commensurate with rank** may be assigned more than 2 service credits for their annual workload assignment, subject to the general guidelines delineated in 13.1.B*

II. For Clinical Faculty [Article 12.5.B(1)]:

Clinical faculty shall be assigned up to 16 credit hours per term 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.

III. For Lecturer Faculty [Article 12.2.I]:

Normally, College Lecturers will teach 4 courses of 3 to 4 credits per semester, with the remainder of the 32 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. Service may be expected of Lecturers by the Department and/or Colleges without release time from teaching duties, but if Dean requires an extraordinary level of service the Lecturer may be given release time.

IV. Notes

- A. The overarching principle in determining workload is that the allocation of workload credits is “congruent with a faculty member’s anticipated performance.”
1. The goal of the workload policy is to have teaching assignments that reflect each faculty member’s “**record of accomplishment** and **prospective work to be completed** in the forthcoming academic year.”
 2. A faculty member’s “**record of accomplishment**” in scholarship is derived from a review of the previous five-year period.
- B. Faculty who are taking PLOA will have their workload allocation determined as follows:
- 1 Semester PLOA – receive 50% of assigned AY workload allocation
 - 2 Semester PLOA – data from 4 years immediately prior to PLOA are used to allocate workload

V. Procedure

A. Preliminary Preparation:

1. By December 1st, faculty confer with Chair/Director and provide documentation of activities and accomplishments that are relevant to workload determination.
2. Each Chair/Director requests that all faculty provide him/her with an updated CV (dated December 31 of the current year), and other relevant supplemental information.
3. Each Chair/Director reviews documentation of faculty scholarly productivity, service contributions, and non-classroom teaching activities.

B. Workload meetings:

1. Each Chair/Director meets with the Dean in January to discuss each faculty member’s “record of accomplishment and prospective work to be completed in the forthcoming

year,” and to determine allocation of workload credits “congruent with (that) faculty member’s record of performance.”

Prior to the workload meeting, based on the review of each faculty member’s record, each Chair/Director and the Dean independently prepare workload allocation proposals for each faculty member with supporting reasons/data. The basic data utilized to determine “record of performance” are the most recent FAAR dated April 30, and, if received, updated CVs dated December 31st, or other relevant supplemental information.

2. Each Chair/Director and the Dean engage in a thorough discussion of quantitative and qualitative data related to each faculty member’s “record of performance.” The Chair/Director provides the unit perspective and performance details that require explication to fully understand items on the FAAR and CV. The Dean provides the broader College perspective in terms of expectations for faculty performance.
- C. Faculty Notification.** Following the Chair/Director and Dean meeting, the Chair/Director will notify each faculty member in writing of the allocation of workload credits that will be employed during the subsequent academic year (August – June).

VI. Performance Criteria (i.e., levels at, below, or above levels commensurate with rank)

A. Scholarship/Research/Creative Activity

1. Scholarship/research performance that is “commensurate with rank” for a tenured faculty member is defined as roughly equivalent to the scholarship required for promotion and tenure in the faculty member’s unit (department/school). In COSHP, scholarship “commensurate with rank” warrants a 6 credit research workload allocation, with recognition that at different stages of one’s career, the impact of one’s work may be expected to change; grant seeking success may be expected to change,; or the form of scholarship may change (e.g., articles to book).
2. Research workload credit allocation for any faculty member can be above or below the 6, depending on the extent of assessable scholarly productivity.
3. Probationary (untenured tenure track) non-Clinical faculty are typically allocated a minimum of 8 research credits per AY.
4. Clinical faculty are allocated research credits commensurate with their productivity in the scholarship of teaching.
5. Lecturer faculty are allocated research credits only under extraordinary circumstances.

6. Research warnings may accompany research workload allocations when faculty are not meeting scholarship output expectations. A research warning may be given one year in advance of a reduction in research workload credits and specifies explicitly what level of “productive and assessable scholarship” must be achieved by the next workload allocation process to maintain or increase research workload credit allocation. Research warnings that do not result in increased scholarly productivity consistent with the warning will result in a reduction in research credits in the next workload allocation cycle, but may include a contingency that allows the faculty member to earn research workload credits back before the Spring semester of the workload year under consideration.

B. Service

1. According to the Collective Bargaining Agreement (13.1): “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.” Workload credit for service will be allocated consistent with:
 - “The amount of departmental, college, University...service” [13.1.B.(7)], including but not limited to serving as Program Director, committee service including as Chair, and special projects.
 - “Participation...in academic advising” [13.1.B(9)].
 - Activity performed in the role of a professional with “outside community agencies” [13.1.B(6)].
 - “Professional service” [13.1.B(7)], such as journal or grant reviewing, leadership in professional associations, etc.
 - “Community engagement” activities that involve a “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)].
2. According to Article 13.1.E of the CBA, faculty must provide documentation in order for service activities to be considered for workload service credit.
3. *In COSHP*, service workload credit normally will be allocated in anticipation of service activity using the following criteria, which represent interpretations of “levels commensurate with rank” stipulated in the CBA (13.E.2):¹

¹ The COSHP Dean’s office thanks the College Faculty Affairs Committee for its thoughtful recommendations regarding quantification of the service workload credit allocation scheme, which is adopted here with several wording modifications.

- a. **Commendable (2-3 credits):** Strong participation in department/school/program committee activity and involvement at the college/university level, typically reflected through active participation in one COSHP/university committee, in addition to service external to the University.²
 - b. **Excellent (3 – 5 credits):** Chairing a labor intensive department/school/program committee and involvement at the college/university level, typically reflected through active participation in 2 or more labor intensive college or university committees, in addition to service external to the University.
 - c. **Outstanding (6 or more credits):** Unusually burdensome and/or time consuming service.
 - d. **Documented service below commendable (1 credit):** 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.
 - e. **Undocumented Service (0 credits):** Faculty who do not demonstrate documented service shall be assigned 0 service credit hours for their annual workload assignment.
4. 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.

C. Teaching

- 1. Teaching workload credit may be given on a case by case basis for having a 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 [Article 13.1.B(1)].
- 2. Teaching workload credit may be given on a case by case basis for supervising tutorial and independent study assignments and/or graduate students [Article 13.1.B(2)] and for laboratory supervision that is not considered under other categories [Article 13.1.B(3)].

² Service external to the University includes service to one's profession and to the community in the capacity of performing one's duties as a faculty member.

3. Teaching workload credit may be given on a case by case basis for supervision of interns assigned to outside organizations [Article 13.1.B(5)].
4. Teaching workload credit may be given on a case by case basis for professional associations with outside community organizations [Article 13.1.B(6)], activities deemed important for the department and/or University not considered under other categories [Article 13.1.B(8)] and community engagement defined as collaboration between a 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 [Article 13.1.B(10)].