

## **Department of Urban Studies**

### **Levin College of Urban Affairs**

#### **Guidelines for Faculty Workload Assignment**

**Revised March 2018; further revised September 2018 as per Provost approval**

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The Levin College's current practices used to assign faculty workloads are provided in this document, along with relevant references to contract language that affects workload assignments. These guidelines will be used by the Department Chair to make workload recommendations to the Dean.

#### **1: Workload Guidelines: Tenured and Tenure-Track Faculty**

The 2017-2020 AAUP contract with the administration of Cleveland State University stipulates a set of guidelines related to faculty workload based on the following areas (Articles 13 and 14 of the contract are most relevant): research performance; the accumulation and use of "credit" through teaching overloads and point banking for dissertation or thesis supervision; extraordinary service; and assigned administrative or special activities during the academic year. These policies form the basis for assigning a faculty member's annual workload.

The standard workload for tenured and tenure-track faculty in the Levin College of Urban Affairs is 24 credit hours per year. Of these, the standard allocation is:

- Teaching: 16 credit hours
- Research/scholarship/creative activity: 6 credit hours
- Service: 2 credit hours

The standard workload in the Department of Urban Studies may be adjusted based on the factors described in this document as well as the 2017-2020 contract. Alterations to the standard workload are awarded in a faculty's first year at CSU and can be earned based on teaching factors not represented by a course's credit hours, the production of research/scholarship/creative activity (RSCA) that exceeds expectations, the demonstration of service that exceeds expectations, assumption of administrative responsibilities, the buying-out of workload credit through a research grant or contract, and/or the use of accumulated credit banking points for dissertation or thesis supervision or credit hour overloads. These alterations shift the amount of credits required and awarded for teaching, research, and service, and are detailed below.

#### **1.1: Alterations to the Standard Workload**

##### **A. New Faculty**

New faculty hires are assigned a workload with a 4-credit teaching reduction in their first year at CSU and are not given committee service in that year to support development of their research agenda. Following a faculty member's first year at CSU, he or she is subject to the teaching expectations outlined in the AAUP contract and service expectations commensurate with his or her rank.

##### **B. Teaching Factors**

If a faculty member's teaching workload includes a substantial amount of work beyond what is represented by a course's credit hours, he or she may be awarded additional workload credit. Examples of such instances may be high enrollments without teaching assistant (TA) support assigned to the course, supervision of multiple exit projects, an abnormal amount of new course assignments or other preparation work, or the teaching of courses with abnormal grading demands (e.g. Writing Across the Curriculum courses) without TA support assigned to the course. The

combination of these and other similar factors should be brought up to the Chair by the faculty member to be considered when determining workload assignment.

### **C. Research/Scholarship/Creative Activity (RSCA)**

To earn a standard RSCA workload, a tenured or tenure-track faculty member shall publish at a rate that is equivalent to the minimum expected for a faculty member to earn tenure. For the Department of Urban Studies the minimum tenure publication requirement is six scholarly works published over six years, or an average of one scholarly work each year.

The Levin College of Urban Affairs is an interdisciplinary college and it is expected that a wide array of scholarly and service activities will be undertaken and supported by the college. Scholarly and service activities that are recognized by this policy should relate to the faculty member's area of scholarly expertise and/or the Levin College's areas of emphasis: Equity, Inclusion & Social Justice; Urban Settlements & Sustainable Development; Governance; and Economic Transformation.

#### **(1) Scholarly Activities**

Faculty who produce RSCA at levels that exceed expectations for tenure promotion may be assigned more than the standard 6 RSCA credits. A three-year rolling average will be used in the calculation.

The following scholarly products contribute to this calculation:

- Sole authored peer-reviewed book (4 article equivalents).
- Serving as editor of a peer-reviewed book or co-authoring a peer-reviewed book (2 article equivalents).
- Peer-reviewed sole authored or co-authored journal article (1 article equivalent).
- Sole authored or co-authored book chapter (1 article equivalent).
- Sole authored or co-authored law review article (1 article equivalent).
- Submission of a major grant or products thereof in one's subfield, with consideration of the amount of grant, prestige of funder, amount of overhead directed back into the University, the amount of student support provided by the grant, selectivity of grant competition, or other relevant factors.
- Non-peer-reviewed research paper or report that has documented/accessible significant impact at the local, state, or national level (1 article equivalent).
- Lead editor of an academic journal that has direct bearing on the college's mission and national ranking, with approval of the Dean (2 article equivalents).
- Other journal editorial responsibilities will be recognized with credit based on the volume of work, visibility and impact of the journal, and the journal's relevance to the college's mission and national ranking.
- Other equivalent externally-recognized publication or creative activity appropriate to discipline.

Textbook publishers require frequent revisions of textbooks to make earlier editions obsolete and to eliminate the competing used textbook market. The contribution of any revision to creation and dissemination of new knowledge is what is valued. The reward for revisions made for market purposes or as part of an ongoing publication contract is reviewed as mainly coming from royalties. However, it is recognized that some revisions to some books are major scholarly contributions and the contribution is novel. Therefore, the contributions of revisions to books to a teaching workload reduction will be considered jointly by the faculty member, Chair and Dean.

Forms of scholarly writing, such as book reviews, minor published comments on articles and rejoinders, and contributions to newsletters or other forms of commentary are considered to be professional service and carry significantly less weight than publications based on research.

#### **D. Service**

Faculty who demonstrate documented internal and/or external service that exceeds levels commensurate with rank may be assigned more than the standard 2 service credits. It is advised that faculty members should discuss the eligibility of their service activities to ensure its relevance with the Department Chair in advance.

#### **E. Administrative Assignments**

Teaching reductions associated with administrative assignments are as follows (subject to Dean approval):

- MPA, MUPD, and Ph.D. Program Directors: For directing each of these programs, a faculty member will receive a 4-credit teaching off-load per academic year.
- For other graduate programs, the Chair negotiates workload alterations for program directors with the Provost for the two-year appointment.
- Undergraduate Program Director: For directing the undergraduate program, which includes all six undergraduate degree programs in the department, a faculty member will have his or her annual teaching workload reduced by half 8 credit hours. [9/18/2018]
- Academic Program Directors will be eligible for a one-time 4-credit teaching off-load to prepare an accreditation self-study report and coordinate the accreditation site visit. This off-load is granted for each unique accreditation self-study and visit. This only applies for external accreditation reports, not reviews that are internal to Cleveland State University. Internal program reviews are considered to be part of the standard duties of a program director.
- Department Chair (12-month appointment): The Department Chair is expected to teach half the standard teaching workload, 8 credits, during the academic year and expected to teach a course during the summer semester as well. In the first year of service as Chair, the teaching workload will be further reduced by four credits during the academic year.
- Associate Dean (9-month appointment): Associate Deans are expected to teach half the standard teaching workload, 8 credits, during the academic year. Associate Deans with a 12-month appointment are expected to teach in the summer semester as well.
- Additional teaching workload reductions for faculty holding administrative assignments can be earned through buy-outs from research or other contractual obligations.

When a faculty member steps down from an assignment as Department Chair, Associate Dean, or Dean, he or she will be awarded two 4-credit reductions to the standard teaching workload. These reductions are to help reestablish a research agenda and the two reductions must be used by the end of the third academic year after exiting the administrative position.

#### **F. Workload Reductions from Grant- and Contract-Supported Research and Service Activities**

Faculty may be relieved from teaching through a buy-out for grant- or contract-supported research, public service, or university service activities. The amount required to buy each faculty member's time is calculated as  $1/24^{\text{th}}$  of the faculty member's 9-month salary plus fringe benefits for each credit bought out, subject to the Dean's approval. The cost of a course buy-out may be further reduced at the Dean's discretion. Faculty who obtain funding may also receive reduced workloads beyond these specifications in the manners specified by relevant University policy, collective

bargaining agreement language, or as authorized by the Chair or Dean. All workload reductions due to grant or contract support are also subject the approval of the Provost’s Office.

**G. Credit and Point Banking System**

The Department of Urban Studies will keep a credit banking system for faculty teaching and to track points accumulated for dissertation and thesis supervision. These credits and points can be used to reduce teaching workload.

The Department Chair is assigned the responsibility for establishing and maintaining the credit bank as per the AAUP contract. Information required for the credit bank will be tabulated at the end of the spring semester each year on the basis of reports from the program directors regarding the dissertation and thesis projects completed for the year and in consultation with the faculty member. A faculty member’s actual teaching credits in a given year may exceed or fall below their required teaching credit. These surplus or debit hours are included in the credit bank. The faculty member should also keep track of his or her points and credits to ensure accuracy.

Points accumulated for dissertation and thesis supervision are accrued at the rate of 1 credit of teaching workload per 4 points. Thus, when 12 points are accumulated from dissertation or thesis supervision, a faculty member has accumulated 3 workload credits and may be released from teaching a 3-credit hour course. Similarly, 16 accumulated dissertation and thesis supervision points are necessary for release from a 4-credit hour course. The table below shows the points awarded based on different roles in dissertation and thesis supervision.

The faculty member needs to notify the Department Chair by December 1 when he or she is contemplating using their accumulated banked credits the follow academic year. Recommendations for reduction in teaching workload are made based on mutual agreement of the Chair and faculty member.

**Table: Administrative Policy for the Tabulating of Credits for Dissertation and Thesis Supervision**

<b>Ph.D. Dissertation (Not to exceed 9 total points across 5 faculty; assigned when dissertation completed)</b>	
Chair	4 points (1 assigned per term following prospectus defense; maximum 3 points before completion)
Methodologist	2 points
Member	1 point
<b>M.A./M.S. Thesis (Not to exceed 6 total points across 5 faculty assigned when thesis completed)</b>	
Chair	2 points (1 assigned in semester following written approval of thesis topic)
Member	1 point
<b>Undergraduate Honors Program Thesis (assigned when the thesis is completed)</b>	
Supervisor	1 point

Notes: 4 points = 1 credit hour  
16 points=1 course release for 4 credit hour courses; 12 points=1 course release for 3 credit hour courses

**1.2: Increases to the Standard Teaching Workload**

Faculty whose RSCA or service activity fall below college guidelines may be awarded fewer credits for each of those activities and thus assigned an increased teaching workload. Additionally, faculty with 3-4 debit credits per the banking policies outlined above obligates the faculty member to have one additional course of equal value in the following annual workload assignment.

**2: Workload Guidelines: College Lecturers**

The 2017-2020 AAUP contract with the administration of Cleveland State University stipulates the standard workload for College Lecturers is four courses of 3 to 4 credits per semester. If teaching workload falls below 32 credit hours, the remainder will be assigned to service or other defined activities. The standard college lecturer workload be adjusted based on the factors outlined in sections 1.1A, 1.1B, 1.1D, 1.1E and 1.1F above.

**3: Implementation**

These guidelines are advisory to the Department Chair in making workload recommendations to the Dean. Workload assignments are reviewed and approved by the Dean of the college in consultation with the Provost.

In the case of tenured and tenure-track faculty, the Dean may consider extraordinary scholarly work that has demonstrated thought leadership on the part of the faculty member or scholarly work that is extraordinarily difficult to execute. In the case of all faculty, the Dean may consider extraordinary service, administrative, or other activities. These considerations are intended to reward work of unusual quality or impact and may lead to an alteration to the standard workload allocation.