

College of Education and Human Services Workload Document

1. Workload Guidelines: Tenured and Tenure-Track and Clinical Faculty

The 2017-2020 AAUP contract with the administration of Cleveland State University stipulates a set of workload guidelines shall be developed by each college using appropriate faculty governance mechanisms. These policies form the basis for assigning a faculty member's teaching workload. As an anchor Institution in Cleveland, we are committed to clinical experience and community engagement for our faculty and students. This impacts our workload in the areas of teaching, research, and service.

The standard workload for tenured and tenure-track faculty in the College of Education and Human Services is 24 credit hours per academic year. Of these, the expected load is "divided among teaching workload hours, research/scholarship/creative activity, workload hours and workload hours for documented service and administrative duties."

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, such as research, partnership development, or other activities not otherwise numerated here that contribute to student success and student retention. 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 College without release time from teaching duties, but if the Dean requires an extraordinary level of service the Lecturer may be given release time.

Clinical Faculty shall be assigned up to 32 credits hours per academic year of introductory/clinical instruction or practical supervision of students, or a combination of these functions. Due to the nature and significance of the work of the clinical faculty in the College of Education and Human Services, the Department Chair and Dean can also award credit to clinical faculty for service activities that require a significant amount of work beyond normal expected service requirements, and that contribute directly to the curriculum and program (e.g. extensive time spent in Clinical supervision).

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. As appropriate, the following factors shall be considered in determining the target teaching workload for individual faculty members:

- (1) number of courses assigned, size of classes, amount of preparation, number of course preparations, type and amount of student work to evaluate (e.g. WAC courses);
- (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;

- (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.

As per the current contract, adjustments in a faculty member's teaching workload assignment may be made by a chairperson to encourage the initiation of a research program or to acknowledge a continuing record of scholarly or creative achievement.

1.1 Credit considerations at and above the standard for research, scholarship and creative activity

Article 13.F(1): Faculty who demonstrate research/scholarship/creative activity and service activity that significantly exceeds levels commensurate with their academic rank may be assigned lower teaching loads.

Faculty members will be awarded credit at or above the standard for research/scholarship/creative activity (RSCA) that exceeds expectations, demonstration of service that exceeds expectations, assumption of administrative responsibilities, buying out a course through a research grant or contract, and/or the use of accumulated credit banking points for dissertation or thesis supervision or credit hour overloads.

1.1.A. Supervision in the Clinical Model.

The following factors will be considered, relative to the extent to which faculty are actively engaged in the field, as per the expectations outlined in each course description:

- Faculty receive between 0.5 and 1 teaching credit per student (teacher candidate/intern/practicum) for supervision of Apprentice Teaching I, Apprentice Teaching II, Internship I, Internship II or similar field-based experiences which include observations in schools, triad meetings with the mentor teacher and partnership meetings for the assigned individual student(s).
- Faculty members will receive 1 teaching credit for courses that require supervision of students outside the CSU classroom that are not Internship or Apprentice Teaching.

1.1.B. Independent Study Credits.

The following factors will be considered, relative to the extent to which faculty are actively engaged in teaching independent study:

- Faculty will receive credit for dissertation advising as outlined in the table below. In general, teaching sections of EDU 895 eventually result in dissertation points/credit. Faculty should keep track of their EDU 895 assignments; faculty who give evidence of advising several EDU 895 sections without subsequently receiving dissertation credit may discuss appropriate workload credit with their chair.

- Faculty members who supervise a graduate or undergraduate student(s) enrolled in an independent study will receive credit hours based on course enrollment numbers set by the university. For example, after 10 undergraduate students complete a 1-credit independent study with the faculty member, they will receive 1 teaching credit. Faculty who supervise independent study courses greater than 1 credit hour can negotiate with their chair for increased credit based on the work load of the course for the faculty member.
*This may change if a university policy is passed.
- These credits will accumulate over time and must be used within 3 years of reaching a course release

1.1.C Supervision of Master’s Thesis/Doctoral Dissertation/Honor’s Thesis.

The following criteria will be used to assign credit to faculty who supervise Master’s Thesis/Project, Doctoral Dissertation, or Honor’s Thesis:

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

Ph.D. Dissertation

(Not to exceed 9 total points across 5 faculty; assigned when dissertation completed unless otherwise specified)

Chair	4 points (1 assigned per term following advancement to candidacy; maximum 3 points before completion)
Methodologist	2 points
Member	1 point

M.Ed. Thesis/Project

(Not to exceed 6 total points across 5 faculty assigned when thesis completed unless otherwise specified)

Chair	2 points (1 assigned in semester following written approval of thesis topic)
Member	1 point

Undergraduate Honors Program Thesis

(assigned when the thesis is completed)

Supervisor	1 point
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Notes: 4 points = 1 credit hour

12 points=1 course release for 3-credit-hour courses

2. Research/Scholarship/Creative Activity (RSCA)

Article 12.1A: Appointments to the University full-time faculty are of seven kinds: college lecturer, professor of practice, tenure track, tenured, research, clinical, and visiting.

Article 12.3G.3: Research, scholarship, and creative activity may also be included in the dossier but are not mandatory for promotion to Professor of Practice.

Article 13F(2): 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 6 RSCA credit hours for their annual workload assignment...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 credit hours for their annual workload assignment, subject to the general guidelines delineated in 13.1.F(2).

2.1 Expected Standard per year over three years.

The following outlines rank-specific criteria for faculty RSCA considered over a three year period. Faculty who attain three items over a three year period from numbers 1-3 below will receive 6 RSCA workload credits. Faculty who attain a different combination of numbers 1-5 will be awarded up to 6 RSCA workload credits per academic year as determined in discussions with the Department Chair.

1. Peer-reviewed journal article
2. PI/Co-PI/investigator of externally funded grant
3. Peer-reviewed book or book chapter in faculty member's discipline
4. Paper published in refereed conference proceeding that was peer reviewed (as described in 2.3 below)
5. *The following may be considered in discussions with the department chair:* 1 peer-reviewed scholarly work as defined by the college (activities might include presentations at peer-reviewed state and national conferences, peer-reviewed workshops for professional organizations, internal grant; achieving international, national or state recognition in the faculty member's area of expertise or professional discipline; and when it is not self-evident, proper evidence should be submitted to demonstrate the peer-reviewed nature of the scholarly work being considered, which may include a letter from a committee of the faculty member's peers).

2.2 Examples of RSCA that significantly exceed levels per year.

It is expected that faculty who exceed the level of scholarly activity required for 6 RSCA workload credits, will be awarded 7 or more research workload credits per academic year pending approval by the Provost. Faculty will be expected to provide accompanying evidence of quality and rigor (for example: acceptance rate, impact factor, etc.).

2.3. Specific considerations with respect to RSCA

Examples could include, but are not limited to:

- Grant proposals. Size and tenure of grant will determine amount of workload credits.
- Differentiation of Journals. The acceptance rate and academic reputation of peer-reviewed scholarly journals will be considered when evaluating RSCA with additional consideration being afforded to local/regional/state, national, or international peer-reviewed journals with low acceptance rates and/or an exemplary reputation in the author's field.
- Differentiation of Conferences. The acceptance rate and academic reputation of regional, national or international conferences will be considered when evaluating RSCA, with additional consideration being afforded to International, National, State or local conferences with low acceptance rates and/or an exemplary reputation in the author's field.

3. Service

Article 13F(3): Faculty who demonstrate documented service at levels commensurate with their rank shall be assigned 2 service credit hours for their annual workload assignment... faculty who demonstrate research/scholarship/creative activity and service activity that significantly exceeds levels commensurate with their academic rank may be assigned lower teaching loads.

Article 13(G): 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 expressed 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.

3.1 Examples of Service Assignment

Participation in the following types of service activities each year over a three-year period will be considered as meeting the expected 2 service credits workload standard per academic year. Examples could include, but are not limited to:

- Membership on a department, college or university committee
- Participation on a university task force
- Course or workshop development (online, hybrid or face-to-face)
- Securing Quality Matters certification for an online course
- Faculty-student liaison
- Preparation of a curriculum report
- Serving as Program Coordinator
- Developing a university/community partnership
- Participation in program-specific accreditation procedures
- Serving as a reviewer for a peer-reviewed scholarly journal
- Preparing curriculum reports
- Other specific activities as dictated by the specific needs of the department/college/university

3.2 Examples of Service Assignments that significantly exceed levels commensurate with academic rank

Article 13.3G: Faculty members who are assigned administrative or supervisory functions that are very time-consuming may request a reduction in their normal teaching workload assignment.

The following are some examples of service activities that may be considered for additional assigned service hours but would need to be negotiated with the Dean and approved by the Provost. Examples could include, but are not limited to:

- Lead author of an External Accreditation report
- Editor or Section Editor of a National Journal
- Holding an office with a national or international professional organization
- Extensive service with professional organizations, such as organizing a national conference
- Substantial service on editorial boards of major journals in one's field or grant application reviewing.
- Significant redesign of curriculum; approval by the Provost required
- Consideration for intensive and extra-ordinary committee work and leadership within the department/college/university within a given year can be considered with the Department Chair, Dean and Provost