Awarded dollars (the most commonly used in my experience) are just one factor in a very complex profession, and arguably the least informative one.  Many large federal awards have standard and consistent terms and conditions and essentially run on auto-pilot; other smaller state or foundational awards can come with weird stipulations and heavily burdensome post-award requirements.

The use of metrics can be counter-productive for measuring required FTEs and balancing workloads if not thoughtfully developed.  Here is my non-exhaustive breakdown of what I think should be considered when building a workload tool:

**Important often-overlooked factors:**

* Over-staff with assumption of x vacancies at any given time (where x is scaled for your size unit)
* When calculating necessary FTEs, we must factor in:
	+ Time off (if using anticipated person-hours, full-time should be based on 2,080 hours *minus* x, where x=appropriate hours of vacation/sick/holiday leave)
	+ Time for continuing education
	+ Time for critical thinking and reflection of concepts learned

**Workloads should be assessed based on a combination of things:**

* Measurable metrics, in averages:
	+ # of proposals submitted
	+ # of current active projects (including non-reportable/cash-based funds)
	+ # of faculty managed
	+ # of people on payroll
	+ # of modifications (i.e. post-award changes that require communication with the sponsor and/or central offices)
	+ # of units managed (if in a centralized environment)
	+ # of various fiscal transactions (if the RAs have any role in the processing, review, approval, or reconciliation of those transactions)
* Subjective items, such as:
	+ Skill level of RA *(what takes an entry-level RA all afternoon to complete, a seasoned RA may be able to do in an hour)*
	+ Skill level of other RAs in a team environment *(is the RA spending time training/mentoring less experienced RAs?)*
	+ Personalities of faculty in portfolio *(there are faculty who take up an hour of your time every encounter and others that you may never talk to)*
	+ Continued education/professional development *(does the RA make above-average efforts to keep up with changing regulations?  Are they involved with NCURA/SRAI/etc. or on-campus development opportunities?)*
	+ Service to institution *(does the RA contribute to campus efforts?  Are they leading trainings, serving on focus groups/beta groups for changes affecting research administration on campus?)*