

Academic Affairs
Faculty Senate

A Resolution of Endorsement for the REPORT BY THE COMMITTEE TO EVALUATE THE RESOURCES REQUIRED FOR OPTIMAL TEACHING, RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES, AND SERVICE UNDER A SEMESTER SYSTEM

WHEREAS: The REPORT BY THE COMMITTEE TO EVALUATE THE RESOURCES REQUIRED FOR OPTIMAL TEACHING, RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES, AND SERVICE UNDER A SEMESTER SYSTEM presents a balanced, data-based analysis of the consequences for the Faculty and academic activities at CSUSB of a change to a CSU Semester system academic calendar; and

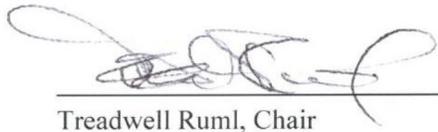
WHEREAS: the Committee produced this report in a timely manner with minimal resources beyond their own efforts; therefore, be it

RESOLVED: That the Senate endorses the Report, and the analyses and conclusions stated therein; and be it further

RESOLVED: That the Senate thanks all members of the Committee for their willingness to serve and provide their professional academic expertise in preparing the Report

FSD 15-05

Endorsed by the CSUSB Faculty Senate


Treadwell Ruml, Chair

January 19, 2016
Date

(DRAFT) REPORT BY THE COMMITTEE TO EVALUATE

THE RESOURCES REQUIRED FOR OPTIMAL TEACHING, RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES, AND SERVICE UNDER A SEMESTER SYSTEM

Executive summary

The Faculty Senate and EPRC have appointed an ad hoc committee with representatives from each CSUSB college to evaluate “the resources required for an optimal balance of teaching, research, scholarly and creative activity, and service to ensure faculty success on the semester system”. To accomplish its prescribed mission, this committee has conducted an extensive review of relevant prior studies and has gathered data of its own. This draft of our report to the EPRC includes data on workload expectations, an evaluation of current workload on our and other CSU campuses, viable models for workload alteration during semester conversion, and documentation of faculty workload as it is integrated into the CSUSB Strategic Plan.

According to two workload studies, one by CSU San Marcos in 2003, and a CSU response to the Little Hoover Commissions’ report (2013), CSU faculty spend more time teaching and advising students than comparable institutions, with very limited time left for research, scholarship and creative activities or community service. What work is accomplished in these latter areas gets done during the approximately 10 hours per week unpaid overtime (average reported faculty workweek of over 50 hours, 2002) or with reassigned time. The CSU acknowledges that scholarly/creative activity and service, including mentorship and advisement of students at the undergraduate and graduate levels, procurement of external funding, and partnering with the community, are a vital part of the CSU mission. As the present report notes, however, excessive teaching loads significantly reduce the scholarly output of faculty. The CSUSB 2015-2020 Strategic plan depends upon significant faculty involvement throughout, without providing significant new resources for faculty support, aside from hiring additional tenure track faculty. The retention and hiring of faculty is crucial to assuring the Strategic Plan’s crucial goal of increasing TT faculty density. Without serious considerations of how to provide sufficient support for faculty success, however, including a balanced workload, this goal is not likely to be achieved.

Across the CSU, departments have between three and four course base loads per semester. Teaching loads below four per unit time are successfully managed by a combination of strategies, including providing teaching credit for large classes, and having some or all of the courses bear four units. The Little Hoover Commission responses indicated that in fact, if supervision units were ignored, the average teaching load is indeed 3 courses per semester. If, counter to the Commission’s findings, CSUSB were to move to a four course, 3 unit base teaching load per semester, the significant (1/3) increase in number of students and number of preparations and class meetings would likely *decrease* the faculty’s abilities to carry out the Strategic Plan objectives, including implementing HIPs, sustaining and increasing professional and community activity, increasing research and grant activities, etc. The present report outlines alternatives to consider for reducing faculty workload to three courses per unit time, including developing four unit courses for some or all of the curriculum, and counting student research supervision, graduate advising, large classes, etc. as part of the workload. The report also makes clear that *sufficient University resources will be available for reduction of the base teaching load to three, three-unit classes.*

REPORT BY THE COMMITTEE TO EVALUATE

THE RESOURCES REQUIRED FOR OPTIMAL TEACHING, RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES, AND SERVICE UNDER A SEMESTER SYSTEM

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Demands on faculty time will increase under the new Strategic Plan. These demands include implementing high impact instructional practices, pursuing increased productivity in research/scholarship/creative activities, mentoring students in these activities, increasing grant and contract awards by 25%, and increasing community-university partnerships. The Strategic Plan does not factor in appropriate support for these activities. Proposed budget adjustments are modest; the plan provides initial funding for some activities but does not provide for ongoing support to maintain labor intensive practices.

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Baseline teaching loads vary across CSU campuses and include 6, 7, and 8 per semester models. Two common mechanisms are employed by departments to insure that faculty have a load less than 4/4: a) taking into account the instructional demands of particular courses, and b) making courses consistently worth 4 units across the curriculum or employing a mixed model of 3 and 4 unit courses.

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Measuring workload requires looking at factors beyond the annual number of units to be taught, including number of course preparations, number of weekly class preparations, and number of students in any one semester. Based upon these concerns, TT faculty workload is pitched to increase by 33% should we move from 3 classes to 4 classes per term. Recommendation: each faculty member should be required to teach no more than 3 classes per unit time. This could be done using a three, four, or a mixed unit model, each of which has drawbacks and benefits.

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Moving from the current 11 4-unit course load to a 10 3-unit model would entail a workload increase of up to 25% for lecturers, potentially compromising quality teaching and assessment. The semester conversion offers an opportunity to rethink uses of contingent faculty and to follow the AAUP’s recommendations for ethical employment practices. By including contracted unit time for some departmental service and professional development activities in lecturer contracts, CSUSB might help rebalance the load for all faculty and ensure contingent faculty stay abreast of their fields and best teaching practices.

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A university’s budget is the most objective measure of its mission. Despite modest increases to the baseline budget over the last five years, the Academic Affairs and College Baseline budgets now constitute a significantly smaller percent of the campus budget overall than they did five years ago. New student funding, which is not already committed, should be used to support AA. If the Strategic Plan’s vision for faculty and student success are to be realized, CSUSB will need to prioritize proper support for faculty to redress workload imbalances.

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**(DRAFT) REPORT BY THE COMMITTEE TO EVALUATE
THE RESOURCES REQUIRED FOR OPTIMAL TEACHING, RESEARCH, SCHOLARLY, AND CREATIVE
ACTIVITIES, AND SERVICE UNDER A SEMESTER SYSTEM**

a subcommittee of the
EDUCATIONAL POLICY AND RESOURCES COMMITTEE

MEMBERS: MARY BOLAND, CHAIR; KIM COUSINS, JOSEPH JESUNATHADAS, ROBERT RICCO, BARBARA SIROTNIK

I. Background:

On Tuesday, October 18, 2015, the Faculty Senate unanimously passed a resolution to establish this subcommittee under the Educational Policy and Resource Committee (EPRC) in order to anticipate the professional needs of faculty that will result from a quarter to semester conversion. According to the resolution, the committee's duties are to:

Investigate the resources required for an optimal balance of teaching, research, scholarly and creative activity, and service to ensure faculty success on the semester system, taking into account budget impacts, research and professional development opportunities, and student success. Issue reports, findings, and recommendations to the faculty senate and the quarter-to-semester conversion committees.

As per the resolution, the faculty who agreed to serve on this committee were appointed by EPRC. All are tenured, full professors and represent CSUSB's five colleges: Arts and Letters, Natural Sciences, Education, Social and Behavioral Sciences, and Business and Public Administration.

II. Discussion of Purpose:

This committee understands its mission is to evaluate faculty workload as we convert from quarters to semesters, with the working assumption that faculty should be allowed adequate time to continue to do the research, scholarship and creative activities; student support including advising; and community service, that is currently achieved under our quarter-based teaching load. We offer our analysis in an effort to maximize institutional effectiveness, including in enabling effective implementation of the CSUSB Strategic plan.

CSUSB's new Strategic Plan has prioritized faculty success as one of its goals (Goal 2). Defined broadly as "*fostering innovation, scholarship, and discovery,*" it amplifies these goals by recommending support for teaching excellence by promoting:

- course redesign,

- the implementation of high impact practices (HIPs) in classrooms, and
- integrative (collaborative, cross disciplinary) learning,

as well as support for research, scholarship, and creative activities, including:

- research with interdisciplinary and international collaborators, and
- efforts to provide more student opportunities for supervised research and creative activities.

In addition, the Strategic Plan acknowledges that the goals of faculty success (Goal 2) and student success (Goal 1) are intricately interrelated. For example, the interdependence of pedagogical practices and faculty research activities are stressed in some of the objectives and strategies stated in the section of the Plan devoted to faculty success. This is an important respect in which our Strategic Plan is in step with contemporary views within higher education about the multifaceted ways in which faculty professional activities contribute to the intellectual and social life of a university. Typically, a university faculty member's professional activities – whether they involve scholarship, creative activity, or community involvements – become an important source of inspiration for their teaching and a critical basis for the mentoring of students. As even a cursory glance at student evaluations of faculty suggests, hearing about a faculty member's own inspirations and scholarly or creative activity is often one of the highlights of a class session for students and they comment frequently about these experiences as the basis for their own developing interests and commitment to higher education. Faculty professional activities also represent what is arguably the most important source of out-of-the-classroom experiences for juniors, seniors and graduate students. Opportunities to work with other students as part of a faculty member's research or project group, for example, provides a variety of training and socialization experiences that are essential for graduate school. In order to be competitive with students from other universities, our students simply must have these opportunities. On a campus devoted to serving first-generation college students and students from demographic groups that are underrepresented in the various professions, the availability of faculty role models and mentors who can involve our students in their professional activities and professional organizations is especially important to student success.

While the 2015-2020 Strategic Plan's vision is consistent with core values shared by many faculty and promoted by the AAUP, one of the challenges of meeting its goals for faculty success, is workload balance. The quarter to semester conversion provides a necessary opportunity to rethink this, especially as the Strategic Plan seems to indicate that the primary support for enhanced teaching, and research, scholarship, and creative activities will come through increased funding to establish new units to track, organize, and support such work. Although reassigned time and/or funding that enables faculty to "buy time" for professional development and innovative teaching projects may be useful for those faculty able to take advantage of such opportunities (and whose projects are judged valuable enough to support), this is not the same as ensuring that the faculty, writ large, has appropriate support. As Dennison (2011), for instance, reminds us, "...faculty members in art, music, English, creative writing, philosophy, languages, history and other such disciplines will not have access to the external funding available to support the research of faculty members in the STEM disciplines and related areas. Yet these faculty members share the research and creative activity responsibilities of all university faculty members..." (2011, p. 299). Dennison, drawing on the work of Wellman, et al., suggests that support for such research and creative activity must also be considered a modest and necessary institutional cost (2011, p. 306).

What this committee sees as a concern, then, is this: that all faculty have the same baseline opportunity to pursue innovative teaching and the disciplinary and cross disciplinary research, scholarship, and creative activities necessary to stay relevant in their fields and fresh in their teaching and work with students. This means considering the relationship between teaching load, service load, and support for research, scholarship, and creative activities.

III. Best Practices in Workload Balance: AAUP recommendations

The AAUP has long provided ethical and practical guidance and oversight to ensure that university professors can meet the expectations of their professional obligations. Central to the AAUP's work is the protection of academic freedom and of shared governance, both of which are tied to the potential for faculty success in teaching and professional development. Additionally, the AAUP offers statements (often based on research) regarding other necessary conditions for successful academic work that are often overlooked or under-estimated by administrations. These include issues of workload. As the AAUP notes in its "Statement on Faculty Workload" (1969, 2000), "instructional time" is rarely computed to sufficiently acknowledge the actual time and responsibilities involved in instruction, nor has it acknowledged the additional demands on time necessitated by contemporary instructional innovations and educational configurations:

In the American system of higher education, faculty "workloads" are usually described in hours per week of formal class meetings. As a measurement, this leaves much to be desired. It fails to consider other time-consuming institutional duties of the faculty member, and, even in terms of teaching, it misrepresents the true situation. The teacher normally spends far less time in the classroom than in preparation, conferences, grading of papers and examinations, and supervision of remedial or advanced student work. Preparation, in particular, is of critical importance, and is probably the most unremitting of these demands; not only preparation for specific classes or conferences, but that more general preparation in the discipline, by keeping up with recent developments and strengthening one's grasp on older materials, without which the faculty member will soon dwindle into ineffectiveness as scholar and teacher. Moreover, traditional workload formulations are at odds with significant current developments in education emphasizing independent study, the use of new materials and media, extracurricular and off-campus educational experiences, and interdisciplinary approaches to problems in contemporary society.

Perhaps most striking to *this* committee is the AAUP's observation that 'it is very doubtful that a continuing effort in original inquiry can be maintained by a faculty member carrying a teaching load of more than nine hours.' For this reason, the AAUP has identified criteria for "preferred teaching loads" and for "maximum teaching loads." At the "preferred level":

This Association has observed in recent years a steady reduction of teaching loads in American colleges and universities noted for the effectiveness of their faculties in teaching and scholarship to norms that can be stated as follows:

For undergraduate instruction, a teaching load of nine hours per week.

For instruction partly or entirely at the graduate level, a teaching load of six hours per week.

Notably, these are baseline or default teaching loads and are often further decreased for faculty who are engaged in other time consuming contributions to the university.

That said, the AAUP has also recognized that University administrations may not be willing or able to meet the preferred requirements. Thus, to protect faculty and the legitimacy of academic work, the Association has also established guidelines for *maximum teaching loads* “for any institution of higher education seriously intending to achieve and sustain an adequately high level of faculty effectiveness in teaching and scholarship.” Importantly, this *maximum* workload presumes “a traditional academic year of not more than thirty weeks of classes,” “no unusual additional expectations in terms of research, administration, counseling, or other institutional responsibilities,” and requires “determining fair equivalents in workload for those faculty members whose activities do not fit the conventional classroom lecture or discussion pattern: for example, those who supervise laboratories or studios, offer tutorials, or assist beginning teachers.”

For undergraduate instruction, a teaching load of twelve hours per week, with no more than six separate course preparations during the academic year.

For instruction partly or entirely at the graduate level, a teaching load of nine hours per week.

Finally, the AAUP statement acknowledges that workload within traditional class formats should be considered in relation to class size, new course design, and other instructional demands related to the nature of particular courses. A survey of the various CSU campuses indicates that in making determinations about appropriate teaching loads for faculty, instructional demands associated with a given course are typically taken into consideration. This is discussed further below in the section devoted to this survey of baseline loads in the CSU.

IV. Current conditions at CSUSB:

a) CSU workload baselines for tenure track faculty:

In 2013, the CSU system responded to the Little Hoover Commission’s inquiry into CSU faculty workload. The statement acknowledges that the work of tenure track faculty includes “teaching; research, scholarly, and creative activities; and university, community, and professional service,” and it names all of these activities “critical to the CSU’s mission.” It names teaching as our “primary activity,” and describes the purposes of professional development activities as follows: “integral to CSU’s graduate programs,” important to “maintain currency and refresh the curriculum,” and a means for bringing grant funding and contracts to the university. Service is also identified as “essential” as the CSU’s narrative description illustrates:

Faculty members build the curriculum, establish academic standards, and participate in shared governance. Senior faculty members rigorously evaluate their peers for tenure and promotion. Faculty members serve as advisors and mentors to students, perform departmental administrative duties, assess the effectiveness of academic programs, and assist with other priorities including accreditation. Many CSU faculty members bring their expertise into the

community, often in collaboration with CSU students, and CSU faculty members participate in professional organizations at the regional, national, and international level. (CSU, 2013, p. 2)

This CSU description of our professional obligations indicates job responsibilities that are not reflected in our contracts. CSU uses a system of “weighted teaching units”, or WTU, with one WTU of instruction expected to equate to about 3 hours of total effort by the faculty member per week. Here is the CSU’s statement regarding the breakdown of our hours:

Historically, tenure-track faculty members were expected to teach an average of 12 WTU per term and to devote the equivalent of 3 WTU of time to indirect instructional activities. Indirect instructional activities were those not tied to a specific class (such as curriculum development, student advisement, and committee service). Twelve WTU would equate to four 3-credit lecture classes per semester (8 classes per year) or the equivalent effort for other types of instruction. Small variances on this standard were permitted from one term to the next, and in addition, faculty members could be given non-instructional assignments (“assigned time”, also allocated in WTU) in lieu of teaching a class. (CSU, 2013, p.2)

In short, workload conventions in the CSU have expected faculty to engage in 12 WTU of teaching and 3 units of service per term. There is no acknowledgement of or support for research, scholarship, or creative activities within this formula. Moreover, with an exchange of 3 hours of expected labor for every WTU (certainly, a low-ball figure for the amount of time most faculty spend on teaching and service activities), this workload sets the faculty time base at 45 hours per week to start, before faculty can even begin to turn their attention to professional development activities “on their own time.”

Although, the CSU acknowledges that this “12 plus 3” standard was eliminated from the CBA in 1995 (CSU, 2013, p. 2), this standard remains the default experience in the CSU, perhaps maintained by the contract language of *past practices*.

b.) CSU actual workload for TT faculty & trends across time

Workload conventions signal contractual expectations; they do not tell the full story of faculty workload, workload trends across time, and the implications thereof. According to estimates provided in the CSU’s Little Hoover Commission responses, CSU TT faculty in semester schools taught an average of 3 regular classes per semester and if supervision assignments are included, 4.3 classes per semester (CSU, 2013, p. 3). On the quarter campuses, where time is more compressed in each term, TT faculty teach an average of 2.8 classes per quarter and, if supervision assignments are included, 4 classes per quarter (CSU, 2013, p. 3). The CSU then reports faculty time expenditures as follows:

We estimate that tenure-track faculty in recent years have been spending, on average, about 30 hours per week on direct instruction and activities related to the classes taught, and 34 to 39 hours a week when indirect instructional activities are included. The remainder of faculty effort is spent on research, scholarly, and creative activities (which are required for tenure and promotion, and which support the instructional mission both indirectly and directly) and a variety of tasks assigned by the university, such as departmental chair duties, accreditation activities, other special projects, and unusually heavy responsibilities for student advisement or committee service. This is consistent with past surveys, in which CSU faculty reported spending

a total of about 50 hours per week on all activities, including between 35 and 36 hours in direct instruction, student advisement, and committee service. (CSU, 2013, p. 6)

A more nuanced picture is painted by an earlier workload study conducted by CSU San Marcos Social & Behavioral Institute and referred to in the Hoover response document. There, CSU workload hours were looked at comparatively in two directions: how workload changed in the CSU between 1990 and 2001 compared to how university workload changed in comparable US institutions across the same time period (SBRI, 2003). What that study shows is:

- a) **CSU faculty on average worked longer hours than other faculty in comparable US institutions, both in 1990 and in 2001/02, regardless of whether the faculties received released time or not. And, hours spent working for CSU faculty increased significantly over those 11 years (There increase for comparable US institutions in that same time period was not statistically significant).**

	Hours worked per week (no released time)	Hours worked per week (with released time)
1990 CSU	48.6	48.43
1990 US comparable institutions	46.10	46.99
2010/02 CSU	50.35	50.21
2001/01 US comparable institutions	47.08	47.55

- b) **CSU faculty spent more time on teaching, advising, service, administration and other activities (excluding research, scholarship, and creative activities), than did other faculties in comparable US institutions, both in 1990 and in 2001/02, and regardless of the availability of released time.**

	Hours worked per week, excluding research, scholarship, creative activities (no released time)	Hours worked per week, excluding research, scholarship, creative activities (with released time)
1990 CSU	43.05	40.28
1990 US comparable institutions	37.21	35.49
2010/02 CSU	40.53	39.66
2001/01 US comparable institutions	32.22	32.44

- c) **Although both CSU and comparable US institutions saw a reduction in the number of weekly hours spent in teaching, advising, service, administration and other activities (excluding research, scholarship, and creative activities), the reduction in the CSU was significantly less than that in other US institutions.**

	Decrease in hours per week for faculty without released time on teaching, advising, service, and other activities (excluding research/scholarship/creative activities).	Decrease in hours per week for faculty with released time on teaching, advising, service, and other activities (excluding research/scholarship/creative activities).
CSU	>2.47	>.62
Comparable US institutions	>4.99	>3.05

- d) **Although comparable US faculties work fewer overall hours, on average, than CSU faculty, they spent more of them in pursuit of research, scholarly, and creative activities. (The displayed range of hours per week is indicative of released time status). That said, the time CSU faculty spent on research, scholarly, and creative activities increased fairly proportionately to those seen at similar institutions.**

	Hours spent each week on excluding research, scholarship, creative activities (no released time)	Hours spent each week on excluding research, scholarship, creative activities (with released time)
1990 CSU	5.51	8.15
1990 US comparable institutions	8.89	11.50
2010/02 CSU	9.82	10.55
2001/01 US comparable institutions	14.86	15.11

(Please note: all data used in foregoing charts can be found SBRI, 2003, pp 22-26)

These increases in the CSU and comparable US universities seems to reflect what the research literature calls “institutional drift,” in which “institutions in the middle and lower levels of American postsecondary insitutions [...] emulate the work characteristics of their peers at research universities” (Millem, Berger and Dey, 2000, p. 454). This “isopomorphism” may be conscious or unconscious as institutions strive for greater prestige, pursue external funding opportunities, and invest in faculty-student research opportunities (Millem, et.al., 2000, p. 457). In 2000, Millem, Berger and Dey examined isomorphism across institutional types (using Carnegie classifications), to see how this drift was affecting patterns of work. Notably, drift between 1971 and 1992 was greatest in comprehensive universities, where time spent in research, scholarship and creative activities went up by 20%. Time spent on teaching activities also increased by 8% in that time frame. Time spent on advising activities, however, were shown to fall by 3 %. (This was less than at all other kinds of institutions except two year colleges.)

The following chart comparing 1990 CSU to 2001 CSU seems to suggest CSU is following this pattern into the 21st C.

Table 14a: On-Campus Work for All CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001		<i>Probability</i>
	N	Mean	N	Mean	
Weekly Hours Spent on Scholarly/Creative Activities	1916	6.63	1420	10.20	***
Weekly Hours Spent on Teaching	1918	25.11	1420	25.88	*
Weekly Hours Spent on Advising Students Weekly	1918	5.19	1420	4.44	***
Hours Spent on University, School and Department Service	1917	5.56	1420	5.20	NS
Weekly Hours Spent on Administration	1918	1.41	1420	2.47	***
Weekly Hours Spent - Other Activities Total	1917	4.63	1420	2.08	***
Institutional Hours	1918	48.51	1420	50.28	***

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant (SBRI, 2003, p.22)

As can be seen, while the number of hours CSU faculty spent working increased overall, they increased most especially in “scholarly/creative” activities. To accommodate these increases plus increases in time spent teaching, and administration, the time spent advising students has decreased. This is concerning: given the importance of faculty/student advising to student development within their majors and professions, as well as CSUSB’s investment in student success, time for faculty advisement must be supported.

Also of concern, as the following chart comparing 2001 CSU and 2002 US statistics makes clear, is the fact that CSU faculty worked more hours overall and more hours in every category of “on-campus” work *except research, scholarly, and creative activities*.

Table 14c: On-Campus Work for All CSU and US Faculty in Administration 2.

	CSU 2001		US 2002		<i>Probability</i>
	N	Mean	N	Mean	
Weekly Hours Spent on Scholarly/Creative Activities	1420	10.20	843	14.95	***
Weekly Hours Spent on Teaching	1420	25.88	843	21.45	***
Weekly Hours Spent on Advising Students Weekly	1420	4.44	843	3.47	***
Hours Spent on University, School and Department Service	1420	5.20	843	4.53	***
Weekly Hours Spent on Administration	1420	2.47	843	1.85	**
Weekly Hours Spent - Other Activities Total	1420	2.08	843	0.72	***
Institutional Hours	1420	50.28	850	47.25	***

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant (SBRI, 2003, p.22)

This failure to provide institutional support/time for research, scholarship, and creative activities correlates to lower productivity in these areas than are seen in comparable institutions. As the “Comparable Faculty Workload Study,” comparing CSU and US faculty with and without assigned time, observes:

For faculty with no assigned time, US faculty had more publications in refereed journals ($p < .001$), chapters in edited volumes ($p < .01$), presentations ($p < .001$), reviews of publications ($p < .001$), and service on editorial boards ($p < .05$) than did CSU faculty. For those with assigned time, US faculty had more publications in refereed journals ($p < .01$), chapters in edited volumes ($p < .05$), reviews of publications ($p < .001$), and accreditation reviews published ($p < .05$) than did CSU faculty. (SBRI, 2014, p. 40)

Although the “Comparable Faculty Workload Study” was completed in 2003, there is little reason to think that workload conditions and time constraints have improved. According to the California Faculty Association’s recent white paper, “Race to the Bottom: Salary, Staffing Priorities and the CSU’s 1%,” between 2004 and 2014 CSUSB saw a 0% increase in tenure track faculty. In that same time, CSUSB saw a 25% increase in Full Time Equivalent Students (5). And, while CSUSB did increase its full time part time staff by 25% to meet that demand, part time faculty at CSUSB largely do not (cannot) contribute to important service, administration, and shared governance activities, nor are they often teaching upper division and graduate classes, mentoring students in scholarly and creative collaborations, or advising students as they forge ahead into professional lives. In short, it is reasonable to expect that the teaching and service demands on both TT faculty (and PT faculty) have increased over this last decade, as enrollments have risen, class sizes have increased, and support for faculty has dwindled.

V. Faculty workload and the University Strategic Plan

Given the central nature of faculty to the University’s mission, it is natural that significant faculty effort will be needed to implement many of the University Strategic Plan’s goals and objectives.

As the Strategic Plan indicates in **Goal 1** (Student Success) **Objective 1**, CSUSB is committed to implementing High Impact Practices (HIPs) in teaching for all students including *one HIP within the context of each students’ major*. The Association of American Colleges & Universities (AAC&U) has identified ten HIPS that have been shown to have a strong positive effect on retention and graduation rates (see also, Kuh, 2008 and Finley, 2011):

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity Courses/Global Learning
- Service Learning/Community-Based Learning
- Internships
- Capstone Courses and Projects

While the literature on faculty time required for implementing HIPs as a whole is still limited, the extra time for implementing individual HIPs has drawn attention. For example, the commitment to writing intensive classes suggests that professors across the curriculum engage students in “produc(ing) and revis(ing) various forms of writing for different audiences in different disciplines” (AACU, 2008).

However, as Sue McLeod observe in *WAC for the New Millennium*, “faculty workload has been an abiding issue with writing intensive courses.” This concern is not limited to the time and effort involved in giving adequate feedback to student writing, although that requires substantial investment. It also requires faculty to develop pedagogies to teach genres, professional discourses, and audience conventions, as well as an appreciation of writing processes and how to support them. (McLeod *et al.*, 2003, p.246). Likewise, the demands of HIPS involving experiential learning (service and community based learning; learning via internships) (AACU, 2008) should not be underestimated. As books like D Butin’s (2005) *Service-Learning in Higher Education: Critical Issues and Directions* make clear, experiential learning requires not only developing the pedagogy, partnerships, and curricula to establish community-based learning, but also an intensive ongoing commitment to guiding those courses -- which are ever-evolving collaborations with partner institutions -- and to supporting students in their extra-university roles. Although, **Strategy 1.1** acknowledges the need for faculty time in implementing these methods initially, it provides very little funding for doing so. More alarmingly, there is nothing in the Strategic Plan that acknowledges *the ongoing time* needed to effectively execute these activities, including effective evaluation of student work.

Similar concerns arise in relation to **Goal 2** (Faculty/Staff Success), and the achievement of **Objectives 1, 2, 3** and **4**: the aforementioned implementation of HIPs in courses (Obj. 1), the enhancement of research, including interdisciplinary efforts (Obj.2) and enhanced scholarship overall (Obj. 3), and mentoring students in research and creative activities (Obj. 4). Throughout the strategies for faculty development, the language of resources needed for faculty time to support these activities is reiterated, although the draft budget provides relatively little augmentation to existing funding to support faculty, particularly considering the expected increase in number of faculty to be served given Strategic Plan hiring goals. Faculty time for mentoring students (**Goal 2, Objective 4**) is especially relevant, and as previously mentioned, this time often competes with research productivity for RTP purposes. This issue also is specifically addressed in the definitive document on student mentoring of research, *Characteristics of Excellence in Undergraduate Research* (COEUR). COEUR emphasizes the need for providing faculty adequate time, in order to properly supervise undergraduate students in research.

That CSUSB is concerned with increasing faculty research productivity is made clear under **Goal 3** (Resources), **Objective 5**, which indicates the specific target of a 25% increase in grants and contracts by 2020. Without adequate time to do so, faculty accomplishment of their sector increases will not occur, and any net increase in teaching workload will likely serve to give a *decrease* in this activity, counter to the Strategic Plan. As the CSU “Comparable Faculty Workload Study” mentioned earlier makes plain research/scholarly/creative activities require time. This is confirmed by other studies, as well. For instance, a study of the factors influencing research productivity among information systems faculty considered a number of common hypotheses about productivity (Hu & Gill, 2000, pp16-18). Based upon survey data from 173 faculty members from across all ranks and representing 4 year undergraduate schools, 4 year with Master’s programs, and 4 year with doctoral programs, researchers determined that tenure status, academic rank, and school type had no significant correlation to research productivity. However, time allocated to research activities did increase productivity. Moreover, they confirmed a negative correlation between research productivity and teaching load: “the research productivity of an IS faculty member will be adversely affected if assigned a weekly teaching load of more than 11 hours”(Hu & Gill, 2000, p 24). The same held true for IS faculty taking on too many service responsibilities (Hu & Gill, 2000, p 24).

Under **Goal 4** (Partnerships) of the Strategic Plan, **Objective 2** seeks to increase strategic Community-University engagement activities by 2020. Since many of these activities are initiated and or/sustained

by faculty members, any increase in instructional effort will work counter to maintaining or increasing partnership activities. Moreover, there are ethical considerations involved committing to community engagement. Apart from specific concerns about appropriate procedures and approaches to relationship building (a primary consideration for field-based work is how to enter a community and have effect while also being respectful of that community and its values), it is of the utmost importance that CSUSB enter community relationships with the intention of giving them proper time and attention. When this does not happen, programs tend to be established and then abandoned or allowed to die a slow death of neglect. This happens at great cost to our community partners and damage to our reputation.

Finally, under **Goal 2** (Faculty and Staff Success), **Objective 7**, the Strategic Plan commits to increasing Tenure Track Density (TTD) and decreasing Student to Faculty Ratio (SFR). To reach 63 % TTD and an SFR of 23.8 in five years, the strategic plan recommends “creat(ing) a positive/healthy work-life culture/balance to attract and retain faculty” (Strategy 3). Given the results of the earlier mentioned workload study, improvement in this area is essential for reaching our goals for a net increase in faculty. There is a glut of Ph.D.s on the market right now, and finding new faculty for positions on our high-workload campus has not proved too difficult in recent years. Keeping those faculty, however, has been problematic, and losing tenure track colleagues is an expensive proposition. According to data provided by Institutional Research, CSUSB has hired 90 tenure stream faculty between 2010 and 2014. As of Fall 2015, 14 are no longer here. This is an attrition rate of almost 17 percent of our new hires. While this committee is not privy to the specific reasons faculty may have had for leaving, it is likely that many left for preferable positions. According to research on faculty attrition, predictive factors for leaving an institution include faculty stress levels (service demands, teaching loads, work with underprepared students, institutional procedures and red tape, lack of personal time, and difficulty balancing research, scholarship or creative activities in the mix), research support (including time), institutional fit (congruence between individual and institutional values, feeling valued), and relationship with administration (governance, ability to meaningfully contribute to direction of institution)(Ryan, Healy, and Sullivan, 2011, pp. 423-425). A 2011 study by Ryan, Healy, and Sullivan reconsidered some of this earlier research, confirming many of these earlier observations, but noting some important distinctions. For instance, of faculty who consider leaving a university, those in the hard-applied sciences are more likely to consider leaving academe, itself, than those in other disciplines. This may be due to increased opportunities for research and the higher salaries that industry jobs may command. Notably, however, a small increase in “fit” or “support” was sufficient to decrease likelihood of faculty leaving academe, suggesting that job satisfaction is a significant element in decision-making (Ryan et. al., 2011, p. 431). In contrast, faculty in the soft-pure sciences (humanities and arts) are more likely to consider leaving for other universities, especially in the earlier years of their careers. In either case, however, it took only *1 additional unit* of stress to begin increasing the likelihood of leaving a present position (Ryan et. al., 2011, p. 432). Moreover, research productivity proved a factor in leaving for other academic institutions, presumably for further support for research (Ryan et. al., 2011, p. 431). This may explain higher rates of turnover among humanities and arts faculty, who have fewer opportunities to gain external funding to support their work and who may need to look for positions offering more internal, institutional support (Ryan et.al, 2011, p. 430). Given the institutional costs of hiring new faculty (job searches, moving funds, startup funds, and the labor of current faculty in serving on search committees, providing mentoring, etc.), it will be especially important for CSUSB to seriously consider how it can create a balanced environment in which new faculty can thrive (and to do so without causing divisiveness among more senior faculty, who have been suffering workload imbalance for too long).

In sum, it is apparent to this committee that to meet the strategic plan goals for faculty and for students, CSUSB will need to provide more support for faculty than currently appears in the plan.

VI. Current Baseline Teaching Loads and Load-Reduction Strategies Across the CSU

Baseline teaching loads vary considerably across the CSU campuses, and across colleges or departments within a campus. By baseline, we are referring to the expected, full load within a given department. This is the maximum number of courses a faculty member in that department is expected to teach per year. This baseline figure does NOT reflect course releases awarded to individual faculty members based on their securing of grant funds, service opportunities, or other sources of courses releases. Generally, we see baselines of 6, 7, or 8 courses per year at the semester campuses. A survey of seventeen academic departments across the CSU indicated that eight departments had a baseline of 4/4 (four courses per semester) and nine departments had a baseline of 3/3 (three courses per semester). Of the 4/4 departments, five had implemented a system whereby WTUs were based on class size such that faculty could regularly reduce their load (below 4/4) by teaching larger class sections or by teaching courses designed to have large enrollments. Of the 3/3 departments, six were able to achieve this lower teaching load by making courses in the major 4 units rather than 3. It thus appears that two common mechanisms employed by departments to insure that faculty have a load less than 4/4 is 1) Taking into account the instructional demands of the particular courses a faculty member teaches. In this latter regard, additional WTUs are awarded for larger class sizes, classes with lab sections, upper division classes, and supervision of students. 2) Making courses consistently worth 4 units across the curriculum, or establishing a mix of 3 unit (primarily general education) and 4 unit (major) courses. It is also clear that departments are looking for innovative ways to maintain HIPs despite high enrollments. These include the use of Supplemental Instruction (SI) classes, tutoring services, and the training of instructional student assistants to grade written assignments. Other mechanisms that are being implemented include streamlining the curriculum and relying on qualified non-tenure track faculty, particularly for teaching general education and lower division courses.

VII. Possible Course Load Models in the Q to S Conversion

Given that CSUSB's new Strategic Plan has prioritized faculty success as one of its strategic goals and given that success under the plan will require increased time investments in research, scholarship, and creative activities, as well as innovative and impactful teaching, student research and advisement, reaching that goal will be in jeopardy unless at least a workload-neutral transition to the semester system can be accomplished. Earlier sections of this document have already made the case that CSU workload has increased over time as expectations for quality teaching, professional work, and service have significantly increased.

While some have argued that faculty workload will actually decrease on the semester system rather than increase since the teaching load will be reduced from 9 courses per year to 8 courses per year, faculty – the people dealing with the day-to-day challenges of the classroom – know that this not the case. Rather, the key metrics must be defined in the context of workload at any one particular time period. Those key metrics include:

- The combined number of students enrolled in all courses during a term
- The number of students coming to office hours at any one time
- The number of exams/papers/projects which must be graded concurrently
- The number of course preparations during a particular time period
- The number of class session preparations which must be completed per teaching day
- The pedagogical approach used and the related means of assessment and mentoring involved

Moving from our current 3/3/3 to a new 4/4 model (assuming normally three, four unit classes per unit time now, and four, three unit classes per semester after conversion) the workload would change as follows:

- Number of unique courses per year 8 vs. 9 (slight decrease in workload due to having only 8/9 of syllabi to create)
- Number of unique students over the course of the year, assuming class size stays about the same: 8/9 (slight decrease in the total number of students per year.)
- Number of preparations to manage per week: **1.33 times increase**: for example, if all MW or TuTh 2 hour classes taught now, there are a net 6 class meetings per week to prepare. With a 4/4 load, there would be **8** class meetings to prepare for per week if all Tu/Th classes were taught. A similar increase would occur with MWF courses. That is, 1.33 times as many class meetings during every week, *for 30 weeks of instruction*, compared to the current load. Each class meeting requires significant preparation time, including spill over directly before and after class for setup and student interaction.
- Number of students at a given time would **increase by 1.33**; this amounts to a significant workload increase, as many of our students require individual assistance, and feedback on assignments requires time from the instructor. For example, if a faculty member currently teaches 3 courses with average enrollment of 50 students/course, she teaches 150 students per unit time. In a four-course scenario, this jumps to 200 students per unit time. This both increases workload for the instructor, and reduces the opportunities for students to receive the help they need.

The bottom line, then, is that if the number of classes taught currently is increased from three to four, the amount of students, preparations, and grading could increase by up to 33% ($4/3 = 1.33$). If faculty are required to take on this larger number of students and larger number of class meetings at a time, something else is going to give: either faculty professional development activities (including mentoring students, publishing, and seeking grant support) are going to drop, or faculty are going to resort to using the easiest-to-implement pedagogies in the classroom, reducing high impact and other time-intensive value-added practices in their teaching. Moreover, the faculty contract, while silent on WTU/contact hours, does contain language that sets teaching load based on “past practice”. On this campus, past practice has been equivalent, for most faculty, to three preparations per unit time, and three groups of students per unit time. Increasing these two variables to four is a violation of the spirit of “past practice”, even though the number of units (12 WTU) would not change.

The recommended solution to this problem is that *each faculty member should be required to teach no more than three courses per unit time*. This could be accomplished using either a 3 unit course model, a four unit course model or a mixed 3 unit/4 unit course model. Each of these has drawbacks and benefits.

3/3 per semester: Each faculty member's base load is three three-unit classes per semester. This would in fact reduce the number of contact hours from the norm, but would allow the curriculum to be designed around a 40 course graduation requirement, similar to many semester campuses and facilitating transfer curriculum alignment. This model would in fact undo some of the increased workload requirement faculty have experienced in recent years, resulting in increased opportunity for professional development and implementation of high impact practices in classrooms.

3/4 per semester: Each faculty member's base load is 3 four-unit classes per semester. This would provide only 30 courses for graduation per student (120 units), and would likely be difficult to design a GE curriculum and transition major course to this model. On the other hand, this would meet the current expectation of a 12 unit teaching load without unduly impacting faculty workload, and likely without reducing faculty effort in professional activities and teaching enrichment. This would not align as well with transfer credit from community colleges using three unit semester courses.

A mixture of 3 and 4 unit courses: One final model that might be chosen by some departments and programs to mitigate workload is to offer both three and four unit courses. Most likely the four unit courses would be predominant for upper division and graduate courses, and have little impact on transfer students. This model would not remove the necessity for 4 courses per unit time for at least some faculty (this creates equity issues regarding workload), and would likely create a scheduling nightmare in our already overbooked facilities, since lecture halls and classrooms cannot be used as effectively with a mixed-class-length schedule.

Finally, it will be important to consider the particularities of graduate education. While some graduate programs, run primarily in the daytime and enroll students with some flexibility in their schedules, other programs typically run in the evening and serve students with full time jobs during the day. Those latter students are often typically unable to come to campus more than two times a week. Moreover, some students who take evening classes after work find it extremely difficult to take more than one class per day. While it is beyond this committee's ability to investigate and graduate program needs and possibilities at this juncture, we'd note that CSUSB considers different teaching load models, then, attention must be paid to how workload decisions will impact graduate demands.

VIII. Can CSUSB afford a 3 course, 3 unit per semester model for TT faculty?

A custom research brief, "Faculty Workload Policies at Public Universities," ([Education Advisory Board, 2013](#)) included the results of interviews with senior academic affairs administrators at five public institutions on the semester system, and found that:

"All profiled institutions maintain a standard instructional workload requirement of nine credit hours per semester for full-time, tenure-track, research-active faculty. This is based on a twelve credit-hour equivalent workload expectation, with the equivalent workload of one course per semester reassigned for research."

In addition, the results showed that:

“All profiled institutions maintain a workload expectation for full-time faculty of the equivalent of twelve credit hours per semester; the standard teaching load for research active faculty is three three-credit courses per semester. However, faculty involved in particularly intensive research may be released from additional teaching obligations, typically up to one additional course. Certain faculty who complete minimal research may teach up to seven three-credit courses per year. However, the vast majority of faculty teach three three-credit courses per semester.”

“All profiled institutions maintain flexible workload policies; department chairs determine personalized workload expectations with each faculty member. Contacts report multiple benefits to a decentralized, flexible workload policy, the greatest being the ability for departments to capitalize on each faculty member’s strengths. For example, some faculty better suited for teaching may teach three courses one semester and four the next, whereas research-intensive faculty may teach as few as two courses per semester. Department chairs are responsible for enforcing faculty workloads, which they typically report during or after annual reviews. “

“Research and significant administrative responsibilities release faculty from teaching responsibilities, whereas service such as advising and participation in university governance are expected responsibilities (in addition to the equivalent of a twelve credit hour teaching load). Typically, department chairs and deans maintain reduced teaching loads. Certain courses may also count for additional credit; for example, teaching particularly large sections may release faculty from a course expectation. At some institutions, graduate courses are weighed more heavily than undergraduate courses (e.g., a three-credit graduate course counts as four credits towards a faculty member’s teaching load).”

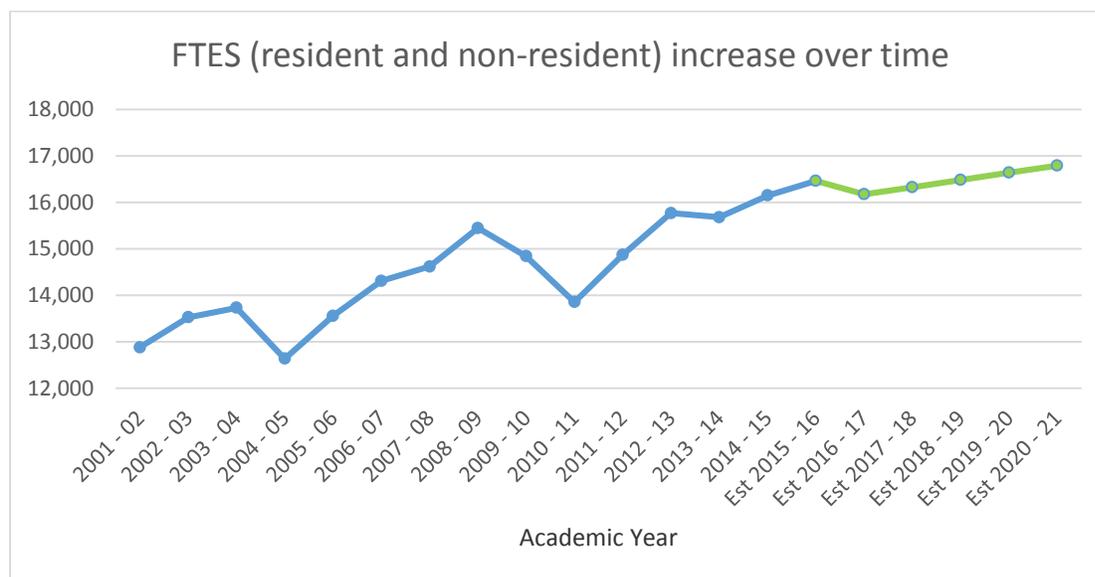
How can a workload of three three-credit courses per semester be justified considering that our institution expects a 12-credit-hour class load per semester? The Education Advisory Board study reports that universities have used the following activities to count toward additional credit hours:

- **Graduate courses:** Some universities count three-credit graduate courses as four credits for the purposes of accounting for faculty time.
- **Large sections:** Many universities provide incentives for faculty who teach large sections that increase overall departmental productivity. For example, at one university interviewed in the Education Advisory Board study, faculty teaching sections of 60 or more students received four workload credits for each “large” three-credit course taught.
- **Thesis Supervision or Independent Study:** Faculty members receive one teaching hour credit per thesis supervised, one-twelfth teaching hour credit for each undergraduate student independent study supervised, and one-sixth teaching hour credit for each graduate student independent study supervised.

Clearly it is of the utmost importance to be able to meet students’ needs while at the same time ensuring that the university can capitalize on the strengths of individual faculty members and maintain a reasonable workload for faculty. The following analysis demonstrates that this can be done within the available budget if CSUSB leaders deem that student success (and the highly interrelated factor of faculty success) is a high priority.

Postulate 1: Revenue to CSUSB will increase by AY 2020 – 2021 due to increased FTES

Since 2001, FTES has varied widely from year to year, ranging from a decrease of nearly 8% to an increase of 7.3%. The Office of Institutional Research projects a more moderate average 1% increase per year from 2015 through 2020 – 2021. It is probably to be expected that there will be a temporary “dip” in FTES when CSUSB finally transitions to semesters. Our students are accustomed to taking **four** four-unit courses instead of the **five** three-unit courses which will be considered a “full load” under the semester system, and they may not initially realize the need to increase the number of courses they take at any one time. However other universities have found that once students are used to the new system, the yearly increases in FTES should continue. The increase in FTES will, of course, result in increased revenue for the campus.



More specifically, the FTES enrollment for AY 2014 – 2015 is **16,147**. CSUSB’s Office of Institutional Research has projected **16,792** FTES for AY 2020 – 2021 (even building in the anticipated “temporary dip factor”), a net increase of **645** FTES by AY 2020 - 2021.

Assuming that the expected general fund and tuition revenue per FTES is \$9,855 (Source: Office of Administration and Finance), the 645 additional FTES will yield **\$6,356,475** in additional revenue. Further, 47 of those additional FTES are expected to be non-resident students (Source: Institutional Research) who pay an additional fee of \$248 per unit. Assuming an average unit load of 13 units each quarter, this provides an additional **\$454,584** in revenue. The bottom line, then, is that CSUSB can anticipate **\$6,811,059** in increased revenue from the additional FTES generated between AY 2014 – 2015 and AY 2020 – 2021.

Postulate 2: The increase in FTES expected by 2020 will necessitate hiring additional faculty

CSUSB’s recently completed Strategic Planning document includes a goal of reducing student-faculty ratio (SFR) to **23.8** by 2020 (Objective 7). If that occurs, then the 16,792 FTES enrollment will require a total of $16,792/23.8 = 705.5$ FTEF. Some of those faculty will be tenure track (indeed Strategic Plan Objective 7 includes the goal of increasing tenure track density to 63.6% by 2020). If the 63.6% figure is reached, then CSUSB will need a total of **448.7** Tenure Track FTEF and **256.8** non-Tenure Track FTEF by 2020. In 2014 there were 382.1 Tenure Track FTEF ((Faculty Employment trends 2007-2014) thus

requiring an additional $448.7 - 382.1 = 66.6$ Tenure Track FTEF by AY 2020 – 2021. Using a Budget Council figure of \$100,000 estimated cost per new Tenure Track FTEF, the total cost would be **\$6,662,739** for new Tenure Track faculty.

Similarly, the number of current non Tenure Track FTEF is 261.4, yielding a net change of $256.8 - 261.4 = -4.6$ faculty. Assuming a cost of \$50,000 for each non Tenure Track TFEF, the “cost” is **-\$229,059**. Combining the figures for Tenure Track and non-Tenure Track FTEF, the estimated cost for faculty needed to teach the additional students by 2020 is **\$6,433,681**.

It is unclear whether CSUSB will be able to reach the desired goals of 63.6% tenure track density and 23.8 SFR by 2020. The following table presents budgetary figures three different scenarios: a more conservative 60% tenure track density and SFRs of 25 and 23.8, and the goal of 63.6% tenure track density with the SFR of 23.8.

	TT FTEF	NON-TT FTEF	TOTAL FTEF
AY 2014 - 2015	382.1	261.4	643.5
ASSUMPTION: Tenure track density 60% AND SFR 25			
Faculty needed by 2020	403.0	268.7	671.7
Additional faculty needed	20.9	7.3	28.2
Cost of additional faculty hired 2014 to 2020	\$2,090,800	\$363,600	\$2,454,400
ASSUMPTION: Tenure track density 60% AND SFR 23.8			
Faculty needed by 2020	423.3	282.2	705.5
Additional faculty needed	41.2	20.8	62.0
Cost of additional faculty hired 2014 to 2020	\$4,122,773	\$1,040,924	\$5,163,697
ASSUMPTION: Tenure track density 63.6% AND SFR 23.8 (per Strategic Plan)			
Faculty needed by 2020	448.7	256.8	705.5
Additional faculty needed	66.6	-4.6	62.0
Cost of additional faculty hired 2014 to 2020	\$6,662,739	-\$229,059	\$6,433,681

Postulate 3: The increase in revenue from FTES PLUS money budgeted in the Strategic Plan Implementation Proposal (Objective 2.7) will be sufficient to pay for the increased expenses of course buyouts for Tenure Track FTEF

If the increase in revenue from additional FTES is **\$6,811,059**, there is sufficient funding to pay for the additional faculty needed by 2020. But is it sufficient to pay for hiring the necessary faculty to give full time Tenure Track faculty at least one course buyout per semester?

The following table (next page) presents figures for course buyouts assuming that the cost of a course buyout will increase from the current \$4,000 per quarter course to \$5,000 per semester course. The table shows that under the assumption of 60% Tenure Track density and an SFT of 25, the increase in revenue from additional FTES projected by 2020 is more than enough to pay for 1 course buyout for each Tenure Track FTEF and is almost enough to pay for 2 course buyouts per year. And when the increase in revenue is augmented with the funding allocated for increasing faculty density and reducing

student-faculty ratio in the Strategic Plan Implementation Proposal (Objective 2.7), it is clear that a reduction in workload is financially feasible.

ASSUMPTION	TT FTEF	Cost of 1 Course Buyout per TT FTEF	Annual Cost of New Faculty Hired by 2020	Annual Cost of Buyouts <i>plus</i> Cost of New Faculty
60% TT Density and SFR 25	403.0	\$2,015,040	\$2,454,400	\$4,469,440
60% TT Density and SFR 23.8	423.3	\$2,116,639	\$5,163,697	\$7,280,336
63.6% TT Density and SFR 23.8	448.7	\$2,243,637	\$6,433,681	\$8,677,318

ASSUMPTION	TT FTEF	Cost of 2 Course Buyouts per TT FTEF	Annual Cost of New Faculty Hired by 2020	Annual Cost of Buyouts <i>plus</i> Cost of New Faculty
60% TT Density and SFR 25	403.0	\$4,030,080	\$2,454,400	\$6,484,480
60% TT Density and SFR 23.8	423.3	\$4,233,277	\$5,163,697	\$9,396,975
63.6% TT Density and SFR 23.8	448.7	\$4,487,274	\$6,433,681	\$10,920,955

BOTTOM LINE: The recently completed Strategic Planning document cites student success and faculty success as high priority issues. If the faculty workload is increased from three four-unit courses per quarter to four three-unit courses per semester, both of those goals are in jeopardy. The more reasonable workload of three three-unit courses will enable tenure stream faculty to focus on quality teaching, professional growth activities, and service to the campus and the community, and will promote the desired student success.

IX. The question of Lecturer workload

While it appears to be wholly possible for CSUSB to afford a 3-3 (3 unit) course load for tenure stream faculty on the semester system, we have not addressed the issue of workload for part time faculty. Of concern is what will constitute a full-time load for part-timers in the new system. Should the typical course load stay at 3-3 for tenure stream faculty, this committee fears that CSUSB will, like some other CSUs, “make up” for this investment by setting the full time load for contingent faculty at 5-5 or higher. This is problematic, because again, depending upon the pedagogy involved and the number of students taught a 5-5 could easily lead to a diminished learning experience for students and an unreasonable work increase each term for lecturers.

Moving from our current 11 4-units per quarter to a 10 3- unit courses per semester model, lecturer workload would change as follows:

- Number of unique courses per year moves from 11 to 10. A decrease of 1 courses per year.
- Number of unique students over the course of the year, assuming class size stays about the same: 10/11 (slight decrease in the total number of students per year.)
- Number of preparations to manage per week: 1.25 times more on 5/5: for example, if all MW or TuTh 2 hour classes taught now, there are a net 8 class meetings per week to prepare. With a 5/5 load, there would be 10 class meetings to prepare for per week if all Tu/Th classes were taught. A similar increase would occur with MWF courses. That is, 1.25 times as many class meetings during every week, for 30 weeks of instruction, compared to the current load. Each class meeting requires significant preparation time, including spill over directly before and after class for setup and student interaction.
- Number of students at a given time would increase by 1.25; this amounts to a significant workload increase, as many of our students require individual assistance, and feedback on assignments requires time from the instructor. For example, if a faculty member currently teaches 4 courses with average enrollment of 25 students/course, she teaches 100 students per unit time. In a five-course scenario, this jumps to 125 students per unit time. This both increases workload for the instructor, and reduces the opportunities for students to receive the help they need.

In short, if the number of classes taught currently by full time contingent faculty is increased from four to five, the amount of students, preparations, and grading could increase by up to 25% ($5/4 = 1.25$). On this campus, past practice has been equivalent, for most full time contingent faculty, to four preparations per unit time, and four groups of students per unit time. Increasing these two variables to five is a violation of the spirit of “past practice”, even though the number of annual units would decrease.

This situation also points to the troubling way in which the CSU has long contracted part time faculty. While contingent faculty are subject to collective bargaining and may enjoy access to benefits, the CSU model, with rare exceptions, fails to support part-time faculty in professional development or in service activities. As the AAUP notes in their 2003 Statement on Contingent Appointments and the Academic Profession, however:

To support the essential mission of higher education, faculty appointments, including contingent appointments, should incorporate all aspects of university life: active engagement with an academic discipline, teaching or mentoring of undergraduate or graduate students, participation in academic decision making, and service on campus and to the surrounding community. Faculty who are appointed to less-than-full-time positions should participate at least to some extent in the full range of faculty responsibilities. For all faculty members in contingent positions, this participation should be supported by compensation and institutional resources and recognized in the processes of evaluation and peer review.

Given the current workload imbalances faced by tenure stream faculty and the limited participation afforded contingent faculty in the system, this committee wonders if the time has come to rethink workload expectations for lecturers. More particularly, the committee recommends that CSUSB follow the AAUP’s recommendations and recognize contingent faculty as well-rounded members of the

academic community, with instructional, service and professional development obligations. Such obligations would be reflected in the contingent faculty time base and in annual review procedures. Such a rethinking of institutional structure might help rebalance workload across faculty ranks and allow tenure track faculty to invest more heavily in research, scholarship, and creative activities, and the related teaching and mentoring assignments that flow from such work, while simultaneously providing full time contingent faculty some relief from excessive teaching loads and enabling them to contribute to the fabric of our departments and to remain current in their disciplines.

X. A question of priorities

The University's budget is an objective measure of its mission. In Table 1 are tabulated a summary of the baseline budget, minus the items now collectively called Central Budget, and therefore mandatory expenses. Thus, this constitutes the budget that can be divided according to university priorities. Note that corrections have been made to the first two years' data to align with current University budget categories.

First, it is noteworthy that the baseline budget has increased modestly over the past five years. But it is troublesome to note that the baseline budgets going to Academic Affairs (AA), and particularly to the Colleges (the categories that most closely correlates to supporting what happens in the classroom) have not nearly kept up with campus budget growth (in fact each went down one year). More alarmingly, both the AA budget and College baseline budgets now constitute *a significantly smaller percent of the campus budget overall* than they did five years ago. The percent of the University non-central budget going to AA has decreased from 67.9% in 2011-12 to 64.5% in 2015-16, and the percent going to the Colleges is reduced from 54.3% in 2011-12 to 50.0% in 2015-16. This is at the same time that campus enrollments have gone from 17,250 in fall 2011 (ir.csusb.edu, Jan 2012 Factbook) to about 20,000 (announcement by IR for fall 2015), a nearly 14% increase in student headcount. This is truly a disservice to the academic mission of the University, and points to priorities that have been made in recent years. This also indicates that money has already been invested elsewhere on campus to support additional student growth, freeing up much of the new per student funding for supporting AA, including addressing faculty workload issues highlighted in this document.

Year	Total Baseline Minus Central	Year to Year Change	Amount to Academic Affairs	Year to Year Change	% to Acad. Affairs	Amount to Colleges and Museum	Year to Year Change	% to Colleges and Museum
2011-12	\$90,218,121	NA	\$61,247,848	NA	67.89%	\$48,995,754	NA	54.31%
2012-13	\$91,178,876	1.05%	\$61,734,822	0.79%	67.71%	\$49,342,976	0.70%	54.12%
2013-14	\$98,433,324	7.37%	\$64,849,535	4.80%	65.88%	\$48,724,705	-1.27%	49.50%
2014-15	\$102,687,387	4.14%	\$67,410,942	3.80%	65.65%	\$50,207,963	2.95%	48.89%
2015-16	\$103,962,868	1.23%	\$67,092,495	-0.47%	64.54%	\$51,988,618	3.43%	50.01%

What happens next, then, as we convert from a quarter system to a semester system is really a matter of institutional priorities. Realizing the goals and the objectives of the Strategic Plan during and after this

transition will require significant faculty time and energy – energy that we may not have if workload adjustments are not made. This is not a failure of faculty will; it is a realistic assessment of the current conditions of our work.

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