

Faculty Workload Task Force Recommendation to the Q2S Steering Committee

In the Fall of 2015, the Faculty Senate and EPRC appointed representatives from each CSUSB College to a “Workload” committee tasked with evaluating the resources required for optimal teaching, research, scholarly and creative activity, and service under a semester system. The Committee produced a report that was endorsed by the Senate on January 16, 2016 (http://senate.csusb.edu/docs/workload_undersemester_res&report.pdf). In the words of the Senate president, this report 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.” In brief, the report draws the following conclusions:

- Excessive teaching loads significantly reduce the scholarly output of faculty.
- CSUSB 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.
- Research/scholarly/creative activity and community service are a vital part of the CSU mission and the CSUSB 2015-2020 Strategic Plan.
- If CSUSB were to move to a four course, 3-unit base teaching load per semester, the significant (1/3) increase in number of students, preparations, and class meetings would *decrease* the faculty’s abilities to carry out the Strategic Plan objectives.
- The University’s ability to attract and retain high quality faculty would be severely impeded by the adoption of a four course, 3-unit base teaching load per semester.
- The report also provides a financial analysis indicating that *sufficient University resources will be available for reduction of the base teaching load to three, three-unit classes per semester.*

Following the Senate’s endorsement of the above report, the financial circumstances of the University changed to some degree, particularly with respect to budgeting associated with the new CFA contract. Consequently, in June, 2016, the Q2S Steering Committee invited the original members of the Senate-appointed “Workload” committee to form an expanded **Q2S Faculty Workload Task Force** assigned with drafting a recommendation to the Steering Committee regarding faculty workload under the Semester system. The Q2S Steering Committee also requested an independent financial analysis from VP Doug Freer.

The committee began its analysis by considering cost estimates provided by AVP Freer. Since the costs of enabling all tenure stream faculty a 3-3 or 3-4 default teaching load would depend on the ratio of new TT faculty to lecturer hired to accommodate it, AVP Freer provided analyses based on three different scenarios. 3-3 means that faculty would teach three courses per semester for both semester; 3-4 means that faculty would teach three courses in one semester and four in the other, *assuming that the University would “buy down” -- reduce courses -- from a presumed 4-4 semester load.* (The assumption that the semester teaching load in the CSU is a 4-4, however, is not contractually mandated.

- In the **first** scenario, all released courses are covered by new TT faculty. The analysis posits a need to cover 380 sections if a 4-3 workload is adopted and 760 sections if a 3-3 load is adopted. The analysis also assumes a cost of \$109,866 per new faculty member

hired to cover these sections. Importantly, this figure is based on the current average salary in the CSU across all ranks, rather than on an average cost for assistant professors - the rank that would typically be hired for a TT position. The result of this analysis is a total cost to the University of **\$5,966,038** for the adoption of a 4-3 workload and a total cost of **\$12,926,415** for adoption of a 3-3 load.

- In a **second** scenario, the Freer analysis assumes that all released courses are covered by PT faculty at \$6,850 per course (inclusive of benefits). In this scenario, there is an estimated cost to the University of **\$2.6 million** for adoption of a 4-3 workload and a cost of **\$5.2 million** for adoption of a 3-3 workload.
- As a **third** scenario, the Freer analysis assumes that the courses will be covered by an even split of TT and PT faculty. This scenario yields an estimated cost to the University of **\$4.3 million** and **\$9.1 million** for, respectively, a 4-3 workload and a 3-3 workload.

Additionally, according to AVP Freer, the university should see net increases in revenues of 2.9 million over the next five years. This analysis suggests that there should already be funds enough unallocated funds to cover a 4-3 teaching load for all tenure stream faculty, if non-tenure stream faculty are employed. However, on the basis of this revenue estimate and the projected costs, the Freer analysis concludes that the University does not have the financial means to support either a 4-3 or a 3-3 teaching load. This is a dramatically different conclusion than what is provided in the “Workload” committee report adopted by the Senate.

We find that the assumptions of the Freer analysis are on the pessimistic side, both with regard to the anticipated cost of moving to a 4-3 or 3-3 teaching load and with regard to anticipated revenues generated by the University over the next five years. Let’s consider the costs. First, many of the PT faculty hired to cover the 380 (or 760) released courses would already be employed by the University and so no new benefits costs would be incurred in hiring them (thus reducing the cost estimate). Second, to the extent that TT faculty would be covering any of the sections, the true salary estimate per faculty member should be \$93,444 (including benefits) since this is the average for assistant professors. Thus under all three scenarios in the Freer analysis, the cost to the University would be substantially below the estimates provided in the analysis.

As for net projected revenues, there are at least two key points worth making. The first is based on the Statements of Cash Flows for CSUSB for the years 2012 to 2015. According to data available on CSUSB’s budget page, the EXCESS cash flow for the campus has been *at least* \$5 million dollars for each of the last four years (with the highest figure being \$11.7 million dollars in 2014). This does not include auxiliary components of the University (e.g., UEC, Philanthropic Foundation, ASI, SMSU), which show an additional EXCESS cash flow of \$7.6 million in 2015. On the basis of these figures, the projected five-year augmented funding of only \$2.9 million dollars in the Freer analysis seems extremely pessimistic. Second, the Freer analysis assumes a growth rate of 1%. However, the actual growth of the University has averaged 3-4% over recent years. Again, we assert that the actual revenue increase will likely be significantly higher than the projected \$2.9 million.

Of course, it is beyond this subcommittee’s responsibility to determine *how* to fund the initiative we are recommending. However, in making our recommendation, we’d note three other salient budgetary facts that have helped persuade us that our recommendation is economically reasonable:

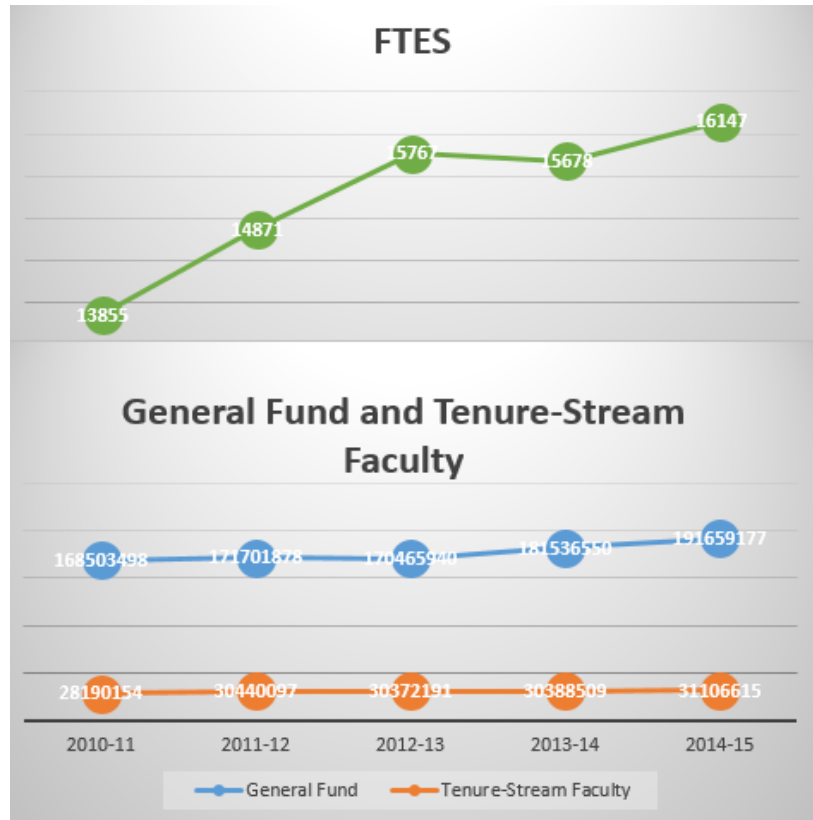
- 1) The projected cost of either a 4-3 or a 3-3 course load represents a miniscule percentage of the University budget: as small as 1-2% assuming that a substantial number of courses are covered by PT faculty. For a University that considers faculty research, scholarship, creative activity, and community involvement to be a priority, this percentage should be acceptable. Even a cursory review of the University’s Strategic Plan makes it abundantly clear that faculty outside-of-the-classroom activities of this nature are, indeed, a very high priority for the University administration.

- 2) As the chart and graph, below, make clear, institutional spending on faculty has not kept pace with growth in the General Fund or growth in FTEs since 2010-2011 AY. While the General Fund has grown 14% and FTE has increased by 17%, spending on tenure stream faculty has increased only 10%. In short, faculty have borne the brunt of the growth of the university and are situated to continue to carry an increasing burden as the university converts to semesters and commits to its new strategic plan – unless institutional priorities shift to take faculty needs and enhanced teaching and learning into account.

Three-way comparison: General Fund, FTES, and Tenure Stream Faculty, from 2010-11 to 2014-15

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	5-yr increase
General Fund	168,503,498	171,701,878	170,465,940	181,536,550	191,659,177	14%
FTES	13855	14871	15767	15678	16147	17%
Tenure-Stream Faculty	28,190,154	30,440,097	30,372,191	30,388,509	31,106,615	10%

Notes: 2010-2011: Furlough; Nov. 2012: Passage of CA Proposition 38.



3) Finally, it is noteworthy 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, 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 despite increasing FTEs.

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
11-12	\$90,218,121	NA	\$61,247,848	NA	67.89%	\$48,995,754	NA	54.31%
12-13	\$91,178,876	1.05%	\$61,734,822	0.79%	67.71%	\$49,342,976	0.70%	54.12%
13-14	\$98,433,324	7.37%	\$64,849,535	4.80%	65.88%	\$48,724,705	-1.27%	49.50%
14-15	\$102,687,387	4.14%	\$67,410,942	3.80%	65.65%	\$50,207,963	2.95%	48.89%
15-16	\$103,962,868	1.23%	\$67,092,495	-0.47%	64.54%	\$51,988,618	3.43%	50.01%

*Chart/figures have been adjusted to account for shifting budget items in each category so as to provide a reliable snapshot of the changing funding scenario.

There are at least four goals and nine objectives in the Strategic Plan that are directly dependent upon faculty investment in a range of professional activities. These goals and objectives are at risk if faculty must deal with the demands of an extra course per unit time.

In particular, **Goal 1** (Student Success) includes an objective to increase HIPs. Student mentorship and training through involvement with faculty research, scholarly, and creative activity *is* a HIP. Goal 1 also includes an objective to promote graduate student success. Outside-of-the-classroom educational experiences are at least as crucial to graduate training as classroom activities, and both the former and the latter are intricately tied to faculty research, scholarship, creative activity, and community involvement. **Goal 2** (Faculty and Staff Success) includes objectives to develop a Center of Excellence, enhance the university's reputation as a center of scholarship, and enhance student opportunities for supervised research/creative activities. The importance of faculty investment in research and scholarship to each of these objectives is self-evident. **Goal 3** (Resource Sustainability and Expansion) includes an objective to enhance extramural funding opportunities. Faculty are an essential source of viable proposals for such funding and faculty need ample time and support to produce competitive proposals. **Goal 4** (Community Engagement and Partnerships) includes objectives to align community needs with university resources, increase strategic community-university engagement activities, and provide recognition and reward for excellence in community engagement. These objectives directly acknowledge the essential role that faculty professional involvement with community agencies, organizations, and public officials plays in enabling the University to fulfill its promise as a vital source of advancement in the communities it serves.

There are numerous other benefits to giving careful consideration to the workload issue. CSUSB is above the system-wide average with regards to sponsored program expenditures from 2010/11 through 2014/15. Looking at expenditures per TT faculty member, we are tenth highest in the system; and among the smaller campuses in the system, we are first in expenditures. This should be a matter of pride for our campus because it is a direct indication of two things: 1) Our faculty have been highly productive under the current quarter system, and 2) this University has made significant strides in its efforts to support faculty professional activity. With the impending conversion to semesters, CSUSB must insure a faculty workload that enables current rates of productivity to be sustained. Otherwise, sponsored programs will likely dip well below the system average.

Some have argued that very few TT faculty members are currently teaching a "full load" (i.e. at least 12 WTUs per quarter), thus one would expect that few faculty members would teach the full 4-4 baseline load. We respectfully disagree with that argument. As seen in the Appendix, CSUSB faculty have an average *direct* teaching load (classroom + supervision) of 32.89 WTUs, with an additional 11.72 WTUs for *indirect* WTUs (teaching/service time for new preparations, special instruction programs, advising, etc.). The resulting 44.61 average WTUs do not even include the expected levels of 1) research, scholarly, and creative activity and 2) service to the University and the community. When these activities are added to this total, it is

abundantly clear that the ACTUAL average workload of our faculty typically exceeds the required 45 WTUs.

Across the CSU, other semester campuses have managed teaching loads below four per unit time with varying degrees of success by utilizing a combination of strategies, including providing teaching credit for large classes, 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 Steering Committee may well wish to consider such mechanisms for our campus. However, these mechanisms are typically implemented at the college and departmental level. Adopting a *campus-wide policy* of insuring a 4-3 or 3-3 base load for faculty would be *innovative* and would effectively position our campus to continue its ascendancy as a leading University in faculty professional activity. In addition, recruitment and retention of talented faculty is vital for success, and codifying a reasonable workload that will make CSUSB attractive and competitive. With careful consideration of teaching loads, the University has an opportunity to set itself apart as a premiere destination for the finest teacher-scholars available.

Bottom line:

CSUSB faculty are currently working in excess of CFA-mandated workload limits. Under a 4-4 semester system, the teaching component of this workload will increase. We will see both more course sections and more students per unit time. At the same time, there will be no decrease in expectations of faculty in the areas of research, scholarly, and creative activity or service. Indeed, the University's mission and strategic plan place a high priority on faculty involvement and success in professional activity, broadly defined, and in community service. In order for the faculty to meet these expectations while maintaining excellence in teaching, *it is paramount that teaching loads under a semester system not exceed three 3-unit courses per semester*. Data discussed here and in the 'Workload' Committee's original report make it clear that the number of simultaneous course preparations is the key to faculty productivity outside the classroom. While teaching three courses at a time, it is possible for a faculty member to conduct sustained professional activity. With four courses, it is simply not possible. It is also important to clarify that existing sources of release time at the University (e.g., external and internal grants, specialized service, large class sections, student supervision, etc.) must remain in place. Adoption of a 3-3 baseline load *in lieu of* traditional mechanisms for release time would be regressive.

The Faculty Workload Task Force also recommends that the Faculty Senate consider the adoption of a Workload Policy. Article 20 of the Unit 3 Collective Bargaining Agreement (CBA) between the California Faculty Association (CFA) and the Board of Trustees of the California State University (CSU) provides a broad framework for the definition of faculty workload. Individual campuses can, and should, offer an interpretation of this policy that remains faithful to the CBA while thoughtfully applying this article to the mission and strategic plan of that campus. An appropriate model for such a FAM policy could be the "agreement for the administration/management of workload for full-time tenure-track faculty at CSU Stanislaus." This agreement maintains that sixty to eighty percent of the annual workload for an average faculty member will be in the category of **Direct Instruction** (classroom, laboratory, field, activity classes, or studio instruction; direct supervision of theses, independent projects, interns,

or field experiences; distance learning, sports, and directed study), twenty percent will consist of **Indirect Instruction** (inclusive of academic advising; curriculum development and revision; committee assignments and similar on-campus university service), up to 20% of the workload will be in the category of **Research, Scholarship, or Creative Activity**, and up to 20% of the workload will consist of **Ancillary Professional Activities** (significant participation in professional organizations, active participation in the practice of one's discipline, pursuit of advanced degrees, formal training, licensure or professional certification, instructionally-related services, accreditation or assessment activities, and shared governance). The value of such a FAM policy is that it explicitly acknowledges that faculty are typically involved in all four of these categories of activity and that each type of activity represents a legitimate percentage of the workload. The 3-3 baseline load recommended in this document (and endorsed by the Faculty Senate in our earlier report) is consistent with this type of agreement/policy.

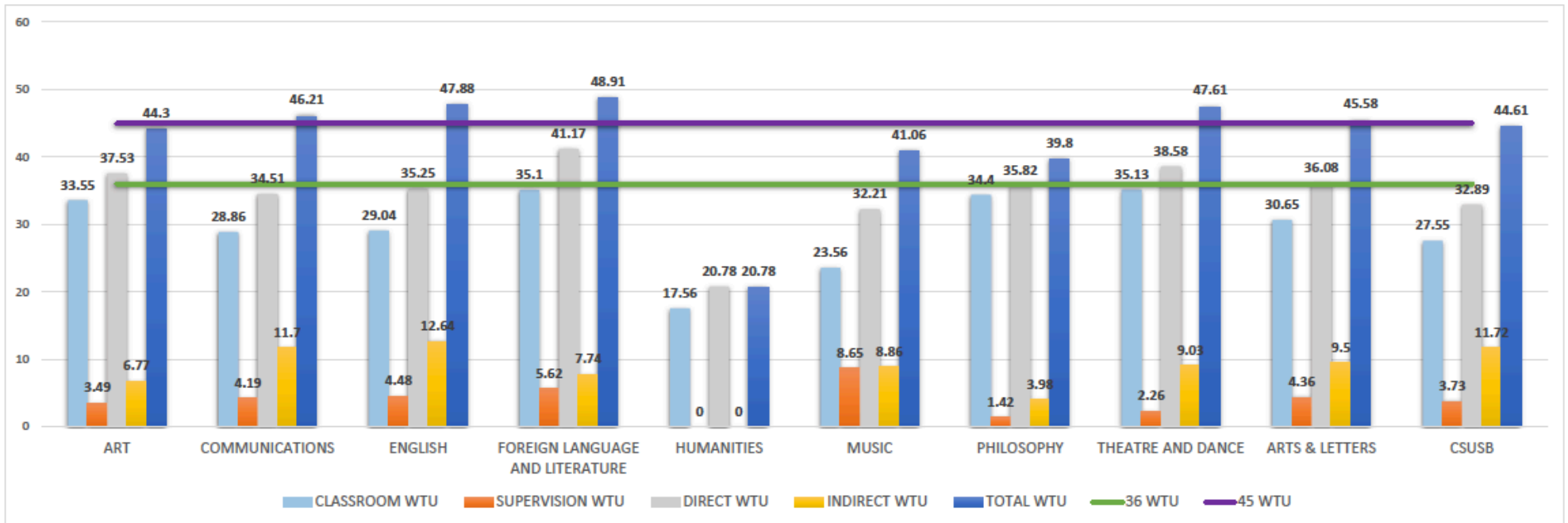
Conversion to semesters is a watershed 'moment' for this University. Will we maintain our well-deserved reputation for excellence in both instruction and scholarship? Will we enhance our growing reputation as a community partner? We believe that the answers to these questions will be a resounding 'yes', but we must be prudent and invest in a faculty teaching load that will make such achievements possible.

Faculty Workload Task Force: M. Monir Ahmed, Mary Boland, Patrick Bungard, Rong Chen, Kimberly Cousins, Joseph Jesunathadas, Karen Kolehmainen, Marcia Marx, Robert Ricco, Barbara Sirotnik.

APPENDIX:
Faculty Assignment by Department (FAD) Data Report

T/TT WTU's: College of Arts & Letters
2015-2016

Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty.

Inconsistent reporting and coding practices may adversely affect Indirect WTU totals. Caution is suggested when interpreting the contributions of Indirect WTU.

CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).

SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision instruction (CS # 23,24,25,36,48).

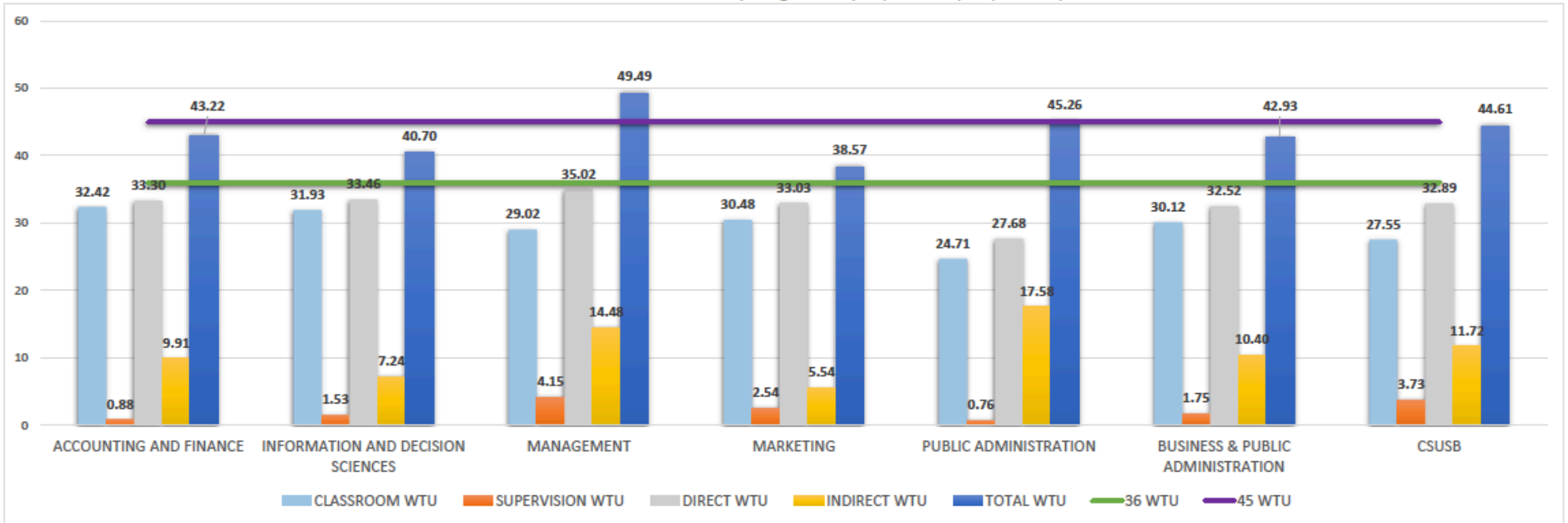
DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.

INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities,

TOTAL WTU: Direct WTU + Indirect WTU

T/TT WTU's: College of Business & Public Administration
2015-2016

Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty.

Inconsistent reporting and coding practices may adversely affect Indirect WTU totals. Caution is suggested when interpreting the contributions of Indirect WTU.

CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).

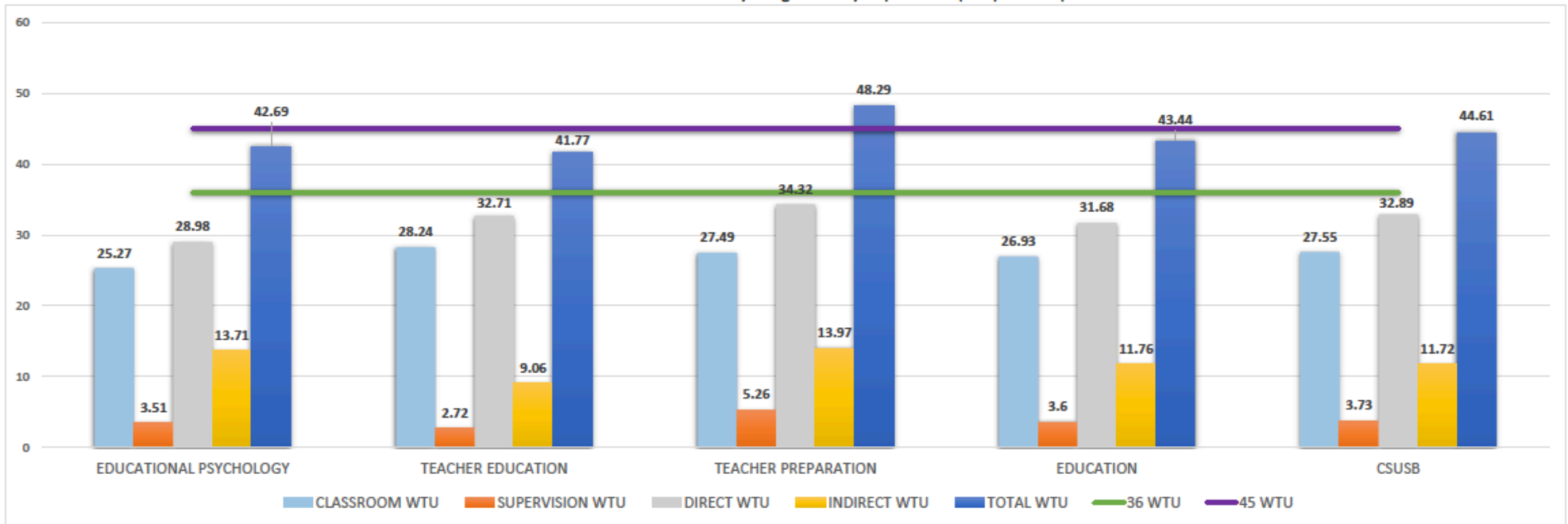
SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision instruction (CS # 23,24,25,36,48).

DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.

INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities ,

T/TT WTU's: College of Education
2015-2016

Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty

Inconsistent reporting and coding practices may adversely affect Indirect WTU totals. Caution is suggested when interpreting the contributions of Indirect WTU.

CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).

SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision instruction (CS # 23,24,25,36,48).

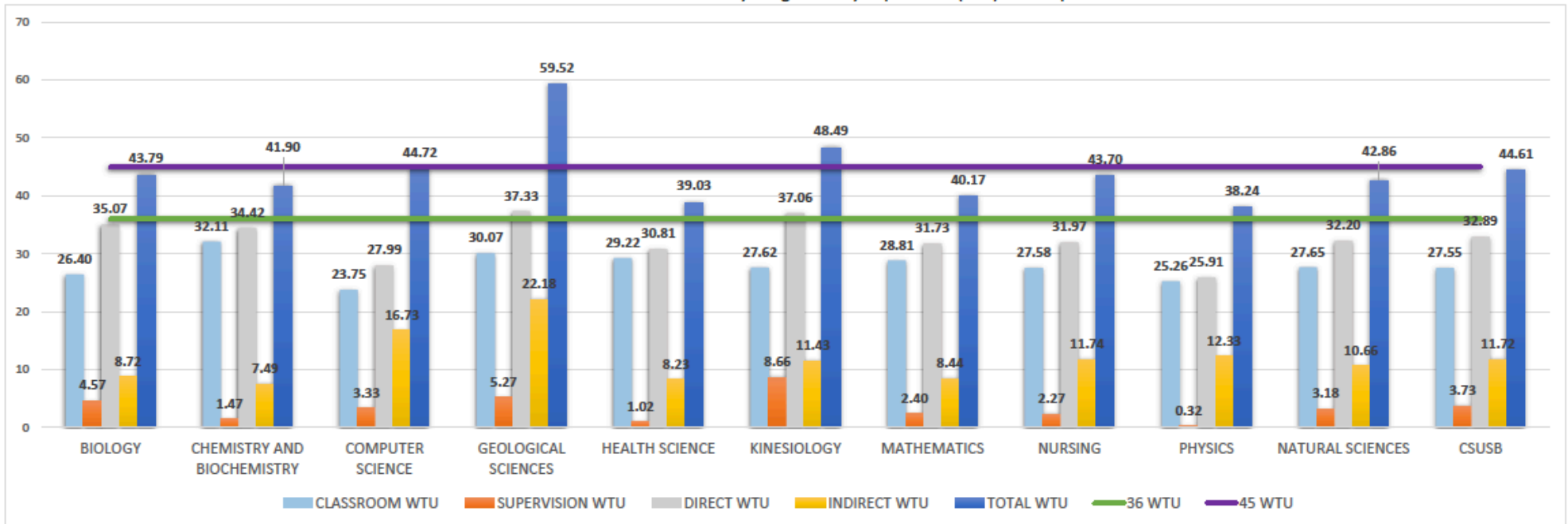
DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.

INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities,

TOTAL WTU: Direct WTU + Indirect WTU

T/TT WTU's: College of Natural Sciences
2015-2016

Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty

Inconsistent reporting and coding practices may adversely affect Indirect WTU totals. Caution is suggested when interpreting the contributions of Indirect WTU.

CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).

SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision instruction (CS # 23,24,25,36,48).

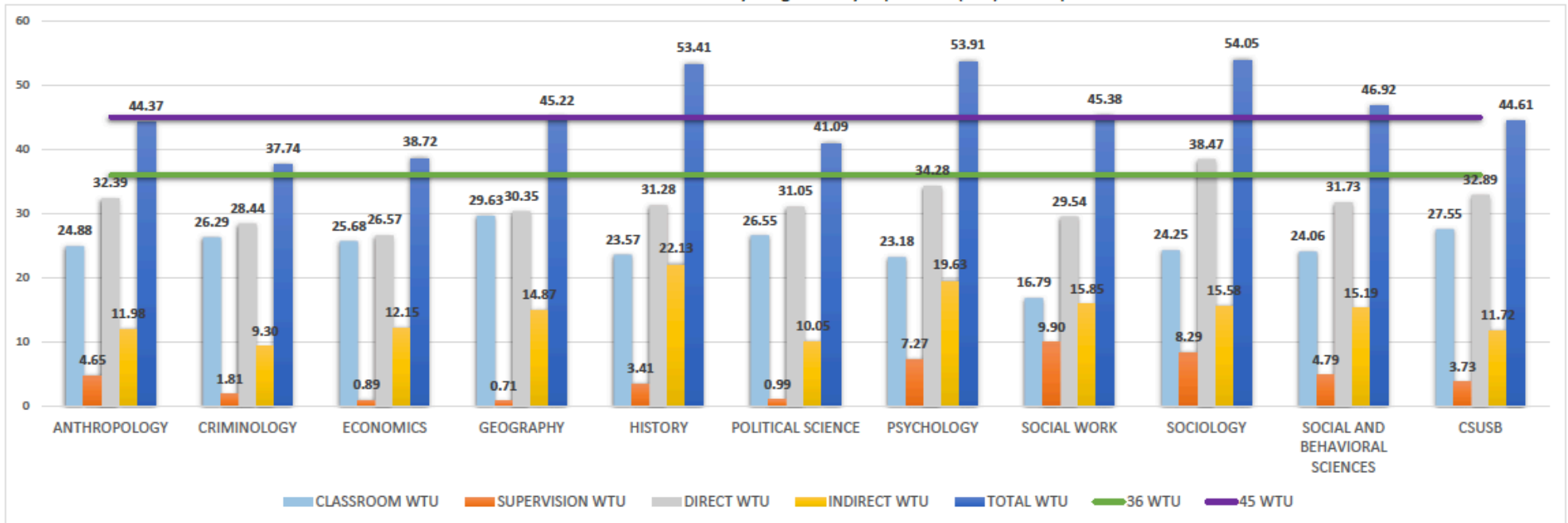
DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.

INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities ,

TOTAL WTU: Direct WTU + Indirect WTU

T/TT WTU's: College of Social & Behavioral Sciences
2015-2016

Based on Chancellor's Office Faculty Assignment by Department (FAD) Data Report



Note: While these totals aren't directly available in the FAD report, the calculations are the summed result of term WTU totals divided by the term FTEF totals for T/TT faculty

Inconsistent reporting and coding practices may adversely affect Indirect WTU totals. Caution is suggested when interpreting the contributions of Indirect WTU.

CLASSROOM WTU: Total Weighted Teaching Units generated from Classroom instruction (CS # 01-21 & 77,78).

SUPERVISION WTU: Total Weighted Teaching Units generated from Supervision instruction (CS # 23,24,25,36,48).

DIRECT WTU: Sum of CLASS and SUPERVISION WTU + any Direct Assign Time from Excess Enrollments, Non Traditional Instruction, In Service Training for K-12 personnel, Credit by Examination/Evaluation, Instructional Support of Graduate Students.

INDIRECT WTU: Total faculty Assigned Time WTU reported for New Preparations, Course Overload, Special Instruction Programs, Instructional Experimentation or Innovation, Instruction Related Services, Advising Responsibilities ,

TOTAL WTU: Direct WTU + Indirect WTU