Principles for Defining Normative Workloads at San Francisco State University

Report of the ad hoc Taskforce on Workload
May 11, 2004

The ad hoc taskforce on workload was formed pursuant to Academic Senate resolution RF02-203, "Supporting Redefinition of the Faculty Workload and Creating a Taskforce to Plan Implementation" (Attachment A). The work of the taskforce was initially delayed because of the uncertainty of the University budget, but was resumed in academic year 2003-04. Because of the continuing uncertainty of University budget, the taskforce presents this set of principles and procedures for implementation at a later time. Departments are encouraged to initiate planning as soon as possible, to be prepared for implementation when funding is more secure.

The members of the taskforce were:

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The taskforce report is divided into two parts, the first dealing with tenured and tenure-track faculty members and the second with lecturers.

A. Principles for defining normative workloads for tenured and tenure-track faculty members

1. Tenured and tenure-track faculty members shall usually devote approximately 60 percent of their total workload, i.e., approximately 9 weighted teaching units (WTUs) in a total workload of 15 WTUs per semester, to direct instructional assignments, including classroom and laboratory instruction and instructional supervision, equivalent to approximately 27 hours per week. Tenured and tenure-track faculty members shall usually devote approximately 20 percent of the total workload, i.e., approximately 3 WTUs each semester, to indirect instructional activity such as student advising, curriculum development and improvement, and committee
assignments, equivalent to approximately 4-9 hours per week.\(^1\)

The remaining WTUs, approximately 20 percent of the total workload, should be composed of other instructionally related activities, including but not limited to instructionally related research, scholarship, or creative work (as those concepts are defined in the tenure and promotions policies\(^2\)), instruction-related services (as service is discussed in the tenure and promotions policies\(^3\)), advising responsibilities,\(^4\) instruction-related committee assignments,\(^5\) curricular planning or studies, or professional development approved by the department or college.\(^6\) It is anticipated that, in the large majority of instances, the assigned time beyond the 9 WTUs for teaching and the 3 WTUs for advising and committee work will be used to advance instructionally related research, scholarly activity, and creative work. It is anticipated that, in addition to the 9 WTUs of direct instruction, many faculty members will also do a modest amount (up to approximately 1.5 WTUs) of supervision not including field supervision, e.g., supervision of masters' theses or independent study, e.g., courses numbered 895, 897, 898 or 699 and 899.\(^7\)

The 40 percent of workload devoted to activities other than direct instruction, as described above, can provide matching time for a grant-funded project to the extent that those grant-funded activities are devoted to the purpose of the grant. For example, the 20 percent generally provided for instructionally related research is appropriate as a match for research-related activities, and the 20 percent provided for indirect instructional activities is appropriate as a match for activities such as mentoring of students or special advising.

2. The central responsibility for implementing any change should be with the department and college. There should be a maximum degree of flexibility among

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\(^1\) See Consolidation of Faculty Workload Policy Materials, EP&R 76-36, Glenn S. Dumke to Presidents, August 16, 1976 (hereinafter cited as EP&R 76-36), for these definitions of direct instructional assignments and indirect instructional activity. A copy is attached, as Attachment B.

\(^2\) See the SFSU policy on retention and tenure, Academic Senate Policy S88-120, available online at [http://www.sfsu.edu/~senate/S88-120.htm](http://www.sfsu.edu/~senate/S88-120.htm), especially the section entitled Professional Achievement and Growth; and see also the SFSU promotions policy, Academic Senate Policy S94-028, available online at [http://www.sfsu.edu/~senate/S94-028.htm](http://www.sfsu.edu/~senate/S94-028.htm), especially the section entitled Professional Achievement and Growth.

\(^3\) See retention and tenure policy, sections entitled Community Service, Professional Societies or Other Professional Activities, and University Non-Teaching Activities, and promotions policy, section entitled Contributions to Campus and Community.

\(^4\) See EP&R 76-35, which includes "an excessive advising load due to a relatively high proportion of part-time faculty in his [sic] department," "a greater than normal share of departmental or school advising responsibilities," and "services as departmental graduate advisor."

\(^5\) See EP&R 76-36, which includes "participation over and above normal levels in such areas as curriculum, personnel, budget, library, audiovisual, and selection committees at the department, school or college level."

\(^6\) Except for professional development, these categories of assigned time are taken from EP&R 76-36.

\(^7\) The supervision categories in EP&R 76-36 have been superceded by a CSU-CFA memorandum of understanding; see Attachment C. The intent here is limited to supervision of independent study, i.e., S-1, S-2, and S-3 courses. A WTU of 1.5 would be equivalent to, e.g., supervision of three graduate student projects or 5 undergraduate projects, assuming that each project is for three semester units.
departments and colleges in defining t/t faculty workloads within the overall context of the 60-40 ratio. In most cases, departments will do this with no increase in faculty resources and without changing their targeted departmental student-faculty ratio.

Only in instances where the faculty of a college or department wishes to implement a change and is unable to do so due to resource constraints should the University (administration and Academic Senate) become involved. When such a circumstance presents itself, the provost and the executive committee of the Academic Senate shall appoint a special committee composed of department chairs, senators, and a college dean, to work with the department/college in defining the resource constraints and needs. In such instances, the first task of the special committee shall be to confirm that, in fact, resource constraints prevent the department or college from accomplishing a redefinition of workload.

3. Individuals and departments that choose not to maintain a 60-40 ratio should be permitted to do so.

Departments that participate in redefining the workload should develop in writing clear and specific expectations for the faculty members who receive assigned time so they can document their accomplishments in non-teaching areas for the purposes of retention, tenure, and promotion. Departments should include their expectations for faculty assigned time for scholarship and service (both as defined in University personnel policies) in their departmental retention, tenure, promotion, and other personnel actions. It is anticipated that the large majority of assigned time will be for scholarship or specified departmental activities.

Faculty members participating in the Faculty Early Retirement Program (FERP) shall usually devote approximately 12 WTUs in a total workload of 15 WTUs per semester to direct instructional assignments, including classroom and laboratory instruction and instructional supervision.

4. For faculty members who teach large sections or who teach classes with extensive out-of-the-classroom responsibilities such that the amount of time expended for the class or section is significantly greater than that required for teaching a more typical class or section, departments should provide additional support (e.g., teaching assistants to help with grading papers) or an appropriate adjustment to their time base. The amount of time expended includes preparation time, grading, and meeting with members of the class during office hours.

In instances when the evidence indicates that additional support or an adjustment of timebase is appropriate but cannot be implemented because of resource constraints, the provost and executive committee of the Academic Senate shall appoint a special committee composed of department chairs, senators, and a college dean, to work with the department/college in defining the resource needs.
5. Faculty members shall report annually on the specific use of assigned time, regardless of whether the assigned time is generated external to the department (from the college, University, or the CSU system, or through outside funding) or internally (through the implementation of assigned time for the purposes listed in principle 1). The report may be brief, but should indicate the scholarly or service activities that the faculty member could have accomplished only with this assigned time in which to perform them. A prototype is attached, Attachment B.

The report form will note that the CSU expects faculty members to devote 12 WTUs to direct instruction each semester and 3 WTUs to indirect instruction, but that many SFSU faculty have 3 units of assigned time (0.20 of their total workload) to permit them to engage in instructionally related scholarship or service. The report form will also note that its primary purpose is documentation that assigned time has been used appropriately, in the event of an outside audit of the university's use of assigned time, and thus that faculty members need not anticipate a response to the report from a higher-level administrator if the report is adequate for that purpose. If a faculty member fails to file a report or files a report that fails to indicate any accomplishment as the result of receiving assigned time, the department chair or college dean should discuss with that faculty member the possibility of declining future assigned time.

Departmental staff responsible for preparing the fourth-week faculty workload reports should receive training so that all departments are using the same procedures to report WTUs generated by instruction and assigned-time. One goal of such training is to make certain that all instruction is appropriately recorded and that assigned time categories are used only when appropriate. For example, supervision courses should be assigned to the faculty member responsible for the supervision, and assigned time reduced accordingly. Thus, it may be that a given faculty member may appear with 9 WTUs for teaching, 3 WTUs for advising/committee work, 1 WTU for supervision of graduate theses, and 2 WTUs for instructionally related research, rather than reporting 3 WTUs for instructionally related research and therefore an overload for the faculty member.

B. Principles for defining normative workloads for temporary faculty members

1. The large majority of temporary faculty members are hired only to provide direct instruction (in some cases, to do research), and not for indirect instructional activity such as student advising, curriculum development, or committee service. Direct instruction includes classroom teaching and laboratory or studio instruction, all preparation for teaching, grading student assignments, and holding regular office hours to meet with the students enrolled. In order that temporary faculty members be able to carry out these direct instructional responsibilities, they should be provided office space, appropriate equipment, a telephone and a listing in the telephone directory, and the like.

Temporary faculty members who are hired only to provide direct instruction should
not be required or even encouraged to undertake indirect instructional activities without compensation. All part-time, temporary faculty members should be clearly advised at the time of their hiring that the University does not expect them to do work without appropriate compensation, that they have the right to request compensation for any non-teaching activity they agree to undertake, and that they have a right to refuse any non-teaching work assignment other than maintaining regular office hours for the purpose of meeting with the students in their classes.

Temporary faculty members have the right to undertake non-teaching activities without compensation if they choose to do so. They should always be invited to participate fully in the academic community of their program unit, including attending and participating in department meetings, elections, and social activities.

2. The normative workload for temporary faculty members should be modeled on -- analogous (not identical to) -- that of tenured and tenure-track faculty members, to the extent that no temporary faculty member with a full-time appointment be expected to teach more than the equivalent of 12 WTUs (four three-unit classes) per semester. In return, the full-time temporary faculty member is expected to undertake limited non-instructional activities, including meeting with students, advising (if the faculty member is knowledgeable regarding departmental and University requirements), curriculum development, and committee service.

3. For faculty members who teach large sections or who teach classes with extensive out-of-the-classroom responsibilities where the amount of time expended for the class or section is significantly greater than that required for teaching a more typically sized class or section, departments should provide additional support (e.g., teaching assistants to help with grading papers) or an appropriate adjustment to their time base. The amount of time expended includes preparation time, grading, and meeting with members of the class during office hours.

In instances when the evidence indicates that additional support or an adjustment of timebase is appropriate but cannot be implemented because of resource constraints, the provost and executive committee of the Academic Senate shall appoint a special committee composed of department chairs, senators, and a college dean, to work with the department/college in defining the resource needs.

Attachments:
A: Academic Senate Resolution RF02-203, "Supporting Redefinition of the Faculty Workload and Creating a Taskforce to Plan Implementation."
D: Model reporting form for assigned time.
ATTACHMENT A: Academic Senate Resolution RF02-203

SUPPORTING REDEFINITION OF THE FACULTY WORKLOAD
AND CREATING A TASKFORCE TO PLAN IMPLEMENTATION

WHEREAS Some departments and programs at San Francisco State University have
an expected teaching load for tenured and tenure-track faculty members of
twelve weighted teaching units per semester and other departments and
programs have an expected teaching load of nine units or less; now
therefore be it

RESOLVED by the Academic Senate of San Francisco State University that it shall be
a goal of San Francisco State University to move, as expeditiously as
possible, to reconfigure the normative faculty workload so that the usual
teaching load for tenured and tenure-track teaching faculty shall be
approximately sixty percent of the total workload (15 Weighted Teaching
Units) each semester with a corresponding increase in the faculty workload
in areas other than classroom instruction, including research, scholarly
activity, creative work, professional development, and service; and be it
further

RESOLVED by the Academic Senate SFSU that a taskforce, including representatives
of the Academic Senate SFSU, the California Faculty Association, and the
SFSU administration (in the model of the successful system-wide ACR 73
taskforce), be appointed jointly by the Chair of the Academic Senate SFSU
and by the Vice-President for Academic Affairs and charged with

• Determining a normative teaching load within a normative overall
workload for all faculty members, including variations for particular
disciplines or circumstances,
• Developing an implementation plan for reconfiguring the normative
faculty workload for those departments and faculty members that wish to
do so, and
• Reporting its recommendations to the Academic Senate and the Vice-
President for Academic Affairs no later than the final senate meeting in
May 2003.

***UNANIMOUSLY APPROVED by the Academic Senate
at its meeting on December 3rd, 2002***
ATTACHMENT C: Revised definitions for supervision courses.

Memorandum of Understanding

The California State University and the California Faculty Association agree that in the calculation of faculty workload, the following definitions shall be used in describing instruction involving one-on-one contact between faculty and student.

S-Factor Definitions
S-Factor courses are assigned when the mode of instruction involves direct one-on-one contact between faculty and student. The average amount of faculty time per student referenced in the definitions includes faculty preparation, evaluation, travel, and liaison with agencies when necessary.
S-1. This category maybe used for any supervision that requires of the instructor an average of three-quarters of one hour per week of activity with each individual supervised student. The faculty member would receive one-third WTU for each student.
S-2. This category may be used for any supervision that requires of the instructor an average of one hour per week of activity with each individual supervised student. The faculty member would receive one-third WTU for each student.
S-3. This category is restricted to supervision as a primary technique of instruction in requiring of the instructor an intensity of supervision resulting in an average of on and one-half hours per week with each supervised student or in liaison with school or agency personnel. The faculty member would receive one-half WTU for each student.
S-4. This category is restricted to supervision as a primary technique of instruction in which the instructor assumes direct responsibility for the activities of the student, and that requires of the instructor an intensity of supervision resulting in an average of two hours per week with each supervised student or in liaison with agency personnel. The faculty member would receive two-thirds WTU for each student.
S-5. This category is restricted to supervision as a primary technique of instruction in which the instructor assumes direct responsibility for the activities of the student, and that requires of the instructor an intensity of supervision resulting in an average of three hours per week with each supervised student or in liaison with agency personnel. The faculty member would receive one WTU for each student.

Supervision Courses —Amend. to EP&R 76-36

You are aware that the current contract between the CSU and the California Faculty Association (CFA) provides for a joint CSU/CFA Workload Committee to, inter alia, review and recommend revisions and clarifications to existing workload formulae. This committee has reviewed the existing supervision (S factor) course classification and recommended that revised definitions which are discipline independent be provided for existing supervision categories, and that a new category S-4 (equivalent to S-18 in the previous nomenclature) be created. These recommendations have been reviewed by the Management Advisory Group and, subsequently, by all campus presidents. A memorandum of understanding involving these revisions has been signed by the CSU and CFA (see attachment).

These new supervision course classifications are available for use by the campuses beginning with the Summer 1992 term. The new definitions and numbers make no changes in workload for the categories. They do, as indicated above, add a new category (S-4) for which eighteen supervised students constitutes a full workload. The new definitions attempt to clarify the connection between the workload measured in WTU and the amount of time spent with each student in the course of the supervised activity. Please note that the existing supervision course categories have been renumbered as S-1 through S-5 (corresponding to S-48, S-36, S-25, S-18, and S-12, respectively). The new category and the revised numbers should be used for faculty workload reporting beginning with Summer quarter, 1992.
ATTACHMENT D: Model reporting form for assigned time (to be put online)

REPORT ON USE OF ASSIGNED TIME FOR ACADEMIC YEAR

Name: ___________________________ Dept. ___________________________

University policy requires that faculty members who receive assigned time file an annual report summarizing their use of that assigned time. CSU faculty members are ordinarily expected to teach 12 weight teaching units (WTUs) each semester and to devote the equivalent of another 3 WTUs to indirect instructional activities such as advising and committee service. Your teaching load has been reduced by assigned time to permit you to undertake other academic responsibilities. This report will be used to document your use of assigned time in the event of an outside audit of the University's use of assigned time. Therefore, you should not expect that there will be a response to this report unless it does not adequately explain your use of the assigned time.

College records indicate that you received the following assigned time during the past academic year:

<table>
<thead>
<tr>
<th>Source of Assigned Time</th>
<th>WTUs Assigned, Fall Semester</th>
<th>WTUs Assigned, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund: Department, College, University, System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other than General Fund:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants, Contracts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If these records are not correct, please provide accurate information in your report.

You should concisely indicate what activities were accomplished because of this assigned time, e.g., working on a paper for a conference or on a work of art for an exhibit, or serving as graduate advisor or in academic governance. Be as specific as possible regarding your activities. Appropriate activities include instructionally related research, scholarship, or creative work; instructionally related service activities; and approved professional development activities. You need not write more than this page unless you wish to do so, and you may write less.