

Academic Senate / SFSU / Tue. Nov. 7, 2023

Thank you Chair Goldman,

I would like to speak in support of the "Resolution Affirming Shared Governance, Curricular Integrity and Budget Transparency" from the Strategic Issues Committee, in particular with regards to the "... de facto curricular redesign and other undesirable unintended consequences." which are already happening in my department.

I will mention two current school of design examples: in the first, a lecturer faculty teaching now 3 full sections of a course with 25 students each (75 total), is being given the same course with only 1 section of 80 students in Spring 2024. She currently has four classes with 90 students total and her time base is 1.0. In Spring, she will have only 2 courses with potentially 100 students total but her pay will be cut in half, from about \$28K in the Fall to \$14K in the Spring.

In the second case, a 1st year T/TT faculty (formerly a lecturer faculty) on a 2/2 load who currently has two courses of about 20 students each, in Spring 2024 will still have two courses but one of them will absorb two more sections of the same course, currently also full, for a total cap of 60. He will thus go from a total of 40 students in Fall to 80 students in Spring. His salary won't change, but his 1st year 2/2 load release will be significantly affected.

In these two examples, four course sections of 20-25 students which are now full and taught by lecturer faculty will have been eliminated in Spring.

About course caps, the document "EP&R 76-36 Faculty Workload Policies and Procedures" which is part of the PDF which I put in the chat, defines WTUs and at the end includes an Appendix titled "Faculty Workload" which outlines course limits for various majors.

This document is referenced in a CSU Senate resolution from 2021 (AS-3455-20/FA (Rev)), in a CSU presentation from 2017 (Course Classification Primer), and also in an Memorandum of Understanding still included in the current CBA with regards to Section 20.3 (Workload).

The PDF in the chat includes this text which I just read in support of the resolution, the Faculty Workload Policies and Procedures document, the CSU Senate resolution, the CSU slide presentation about WTUs, the relevant pages on 20.3 Workload from the CBA, the current instructional faculty salary scale, and a table with the course examples from my department that I mentioned at the beginning.

Thank you.

Pino Trogu, School of Design

Downloaded from:

https://www.calfac.org/wp-content/uploads/2021/07/epr_76-36-1.pdf

2023-11-06

EP&R 76-36

Faculty Workload: Policies and Procedures

Faculty Workload: Policies and Procedures

The President of each campus is responsible for the overall conduct of the campus' educational program including the utilization of budgeted instructional faculty positions and the proper assignment of individual faculty workloads.

Variations in campus curricula require variations in the use of instructional faculty positions allocated to each campus. There is, nevertheless, need for a common frame of reference for faculty workload assignments. The intent of the document is to stipulate those policies and procedures which are to be common guides to each President in determining how best to use instructional positions to operate academic programs most effectively.

1. Definition of Faculty Workload *

The normal workload of a full-time faculty member consists of two components:

A. 12 weighted teaching units (WTU) of direct instructional assignments, including classroom and laboratory instruction and instructional supervision (such as student thesis, project or intern supervision) equivalent to 36 hours per week, and

B. 3 WTU equivalences of indirect instructional activity such as student advisement, curriculum development and improvements, and committee assignments (4 to 9 hours per week).

Thus Weighted Teaching Units are a measure of the weekly rate of faculty effort.

* Faculty belong to workweek group 4D7 as defined in the California State University and Colleges Sal Schedule (issued annually).

11. Assignment of Faculty Workloads

A. Legislative Restrictions

Recent budget language requires "...that no instructional faculty positions ... shall be used for administration, department chairmanships, administrative assistance or non-instructional research."

Funds budgeted for instructional positions are therefore prohibited from being used or disencumbered for support of

1. the budgeted function of the Institutional Support Program;
2. administrative functions at the campus, school or division level of organization;
3. department chairperson or comparable positions or duties; or
4. positions or duties related to noninstructional research.

In order that we may be prepared to respond appropriately to any questions raised in management audits, if the President has any doubts regarding the propriety of a particular assignment in terms of the legislative mandate or Trustee policy, he or she may submit the case to the Chancellor's Office for review.

B. System Policy

1. Each campus shall meet its budgeted FTES (full time equivalent students) with its budgeted faculty allocation within the following limits-

150 FTES (campus size 10,000 FTES or less)

200 FTES (campus size over 10,000 FTES)

2. Assignment of individual faculty to direct instructional activities should be made in accordance with the Faculty Workload Formula in Appendix A. This Workload Formula is the basis for

calculating the faculty workload reported in the Academic Planning Data Base.

It is intended that the workload formula should not, in and of itself, serve as a basis for significant deviations from historic campus class size experience; a flexible approach to class size by the campus is encourage where it is consistent with the optimal use of faculty skills and is not detrimental to the quality of instructional programs.

3. In special cases, approved by the President (or a designated Vice President,) a faculty member may be assigned up to three WTU (four WTU for for individuals whose course assignments would each normally generate four WTU) for an exceptionally heavy indirect instructional activity. Such assignments are primarily possible because of the assignment of 15 WTU of direct instructional activity per faculty position used for part-time appointments and the related unavailability of part-time faculty to perform the indirect instructional activity. However, assignments for legitimate non-administrative instructional support functions may also be authorized in addition to that derived from the averaging-in of part-time faculty workloads.

More than four WTU may be assigned to an individual faculty member for indirect instructional activities if in the judgment of the President such an assignment is necessary for the effective conduct of the academic program. Individual exceptions may be granted only through direct application to the President of each campus.

a. Such assignments are no to be used in such a way as to cause widespread of across-the-board deviation from or reduction of normal instructional workloads.

b. Assigned WTU should no be provided to individuals where such an assignment results in a workload in excess of 12 WTU. Exceptions to this provision must be individually approved by the President (or a designated Vice President). All such assignments should be reported.

c. Records of all WTU assignments for indirect instructional activities are subject to review and audit and should include:

1. a description of the specific task(s) to be performed and the number of WTU assigned;
2. formal approval of the assignment; and
3. an after-the-fact evaluation of the assignment.

d. Each campus must prepare an annual report summarizing its use of assigned WTU during the previous fiscal year. Such a report should include a summary of assigned WTU by academic department and purpose of assignment and will serve as the basis for campus administrative review of assigned WTU activities.

e. Unusually heavy responsibility in any of the indirect instructional activities listed in Appendix B may serve as the basis for these workload adjustments which take the form of assigned WTU in lieu of WTU generated through direct instructional activity. All such assignments should be reported in the Academic Planning Data Base.

4. Variations in course credit hours and workload formula factors make it impossible always to schedule faculty members for exactly 12 WTU of direct instruction each term; however, the workloads during the semesters or quarters should be balanced, so that faculty members are responsible for a full workload on an annual average basis. Where made necessary by calendar considerations, and in rare instances only, such adjustments may be made between one fiscal year and the next if a faculty member has not been present for the full preceding academic year.

APPENDIX A

The California State University and Colleges Faculty Workload Formula

Classes meeting 1 hour for 1 unit of credit - - K factor: 1

C-1	Large lecture	Unlimited except by physical facilities or scheduling necessities.
C-2	Lecture-Discussion, including methods	normal limit 40
C-3	Lecture-Composition Lecture-Counseling Law-Case Study	normal limit 30
C-4	Composition Accounting Mathematics Mathematical Statistics, Logic, and Philosophy; Business Math and English Science Math Music (Harmony, Theory, Composition, Counterpoint, Orchestration, Instrumentation, Conducting, Form and Analysis, Sight Singing) Speech: Public and Correction Foreign Language (including literature and culture courses taught in the foreign language) Engineering Lecture Problems Linguistics	normal limit 25
C-5	Undergraduate Seminars Graduate Discussion Honors and Graduate Seminars	normal limit 20 normal limit 15
C-6	Clinical Processes Education (Testing) Nursing Psychology Driver Training in simulator	Lower Division -- normal limit 20 Upper Division -- normal limit 10 Grad. Division -- normal limit 10 (or physical facilities in all divisions)

Classes meeting 2 hours for 1 unit of credit -- K factor: 1.3

C-7 Art, Anthropology, Science activities	normal limit 24 or physical facilities
C-8 Education Workshops (includes methods taught on an activity basis in education and subject areas) Social Science activity Science demonstration	normal limit 30
C-9 Music activity - large group	normal limit 40
C-10 Instrumental or vocal instruction	normal limit 10
C-11 Physical Education and Recreation activity	normal limit 30, (or physical facilities)
C-12 Speech, Drama, and Journalism activities	normal limit 20
C-13 Business and Accounting Labs Geography Foreign Language Home Economics Psychology Library Science Photography Engineering Industrial Arts Agriculture Mathematics Statistics	normal limit, physical facilities or scheduling necessities
C-14 Remedial Instruction: EOP courses only: Mathematics Reading Speech Writing	normal limit 15

Classes meeting 3 hours for 1 unit of credit -- K factor: 1.5**C-15 Laboratories in Art**

Foreign Language
 English (as a foreign language)
 Home Economics
 Industrial Arts
 Kinesiology
 Speech Correction
 Cartography
 Audio-Visual
 Mathematics
 Library Science
 Police Science)

normal limit: physical Facilities

Classes meeting 3 hours for 1 unit of credit -- K factor 2.0**C-16 Laboratories in Science**

Agriculture
 Engineering/Meteorology
 Psychology
 Natural Resources
 Photograph

normal limit: physical facilities, generally 24;
 allowable range 8-24 based upon learning situation, hazard to
 health and equipment, and availability of equipment

**C-17 Demonstration-Laboratory, for
clinical practice in off-campus
facilities:**

normal limit 8

Classes meeting more than 3 hours for 1 unit of credit -- K factor 6.0**C-18 Coaching major intercollegiate sports**

(Not more than four per year for women)
 (Not more than four per year for men)
 (The sum including coeducational sports no to exceed eight per year)

normal limit 20

Classes meeting more than 3 hours for 1 unit of credit -- K factor 3.0

C-19 Coaching minor intercollegiate sports	normal limit 20
C-20 Production courses or workshops in: Art Drama Journalism Music Photography Radio-TV Debate: (resulting in a major public performance, showing or distribution.)	normal limit 20
C-21 Music -- major performance groups: Symphony orchestra College band College chorus	normal limit 40

S -- Allowance for supervisory staff:

(Only for courses providing individual supervision)

Undergraduate level:

S-25 Supervision of directed teaching and public school nursing	ratio: 1:25
S-36 Supervision of field work Driver Training in car off campus Work Study Project Supervision	ratio: 1:36
S-48 Music - Studio instruction (majors only)	ratio: 1:48

Graduate level:

S-25 Supervision of directed teaching and public school nursing Supervision of field work Work study Theses and projects	ratio: 1:25
S-12 * MSW Field Courses	ratio 1:12

APPENDIX B

Activities for which Weighted Teaching Units may be assigned.

This is the code used for reporting assigned WTU in the Academic Planning Data Base

11. Excess Enrollments

- a. For classes with census date enrollment of between 75 and 120 exceptional workload, a graduate assistant or student assistant may be allocated.
- b. For classes with census date enrollment of over 120, a graduate assistant, a student assistant, or and additional 3 WTU may be assigned.

Assignment of graduate assistants is a preferable way of handling such large class loads, but it is recognized that qualified graduate assistants are not always available.

In no case shall a faculty member be granted assigned WTU for more than one class with excess enrollments.

12. New Preparations

A faculty member may be given assigned WTU for preparation of courses never before taught by that particular faculty member, if courses actually taught include two or more such new preparations.

14. Course or Supervision Overload

A faculty member may be given assigned WTU equal to course of supervision overload earned in a prior fiscal year provided that calendar considerations so necessitate and the faculty member has not been present for the full preceding academic year.

18. Instructional Support for Graduate Students

A faculty member may be given assigned WTU for special graduate student testing duties, in particular for conducting comprehensive examinations for master's degree candidates and examinations in fulfillment of foreign language requirements.

21. Special Instructional Programs

- a. A faculty member may be given assigned WTU for participation in a team teaching effort. The total assigned and earned WTU associated with a team-taught course may not exceed the WTU generated by the course multiplied by the number of faculty members teaching the course. In addition, no individual faculty member may be given more WTU, both earned and assigned than the course generates.
- b. A faculty member may be given assigned WTU for program and tape production for instructional television.
- c. A faculty member may be given assigned WTU for liaison duties among multiple sections of the same course.
- d. A faculty member may be given assigned WTU for the administration and evaluation of tests for credit by examination.

22. Instructional Experimentation, Innovation, or Instructionally Related Research

- a. A faculty member may be given assigned time for development and implementation of experimental programs involving:
 1. Instructional television
 2. Computer assisted instruction
 3. Other innovations in instruction
- b. A faculty member may be given assigned time for documented research evaluations which are demonstrably related to the instructional functions and programs of the college.

23. Instruction Related Services

A faculty member may be given assigned WTU for his services related to college clinics, study skill centers, farms, art galleries, and other campus institutions and facilities which are ancillary to the instructional program.

31 Advising Responsibilities

- a. A faculty member may be given assigned WTU for carrying an excessive advising load due to a relatively high proportion of part-time faculty in his department.
- b. A faculty member may be given assigned WTU for carrying a greater than normal share of departmental or school advising responsibilities.
- c. A faculty member may be given assigned WTU for services as departmental graduate advisor.

32. Instruction-Related Committee Assignments

- a. A faculty member may be given assigned WTU for 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.
- b. A faculty member may be given assigned WTU for membership in or liaison to special committees whose activities have significant bearing on the instructional programs of the college, or the CSUC system at large.

33. Curricular Planning or Studies

- a. A faculty member may be given assigned WTU for special individual or committee-related curriculum planning, development and redevelopment activities.
- b. A faculty member may be give assigned WTU for development of special tests for credit by examination.

34. Accreditation Responsibilities

A faculty member may be give assigned WTU for accreditation responsibilities.

3 5. Instruction-Related Facilities Planning

A faculty member may be given assigned WTU for duties related to planning of instructional facilities.

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-I 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.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

<https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2020-2021/3455.pdf>

AS-3455-20/FA (Rev)
November 5-6, 2020

PROTECTING FAIR WORKLOAD FOR FACULTY IN THE CSU

- RESOLVED:** That the ASCSU recognize that it is detrimental to quality of education in the CSU and a violation of the Collective Bargaining Agreement to increase faculty workload as a remedy for budget cuts; and be it further
- RESOLVED:** That the ASCSU recognize that increases in course benchmark enrollments and elimination or reduction of reassigned units constitute increases in faculty workload; and be it further
- RESOLVED:** That the ASCSU recognize that benchmark enrollments in the CSU are enshrined in Appendix H in the Collective Bargaining Agreement (which references [Educational Programs and Resources 76-36 \(EP&R 76-36\)](#) identified in Article 20 Changes) and in approved course proposals; and be it further
- RESOLVED:** That the ASCSU recognize that on every CSU campus, reassigned units be provided for faculty for vital work, including supervision of student research, scholarly, and creative activities, academic advising, coordination of programs, faculty roles in shared governance, and other tasks, duties, and responsibilities, and that an increase in workload degrades the quality of the faculty input; and be it further
- RESOLVED:** That the ASCSU recognize that faculty supervision of student research, scholarly, and creative activities is a high-impact practice that is essential for student learning and success within many undergraduate and graduate degree programs across the CSU, and that an increase in workload degrades the quality of faculty supervision; and be it further
- RESOLVED:** That the ASCSU recognize empirical research findings supporting the importance of student involvement with faculty in research, scholarly, and creative activities for student retention, graduation, and success after graduation; and be it further
- RESOLVED:** That the ASCSU recognize that reassigned units received for coordination of graduate and other programs and faculty roles in shared governance are essential for maintaining such programs and full faculty involvement in shared University governance; and be it further
- RESOLVED:** That the ASCSU strongly urge the Chancellor's Office and campuses to stop efforts by CSU Administrators to increase course benchmark enrollments and eliminate or reduce reassigned units received for supervision of student research and scholarly activities, roles in shared governance, and other work; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Office of the Chancellor, California Faculty Association (CFA), California State Student Association (CSSA), CSU campus Provosts/Vice Presidents of Academic Affairs, CSU campus Presidents, CSU campus Senate Chairs, and the CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA).

***RATIONALE:** Research in higher education indicates that student engagement is the most critical factor in retention for undergraduate students (Tinto, 2012; Upcraft, Gardner, & Barefoot, 2005). Students who do not feel engaged are most at risk for leaving higher education prematurely. Among high-impact practices, undergraduate research has the most positive effects with regard to promoting student engagement (Boyd & Wesemann, 2009; Chickering & Kuh, 2005; Jenkins, 2015; Kuh, 2008; Kuh, 2018; Nagda et al., 1998). The CSU's recent 2020 publication, *Transforming Tomorrow*, indicates that "the hallmark of a CSU education includes experiential learning to engage, retain, and propel students to successful careers" (p. 2).*

The Collective Bargaining Agreement is the governing document on faculty workload. Across the CSU, faculty are currently compensated for teaching courses with enrollments specified clearly in EP&R 76-36 (contained in the CBA in Appendix H in the Memorandum of Understanding "Article 20 Changes") and/or in campus approved course proposals. Across the CSU, faculty are currently compensated with units for a wide variety of work activities, including supervision of student research and scholarly activities, student advising, coordinating/directing graduate programs, serving as chair of University committees, and other duties. Attempts to solve budget shortfalls by increasing faculty workload are a violation of the Collective Bargaining Agreement and an act of bad faith. Faculty workload is not determined by resources, but by the CBA. CSU Administrators must not see faculty workload as a remedy for budget shortcomings.

Approved – January 21-22, 2021

- 20.2
- a. The composition of professional duties and responsibilities of individual faculty cannot be restricted to a fixed amount of time, and will be determined by the appropriate administrator after consultation with the department and/or the individual faculty member.
 - b. The instructional assignments of individual faculty members in the classroom, laboratory, or studio will be determined by the appropriate administrator after consultation with the department chair or designee and/or the individual faculty member. The department or other appropriate unit's overall instructional or course assignments shall be consistent with department and student needs.
 - c. The scheduling of academic leaves, sabbaticals, and other professional responsibilities will be determined by the appropriate administrator after consultation with the department chair or designee and/or the individual faculty member and shall be consistent with campus policies on such matters.
 - d. The parties agree to continue the current practice regarding the calculation of Weighted Teaching Units for the purpose of determining time base for both appointment and benefits eligibility. A part-time lecturer employee assigned additional Weighted Teaching Units (WTUs) shall be compensated at their regular rate of pay for all WTUs assigned.
- 20.3
- a. Members of the bargaining unit shall not be required to teach an excessive number of contact hours, assume an excessive student load, or be assigned an unreasonable workload or schedule.
 - b. In the assignment of workload, consideration shall be given at least to the following factors: graduate instruction; online instruction; activity classes; laboratory courses; supervision; distance learning; sports; and directed study. Consideration for adjustments in workload shall be given to at least the following: class size/number of students; course and curricular redesign; preparation for substantive changes in instructional methods, including development of online and hybrid courses; research, scholarly, and creative activities; advising; student teacher supervision; thesis supervision; supervision of fieldwork; service learning; student success initiatives; assessment and accreditation activities; and service on department, college, or University committees.

- c. In determining what is "excessive" or "unreasonable" under this section, the items listed under 20.3(b), as well as the number of students seeking to take courses in the academic area, the distribution of student enrollment, the level of support provided the program, and the effects of the introduction of new instructional technologies, and the prior practices of the University shall be among the primary elements to be considered. The parties agree that consideration of the prior practices of the University shall include the calculation of Weighted Teaching Units in prior years.

Work Year

- 20.4 The work year of an academic year employee shall not exceed one hundred eighty (180) workdays or days in lieu thereof. This provision shall not preclude the establishment of an academic year calendar equaling less than one hundred eighty (180) days. The campus academic calendar shall establish workdays of academic year employees.

Ten (10) Month Work Year

- 20.5 The work year of a full-time ten (10) month employee shall be the number of fiscal year workdays within the assigned ten (10) months. Such employees shall be available for scheduled assignments on fiscal year workdays or on any day of the week in lieu thereof within the assigned ten (10) months. The appropriate administrator shall determine the ten (10) months of an employee's work schedule.

Twelve (12) Month Work Year

- 20.6 The work year of a full-time twelve (12) month employee shall be the number of fiscal year workdays within the assigned twelve (12) months. Such employees shall be available for scheduled assignments on fiscal year workdays or on any day of the week in lieu thereof within the assigned twelve (12) months.

Work Hours – Casual Employment

- 20.7 Casual employment employees may be assigned on an hourly or a per job basis.

Supplemental Agreements and
Letters of Contractual Intent
(Continued)

7/31/07	Article 31.1 Interpretation	251
10/3/12	MOU – Study of Instructional Faculty Workload and Educational Quality	253
10/15/14	Temporary Faculty Applying for Tenure-Track Positions	254
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11/16/18	MOU – California Maritime Academy	257
12/17/21	MOU – Parental Support Workgroup	258
12/17/21	MOU – Development of New Unit 3 Classifications	259
12/17/21	MOU – 5-Year Appointments	260

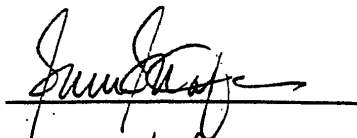
Memorandum of Understanding
Article 20 Changes

The changes in article 20 of the Agreement were undertaken primarily for two reasons. First, to allow for the more accurate representation and presentation of faculty responsibilities; and second, to encourage universities, colleges/schools and departments to plan their curricular, staffing and professional development needs.

The changes were not undertaken for the purpose of either (a) changing current appointment practices on campuses, or (b) having faculty exceed the previous contractual workload requirements. In fact, the parties have agreed in provision 20.3 to continue measuring what constitutes unreasonable or excessive workload assignments by considering the past practices of the University, including the calculation of Weighted Teaching Units in prior years pursuant to EP&R 76-36.

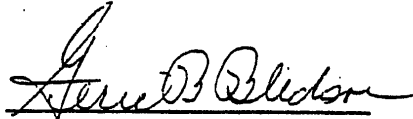
Further, the parties have agreed to continue reporting faculty workload in accordance with EP&R 76-36 for the purpose of review by the Faculty Workload Review Committee, which shall assess the ramifications of the contract's changes in Article 20. That document is not intended to unreasonably constrain how each campus constructs its faculty workload in its attempt to meet its FTES enrollment obligation, while promoting the various professional responsibilities identified in Article 20. It is the intention of the parties that teaching continue to be the primary responsibility of faculty.

For the California State University



Date: 10/16/95

For the California Faculty
Association



Date: 10/16/95

Memorandum of Understanding

Study of Instructional Faculty Workload and Educational Quality

The parties recognize that faculty workload and its effect on quality education continues to be of concern for faculty, administrators, and students alike.

In order to better address specific problems associated with faculty workload, the parties shall convene a committee to study workload taking into account the factors impacting workload listed in Article 20.3.

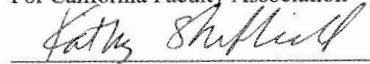
The joint committee shall consist of CFA representatives and CSU representatives.

The committee's work will include sharing information, collecting data, and analyzing information. As the parties deem appropriate, the committee may also issue joint reports and make suggestions for future procedures, policies, Collective Bargaining Agreements and the like.

The joint committee shall convene after the collection of enrollment census data in the fall of 2012, and at least twice each academic year for the life of this agreement. Material that is already collected electronically shall be provided without cost, in electronic format, at the request of committee members. Additional information may be gathered by mutual agreement of the parties. The costs of gathering this additional information shall be subject to the meet and confer process.

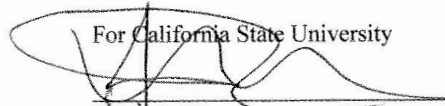
Signatures and dates:

For California Faculty Association



Date: 10/1/2012

For California State University



Date: 10/3/12

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj01pOUs6aCAxWQIEQIHf3NCn4QFnoECBQQAQ&url=https%3A%2F%2Fwww.calstate.edu%2Fcsu-system%2Fadministration%2Facademic-and-student-affairs%2Facademic-programs-innovations-and-faculty-development%2FDocuments%2Fcourse-classification.ppt&usg=AOvVaw0fb0RGGz9uWI1YY4sPd1n-&opi=89978449>

Course Classification Primer

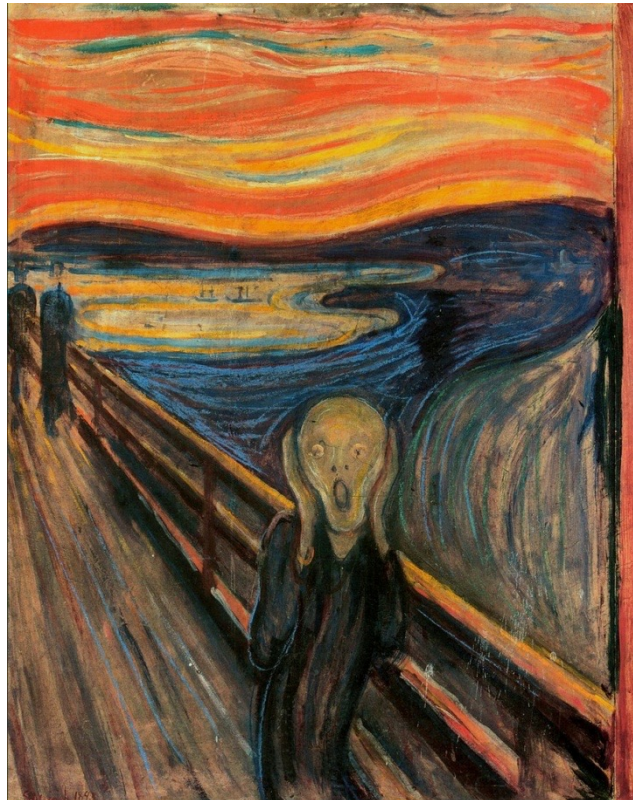
Margy Merryfield

June 6, 2017



The California State University
WORKING FOR CALIFORNIA

Course Classification and Workload in the CSU: It's a Scream





Quick Quiz

- What is a WTU and where does it come from?



The California State University
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EP&R 76-36 -- the sacred text and the basis for the course classification system



EP&R 76-36

- Venerable policy for establishing workload
- Establishes “standard” workload and a system for weighting courses taught in different modes
- Other motivations: generating budgeted positions; generating space
- Our course classification conventions are largely unchanged from this policy

Student Credit

- Student course credit over a semester is based on an assumption of 3 hours of effort per week per credit unit.
- Rules of thumb:
 - Traditional lecture and seminar classes generate one unit per one hour of classroom time per week; assumes two hours out of class
 - More “active learning” modes require more contact per unit of degree credit



Classifying Courses

- C1 through C6: One credit unit per contact hour
 - Lecturers, seminars, discussions
- C7 through C14: One credit unit per two contact hours
 - Various activities
- C15 and C16: One unit per 3 contact hours
 - Science labs
- Different modes and level of instruction come with “normative class sizes”

Examples of Course Classifications

C Number	Description	Contact hrs/Unit	K Factor
C-1	Large lecture	1	1.0
C-4	Discussion	1	1.0
C-5	Seminar	1	1.0
C-13	Various activities, labs	2	1.3
C-16	Science labs	3	2.0
C-78	Non-traditional Instruction (state)	*	0

Classifying Courses: the details

- Assigning C values based on class approach and subject
- Guidelines around typical class sizes
 - Large lectures (C1) up to room limits
 - Lecture/discussion (C2) nominally 40
 - Discussion (C4) nominally 25
 - *Etc.*
- Class may combine two components (e.g. C1 + C16 for a lecture/lab combo)

C77 and C78

- Designations where faculty effort does not readily link to student effort.
- Nontraditional Instruction
- C78 is used for state-funded instruction
- No associated WTU; workload is assigned based on estimate of faculty effort needed and provided as assigned time

Weighted Teaching Units

- We need a way to convert contact hours and degree credit to faculty workload. *Student time is not the same as faculty time!*
- The “weighted teaching unit” is this conversion: about 45 hours of faculty effort (in and out of class) per semester unit



Combining C, S, k factors

- C = Mode of direct instruction
- S = Supervision classifications (WTUs based on # of students)
- k = a multiplier to get from credit units to WTU
- Each C designation has an associated “k factor”
- $WTU = \text{credit units} \times k \text{ factor}$

Now for the hard stuff

- Supervision (S courses):
- WTU credit assigned based on number of students supervised.
- S factor is associated (roughly) with estimated time spent by faculty member per week. Credit units based on time put in by the student.
- Range from 0.25 WTU/student (S1) to 1 WTU/student (S5)

S-Factor Codes

S Number	Common uses	Contact hrs/week	WTU/ enrollment
S-1/S-48	Independent study/studio instruction	45 minutes	0.25
S-2/S-36	Independent study/studio instruction	1 hour	0.33
S-3/S-25	Independent study, thesis, student teaching	90 minutes	0.5
S-4/S-24	Thesis, student teaching	2 hours	0.67
S-5/S-23	MSW fieldwork	3 hours	1.0



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**Thanks, you've been a great audience.
Questions?**

UNIT 3 FACULTY UNIT SALARIES AT A GLANCE (eff. 7/1/2022)

Instructional Faculty, Librarians, Counselors (SSP-AR), Coaches

AY/10-month						12-month	
Monthly Salary	Annual Salary	Lect A Asst Lib Coach Asst	Asst Prof Lect B Sr Asst Lib Coach Spec Counselor I	Assoc Prof Lect C Assoc Lib Coach Counselor II	Professor Lect D Librarian Head Coach Counselor III	Monthly Salary	Annual Salary
4,530	54,360	Minimum				5,168	62,016
4,939	59,268		(Coach Spec Minimum)			5,656	67,872
5,405	64,860	SSI Max	Minimum			6,190	74,280
6,056	72,672	Maximum				6,946	83,352
6,190	74,280			Minimum		7,102	85,224
6,786	81,432		SSI Max			7,794	93,528
7,794	93,528				Minimum	8,964	107,568
8,554	102,648			SSI Max		9,840	118,080
9,175	110,100		(Coach Spec Maximum)			10,560	126,720
9,385	112,620				SSI Max	10,803	129,636
10,072	120,864		(Counselor I Maximum)	(Coach Maximum)		11,584	139,008
10,560	126,720				(Head Coach Maximum)	12,134	145,608
11,057	132,684			(Counselor II Maximum)		12,715	152,580
11,584	139,008				(Counselor III Maximum)	13,316	159,792
11,994	143,928		Maximum			13,797	165,564
13,172	158,064			Maximum		15,145	181,740
13,797	165,564				Maximum	15,864	190,368

Counselor Interns

12-month				
Monthly Salary	Annual Salary	Post-Masters Counselor Intern	Pre-doctoral Counselor Intern	Post-doctoral Counselor Intern/Fellow
2,678	32,136	Minimum		
2,689	32,268		Minimum	
2,932	35,184	Maximum		
2,958	35,496			Minimum
3,215	38,580		Maximum	
3,816	45,792			Maximum

Notes:

- This salary schedule reflects the 3% General Salary Increases effective July 1, 2022
- Most faculty unit employees are appointed on the AY/10 mo. schedule.
- The DIP comparison rate is the minimum of the AY Lecturer A rate.
- The campus per WTU replacement rate is based on the minimum for Assistant Professor/Lecturer B.

Instructor	Rank	Lec. timebase Fall 2023	Lec. Annual Salary at 1.0 timebase	Course ID	Course Title	Course type	#Seats (Enrolled)	#Seats (Cap)	Percent full	Salary Fall 2023	Course ID Spring 2024	Course Title	Course type	#Seats (Cap)	Salary Spring 2024
Lecturer Faculty	Lecturer Faculty (1st of 3-year) Entitlement: 0.89	1.04		DES 222-01	INTRO 2D DIGITAL DESIGN	ACT	23	25	92		DES 222-01	DIGITAL DESIGN FOUNDATIONS I (new name, same course as F23 goes from 25 cap to 80, collapsing 3 full classes into one)	ACT	80	
				DES 222-02	INTRO 2D DIGITAL DESIGN	ACT	25	25	100						
				DES 222-05	INTRO 2D DIGITAL DESIGN	ACT	24	25	96						
				DES 322-01	COMPUTER GRAPHIC IMAGING	ACT	19	20	95		DES 300-05	DESIGN PROCESS	ACT	20	
			Approx \$56K			Total students Fall 2023 -->	91	95	96	\$28K			Total seats/students Spring 2023 -->	100	\$14K

T/TT Faculty	Assist. Prof. 1st year T/TT on 2/2 schedule			DES 322-03	COMPUTER GRAPHIC IMAGING	ACT	17	20	85		DES 0322-01	DIGITAL DESIGN FOUNDATIONS II (new name, same course as F23 goes from 20 cap to 60, collapsing this and 2 other full classes into one)	ACT	60	
				DES 220-01	INTRO DRAWING FOR DESIGNERS	ACT	20	20	100		DES 420-01	RAPID VISUALIZATION	ACT	20	
Data as of Mon. Nov. 6, 2023			No Data			Total students Fall 2023 -->	37	40	93	No Data			Total seats/students Spring 2023 -->	80	No Data