

California State University, Stanislaus  
**Agreement: Tenured & Probationary Faculty Workload**

- I. Background & Rationale
- A. 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. The supplemental agreement to the CBA of October 16, 1995 further clarifies the intent of the language of Article 20. The CSU Stanislaus Task Force on Faculty Workload recommends implementation (for example, within the *Faculty Handbook*) of the following agreement for the administration/management of workload for full-time tenure-track faculty at CSU Stanislaus (the University).
- B. The policies and procedures set forth in this document are intended to facilitate appropriate and equitable implementation at CSU Stanislaus of the workload provisions of the CBA. Notwithstanding the foregoing, the CBA constitutes the entire agreement of the University and the CFA. Nothing in this document shall be construed to alter, change, add to, delete from, or modify the terms or effects of the CBA. The University and CFA recognize that this document may be superseded by amendments to the CBA, and other CSU system workload policies appropriately negotiated with CFA. No provisions of this agreement are subject to the grievance procedures contained in Article 10 of the CBA. The composition of an individual faculty member's professional duties and responsibilities cannot be restricted to a fixed amount of time. This document defines several categories of faculty unit work. It specifies how the work assignment of a faculty member may be divided among tasks in various categories, according to views current on the CSU Stanislaus campus of what is appropriate, reasonable, and acceptable. The University and CFA acknowledge that the expected workload ranges specified here are not explicit requirements of the CBA, that expectations of faculty workload evolve over time, and that they can and do vary significantly from campus to campus within the CSU.
- C. The CSU and CFA recognize that:
1. The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession, and to the community.
  2. Faculty members have additional professional responsibilities such as: advising students, participation in campus and system-wide committees, maintaining office hours, working collaboratively and productively with colleagues, and participation in traditional academic functions.
  3. The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship, and creative activity in the faculty member's field of expertise are essential to effective teaching.

Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform.

4. The professional responsibilities of faculty members include research, scholarship, and creative activities which contribute to their currency, contributions made within the classroom, and to their professions. The professional responsibilities of faculty members are fulfilled by participation in conferences and seminars, through academic leaves and sabbaticals that provide additional opportunities for scholarship and preparation, and through a variety of other professional development activities.
5. The University and CFA understand that instructional faculty members may not normally participate in all activities during each academic term or year.

## II. Workload Guidelines for Tenured & Probationary Faculty

A. As acknowledged in Articles 5 and 20 of the CBA, the composition, assignment, and scheduling of faculty responsibilities will be determined by the appropriate administrator, after consultation with the department and the individual. For the purposes of this policy, the “appropriate administrator” shall be the respective college dean. However, all procedures related to workload determinations shall be subject to review by the Provost and Vice President for Academic Affairs, who retains management rights delegated by the campus President.

### B. Workload Components:

#### CATEGORY ONE: Direct Instruction

This is a faculty member’s primary responsibility. It may include classroom, laboratory, field, activity classes, or studio instruction; direct supervision of theses, independent projects, interns, or field experiences; distance learning, sports, and directed study. It is expected that sixty to eighty percent of the annual workload for an average faculty member will be in this category.

#### CATEGORY TWO: Indirect Instruction

This may include academic advising; curriculum development and revision; committee assignments and similar on-campus university service (for example, serving as an advisor to a student co-curricular organization). It is expected that twenty percent of the annual workload for an average faculty member will be in this category.

#### CATEGORY THREE: Research, Scholarship, or Creative Activities, broadly defined.<sup>1</sup>

These activities can take many forms, and should be identified and explained in departmental retention-promotion-tenure (RPT) elaborations. It is expected that up to twenty percent of the annual workload for an average faculty member may be in this category.

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<sup>1</sup> For a very useful explication of an expanded definition of contemporary scholarship in higher education, see Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professorate*, (Princeton University Press, 1990).

#### CATEGORY FOUR: Professional Activities

Activities may include 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. It is expected that up to twenty percent of the annual workload for an average faculty member may be in this category.

- C. For the purposes of this agreement, the University further distinguishes between funded and unfunded workload assignments. Funded assignments (also called "reimbursed time") are assignments for which external (for example, grants) or internal (for example, regular General Fund allocations) funding pays the instructional replacement costs involved. Examples include: chairing a department, playing a significant role in shared governance, serving as a CFA officer, etc.
- D. The following situations and activities are also relevant to determining workload assignments. Explanations are not all-inclusive, and are intended for illustrative purposes only.
1. *Excessive enrollments.* Usually thought of as student numbers far exceeding "typical" averages or ratios within a department, this situation is also defined (or limited) by available fiscal resources, availability of qualified instructors, and/or appropriate facilities.
  2. *New course preparations.* A situation more likely to pertain to new faculty with relatively little or no prior teaching experience.
  3. *Course or Supervision overload.* Usually applied in situations attempting to balance unequal assignment over the course of a year.
  4. *Instructional Support for Graduate Students.* This might include thesis supervision, conducting comprehensive examinations, and/or conducting foreign language (or similar "research tool") examinations.
  5. *Special Instructional Programs.* These could include:
    - a. participation in team teaching;
    - b. production of materials for televised instruction or other modes of distance education (including Web-based curricula);
    - c. liaison or coordination duties for multi-section courses;
    - d. development, administration, and evaluation of credit-by-examination materials.
  6. *Instructional Experimentation or Innovation.* These might include any of the following:
    - a. development and implementation of experimental courses or programs of study;
    - b. development and implementation of innovative methods of instruction, or media integration into existing curricula.
  7. *Instruction Related Services.* These might include providing services to university clinics, study skill centers, farms, art galleries, and other campus programs or facilities which are ancillary to the instructional program.

8. *Advising Responsibilities.* Because academic advising is included in the “normal” workload, this category would be limited to “excessive” advising loads, (for example, a number substantially larger than the average load carried within the department, college, or equivalent academic unit). This category could also include serving as a unit’s only or primary graduate student advisor and/or coordinator of the unit’s graduate program.
  9. *Instruction Related Committee Assignments.* Activities included under this category could be defined as significant participation (for example, as chair) of curriculum, personnel, search, or library committees at the department, college, or university level. This category could also include participation as a campus representative on multi-campus or CSU system-wide committees.
  10. *Curricular Planning or Study.* This might include special curricular development or revision related to entire degree programs or campus-wide initiatives (for example, General Education). This category may also include assessment activities related to issues like program delivery, effective teaching/learning, and similar pedagogical issues.
  11. *Accreditation Activities.* This category could include all significant responsibilities associated with the development, planning, research, writing, and/or implementation of accreditation activities/materials. These could include both disciplinary and institutional accreditation processes.
  12. *Instruction Related Facilities Planning.* This might include significant participation and duties related to the planning of instructional facilities and the coordination/supervision associated with the implementation of those plans.
- E. Because instruction is a primary responsibility, and the University must meet CSU system enrollment mandates within narrow budgetary parameters, departments and deans will consider the following parameters prior to assignment of Category 3 and Category 4 work, and Category 2 work in excess of twenty percent:<sup>2</sup>
1. The department and dean, respectively, shall consider responsibilities for full-time-equivalent-student (FTES) targets, curriculum delivery, and budgetary constraints as part of the management of potential assigned time.
  2. Potential assignments must be equitable in terms of access, process, and the timebase used within a specific activity category (that is, equal assigned time for equal work).
  3. Potential assignments must be subject to administrative review at both the college and University levels.
  4. Potential assignments have accountability. Faculty receiving assigned time must expect these activities to be scrutinized as part of various evaluation processes (for example, RPT, or merit pay considerations). After an activity has been completed, faculty members are expected to submit a copy of the attached Faculty Assigned Time Report (FATR) on the activity, demonstrating its accomplishments and/or worth to the mission of the University.

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<sup>2</sup> Category 3 and Category 4 work, and Category 2 work in excess of twenty percent are hereinafter called “assigned time.”

5. In order for an activity to be eligible for assigned time, it must be agreed upon by the department chair and the dean, after consultation with the individual faculty member. All other potential activities must have funding attached to them for the purpose of paying for the cost of instructional replacements (for example, grants).
- F. All members of the University community involved with the implementation of this Agreement must clearly understand that the recognition and definition of potential assignments do not, in themselves, guarantee or promise an automatic reduction of a faculty member's direct instruction workload.
- III. Implementation.
- A. The Academic Senate may recommend implementation policies and procedures to the University and CFA consistent with this Agreement. The office responsible for coordinating the subsequent implementation of campus policy is the Provost and Vice President for Academic Affairs, in consultation with the academic deans and the Academic Senate.
- B. Administrative Procedures
1. The primary document for initiating and recording the workload assignments is the attached Faculty Workload Plan (FWP). Each full-time tenure-track faculty member, in consultation with the department chairperson, must prepare an FWP for the forthcoming academic year. The FWP will specify the workload associated with the four workload categories. Particular attention should be paid in describing proposed activities, objectives, and the type of evaluation to be submitted at the conclusion of the project.
  2. After the department chairperson consults with the individual faculty member on his/her anticipated teaching and other workload assignments, the chairperson will be responsible for ensuring that the department submits a FWP for each faculty member. Chairpersons will be expected to balance the faculty member's requests against the instructional needs of the department, the department's fiscal and human resources, and the department's enrollment targets. The FWP shall be forwarded to the appropriate dean for review and approval/disapproval. In cases where the faculty member and department chairperson do not agree on the content of the FWP, the faculty member may submit to the dean an alternative FWP. The dean will weigh requests for assigned time against proposed course schedules, available resources, and established enrollment objectives. The dean will also be responsible for ensuring that:
    - a. proposed assigned time activities meet the requirements and criteria of the present policy;
    - b. proposed assigned time activities have been assigned an appropriate percentage of total workload;
    - c. all requests for assigned time are treated fairly and equally.
  3. Faculty Workload Plans (FWP) will be forwarded to the Faculty Affairs office for processing and review by the Provost.
  4. If the dean contemplates denying a request for assigned time, he/she will seek an informal resolution of the matter with the department chair and faculty

member. If this consultation does not produce a satisfactory resolution, the dean will return copies of the FWP (including any alternate versions) to the department chair and the individual faculty member with a brief explanation for the denial of the request. Subject to each college's local governance and organization, the dean will appoint a minimum of three faculty members to a Workload Advisory Committee (the work of this committee may be assumed by an already existing committee). The faculty member may appeal the denial of a FWP to this committee, which will then provide a recommendation to the dean.

5. After review by the faculty member, dean, and (when requested by the faculty member) the Workload Advisory Committee, the signatures of the faculty member, department chairperson, and dean on the FWP will confirm the workload assignment for the forthcoming academic year.
6. The Provost, in consultation with the deans and the Associate Vice President for Faculty Affairs, and CFA will periodically monitor this program to assess the effects on faculty and ensure that:
  - a. assigned time workload is not jeopardizing the University's primary instructional mission and its enrollment objectives;
  - b. activities proposed for assigned time are appropriate and decided equitably;
  - c. appropriate accountability mechanisms are in place and being used to record assigned time, review the activities proposed, and evaluate faculty performance/completion of these assignments.
7. The Provost shall submit an annual report listing total workload and the distribution of workload by category, individual faculty member, department, and college to the Academic Senate.
8. At the end of each academic year each faculty member receiving assigned time for research, scholarship, and creative activity, or other professional activities shall submit a Faculty Assigned Time Report (FATR) describing these activities for the preceding academic year, including objectives, time frame for completion, and the degree to which objectives were achieved. Copies of this report will be filed with the department chairperson and dean. Failure to submit a report may be appropriate grounds for a dean's denial of a subsequent request for assigned time. Activities within Category 3 which do not, within a reasonable amount of time, have tangible outcomes (for example, an accepted conference paper or published article) may also serve as grounds for denying subsequent Category 3 assigned time. The deadline for submission of this report shall be the tenth working day of the academic year.

IV. Agreement.

These guidelines were adopted by mutual agreement of the CSU Stanislaus Workload Task Force, created to resolve CFA Grievance #2004-33. This Agreement expires August 31, 2010. Members of the Task Force were:

*For the CSU Stanislaus CFA Local*

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Source: Faculty Affairs, 2007.