Faculty Teaching Load

The tenured and tenure-track faculty who teach in the Educational Leadership Doctoral Program are members of academic departments throughout the university. These faculty are released from their departments to teach in the program, and will be assigned 4.5 units per course towards their semester workload. Faculty who teach in the Educational Leadership Doctoral Program are expected to be active in ongoing scholarly work, doctoral committee work (i.e., Graduate Group committees and student examination committees) and student advising. The extra 1.5 units of load for the course represents the workload for student advising, committee work and scholarship that is required of someone teaching in a doctoral program.

Departments who have faculty released to teach in the Educational Leadership Doctoral Program are given backfill for 3 units at that year’s regular replacement rate from the Educational Leadership Doctoral Program budget. The transfer of funds will take place on a semester basis.

One and one half units of funding (at the rate of that year’s regular replacement rate) will be set aside in the Educational Leadership Doctoral Program budget for that individual faculty member’s professional development. Those funds can be used for professional travel, funding scholarship endeavors, or hiring a student to assist with research. Those funds must be used during that year, or one year following the year the funds are earned. After one year, the unused funds will revert to the regular operating budget of the program.

Some instructors will be hired to teach courses in the program. Normally, these faculty will be hired only to teach one course per year. They will be hired for a 3-WTU course, and will have 1.5 units of funding set aside for their professional development. The use and duration of those funds are the same as stated above for tenured and tenure-track faculty.

Faculty who chair dissertations are awarded .48 units for each semester their student is enrolled in dissertation units. Under this model, students will enroll in dissertation units for 3 semesters; therefore, the dissertation chair will receive .48 units for each of those 3 semesters. Funding equal .48 units (at that year’s regular replacement rate) will be set aside for each of the three semesters for the individual faculty member chairing a dissertation. The disposition and use of those funds are the same as described above.
ARTICLE 20

WORKLOAD

Instructional Faculty: Professional Responsibilities

20.1

a. The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession and to the community.

b. Faculty members have additional professional responsibilities such as: advising students, participation in campus and systemwide committees, maintaining office hours, working collaboratively and productively with colleagues, and participation in traditional academic functions.

c. 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.

d. The professional responsibilities of faculty members include research, scholarship and creative activity, which contribute to their currency, and the 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.

e. The parties understand that instructional faculty members may not normally participate in all activities identified in this Article during each academic term or year.

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 timebase for both appointment and benefits eligibility.

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, activity classes, laboratory courses, supervision, distance learning, sports, and directed study. Consideration for adjustments in workload shall be given to at least the following: preparation for substantive changes in instructional methods, research, student teacher supervision, thesis supervision, supervision of fieldwork, and service on a University committee.

c. In determining what is "excessive" or "unreasonable" under this section, the items listed under 20.3b, above, 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.

This article provides a bit of flexibility in making workload assignments to faculty in that (a) it does not contain a hard ceiling on workload assignments and (b) does permit campuses to adjust the direct instructional/associated duties mix of workload of faculty to accommodate assignments outside of the classroom. Be advised, that the contract does prohibit unreasonable or excessive workload assignments, and that determination is to be made on an ad hoc basis taking into consideration the assignment of any grieving faculty members. We do not need to bargain with the CFA before we can, for instance, provide assigned time (in lieu of classroom instruction) to faculty to work on Education Doctorate planning, curricula development, etc.

Note: The description and qualifications of instructional workload associated with the Ed.D. program should be prepared with detail and care to ensure that faculty who have the requisite expertise and experience are those selected for the instructional workload assignments.