

*Findings and Recommendations
of the Advisory Committee for the
CSU and Comparable Faculty Workload Studies
January 2003*

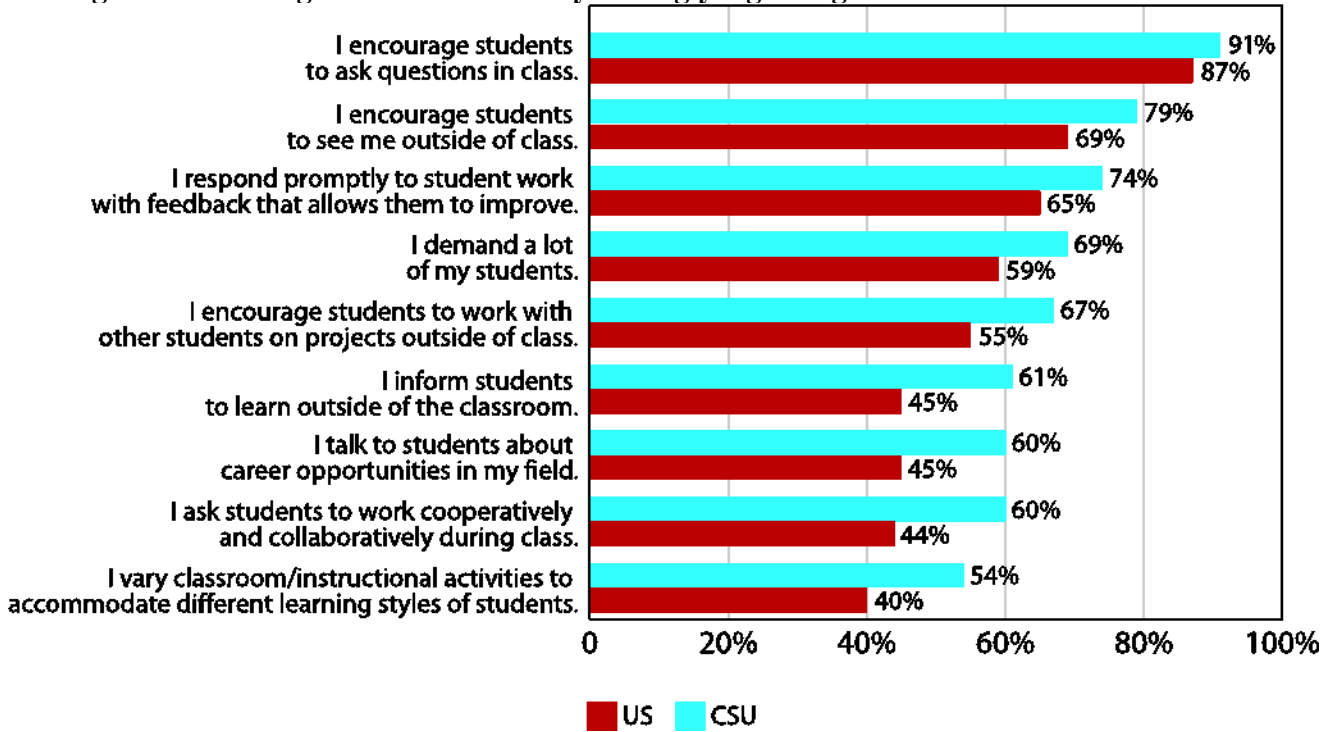
FINDINGS BEARING ON RECOMMENDATIONS

1. CSU faculty work hard. They put in more hours of work for the university and more hours outside the university than their counterparts across the nation.¹
2. CSU faculty not only work harder, their workload has changed. Faculty now are doing different things than they were ten years ago: to be effective they must respond to different learning styles and to different levels of student preparation, embrace service learning, manage complex academic programs, use new academic technologies to enhance student learning, and find time to maintain an active agenda of scholarly and creative work. It is noteworthy that with all these demands, faculty managed to maintain an active agenda of scholarly and creative activity and to increase the time spent on scholarship and creativity.²
3. Lecturers (non-tenure track faculty) make substantial contributions to the high quality of learning environments across the system. They compare favorably to tenured and tenure-track faculty in terms of their commitment to students and to scholarly and creative activities.³
4. Most faculty in the CSU want more time for creative and scholarly work.⁴
5. Tenured and probationary faculty in the CSU teach, on average, one more course per academic year⁵ than their counterparts at other universities. On a weekly basis, CSU faculty spend, on average, about 4.4 more hours per week on teaching activities than their counterparts.⁶
6. While new probationary faculty in the CSU are productive scholars and have the same career aspirations as faculty across the country, they are less likely to reach the same levels of scholarly and creative achievement, e.g., publications in refereed journals.⁷
7. CSU tenured and probationary faculty are less positive than their counterparts about their working conditions and relationships at their institution.⁸
8. One-third of tenured and probationary CSU faculty believe that effective teaching is not rewarded at their institution, suggesting a misalignment of rewards and expectations for CSU faculty.⁹
9. CSU faculty are deeply committed to the success of their students and are more likely than their counterparts to engage in the kinds of educational practices that enhance student learning.¹⁰

CSU Faculty and Student Engagement

Decades of research on undergraduate education and countless panels of experts indicate that academic challenge, collaborative learning activities, student interactions with faculty members, and enriching educational experiences beyond the classroom are key ways through which students excel in learning and achieve success. The California State University asked a sample of its faculty and a sample of comparable faculty at colleges and universities across the United States to assess the extent to which they employ pedagogical strategies that encourage students to engage more richly with learning processes.

Strategies in Teaching: Percent of Faculty Strongly Agreeing with the Statements



CSU, Comparable Faculty Workload Report, January 2003

From encouraging students to ask questions in class – a common practice in almost every classroom – to pedagogical strategies that require much more planning and consideration (cooperative, collaborative activities varied for learning styles), CSU faculty members report employing a broader repertoire of strategies to engage students in learning than counterparts.

RECOMMENDATIONS

I. Workload

In recognition of CSU faculty's heavy teaching load and its impact on faculty recruitment, we should:

- A. Support the CSU Trustees' budget request to the State asking for the additional multiyear funding necessary to increase the proportion of tenured and probationary (tenure-track) faculty in the CSU and reduce the student-faculty ratio (ACR 73).
- B. Encourage campuses to develop strategies for aligning teaching loads so they are competitive with peer institutions.
- C. Provide models to campuses for the achievement of flexible workloads (see, e.g., the San Jose Senate plan for moving to a three-course-per-semester norm, <http://www.sjsu.edu/senate/SS-S02-6.htm>).
- D. Clarify CSU faculty workload requirements and indicators of faculty workload (required and other measurement options).

Each of these recommendations should be implemented in ways that preserve the high quality of the education that CSU offers.

II. Faculty Evaluation and Other Reward Processes

To help with aligning rewards and expectations, we should:

- A. Provide models of how to assess effective teaching in faculty evaluation and other reward processes. For example, Chico State's process for retention, tenure, and promotion process has incorporated the Seven Principles of Effective Teaching.
- B. Provide models of faculty evaluation that recognize that there is a range of acceptable career orientations and that all faculty do not need to do all things in equal quantities and at equal levels of expertise.

To address these recommendations, the Institute for Teaching and Learning should collect information about models for assessment of effective teaching, scholarship (including the scholarship of integration, service, pedagogy, research and creative activity) and service. The CSU Academic Senate should, then, recommend that campuses review assessment models and seek to provide faculty with a reasonable diversity of assessment processes depending on their career paths. It is assumed these alignment recommendations are consistent with any existing CSU policies and memoranda of understanding on retention, tenure, promotion, evaluation and other rewards.

- C. Provide approaches for clarifying standards and criteria for faculty evaluation and other reward processes.
- D. Provide models for streamlining the faculty evaluation and other reward processes on campuses. Are reviews too frequent? Do they require more paperwork than is necessary? Do they require more levels of review than are necessary? Could reviews at various levels be performed in parallel?

As appropriate, the CSU Academic Senate, the California Faculty Association, and the CSU administration should consider different schedules and criteria for reviews that would serve to streamline, simplify, and clarify faculty evaluation and other reward processes. Campuses are encouraged to experiment with streamlining and simplifying procedures, processes, and criteria for review under the auspices of appropriate bodies.

III. Scholarly and Creative Activities

To support faculty aspirations in scholarly and creative activities, we should:

- A. Help faculty to develop their scholarly and creative activities.
- B. Help interested faculty to develop student-engaged research projects.
- C. Help interested faculty to locate and secure external funding.

To consider ways of addressing recommendations regarding scholarly and creative activities, a committee should be convened, including, but not limited to, representation from the Institute for Teaching and Learning, campus Sponsored Research Offices, and campus Faculty Development Centers.

IV. Lecturer Issues

Because lecturers are important to the success of CSU students and students deserve learning experiences with faculty members who are well supported by the institution, attention must be paid to improving working conditions for lecturers and their access to institutional resources.

- A. Inform campuses about ways to compensate lecturers for work on curriculum and governance (e.g., using assigned time).
- B. Provide models for fair and appropriate periodic evaluation and range elevation policies that reward effective teaching and other contributions to the campus.
- C. Encourage campuses to promote stable appointments and fair re-appointment policies.

END NOTES

The *CSU Faculty Workload Report*, completed in February 2002, is abbreviated below as *CSU*. The *Comparable Faculty Workload Report*, completed in January 2003, is abbreviated as *Comparable* in the End Notes below.

¹See *Comparable* tables 14c (50.28 hours for CSU faculty versus 47.25 hours for counterparts in university work) and 16c (3.21 hours for CSU faculty versus 2.78 hours for counterparts for paid and volunteer work outside the university). *CSU* tables 20 and 25 indicate that CSU lecturers tend to be spending hours associated with teaching at levels consistent with Carnegie norms; thus, their work in teaching is at least comparable using Carnegie norms; in addition, *CSU* tables 21A and B provides information about the work that lecturers undertake outside the CSU campus.

² These findings are drawn from full readings of the two reports, insights provided by advisory committee members, and the growing literature on student engagement and learning. *Comparable* tables 14a and *CSU* table 20 show how CSU tenured/probationary faculty (6.63 hours in 1990 to 10.20 hours in 2001) and lecturers (1.71 hours in 1990 to 5.48 hours in 2001) have increased the time they spend on scholarly and creative activities. *Comparable* table 49 and *CSU* table 31 provide information about the many ways in which CSU faculty engage students in learning.

³ See generally, the section on lecturers in *CSU*. *CSU* table 49 and *Comparable* table 31 indicate that CSU faculty (tenured, probationary, and lecturer) employ a broader repertoire of strategies to engage students in learning than comparable faculty. *CSU* table 23 indicates that lecturers are participating in research and creative activities. The average levels of participation are less than those of CSU tenured/probationary faculty and their counterparts; see *Comparable* table 18c; however, the desire to spend more time in scholarly and creative activities is roughly comparable; see *CSU* figures 1A/B and 4A/4B.

⁴*CSU* figures 1A/B and 4A/4B indicate that most CSU faculty want to spend more time doing scholarly and creative activities.

⁵ *Comparable* table 20c indicates that CSU tenured/probationary faculty taught an average of 6.11 semester courses during the academic year while comparable faculty taught an average of 5.01 semester courses. At quarter campuses, CSU tenured/probationary faculty taught an average of 8.10 courses; comparable faculty's 5.01 semester courses translates into 7.52 quarter courses. Generally, then, the differential is about one course per academic year.

⁶ *Comparable* table 14c indicates that CSU tenured/probationary faculty spent an average of 25.88 hours per week on teaching activities while comparable faculty spent an average of 21.45 hours per week, yielding a differential of 4.44 hours. *Comparable* table 14c also indicates that CSU tenured/probationary faculty spent an average of 10.2 hours per week on scholarly/creative activities while comparable faculty spent 14.95 hours per week, yielding a differential of -4.75 hours.

⁷ *Comparable* table 18c indicates that there are significant differences in the average number of publications in refereed journals (2.41 for CSU faculty versus 3.42 for counterparts), of chapters in edited volumes (.55 for CSU faculty versus .79 for counterparts), of textbooks published (.2 for CSU faculty versus .14 for counterparts), of technical reports (1.33 for CSU faculty versus 1.05 for counterparts), of articles reviewed for publication (3.44 for CSU faculty versus 5.05 for counterparts), of editorial boards/jury panels (1.08 for CSU faculty versus 1.32 for counterparts), and of on-line courses (1.35 for CSU faculty versus .77 for counterparts). Consistent with the CSU mission in teaching and applied research, CSU faculty, on average, have published more textbooks and technical reports and developed more on-line courses than counterparts. On the other factors, which tend to be reflective of more traditional indicators of scholarly and creative activity, CSU faculty have averages that are lower than those of counterparts.

⁸ See *Comparable* table 48.

⁹ See *Comparable* table 48.

¹⁰ See *Comparable* table 49 and *CSU* table 31.