COMMITTEE ON RESEARCH

TO: Executive Committee
FROM: The Committee on Research
SUBJECT: 17-18 CR 6: Summary of College responses regarding Faculty Workload
PURPOSE: Information to the Executive Committee and the Academic Senate

BACKGROUND:

In response to the Faculty Workload Task Force Report and the Provost’s memo regarding the Task Force recommendations, the Academic Senate Executive Committee has charged the Committee on Research (CR) with collecting more information on how colleges support faculty in research and creative activities (see 5.b).

The Committee on Research (CR) contacted each Dean to provide CR with the college policy on Faculty Workload for the 2018-2019 academic year. The committee also included three specific questions (Questions 2 to 4) for colleges without an existing policy.

SUMMARY AND RECOMMENDATIONS:

All Deans responded to the CR request. Three out of four colleges and library do not have formal policies regarding faculty workload. However, they do provide varying levels of additional support and resources for initiatives and research or professional activities. Only one of the four colleges and library has a workload policy about faculty compensation for supervisory courses.

All colleges rely on internal resources that are available to all faculty, including reduced teaching load for new tenure track faculty, Faculty Support Grants, A2E2, and others. Some colleges encourage their faculty to apply for external grants to support their research and scholarship.

The committee recommends that all colleges and the library have a formal, clear policy on faculty workload that is publicly available.

The committee recommends that faculty be compensated for supervisory courses according to the course workload factor.
ANSWERS TO QUESTIONS:

Question 1:
Could please forward to CR your college policy on Faculty Workload for the 2018-2019 academic year? If you do not have formal policy, could you please explain how you help support faculty research, scholarship, and creative activities (Questions 2 to 4)?

CLASS:
CLASS has no formal policy. However, the Dean noted, they generally support faculty in both teaching and research as much as budget will allow.

CBE:
CBE’s faculty support policies are posted at: http://www.csueastbay.edu/cbe/faculty-and-staff/documents-forms.html
Under the section “FACULTY QUALIFICATION & SUPPORT (FROM WINTER QUARTER 2016),” there are seven bullet points. The 3rd, 5th, 6th, and 7th are all regarding faculty support. Policies are attached.

LIBRARY:
The library has no formal policy, although they do provide startup research/professional development funds, usually $3,000, to new hires. The library also offers a reduced teaching load for Tenure Track library faculty, and additional professional development funding to all library faculty.

CSCI:
The College of Science has a formal policy, which is included in the attached document. Additionally, the college provides the following initiatives:

1. Start-up: All new faculty receive a minimum of $5,000 when hired to purchase a computer and provide some basic support for establishing their research program. For faculty that have specialized equipment needs these start-up packages will be greater, and in some exceptional cases have exceeded $100,000.

2. Travel: The college allocates $2,000 per TT faculty each year to departments to support faculty travel.

3. Professional Development: Each department is allocated funding each year to support faculty professional development. Departments can use these funds to purchase specialized research equipment, supplies, additional travel, or for other research related activities.

4. Faculty Awards: The college now offers two cycles per year of Collaborative Research Awards. These are a total of $10,000 each that may be divided among several applicants to support faculty research. The college has recently received a commitment to establish an endowment for these awards which would increase the total funding to $60,000/year. The college also gives our Spitzer Faculty Excellence Award each year which comes with $5,000 or equivalent assigned time to support faculty research. The department of computer science has the Valdavinos-Carr award with a similar pay out.

5. Research Space: The college strives to provide appropriate space for all faculty to pursue their scholarly projects. This year the college completed a 5,500 soft renovation in the science building to create a Molecular Research Laboratory and an Environmental Analysis Laboratory as well as a space to support field research. This project was funded in part by the S.D. Bechtel Foundation. Last year the college completed a major renovation of our animal care facility that supports biological and psychology research as well as major renovations of a chemistry and a physics laboratory and technology investments in an Engineering laboratory. The college is aggressively pursuing external funding to construct an...
Applied Science Center that would have a focus on student and faculty research. We have already received a commitment of $15M for this initiative.

**CEAS:**
CEAS does not have a formal workload policy. However, the Council of Chairs has discussed semester-based workload for 2018-19 for the past two years in anticipation of the move to semesters in fall 2018.

Chairs for each department complete a shared Google template for faculty workload that the Associate Dean and several College business administrators oversee to make sure that all TT faculty have the required semester workload of 12 units per semester.

**Question 2:**
If you do not have formal policy, could you please explain how you help support faculty research, scholarship, and creative activities? In particular:

Are faculty compensated as part of their instructional load for supervisory courses such as theses, projects, independent studies? If so, how does this translate to WTU or other resources? Are there any restrictions on compensating faculty?

**CLASS:**
CLASS does not compensate faculty for supervisory instruction, primarily because the college has not found a way to allocate load in small increments that align with a general pattern in which many faculty each do a small amount of supervisory instruction that does not equal a course release.

**LIBRARY:**
Generally, library faculty do not teach supervisory classes. On occasion, when a library faculty does do an independent study, the workload is adjusted on a case-by-case basis.

**CEAS:**
Most TT faculty are not compensated for theses or projects; however, the faculty coordinator for Educational Technology receives some units for teaching an online project course. No faculty are compensated for independent studies.

**Question 3:**
Are faculty eligible for reduced instructional load in exchange for productivity in professional achievement, including publications, proposals, research and other creative activities? If so, how does this translate to WTU or other resources?

**CLASS:**
CLASS faculty are not eligible for reduced instructional load in exchange for productivity in professional achievement.

**LIBRARY:**
The Dean of the Library emphasized that all library faculty are expected to be active in the profession. Library faculty assignments and teaching loads are not modified based on their level of scholarly productivity.

**CEAS:**
CEAS does not award reduced instructional WTUs for publications. However, faculty are supported in the following ways:
Three TT faculty in the Department of Kinesiology are part of the Kinesiology Research Group (KRG) and have received 4 quarter-based WTUs annually for publication.

A faculty member receives 2 quarter-based units as a special assignment from the Dean to meet with TT faculty to help with research and publications and to support cross-disciplinary research. The Dean also meets with this group.

All faculty who teach in the doctoral program are assigned an enhanced workload equal to 50% of the course units to keep abreast of research in the field and as a requirement of WASC for Ed.D. programs.

**Question 4:**

Do you have support for faculty research (such as a research incentive fund) for faculty travel to conferences, equipment, supplies, software, etc.?

**CLASS:**
CLASS funds faculty generously for travel to present at conferences, etc., or for travel to conduct research. Nearly every bona fide request is funded at some level.

CLASS also offers, from time to time, special initiatives for summer stipends for research, or for course development. Faculty are invited to apply for equipment funding through both EREE funds and College funds each year.

Additionally, many CLASS faculty are funded through either A2E2 funds or other special initiatives in ways that enhance instruction while simultaneously giving faculty opportunities to enhance their own professional creativity activities.

**LIBRARY:**
The library provides professional development funding to the library faculty each year based on the library budget. The faculty determine how to allocate the funds to individual library faculty. For the last two years, the library has also provided a small fund to support research that can be used for surveys, data analysis, etc... The library faculty make proposals for use of this fund, and their peers determine which proposal is funded.

**CEAS:**
All faculty receive $1,500 per year to travel to conferences or for professional development expenses (books, travel for facilitating a session, travel for an organizational board meeting, etc.)

Faculty who have research grants are allocated space in the College.

CEAS encourages TT faculty to apply for CSU East Bay research funds, equipment or software to support publications or research each year. They can apply for A2E2 funds or Faculty Support Grants.

CEAS encourages faculty to apply for research grants and support for travel to conferences or workshops when travel funds may have been exhausted.
CBE Release Time Support for AACSB Faculty Qualification Statuses

This document conveys policies (consistent with CBE’s mission) that support CBE full-time tenure-track/tenured (TT) faculty in their efforts to obtain and maintain SA (scholarly academic) or PA (practice academic) status and to meet the requirement for “participating” faculty, as specified in AACSB’s 2013 Standards. It is critically important that faculty achieve and maintain such status.

Prerequisite:

To be eligible for any support outlined in this document, a full-time TT faculty member must have a current status of “participating.” See CBE’s Criteria for Documenting Faculty as “Participating” or “Supporting”.

1. SA or PA status

As of January 1st, 2016, CBE will use SA, PA, and “Other” to categorize TT faculty’s status, and will discontinue the AQ status.

2. Minimum teaching load in an academic year

Except for faculty on sabbatical leave, leave without pay, medical leave, or those who hold professorships or who are given assigned time for administrative work (e.g., Department Chair, Program Director, etc.), every full-time TT faculty member is expected to teach

- at least **24 quarter units on-load per academic year** (usually, 8 units per quarter), or
- at least **15 semester units on-load per academic year** (averaged between the two semesters to the extent feasible).

The Office of the Dean may make exceptions under extenuating circumstances.

3. Release time for being AQ (before January 1st, 2016) and for being SA or PA (as of January 1st, 2016)

To encourage faculty to obtain and maintain a qualification status, a faculty member may receive release time for being AQ, SA or PA. The following table shows the amount of release time a TT faculty member is awarded per academic year for being AQ, SA or PA:

<table>
<thead>
<tr>
<th>To be used in academic year (AY)</th>
<th>Faculty status</th>
<th>Release time per AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>AQ</td>
<td>4 quarter units</td>
</tr>
<tr>
<td>2016-2017</td>
<td>SA or PA</td>
<td>4 quarter units</td>
</tr>
<tr>
<td>2017-2018</td>
<td>SA or PA</td>
<td>4 quarter units</td>
</tr>
<tr>
<td>2018-2019 and beyond</td>
<td>SA or PA</td>
<td>6 semester units</td>
</tr>
</tbody>
</table>
However, if this release time reduces the actual teaching load of a faculty member in an academic year to a level that is below the minimum teaching load stated in Section 2, the faculty member will not receive any release time for being AQ, SA or PA in that academic year. This release time for being AQ, SA or PA CANNOT be carried over to future academic years.

4. Release time for peer-reviewed journal articles

CBE has developed lists of A+, A and A- journals (see attached Tables 1, 2 and 3). A peer-reviewed article in a journal that is not on the A+, A or A- lists, but has been determined by the CBE FAC as an additional quality journal article will be referred to as an AQJ article.

1. An article in an A-, A, or A+ journal will receive release time of one, two, or three 4-unit quarter classes per article respectively, regardless of the number of CBE coauthors or the order of the authors’ names on coauthored articles.

2. After CSUEB converts to the semester system in Fall 2018, accumulated or anticipated release time of 4 quarter units will be converted to that of 3 semester units.

3. In addition to the release time listed in item (1), to encourage co-authorship of CBE faculty, an A-, A or A+ article with CBE coauthors will be awarded $2,000, $4,000, or $6,000 per article respectively, which are funds set aside for research and state-side teaching related activities. The CBE coauthors will decide how to share the funds among themselves, and unused funds can be carried over into the future.

4. In lieu of release time, a faculty member can choose to have funds set aside for research and state-side teaching related activities, at the rate of $6,000 per 4-unit quarter class release time. The release time must have been awarded for research articles rather than from any other sources. Unused funds can be carried over into future years.

5. The “publication year” of an article is defined as the year printed on the final version of the published paper. In practice, the article could be accepted or become publicly available on the Web or another media before or after this “publication year.” However, these timing variations should NOT alter the “publication year” for release time consideration. Should ambiguity or disputes occur, the CBE Administrative Council will decide on what “publication year” should be applied to the article for release time purposes.

5. Submitting articles to journals during transition period

As a transition from the Nifty Fifty, Next 78 lists and B journals to the new A+, A, A- lists and AQJs, CBE will use the following table to determine the eligibility of published articles for release time consideration, in addition to the release time indicated in Section 4. Please note that the year in the first column is the year an initial manuscript is submitte'd rather than the year the article is eventually published. “N/A” means not applicable.
<table>
<thead>
<tr>
<th>Year manuscript submitted</th>
<th>Existing Structure</th>
<th>New Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nifty Fifty</td>
<td>Next 78</td>
</tr>
<tr>
<td>2015 or earlier</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2016</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2017</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2018 and beyond</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note:

1. It is important for faculty to document the submission date of each initial manuscript by saving the written communications with the journal or editor.
2. An AQJ article published before the beginning of Spring quarter of 2018 could be eligible for release time of 4 quarter units per article, subject to the limitations stated in items (4) and (5) below.
3. A Category B article that satisfies all of the following conditions could be eligible for release time of 4 quarter units (also subject to the limitations stated in items (4) and (5) below):
   - submitted before December 31st, 2015,
   - published before the beginning of Spring quarter of 2018,
   - meets the criteria specified in the existing “Assigned Time Support” document dated July 2010.
4. Besides the release time shown in Section 3, a faculty member is eligible for additional release time of 4 quarter units per academic year in 2016-2017 and in 2017-2018 for AQJ and qualified Category B articles.
5. Because of the release time of 6 semester units per academic year specified in Section 3, no release time will be awarded for any AQJ or Category B articles published after the beginning of Spring quarter of 2018, regardless of the submission dates of their initial manuscripts. AQJ articles will always earn points for obtaining and maintaining qualification status.

6. Unused release time

A faculty member may have accumulated release time from various sources, including research articles. The release time shown in Section 3 cannot be carried over to future academic years. Unused release time from all other sources can be carried over to future academic years.

7. Funding availability

All faculty support is subject to funding availability. Financial resources will be reviewed on an annual basis to determine whether or not sufficient funding is available.
Attachments

Table 1       A+ journals
Table 2       A journals
Table 3       A- journals

(9/21/2015)
CBE Faculty Support: Grant for Teaching Effectiveness
(Pilot Program: Summer 2017 through Spring 2018)

The purpose of this document is to establish guidelines for CBE teaching effectiveness grant.

Eligibility

All full-time, CBE tenure-track and tenured faculty who, at the time of application, are either SA or PA, and who are classified as participating faculty, are eligible to apply. This grant is provided for eligible faculty to attend training programs (such as seminars, workshops, or classes) that are relevant to the faculty member’s areas of regular or anticipated teaching and that are consistent with the mission of both the CBE and the University. Such training, and the associated travel, should have minimal conflict with teaching schedules. International travel will be approved only in exceptional cases.

How to apply?

An application to this grant must include the following:

- description of the training program
- full cost of the program, including travel expenses
- start and end date of the program
- statement verifying that the program will involve minimal conflict with teaching schedules
- brief justification describing how the program will help the faculty member to improve teaching effectiveness.

Applications must be received by the department chair at least 5 weeks before the start date of the training program.

Review and approval of applications

Applications will be reviewed and approved/denied by the CBE Administrative Council, with decisions available within 3 weeks from the submission date. Although there is no explicit cap on program costs, the CBE Administrative Council will consider costs when evaluating applications, and expensive programs are less likely to be funded.

Report on impact

Upon completing an approved program, the faculty member must start tracking the impact of the program on student learning and teaching effectiveness, and prepare a one-page report, to be submitted to the department chair within one calendar year from the end date of the program.

All faculty support is subject to funding availability.

(Revised Summer 2017)
Reimbursement of Fees for Manuscript Submissions to A+, A and A- Journals

Effective July 1, 2015, all CBE tenured and tenure-track faculty members can apply for reimbursement for manuscript submission fees to A+, A, and A- journals. The lists of those journals can be found at http://www20.csueastbay.edu/cbe/doc-forms/release-time-support.html. The submission fee reimbursement policy that currently applies to CBE’s lists of Nifty-fifty and Next 78 journals will remain in effect until December 31st, 2015. These two lists are located at http://www20.csueastbay.edu/cbe/files/docs/CbeDocsForms/Web%20Update/CBE-nifty-fifty.pdf and http://www20.csueastbay.edu/cbe/files/docs/CbeDocsForms/Web%20Update/CBE-next-78.pdf.

To apply for reimbursement or to have the submission fee paid using the University credit card, please email your Department Admin with your request. The Department Admin will obtain approval from the Dean’s office and will consult the Department Chair if any questions arise. You may either submit for reimbursement (if you have already paid for the manuscript submission fees) or have your Department Admin pay for them on the University credit card.

(9/21/2015)
College of Science Guidelines for Faculty Work Assignments

Faculty in the college will have assigned duties related to instruction, research, and service. Before the start of the Fall semester, the department chair shall consult with each member of the department faculty and develop a work plan for the upcoming academic year. These plans will be reviewed and approved by the college dean, and may only be amended after consultation with the affected faculty and approval of the dean.

A full-time academic year assignment for a regular faculty member is equivalent to 30 weighted teaching units (WTU) spread over the Fall and Spring semesters. Faculty work assignments will be reported in equivalent WTU and will follow the guidelines outlined below.

A. Baseline Work Assignments

Classroom Instruction
All faculty will initially be assigned 24 WTU of classroom instruction. The instructional format may be lecture, activity, lab, or off-site clinical supervision. Faculty may qualify to have their classroom instructional assignment reduced for qualifying activities outlined in section B. Full-time faculty will teach a minimum of 15 WTU of classroom instruction each year.

Research and Service
All faculty will be assigned 6 WTU of time to engage in research and service activities. This assigned time is intended to allow faculty to meet the requirements in these areas as outlined in the University Retention, Tenure, and Promotion policy.

B. Mechanisms to Reduce Classroom Instruction Workload

Faculty may reduce their classroom instructional workload by up to 9 WTU each year through one or more of the mechanisms listed below. These include activities that have been available to faculty under the quarter calendar such as:

- Service – Faculty may receive assigned time for participating in qualifying service activities at the department, college, university, or system level. For example, faculty may receive assigned time for serving as graduate coordinator of their department or chairing a standing committee of the academic senate.

- New Faculty – In their first two years of service, new probationary faculty will receive 6 WTU of assigned time each year to assist in establishing their research programs.
• Grants – Faculty may reduce their instructional workload by receiving a Faculty Support Grant or other internal award or through the successful award of an external grant. Time for work on external grants must be funded at the faculty’s full salary plus benefits.

In addition to these this policy creates two new ways for faculty to reduce their instructional workload:

• Student Mentorship Incentive – In consultation with the Department Chair, faculty may propose a work plan that includes supervising students enrolled in special registration courses. Generally 0.5 WTU will be assigned for work with graduate students and 0.33 WTU for undergraduates and faculty may receive up to 3 WTU each year. Priority will be given to faculty working with students on required courses, such as a University thesis.

• Grant Incentive – Faculty serving as the Principle Investigator on an externally funded grant will receive 1 WTU of assigned time for each $10,000 of indirect costs generated for the University each year, up to a maximum of 3 WTU.

In no case will faculty receive an assignment in excess of 30 WTU and WTU will not be carried over from one year to the next.

1 Department chairs are exempt from this minimum instructional assignment. Chair instructional assignments will be made in consultation with the Dean.

This policy is effective starting the Fall term of 2018 and will be reviewed and potentially modified in the spring term of 2020.

J.S. 2/19/18