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University of California
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December 19, 2003

C. JUDSON KING
PROVOST AND SENIOR VICE PRESIDENT
ACADEMIC AFFAIRS

Re: Academic Council's Final Response on the Reports of the Task Force on Faculty Instructional Activities

Dear Jud:

This is in response to your July 22, 2003 request for the Academic Council to review and comment on the Reports of the Task Force on Faculty Instructional Activities. The Council's review is completed and I am pleased to forward our comments to you.

Earlier this month, you received a preliminary response from the Council based on comment letters from CCGA, UCORP, UCFW, UCPB, UCAP, the Merced campus, and the Berkeley, Irvine and Santa Barbara Divisions. The final report folds in the following additional comments from UCEP, and the Santa Cruz, Davis, San Diego, and Los Angeles Divisions. You will note that I have also attached reports from the UCORP and CCGA committees that address the issue of assessing faculty effort in graduate education.

The Academic Council is generally enthusiastic and supportive of the proposed new system of measuring "Total Instructional Effort" to better capture the unique features of instructional activities beyond traditional formal classroom instruction. It is an excellent first effort in recognizing that faculty instructional workload, at a large research university such as UC, encompasses a wide variety of activities beyond that of podium teaching.

While the three categories of faculty instruction proposed by the Task Force – Faculty Designed Instruction, Faculty Supervised Group Instruction, and Faculty Supervised Tutorial Instruction – would appropriately credit some of the instructional activity, the Council feels that these gross categories do not encapsulate *all* of the many important ways UC faculty instructs students. Moreover, the category definitions themselves should be more detailed in nature so as to avoid misinterpretation and to allow for a more consistent application within and across the campuses.

Variation in Nature of Instruction

Council notes that the nature of instruction varies among the disciplines, which might produce different outcomes in total instructional effort. For example, studio instruction in arts departments precludes teaching large courses. Some disciplines require one-on-one training of undergraduates, such as music performance or music theory. Similarly, teaching foreign languages is different from teaching history, and these differ significantly from teaching laboratory sciences. Instructional effort will sort into categories differently in different disciplines because of this variation, even though faculty members across the disciplines invest the same effort in teaching and generally achieve excellent results.

Interdisciplinary Programs

The three categories are not reflective of the interdepartmental nature of many undergraduate and graduate programs at UC or of the concept of interdisciplinary team teaching. Increasingly, many graduate programs span across multi-departments, and interdisciplinary curriculum is proliferating at the undergraduate level. Since measuring the teaching load for interdisciplinary programs is complex, the Council recommends that more analysis be done to find a measure that would more adequately reflect this activity.

Graduate and Professional School Instructional Activities

The proposed metrics do not capture the complexity of graduate and professional school instructional activities, which occur in a variety of settings and include teaching associated with research activities. The Council therefore recommends that more appropriate measures for graduate and professional school instruction be found. As I mentioned in the preliminary report, during our discussion of this issue at Council, the Chair of the Coordinating Committee on Graduate Affairs (CCGA) agreed to have his committee explore possible algorithms that could allow for an assessment of the broad suite of activities conducted by faculty that fall under the rubric of "Graduate Education." In its recently completed report, "Metrics for Assessing Faculty Effort in the Graduate Educational Enterprise," CCGA has identified three possible approaches to quantifying the faculty effort spent on graduate education. These are an effort-based algorithm, a task-based algorithm, and a time-based algorithm. While the committee prefers the first (effort-based) algorithm, it recognizes that the task-based algorithm may have significant utility from both a practical standpoint and from the perspective of establishing a comparative metric. The time-based metric was considered, but rejected, by the committee. I refer you to CCGA's full report, which is attached hereto.

Teaching Activity and Research

The Council has a general concern about placing too much emphasis on teaching at the expense of research. UC is responsible for developing the research and discovery of knowledge that drives the state economy, and is the only institution in the state mandated to produce advanced graduate degrees. Moreover, UC campuses are very special places for undergraduates precisely because of the genuine research experiences available to them. In implementing quantitative targets on instruction, it is therefore essential to the future of the university (and the state), that the emphases on teaching not degrade the research environment. The amount of time a faculty member can devote to research is, in no small measure, dependent on the number of large classes that he or she is expected to teach, often with little assistance. It is noteworthy that faculty who come to UC from other universities say that they teach more larger classes at UC.

Administration should support the value of smaller classes, insofar as they contribute to the research activity. The evaluation of teaching should always be about quality and based on sound pedagogical reasoning rather on a sheer number count. UC could lose its competitive ability to attract high quality research faculty if the emphasis on teaching reduces the amount of time available for research.

Competitiveness with Comparison Institutions in Recruitment and Retention

The Academic Council believes that if UC is to remain competitive in recruiting and retaining faculty, a systematic comparison of instructional workload with that of comparison institutions is an essential element of any workload assessment since the teaching requirement attached to a position is often the deciding factor in a successful recruitment. However, due to the great variation in instructional calendars among the institutions, this data should be compiled in a way that avoids misleading comparisons, i.e. simply measuring the number of classes taught would not be reflective of the actual instructional effort.

Flexibility in Faculty Hiring

With respect to the recommendation that instructional needs should be required as *a component* of departmental justifications for FTE requests for new faculty positions, the Council recommends that the report should make clear that research universities, if they are to remain at the cutting edge of new research areas, need flexibility to appoint faculty whose research areas may not be immediately translatable into new course curriculum.

Guidelines for Department Policies

The Council is concerned that the Guidelines outlined in the report may encourage administrative action that would impinge on the Senate's responsibility for courses and curriculum, and on the duties of the department chairs.

Usefulness to Legislators

Since re-categorizing courses across all UC campuses will be extremely time-consuming and costly, Council would like to be convinced that this effort will produce a corresponding benefit to UC and its students. In that vein, Council recommends that UCOP begin to explore with key Legislators whether this new scheme of categorizing courses will actually result in a better understanding of UC's instructional activities.

Suggested Modifications

Council suggests the following specific modifications

- Use of a syllabus is a factor in distinguishing between the categories of "Faculty Designed Group Instruction" (syllabus) and "Faculty Supervised Group Instruction" (no syllabus). Some types of instruction listed under the latter, such as topical research seminars or Freshman Seminars, do, however, regularly use syllabi. Either the use of a syllabus should not be a distinguishing factor here, or the listed courses should be re-categorized.
- On page 7, the first sentence in the paragraph on "Faculty Supervised Tutorial Instruction" includes working with graduate students, which can be extremely time-consuming, depending on the discipline. That sentence could be rephrased from "require less routine faculty involvement"

to “can vary widely in the required faculty involvement, and has the potential to require intensive faculty involvement.

- Field study is included in the list of faculty-supervised instruction (page 7), but in many cases, field study is central to the curriculum of a major and would properly fall in the faculty-designed category.
- There is only passing mention of Arts and Music in the report. The unique nature of instruction and class organization in these areas should be better articulated.
- In the category of Faculty Supervised Tutorial Instruction, work is characterized as “student-designed” (p. 10). Typically, individual study is designed together with faculty; it is rare that this work would be entirely student-designed. Another descriptor for this instruction, such as “student-negotiated” would better reflect the fact that the topic and work for individual study are negotiated between faculty and student. Additionally, the term “student-initiated” could be used to enhance the notion of student engagement, in that a student’s intentions are to work with a specific faculty member for specific reasons.
- Add to the category of Faculty Supervised Group Instruction, what are sometimes called Senior Design Projects. This instruction is group project work done for credit; it is graded and involves regular meetings with faculty, and is neither undergraduate honors nor individual study.
- The division between the categories “faculty directed” and “faculty supervised” does not accurately reflect the role of faculty in the three different modes of instruction; the type of instruction that takes place in faculty-supervised categories is much more active and generative than the word “supervise” would suggest. Therefore, we recommend that the word “supervise” as used in the second and third categories be replaced with the word “directed.”
- Language that addresses graduate study more specifically would be helpful in the sections entitled “A Comprehensive Way to Report UC Instructional Activities” (pp. 8-11), and “Data to Emphasize in Future Reports” (pp. 11-12). Specifically, some of the metrics that the task force proposes reporting are dependent on the number of units assigned to a given activity. In the case of work done towards the completion of a dissertation or thesis, this quantity is either not measured, or is not related to the assignment of units to undergraduate courses.
- The report’s statement that “every member of the department is expected to contribute to the achievement of [instructional] goals” should be strengthened to insure that departments develop guidelines that will insure an equitable distribution of instructional responsibilities among individual faculty members.
- The report should recommend specific measures to address the inequities in instructional workload and in reporting of instructional workload within departments and across the ten campuses.
- The report should include outcomes measures, such as data on the number of students who continue on to graduate school and eventually receive graduate degrees, the benefits accrued to

UC graduates and to the state as a result of UC faculty's teaching efforts, numbers of degrees awarded per faculty FTE, graduates' satisfaction five years post degree, etc.

It is my hope that you will find these comments helpful. Thank you for giving the Academic Council the opportunity to comment on these Reports.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry", with a stylized, flowing script.

Lawrence Pitts, Chair
Academic Council

cc: Academic Council

encl: Senate Comment Letters
UCORP and CCGA Reports on Assessing Faculty Effort in Graduate Education

Metrics for Assessing Faculty Effort in the Graduate Educational Enterprise: A CCGA Report

Introduction

Graduate and post-graduate education involves an intimate, mentor-apprentice approach that differs in the level of faculty effort and personal attention from almost all other university educational activities. The graduate education enterprise is oriented towards not simply teaching knowledge, but teaching both how to expand human knowledge and how to convey knowledge—the tandem processes of research and pedagogy. Both of these enterprises intimately support the undergraduate educational portion of UC's mission: the research aspect ensures that undergraduate students are taught by up-to-date, first-tier scholars, while the pedagogic aspect of graduate education improves the overall undergraduate educational product, through extensive attention from apprentice teachers.

The broader economic benefits of graduate-education and graduate-related research are multi-fold, and have been described in detail elsewhere (UCOP Report of the Commission on the Growth and Support of Graduate Education, September 2001). Our intent here is not to summarize the manifold impacts of UC graduate education/research on the state's economy—achievements that span from the development of the Camarosa strawberry and the training of many in the state's wine industry, to a host of semiconductor, biotechnology and computer-oriented start-ups generated by the products of UC graduate education (U. of California Industry-University Cooperative Research Program, Working Papers 02-5 and 03-1). As simply one example, at least 35% of the biotechnology start-up companies in California were started by UC faculty, alumni or UC-associated post-graduate scholars (U. of California Industry-University Cooperative Research Program, Working Papers 02-5). The precise number of these that hinged on graduate or post-graduate alumni (or their efforts) is not known (as opposed to undergraduate alumni), but the high-tech nature of this field suggests that the percentage of graduate/post-graduate alumni is likely high. Indeed, the enterprise of UC graduate and post-graduate education has helped to ensure that the “brain-drain” that has economically afflicted cities of the former “Rust Belt” has benefited California, with the San Francisco and San Diego regions each being identified as among the most prominent recipients of highly educated migrants from other cities (e.g. Harden, 2003). This geographic distribution mirrors that of UC faculty/alumni-generated biotechnology firms: the preponderance of such companies lie in either the San Francisco or San Diego areas (U. of California Industry-University Cooperative Research Program, Working Paper 02-5).

The process of graduate and post-graduate education involves, but is not limited to, a broad range of activities not readily quantified by a simple counting-of-credit-hours approach. Not only is the average time investment per credit hour of faculty greater for graduate teaching than undergraduate, the variation is also greater, with many graduate teaching activities demanding extensive mentoring for little formal credit and other activities at or below the relative commitment required of undergraduate credits. Mentoring and support activities for graduate students span the gamut of research

instructional activities, and include progressive iterations on student's written research work (often by multiple faculty), enormous time commitments for face-to-face research training/advising/instruction, organized research group meetings, informal instruction in research ethics and pedagogy, assisting students with preparation for presentations at professional meetings, raising grant money for support of graduate students and their research, and time spent on examinations and research/progress updates for thesis committee members, as well as advising graduate and post-graduate students on how to conduct and package themselves for job searches (faculty play a pivotal role in career counseling for graduate students). Some of these activities might be captured in the counting of courses, but many are not.

The key point here is not just that graduate teaching activities in the UC system are currently poorly documented and credited; it is essential as well that relevant audiences (both within and outside of the University) be brought to understand that the training of graduate students -- particularly at the doctoral level -- is *fundamentally different* from undergraduate instruction. There is significant classroom work, to be sure, but arguably the primary means by which faculty mentors develop the intellectual, investigative, critical, and creative skills of their graduate students is a diverse collection of interactions that are part instructional and part collegial; i.e., much more of an apprenticeship model than a classroom model. While harder to measure and document, these more personal modes of transmitting scholarly, creative, and ethical standards and practices are at the very heart of graduate education. It ought to be possible to develop a set of metrics that can accommodate this fact.

Our intent here is thus to propose possible algorithms that can allow an assessment of the broad suite of activities conducted by faculty that fall under the rubric of "Graduate Education." In conjunction with producing such algorithms, the underpinning general principles associated with viewing the graduate educational enterprise should also be outlined.

General Principles

- Graduate/post-graduate education and the research enterprise of UC are completely interdependent.
- Graduate education augments not only research, but also the undergraduate educational experience.
- The excellence of graduate education is an essential component of a research university's reputation and its contribution to society.
- Faculty effort spent on graduate education cannot simply be measured through credit hour-based metrics.

Possible Algorithms for Graduate Workload Assessment

We have identified three possible approaches to quantifying the faculty effort spent on graduate education. These are, in the order of their presentation below, an effort-based algorithm, a task-based algorithm, and a time-based algorithm. CCGA has a

general preference for the first (effort-based) algorithm, but recognized that the task-based algorithm may have significant utility from both a practical standpoint and from the perspective of establishing a comparative metric. We considered, but rejected, the time-based metric.

Algorithm #1

Our effort-based algorithm involves simply collection of more detailed information associated with traditional UC faculty workload subdivisions. Integrated faculty effort has long been viewed by UC as a combination of teaching, research and service: canonical percentage distributions of 40%, 40% and 20% between these respective tasks have been viewed as approximately the norm. The graduate portion of the purely “teaching” part of this tripartite faculty workload may be able to be assessed from course credit-type metrics. We define the “teaching” portion of this workload as not only offerings of graduate courses and seminars, but also should incorporate the significant workload associated with thesis/qualifying exam committee obligations and the educational effort expended in teaching pedagogy to graduate students through the medium of undergraduate teaching. But even this modified “teaching” metric dramatically undervalues the effort expended by faculty on graduate education. The key piece that is missing in assessing the graduate educational workload is the issue of how much faculty “research” time is spent teaching graduate and post-graduate students how to conduct research. We thus propose that an assessment of how much “research” time is spent training graduate and post-graduate students be conducted by campus Academic Divisions or Departments. This assessment should be based on all the facets of activities dealing with graduate education described above, including those that involve enabling and supporting graduate students and their research. Naturally, these include activities not traditionally counted in undergraduate-oriented metrics of teaching effort, such as time spent on graduate student-support related grant writing, research group meetings, and face-to-face research instructional time. We anticipate that such a survey will produce a broad suite of results, with a number of entire research programs being entirely centered on the graduate educational enterprise. But, it is only with an analysis (on a Divisional or Departmental basis) of the faculty effort on graduate-research related enterprises (when combined with the graduate course offerings) that a true measure of the effort spent by faculty on graduate education can be generated.

Algorithm #2

This algorithm is simpler and sacrifices detailed knowledge for efficiency. It posits a few easily quantifiable indicators that include but go beyond a simple course-credit based metric.

- Number of regularly scheduled lecture courses and seminars
- Number of small group activities such as lab meetings, reading groups, field exam preparation groups, etc.
- Number of tutorials, individual mentorships sponsored
- Number of students supported through grants
- Number of doctoral committees chaired

- Number of masters committees chaired
- Number of doctoral committees sat on but not chaired
- Number of masters committees sat on but not chaired
- Number of teaching assistants supervised
- Number of professional and campus activities that incorporate instructional activities (memberships and events).

This type of algorithm provides a relatively straightforward numerical measure of the panoply of graduate instructional activities. Its value includes utility as a comparative measure between programs, or between campuses. For example, when evaluating units (departments, divisions, schools), attention can be paid not only to the average level of graduate teaching but also to its variation within the unit. Units in which most faculty members are carrying significant graduate teaching load should be evaluated more positively than units in which only a few faculty carry most of the load.

Algorithm #3

The final algorithm considered by CCGA was the “time-clock” algorithm, in which faculty simply record the amount of time spent on different activities. Although possibly quantitatively robust, we believe the operational disadvantages of this algorithm strongly outweigh its advantages, and CCGA rejected it as a viable algorithm. UC has conducted such analyses before; yet, a significant inefficiency is introduced simply in the time spent by each faculty member quantifying the amount of time spent on their day’s activities (by necessity, faculty frequently multi-task—for example, over a fifteen minute span, a faculty might answer e-mails from undergraduate students, answer a brief question from a graduate student about their current research project, all while nominally working on a review or scholarly paper). The invasive and time-consuming character of such a survey is likely to at least generate unquantifiable inaccuracies in the data collected, and at worst might produce faculty non-compliance with the survey. Our goal here is not to markedly expand the workload of faculty in the course of determining how much time is spent on different tasks, and we thus believe that a reasonably accurate appraisal of time spent on graduate education can be produced by Algorithms #1 and/or #2.

Summary

Graduate education encompasses a suite of activities that span the artificial separation between the teaching and research enterprises of UC. Accurate accounting of the magnitude of effort expended on graduate teaching is one facet of characterizing the impact and importance of graduate education on the UC-system, and indeed on California itself. The total effort attached to graduate instruction is, we believe, grossly underestimated by any course-credit-based metric: our preferred algorithm attempts to quantify the manifold duties and responsibilities associated with the mentor-apprentice-based system of graduate education. In short, teaching the methodology through which human knowledge is expanded and conveyed is perhaps the most demanding and rewarding enterprise undertaken by institutions of higher learning. Indeed, the considerable instructional effort devoted to the highest levels of education is, we believe,

strongly motivated by the profound (but mostly anecdotally documented) impact of UC's graduate programs on the infrastructure of the state of California. UC's graduate programs not only continue to be the source of many of the state's best-trained and most innovative educators, but also provide the all-important intellectual expertise and creativity needed to develop and nurture California's industries of the 21st century.

References

Assessing the Role of the University of California in the State's Biotechnology Economy: Heightened Impact Over Time, U. of California Industry-University Cooperative Research Program, Working Paper 02-5, March 24, 2003.

Harden, Blaine, Brain-gain Cities Attract Educated Young, Washington Post, 11/9/03, P. A01.

Innovation and Prosperity at Risk: Investing in Graduate Education to Sustain California's Future, UCOP Report of the Commission on the Growth and Support of Graduate Education, September 2001

The Role of University of California Scientists and Engineers in the State's R & D-Intensive Communications Industry, U. of California Industry-University Cooperative Research Program, Working Paper 03-1, April 10, 2003.



UNIVERSITY COMMITTEE ON RESEARCH POLICY (UCORP)
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December 10, 2003

**LAWRENCE PITTS, CHAIR
ACADEMIC COUNCIL**

Re: Metrics for Graduate Level Instructional Activities

Dear Chair Pitts:

Although the matter of metrics for graduate level instructional level activities has already been addressed by the Academic Council, UCORP's discussion of this issue was delayed due to other business that filled our discussion time. During our December meeting, however, we did have the opportunity to talk about this issue and wanted to be sure that our thoughts go into the official record. As was stated in UCORP's October 10th letter regarding the reports from the Task Force on Faculty Instructional Activities, our committee believes that the reports are unclear about the place of graduate student course work and the mentoring of graduate students within the recommended reporting system. Particularly, some of the metrics that the task force proposes reporting are dependent on the number of units assigned to a given activity. In the case of work done towards the completion of a dissertation or thesis, this quantity is either not measured, or is not related to the assignment of units to courses. Such metrics do not seem to acknowledge the full spectrum and variety of ways in which the faculty engage in instruction at both the graduate and professional school levels.

At the request of the Academic Council, our committee has discussed possible metrics for measuring graduate level instructional activities. Our conversations focused primarily on measuring the graduate student mentoring activities of faculty members. UCORP members specifically examined the possibility of quantifying mentoring via an outcome measure of the successful progress of students whom the faculty oversee. Several criteria for this measure were suggested, including measuring the number of publications on which the student is an author, the timely progress to graduation, and the success of the students once they have graduated.

Members felt that if the measures were carefully tuned, the suggestion of evaluating mentoring via a student success measure could potentially lead to significant benefits for the students. However, members had significant concerns about trying to develop a

quantitative measure of mentoring, given that the requirements and norms for students (e.g., time to degree, publications before degree) vary greatly from department to department and even sub-field to sub-field. Another objection to this suggestion of crediting student success (e.g., co-authorship on papers) as part of a metric measuring “teaching” is that many faculty members are already being credited for that work under “research.” Some members also did not agree with equating the success of a student with the time or quality of a faculty member’s mentoring. Just as a faculty member may spend considerable time on one student, such as a non-English speaking student, there are extreme cases where even total neglect on the part of the faculty mentor doesn’t prevent a student from finishing in a timely manner and pursuing a highly successful career. Similarly, a faculty member who isn’t very good at mentoring students (or possibly a new faculty member who is just inexperienced) may have to spend more time with their students than a more experienced faculty member.

After discussing the suggestion of evaluating mentoring via a student success measure, UCORP members determined that student success seems best measured by a holistic review by peers (e.g., during personnel review), not by a quantitative metric that can be reported to the legislature or other interested entities.

Sincerely,

Janis Ingham, Chair
UCORP

cc: Maria Bertero-Barcelo, Executive Director
UCORP Members



COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)
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October 11, 2003

LAWRENCE PITTS
CHAIR, ACADEMIC COUNCIL

Re: Task Force on Faculty Instructional Activities reports

Dear Larry:

At its October 7, 2003 meeting, CCGA reviewed the reports from the Task Force on Faculty Instructional Activities: *Describing and Reporting Faculty Instructional Activities* and *Faculty Instructional Responsibilities: Guidelines for Departmental Policies*. Following are CCGA's comments regarding the task force's reports.

The reports seem primarily aimed at undergraduate teaching and CCGA would like to call attention to the distinctions between graduate and undergraduate instructional activities. CCGA feels that the concept of "total instructional effort" does not communicate the complexities of graduate education and the three categories of faculty instruction do not adequately capture the diversity of graduate activities. Graduate education includes more than the classroom component; it also focuses on teaching associated with research activities of graduate students. For example, research-associated activities such as the time a faculty meets with his/her research team or teaches individual students were not accounted in the forms of instruction. As defined in the report, the measures of outcome are not particularly useful indicators for graduate or professional school teaching or their programs.

The metrics used to evaluate undergraduate instructional activities also cannot be applied to the graduate, research, and teaching enterprise. More and more graduate programs are now interdisciplinary programs that span across multi-departments. Measuring the teaching load for these programs would be extremely difficult, and we recommend that more in depth analysis be done to determine the appropriate measures for graduate or professional school students rather than simply counting classes.

CCGA is also concerned that the reports recommend that Campus Executive Vice Chancellors have oversight of a department's review of instructional activities. The Academic Senate's role in this function needs to be recognized. Faculty should be involved and provide input whenever there are implications for curriculum. On all campuses, faculty play a major role in reviewing academic programs and teaching activities.

While we acknowledge that the reports respond well to undergraduate instruction, they are not reflective of the graduate experience and interdepartmental structure of some programs. Graduate teaching assessment should reflect what students are doing and expected to do. We would also add that CCGA hopes that any efforts to increase undergraduate teaching are not at the expense of graduate teaching.

Sincerely,

Kent Erickson
Chair, CCGA

cc: CCGA



UNIVERSITY COMMITTEE ON RESEARCH POLICY (UCORP)

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October 10, 2003

**LAWRENCE PITTS, CHAIR
ACADEMIC COUNCIL**

RE: Reports from the Task Force on Faculty Instructional Activities

Dear Larry:

The University Committee on Research Policy (UCORP) has reviewed the reports from the Task Force on Faculty Instructional Activities: "Describing and Reporting Faculty Instructional Activities (July 2003)" and "Faculty Instructional Responsibilities: Guidelines for Departmental Policies (July 2003)." The task force seems to have made a tremendous effort to obtain data in order to evaluate faculty instructional activities at the UC campuses and to compare instructional expectations both within and between UC and similar institutions. The authors also do a good job of outlining and discussing potential problems with implementing their suggestions. We commend the task force for their excellent work and for recommending broadening the measures used to evaluate instructional activities. The task force's recommendations, especially the concept of "total instructional effort," will benefit our campuses and faculty, including those whose focus is on research.

Some specific comments and recommendations from our committee members regarding the task force's reports follow:

Relationship Between Teaching Activity and Research

Insofar as courses, particularly those that are smaller, contribute to research activity, the University needs to support their value. Faculty who are saddled with large classes, particularly upper division courses with little, if any assistance, could be disadvantaged in the time they can devote to research. This could potentially hamper a faculty member's work and career advancement, and it could negatively impact our students' learning environment. On the other hand, if there is a significant problem with faculty who teach courses that are extremely small and without solid justification, then there may be serious equity problems that need to be explored.

Cross-Department Comparisons

Although it will be difficult to develop teaching activity indices that permit cross-department comparisons of total instructional effort or teaching load, there should be efforts to produce this type of data.

Faculty Recruitment Issues

The finding that faculty who join UC from other universities feel that they teach more here, specifically in terms of larger class sizes, is one that the Task Force should emphasize. This finding could have great implications on the quality of education and UC's ability to recruit the best faculty.

Graduate Student Activities

The report, "Describing and Reporting Faculty Instructional Activities," in parts addresses some of the difficulties in applying the analysis to graduate student activities; however, earlier sections of the report are unclear about the place of graduate student course work and the mentoring of graduate students in the recommended reporting system. Language that addresses graduate study more specifically would be more helpful in the sections entitled "A Comprehensive Way to Report UC Instructional Activities" (pp. 8-11) and "Data to Emphasize in Future Reports" (pp. 11-12). Particularly, some of the metrics that the task force proposes reporting are dependent on the number of units assigned to a given activity. In the case of work done towards the completion of a dissertation or thesis, this quantity is either not measured, or is not related to the assignment of units to undergraduate courses.

Outcomes Measures

Insofar as there are ways to underscore the link between quality teaching and student excellence and California's well-being, the report fails to include them. Perhaps this is a difficult task to accomplish, but if we have data on how our students benefit from the UC faculty's teaching efforts and how this benefits California, then we should marshal that material.

Sincerely,

Janis Ingham, Chair
UCORP

cc: Maria Bertero-Barcelo, Executive Director

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October 9, 2003

**LAWRENCE PITTS, CHAIR
ACADEMIC COUNCIL**

**Re: University Committee on Faculty Welfare Comments on Reports from the Universitywide Task Force
on Faculty Instructional Activities**

Dear Larry:

There has not been sufficient time to fully review these reports in Committee. This summary of remarks is based on e-mail consultation with committee members. Additional time will be necessary should more detailed analysis be needed.

The overwhelming majority of UC faculty work very hard at teaching and research. They take their students seriously, working, often with little assistance, to create successful classes and a challenging engaging educational setting. UC's class sizes are typically larger than those of comparison institutions, and the class calendar longer. The state government, source of much funding of the university, has a legitimate interest in how those moneys are spent. It is a responsibility of the UC Office of the President to communicate effectively with the state to show that UC's teaching is ample in quantity and quality. UCOP should be an effective buffer between the faculty and state government concerns. UCOP should foster a setting that avoids the demoralizing notion that government auditors are looking over our shoulders as we teach.

As the state withdraws its share of financial support for UC - a likely result of the current budget crisis - will the state proportionately withdraw its micromanagement? Our new president should address that issue forcefully. UC will progressively become less and less competitive with the rest of academe if it is going to be run like a community college. The result will be faculty erosion, problems of recruitment, and difficulty in attracting high quality graduate students. We need to study the so-called Michigan model, i.e., a more self-supporting university that is less dependent on state funding with less legislative involvement as the quid pro quo.

To the extent that the source of concern is time to degree of our students (typically 4.33 years rather than the traditional 4.0) the focus on quantity of faculty instruction may be misplaced. Were the courses needed to complete in 4 years unavailable or did other considerations lead to the additional time? If students could finish in 4 years, but don't, then the issue is not faculty instructional activities but whether UC should create various incentives/penalties that discourage taking longer than 4 years. Sending detailed reports on time in instruction will not change student behavior.

The nature of a research university makes the proposed quantitative assessment of teaching a bit tricky. The teaching that we do well, that an undergraduate teaching institution does not, is graduate instruction. This occurs in a variety of settings not easily described as formal classroom instruction: participating in

seminars with graduate students present, participating in seminars and laboratory meetings presented by graduate students, dissertation advising of graduate students while conferring with them. Are we going to introduce a log of billable hours? That seems unrealistic.

In implementing quantitative targets on instruction, it is essential to the future of the university that the emphases on teaching not degrade the research environment. If the emphasis on time and effort devoted to teaching reduces time and effort available to research, then UC will lose its competitive ability to hire high quality research faculty. In that event, the attempt to bolster teaching effectiveness will reduce it -- at the graduate level -- as research and faculty quality are degraded.

In quantifying UC's teaching efforts, it is important to evaluate competitiveness with comparison institutions. Teaching requirements at comparison institutions are notoriously difficult to assess. Nevertheless the comparative assessment is vital. As UC attempts to hire faculty in competition with Harvard, Stanford, Illinois, Virginia, etc., a decisive element to success will be the comparison of teaching requirements of the positions UC offers. UC cannot afford to be non-competitive in time available for research (as we are already non-competitive in salary). Thus a systematic comparison of teaching levels at UC's comparison institutions (Harvard, MIT, Stanford, Yale, SUNY Buffalo, Illinois-Urbana, Michigan-Ann Arbor, Virginia-Charlottesville) is an absolutely necessary element of any quantitative instruction evaluation.

In reviewing teaching requirements at comparison institutions and UC, the starting point is a comparison of instruction calendars. The Yale instruction calendar is 24 weeks long per calendar year. Harvard's is 26 weeks long. MIT's 27 weeks. UC's is 30 weeks long. The obvious inference is that simply measuring the number of 'classes' taught will be vastly misleading. A typical UC 'class' represents 25% more instruction than a similar 'class' at Yale, 15% more than Harvard and 11% more than MIT. As the task force reports are implemented, these elementary points are essential. The issue of competitiveness with comparison institutions is vital.

Once the data are available they will be used to compare UC activities to previous and future levels, to the instruction levels of the California State University System, and to our comparison institutions. The data should be compiled in a fashion that will avoid misleading comparisons.

Sincerely,

/s/

Ross M. Starr, UCFW Chair

cc: UCFW



UNIVERSITY COMMITTEE ON PLANNING AND BUDGET

Lawrence Pitts
Chair, Academic Senate
University of California
1111 Franklin Street, 12th Flr.
Oakland, California 94607-5200

October 10, 2003

Report of the Task Force on Faculty Instructional Activities

Dear Chair Pitts,

At its October 7 meeting, UCPB discussed the Report of the Task Force on Instructional Activities. Committee members found that the report did an admirable job of capturing and articulating most types of instructional activity at UC, and in going a certain distance toward demonstrating the connection between instruction and research. Moreover, the report makes the key clarification that credit hours alone cannot provide a sufficient measure of UC faculty engagement with students.

The committee's discussion revolved mostly around this question of measures: what can successfully demonstrate the underlying argument of the report that the student experience at UC is qualitatively different from that at a non-research university? One obvious means of generating data would be to subscribe to a national survey instrument, such as the National Survey of Student Engagement. UCPB believes this means should be considered. Although not all sections of such a survey may be relevant to UC, it could be customized to an extent, and would provide comparative data on student engagement with the public institutions in UC's "comparison eight." There are also a number of CSUs that subscribe to this survey, and it was noted that resulting comparisons may or may not be of benefit. In any discussion of student engagement, however, a differentiation between contact hours and engagement needs to be made, since at other levels of education the notion of contact hours (which is currently referred to in a footnote of the report) is applied as a stand-in for engagement.

Some of the difficulty of gathering data on the research university experience is due to student behavior. A significant amount of student activity – such as time spent in labs, or informal participation in seminars – isn't measured. Two ways to obtain an outcome measure or to track this kind of engagement would be to increase student enrollment in seminars, and involve students more in publication where they can be appropriately credited for their contribution.

Some additional specific changes in instructional categories and descriptive language are also recommended:

Use of a syllabus is a factor in distinguishing between the categories of “faculty-designed group instruction” (syllabus) and “faculty-supervised group instruction” (no syllabus). Some types of instruction listed under the latter, such as topical research seminars or Freshman Seminars, do, however, regularly use syllabi. Either the use of a syllabus should not be a distinguishing factor here, or the listed courses should be re-categorized.

In the category of *Faculty-Supervised Student Tutorial Instruction*, work is characterized as “student-designed” (p. 10). Typically, individual study is designed together with faculty; it is rare that this work would be entirely student-designed. Another descriptor for this instruction, such as “student-negotiated” would better reflect the fact that the topic and work for an individual study are negotiated between faculty and student. Additionally, the term “student-initiated” could be used to enhance the notion of student engagement, in that a student’s intentions are to work with a specific faculty member for specific reasons.

Add to the category of *Faculty-Supervised Group Instruction*, what are sometimes called Senior Design Projects. This instruction is group project work done for credit; it is graded and involves regular meetings with faculty, and is neither undergraduate honors nor individual study.

UCPB appreciates the opportunity to comment on the Task Force Report. The committee hopes that the report will prove successful in capturing and conveying both quality and quantity of UC faculty instructional activities.

Respectfully submitted,

Richard Goodman
UCPB Chair

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SANTA BARBARA • SANTA CRUZ

RAMON GUTIERREZ
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7 October 2003

LAWRENCE PITTS
ACADEMIC COUNCIL CHAIR

Dear Dr. Pitts:

Re: *UCAP Response to Reports from the Task Force on Faculty Instructional Activities*

At its meeting on 7 October 2003 the University Committee on Academic Personnel (UCAP) discussed the Reports from the Task Force on Faculty Instructional Activities.

The Committee concurred that the Reports were thorough and thoughtful, and when fully implemented, would respond effectively to the state audit's conclusion that UC was not fully complying with the instructional workloads articulated in state budget compact. The Reports and the new performance measures presented therein represent an important effort on the part of the University to gather and disseminate more information on the full range of instructional activities UC faculty undertake. Disaggregating our efforts into "faculty-designed instruction," "faculty-supervised instruction," and "faculty-supervised tutorial instruction," while simultaneously reporting numbers of courses, course hours and students per faculty member, along with several performance outcome measures, should offer State officials a much more comprehensive assessment of our work.

Members lauded the move toward openness and accountability that these Reports represent. Data on individual faculty members' instructional activities typically are not easily attainable public information, whether at UC or its comparison institutions. The implementation phase for all of these new performance measures will require leadership and vigilance from the campus chancellors all the way down to department chairs to assure that every faculty member understands and complies with departmental instructional policies.

Several UCAP members expressed concern about the Bureau of State Audit recommendation 4 in Appendix A, which states that "Berkeley's faculty teach more primary courses on a quarter basis than the faculty of other campuses..." Those familiar with teaching loads at Berkeley felt that the primary course-to-faculty ratio should be reduced rather than the other campuses' ratios increased. One member urged the University to educate the state officials about the importance of flexibility in hiring faculty for research areas that may not be immediately translatable into the new course curriculum, may not attract large numbers of students, but nevertheless are essential to some comprehensive degree-granting programs.

7 October 2003 Letter to Academic Council Chair Pitts

Re: UCAP Response to the Reports from the Task Force on Faculty Instructional Activities

Page 2

In sum, UCAP endorses the tenor and content of the Reports and lauds the University's move toward greater accountability with respect to instructional workloads.

Sincerely,

Ramon Gutierrez
Chair, UCAP

RG/lr-vp

C: UCAP members
Academic Senate Director Bertero-Barceló



LISA ALVAREZ-COHEN
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UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)

December 2, 2003

PROFESSOR LAWRENCE PITTS
CHAIR, ACADEMIC COUNCIL

Dear Larry:

Re: *Reports on Faculty Instructional Activities*

UCEP has been asked to comment on the two documents produced by The Faculty Instructional Activity Task Force in response to the State Legislative Analyst's office audit on UC faculty teaching practices. The audit concluded that based on their reported course loads, UC faculty are not teaching enough. The Task Force report responded by suggesting ways that UC can more clearly communicate the complex methods by which education is delivered in a research university by defining the *Total Instructional Effort* (TIE) to replace the currently reported *primary class* and *independent study* categories. The Task Force proposes to report to the legislature on three categories of instruction that would be included in the TIE: Faculty-Designed Instruction, Faculty-Supervised Group Instruction and Faculty-Supervised Tutorial Instruction. It also recommends new ways for the campuses to monitor and compare teaching efforts across campuses utilizing the newly defined TIE accounting mechanism.

Improved reporting to the legislature

Most of our discussion focused on the proposed method for categorizing classes and reporting instructional activities proposed in Describing and Reporting Faculty Instructional Activities. UCEP agrees that there is value in providing data that give a more comprehensive view of the myriad instructional activities occurring within the University and in reporting additional measures of success such as graduation rates. Further, UCEP felt that it would be useful to report data on the number of students who continue on to graduate school and eventually receive graduate degrees.

The committee strongly agreed that UCOP's next report to the legislature should emphasize that UC faculty instruction is not monolithic. Rather it should clarify the many interesting and unusual ways UC faculty deliver education and instruction. For instance, "independent study"

credits are rarely independent; they are most often intensely faculty-supervised, requiring a great amount of faculty time and effort. Therefore, the faculty are doing themselves a disservice by using the current terminology and would be better served by more precise and consistent definitions. Further, both faculty and students would be better served if the focus were broadened beyond simply the nature of teaching efforts to the product of those efforts. We need to communicate that the issues of faculty workload and enrollment are coupled because they are both deeply connected to educational quality, and because they reveal a gulf between legislative and faculty perceptions of what a quality education involves and how best to deliver it.

TIE categorizations

With respect to the TIE categorizations, members felt that as described in the current reports, the categories of instruction are not sufficiently well defined to facilitate consistent and accurate reporting. Course definitions need to be better clarified and the categories more specifically defined. Given the tremendous variety of classes offered at the University, we recognize that there is no classification scheme that will be able to eliminate all ambiguous cases. We accept the fact that there will be some classes that will be arbitrarily placed in one category or another. However, we expect that this fraction will be small relative to the whole, and given the potential upside to this recategorization strategy in overall reporting of teaching workload, not especially important.

A number of confusions and a major inconsistency were noted in the Instructional Activities Report and the Instructional Responsibilities Report. The inconsistency involved the categorization of Freshman Seminars. UCEP members agreed that Freshman Seminars have set syllabi and regularly scheduled meetings, and therefore should be categorized as Faculty-Designed Instruction. Instead they are currently listed as Faculty-Supervised Group Instruction. There was also a problem with field study, which is included in the list of faculty supervised instruction (p. 7), but in many cases, might be central to the curriculum of a major and properly fall in the faculty designed category. There is only a passing mention of Arts and Music in the report, so for instance, the unique nature of instruction and class organization in these areas should be better accommodated.

Faculty in the Medical Schools felt that the currently proposed TIE reporting would seriously undervalue the type of teaching that they routinely engage in. In fact, it was noted that there are a number of teaching and mentoring activities that are not part of the Registrar's process. Many of the clinical faculty (mostly but not exclusively in the Clinical Professor and Professor of Clinical X series) devote a great deal of time to teaching and mentoring of Health Care Residents (e.g. Medical, Surgical and Pharmacy etc.) These educational activities are a key component of the professional education, development and training for our future health care providers. In addition although some of the graduate teaching (Ph.D.) is captured by student registration in official courses, much of the education and mentoring is "at the bench" and therefore would not be captured by an audit of the Registrar's records. Since it is unlikely that the medical schools would want to institute a process where Residents have to enroll in courses, a method for capturing this type of instructional delivery will have to be found.

Implementation

UCEP believes that although there is a large role to be played by the administration in recommending specific course categorizations, that the final approval of course recategorization falls under the purview of the Academic Senate, through the divisional Committees on Courses of Instruction (COCIs). Since there is currently no systemwide COCI, the Academic Council together with UCEP will have to ask the divisional COCIs to assume final authority for labeling courses. COCIs will have an important role in this task because of the strong incentives for the departments to assign certain categorizations. However, some divisional COCIs have already expressed concern over this responsibility since the categories are currently ill-defined and they feel that they lack the broad expertise needed to make appropriate categorization judgments.

Further, since the initial effort required to recategorize all courses systemwide will be extremely time-consuming for both the administration and the faculty, UCEP strongly feels that UCOP should initiate a discussion with key players in the legislature to explore the usefulness of the proposed strategy for improving on their understanding of our instructional activities. It is important to ensure that cost of developing a new structure will be balanced by corresponding benefits to the University and its students.

Workload policies

UCEP felt that one of the most useful aspects of the new reporting structure is the potential for a more equitable formulation of departmental instructional workload policies. In the long run, the new reporting could help to compel department Chairs to make sure faculty are fully engaged in instruction at levels consistent with their discipline. If instructional reports reveal significant workload inconsistencies, then Chairs would have to provide appropriate justifications or modify the policies. In addition, workload data should be provided to external review committees, in order to incorporate nationwide norms of workload within disciplines into the review process. Finally, a number of members felt that it would be useful to have comparison data on workload in departments within a campus and by discipline across campuses and across our comparison eight in order to facilitate decisions of resources allocation and modifications of workload policies.

Sincerely,

Lisa Alvarez-Cohen
Chair, UCEP

LAC/ml

cc: UCEP members
Academic Senate Director Bertero-Barceló

PETER BERCK
CHAIR, UNIVERSITY TASK FORCE ON UC MERCED
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November 12, 2003

PROFESSOR LAWRENCE PITTS
CHAIR, ACADEMIC COUNCIL

Re: *UCM Response to Reports of Task Force on Faculty Instructional Activity.*

Dear Larry:

Please find attached a response to the reports of the Task Force on Faculty Instructional Activity. The response was developed by the UC Merced Undergraduate Council and has been endorsed by the UCM Divisional Council and the University Task Force on UC Merced.

Sincerely,

Peter Berck
Chair, UCM Task Force

PB/ml

CC:

Director Bertero-Barceló

UCM-TF members
Academic Senate

Comments on reports of Task Force on Faculty Instructional Activities
UC Merced Divisional Council response

In general, the UC Merced faculty endorse the Task Force's proposal to change the manner whereby faculty instructional activities are defined and reported. The division of "Total Instructional Effort" into faculty-designed instruction, faculty-supervised group instruction, and faculty-supervised tutorial instruction is a reasonable method of categorization that allows most of our instructional activities to be credited in an appropriate way. There remain a few outstanding issues of particular importance to UC Merced that we would like to see addressed in the final version of this report:

1. UC Merced is committed to providing a highly interdisciplinary curriculum starting at the freshman level. We would like to be sure that faculty receive full credit for courses taught as part of interdisciplinary teams. Effective interdisciplinary team-teaching is more work, not less, than teaching a course individually because all instructors need to be involved in developing and coordinating all of the material to be taught. Three faculty team-teaching a total of three interdisciplinary courses are doing more work, and offering their students a richer educational experience, than are three faculty each teaching one course in his or her specialty, but both arrangements amount to an average of one course per faculty member. We hope that these differences in actual instructional effort are reflected in the manner in which instructional effort is credited.
2. We applaud the Task Force's effort to design metrics that encompass the wide range of types of teaching that faculty do, and we hope that this will allow graduate instruction to be properly valued. Most instruction at the graduate level does not occur in standard lecture courses and much of it will fall into the categories of "faculty-supervised group instruction" (e.g. seminars, practica, research group meetings) or "faculty-supervised tutorial instruction" (e.g. supervised research). One has the sense that the latter category has been rather undervalued in the past. It is hoped that this perception can be changed, but the proposed reporting structure, coupled with an intelligent design of course offerings, should help emphasize the additional, more structured components of supervising graduate research.
3. Most faculty participate in a variety of instructional activities that apparently do not fit into any of the proposed categories. These include supervision of research students who are receiving no formal course credit, such as undergraduates working for pay or on summer programs such as NSF-REU. Although they are formally categorized as work experiences, these activities generally include a significant faculty instructional component in the form of mentoring and informal education, which are extremely valuable for undergraduates. Many faculty spend considerable time working with students in office hours, including students with whom the faculty member has no formal instructional relationship but simply drop into a professor's office to ask questions. Many faculty also do a considerable amount of advising and mentoring on both formal and informal levels. This may not be instruction as strictly defined, but we would like the legislature and the public to understand that advising, mentoring, and informal instruction, too, are important and time-consuming components of the faculty-student relationship.

BERKELEY DIVISION

November 10, 2003

CHAIR LAWRENCE H. PITTS

Academic Council, Assembly of the Academic Senate

Subject: Report of the Task Force on Faculty Instructional Activities

The Divisional Council and several divisional committees reviewed the Report of the Task Force on Faculty Instructional Activities. The council and committees supported the work of the task force and endorsed the proposed system for representing total instructional effort. The committees offered comments to inform the development and implementation of the proposed system. I am forwarding those comments with the support of the Divisional Council to you for consideration.

First, the Committee on Educational Policy summarized well the general support for the work of the task force and the proposed reporting system.

Committee on Educational Policy

[The Committee on Educational Policy] (CEP) members felt very positive about the way this task force approached the question of what counts and how it should be counted in auditing faculty instructional activity. In particular they applaud the report's emphasis on what makes the UC system distinctive as an educational institution is its commitment to research and to instructing its students in the tools and methods for creating new knowledge. While not neglecting the significance of scheduled classes in which--by and large--received wisdom is taught, this report privileges the more informal unit-bearing instructional activities that specifically educate students in research. CEP felt that this was a good way to help outsiders understand the value of non-podium teaching, explaining that the research emphasis of the institution, in other words, is good for students, not a deflection from them and their concerns: the better-integrated students at all levels of study are into these activities, the better their education will be.

In order to measure the several disparate kinds of teaching faculty engage in, this task force proposed the concept of Total Instructional Effort (TIE) and a three-part nomenclature. Some CEP members felt that the tripartite system might be cumbersome but all endorsed the conceptual shift inherent in this report, that is, its de-emphasis on a hierarchical structure in which classroom teaching is privileged in favor of a TIE-type assessment of the multiple facets of instructional activity.

The Committee on Budget and Interdepartmental Relations, the Committee on Courses of Instruction, and the Graduate Council offered specific points to consider and suggestions for implementation.

Committee on Budget and Interdepartmental Relations

- 1) Report on "Describing and Reporting Faculty Instructional Activities":

- We strongly support the proposal to implement a new system of measuring “Total Instructional Effort” (TIE) to better capture the unique features of instructional activities at large research universities, beyond traditional formal class instruction. Implementation of the new TIE metric should be given the highest priority by the University.
- We strongly support the task force recommendation that the University continue to convert semester measures to quarter measures by multiplying by 1.5, since semesters contain 15 weeks and quarters 10. However, we feel that the report should do more to address the Bureau of State Audit’s 2002 recommendation that “the University disclose [the fact] that Berkeley’s faculty teach more primary courses on a quarter basis than the faculty of other campuses and should communicate the impact that Berkeley’s semester data has on the Universitywide ratio” to the Legislature (systemwide task force report “Describing and Reporting Faculty Instructional Activities,” Appendix A, p. 5). To adequately address this question, we recommend that the task force refer, in particular, to the data on “Campus Targets to Reach the Goal of 1,000 Additional Undergraduate Classes and Various Factors Considered in Determining Those Targets” included in Attachment 2 of the UC Berkeley’s final “Report of the Joint Administration/Academic Senate Working Group on Instructional Activity” (July 2003) and offer its assessments and comments. The systemwide report should recommend specific measures to address the inequities in instructional workload and in reporting of instructional workload among the nine campuses in the UC system.

[I have appended a copy of attachment 2 of UC Berkeley’s “Report of the Joint Administration/Academic Senate Working Group on Instructional Activity” (July 2003) for your reference.]

- We concur with the task force’s recommendation that future annual reports to the Legislature should include information about the teaching activities of non-ladder-rank faculty, including health sciences faculty teaching general campus classes, recalled emeriti, lecturers with security of employment, academic administrators and Unit 18 lecturers. Design of an appropriate mechanism for reporting these activities should be a high priority of the Implementation Task Force proposed in this report.

- We concur with the task force report’s conclusion that more will need to be done in the implementation process to develop clearer definitions with regard to instructional activity at the graduate level so that it can be better captured by the three categories currently proposed in the computation of “Total Instructional Effort” (i.e. faculty designed instruction, faculty-supervised group instruction and faculty-supervised tutorial instruction).

2) Report on “Faculty Instructional Responsibilities: Guidelines for Departmental Responsibilities”:

- We support the general recommendation that the primary responsibility for defining instructional policies and expectations should remain at the departmental level and respect the local practices of the diversity of disciplines and programs within the UC system.

- We agree with the recommendation that instructional activity is a group activity and that departments should be given flexibility in distributing responsibility for this effort among individual faculty. However, we feel that the report's statement that "every member of the department is expected to contribute to the achievement of [instructional] goals" should be strengthened to insure that departments develop guidelines that will insure an equitable distribution of instructional responsibilities among individual faculty members.
- However, we also strongly support the recommendation that the executive vice chancellors ask every department to review and revise its instructional activities policies, particularly in light of the changes recommended in the task force report "Describing and Reporting Faculty Instructional Activities" for measuring "Total Instructional Effort."
- We also concur with the recommendation that "[o]bjectives for the amount of actual annual instructional activity per ladder-rank faculty (SCH) [student credit hours] should be developed by department chairs and deans and approved by the Executive Vice Chancellor." These objectives should be communicated clearly to the faculty by their departments.
- We agree with the recommendation that instructional needs should be required as *a component* of departmental justifications for FTE requests for new faculty positions. However, we feel it should be made clearer that research universities, if they are to remain at the cutting edge of new research areas, need flexibility to appoint faculty whose research areas may not be immediately translatable into new course curriculum.

Committee on Courses of Instruction

[The Committee on Courses of Instruction (COCI)] endorses the idea of representing total instructional effort in the manner put forth by the [Task Force on Faculty Instructional Activities]. However, it would like to point out that the division between the categories "faculty directed" and "faculty supervised" does not accurately reflect the role of faculty in the three different modes of instruction; the type of instruction that takes place in faculty-supervised categories is much more active and generative than the word "supervise" would suggest. COCI suggests that the word "supervise," as it is used in the second and third categories, be replaced by the word "directed."

Graduate Council

In this Report, departments are encouraged to keep on file an up-to-date copy of the teaching policy. It was unclear whether this policy is intended to be available to all faculty, to students, or even to the general public.

A second point that arose during discussion concerns teaching release for the conduct of research. This can be in the form of 'buying out of' teaching, by use of research funds to pay some or all of a faculty member's nine-month salary. The topic was not addressed in the Report on faculty instructional responsibilities, although it is of pressing interest to faculty in some areas.

VIA E-MAIL AND US. MAIL

IRVINE DIVISION

November 5, 2003

Lawrence Pitts, Chair

Academic Senate

c/o Executive Director María Bertero-Barceló

1111 Franklin Street, 12th Floor

Oakland, CA 94607-5200

RE: Task Force Reports on Faculty Instructional Activities

Several UC Irvine Senate Councils and the Academic Senate Cabinet reviewed the two task force reports on faculty instructional activities. While both offer reasonable descriptions of many UC instructional activities, we offer some additional points to consider regarding the report entitled "Describing and Reporting Faculty Instructional Activities."

1. We assume that on Page 7 the first sentence in the paragraph on "Faculty-Supervised Tutorial Instruction" includes working with graduate students, which can be extremely time consuming, depending on the discipline. We suggest that the sentence could be rephrased from "require less routine faculty involvement" to "can vary widely in the required faculty involvement, and has the potential to require intensive faculty involvement."
2. The description of all Freshman Seminars as "Faculty Supervised Group Discussion," is not quite accurate, since some Freshman Seminars (and other seminar classes) might well fit into this category but others would be better described by the "Faculty Designed Instruction" category. It would therefore be difficult to designate such courses for counting purposes and might require two categories for each seminar class.
3. The report implies that instruction in a research context is important, but doesn't make an attempt to measure its impact. A UC graduate has benefited in a variety of ways from exposure to a research institution and the faculty who help create the fields they teach. There is little connection between the measures of teaching effectiveness and the recognition of this unique experience. UC should create and develop

reasonable ways to measure whether it produces the kind of graduates it wants to produce.


4. Further discussion of faculty instructional activities at UC should also include outcome studies; e.g. numbers of degrees per faculty FTE, six-year graduation rates, time to degree, cost of the degree, and graduates' satisfaction five years post degree.

UCI appreciates the opportunity to comment on these reports.

ACADEMIC SENATE
SANTA BARBARA DIVISION

November 10, 2002

TO: Lawrence Pitts, Chair
Academic Council

FROM: Walter Yuen, Divisional Chair 
Academic Senate

SUBJECT: Senate Comments on the report of the Task Force on Faculty Teaching Activities

The subject report and recommendations have been considered by the Councils on Planning and Budget, Faculty Issues and Awards, Research and Instructional Resources and the Graduate and Undergraduate Councils. At this time, most of the comments have been received. The following is a summary of those comments. It does not focus on the many good points of the report—for instance, the description of the general nature of different types of instructional activities in the UC system, and the holistic basis for describing the instructional effort—but provides a condensed list of thoughts and suggestions offered by the reviewing agencies of the Division for consideration in the formulation of the final reports.

All welcome the recognition and reporting of instructional activities in terms other than faculty "contact hours." What is still worrisome is how some of the non-contact-hour activities should be classified. For instance, how can one measure and where should the increase in time and effort be noted of the effect the "information age" and new technology on course preparation, implementation of technology in instruction, and the increased time spent in student mentoring via e-mail?

The Undergraduate Council believes that the categories comprising the "Total Instructional Effort" require some refinement to fully describe faculty instructional activities. An additional recommendation is that the three categories should not be hierarchically ordered. Courses in one category should not be weighted more than those in another. Such ordering would be perceived as stifling to creativity in instructional development.

There is some difference of opinion with the Task Force on the classification of tutorial education. The Graduate Council maintains that this type of instruction may well be included in what is described as the "hallmark of a research university education..." Furthermore, both the Graduate and Undergraduate Councils agreed that such education is, in fact, generally faculty-designed as well as supervised and not student-designed. The suggestion is made that "student-negotiated" may be a more fitting description of such instruction. It is recommended to include senior design projects among the "Faculty-Supervised Student Tutorial Instruction" because these types of classes require two to three times the typical course workload.

The Undergraduate Council wonders whether the definitions of the categories comprising the "Total Instructional Effort" gives departments enough information to be able to classify all their offerings. The viability of using the presence or absence of

syllabi to distinguish between categories is questioned since several types of courses currently envisioned to fall within "Faculty-Supervised Group Instruction" have syllabi. If the expectation is that all campuses revamp all their courses to fit within the descriptions of the three categories, the implementation and its cost would be staggering.

Several Councils express doubts about the sampling method for determining the facts about instructional activities policies and practices at comparison research universities. It would have been more helpful to have comparisons between UC campuses. Also, inclusion of a focus on monitoring and trying to minimize inequities in departmental teaching load expectations would be helpful.

While there is agreement that there is and should be a strong connection between new FTE and departmental instructional need, the Council on Planning and Budget believes that the tie may have been expressed a bit too closely. Since instructional needs vary from year-to-year, and especially in an increasingly interdisciplinary setting, a department's instructional needs may not be a sufficient indicator. All the priorities on which faculty hires are based need to be considered in FTE allocations in order to respond to changing instructional and research needs. For instance, instruction that takes place outside the traditional department, as for interdisciplinary groups, must be included in all teaching load policy as well as in FTE considerations.

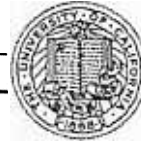
The report focuses on undergraduate education and several councils suggest including a greater distinction between undergraduate and graduate instructional activities and the time and effort these require depending upon the level. Furthermore, note should be taken of the difference in instructional delivery among disciplines. In the arts, for example, there is by necessity a greater proportion of small group and individualized instruction than in, for instance, the social sciences.

Finally, the absence of an Academic Senate voice in the development of teaching load policy is noted. A clear distinction between the formulation of instructional policy and the mechanism of oversight of the categorization of courses would be helpful. The monitoring and oversight of the categorization process is rightfully placed with the Executive Vice Chancellors.

The comments of the Divisional councils are attached.

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OFFICE OF THE ACADEMIC SENATE

SANTA CRUZ, CALIFORNIA 95064

November 16, 2003

Larry Pitts, Chair
Academic Senate

Dear Chair Pitts,

I have asked the various Senate committees as well as the departments to review the reports of the Task Force on Faculty Instructional Activities. I have received reports from a number of departments and committees and here report on the themes that emerged from this collection.

First, a number of entities were supportive of some form of reporting and appreciated the honest attempt to categorize teaching in a way that could be used to document our total teaching efforts. They were pleased also by the emphasis in the report for the continued support of small classes where pedagogically necessary. However there were a number of comments that the gross categories used in the report did little to quantify the extent of our efforts. The objections included overriding problems with categories that are so vague that they could be construed very differently in different contexts and much more specific such as how would we quantify the efforts in such areas as the arts and performance or how to incorporate capstone research programs. Variable unit courses below the normal level appear to count as "primary courses." The present accounting system may increase pressure to increase the number of large enrollment, low contact hours, superficial courses simply to adjust the numbers in a manner that will appear to improve instruction but could easily have the opposite effect. In general, the stated categories were not felt to encapsulate all of the many ways in which we "instruct" our students.

Second, there was a repeated caution regarding the downloading of additional work to the departmental staff and faculty. In the present budget crisis, significant hiring freezes have left departmental staff stretched thin. To add an additional (a yet-again-unfunded) mandate upon the staff would exacerbate the situation even further. If these measures are put in place, it is absolutely critical that the vast majority of the data be collectable through electronic means at the campus level rather than by departments. Yet the disciplinary needs would, in this process, be left unrecognized.

Third, faculty are concerned as to the aim of these reports. If they are to inform the Legislature that we are indeed working, then large areas of our efforts may be left undocumented. If they are being used to assign campus resources, then comparisons between disciplines may seriously disadvantage those disciplines where smaller classes

are most critical. In these cases, comparisons with disciplines represented in comparison universities would be more appropriate although it is unlikely that these data would exist outside of the UC system. If they are being used to assess individual faculty then greater detail would be required along with much greater Senate involvement in the construction of the categories.

Finally, faculty were aware of campus-specific problems. The report appeared to have great difficulty in even equating workload across a quarter to semester discord. The situation at UCSC where the normal course carries five rather than four units was essentially disregarded – despite the obvious impact it has on faculty investment of effort.

In summation, there is cautious support for finding ways to document our teaching efforts but the present model appears too vaguely defined and not comprehensive. While greater specificity is desired, if it comes at the expense of departmental time and effort it may not be accomplishable.

Sincerely,

A handwritten signature in black ink, appearing to read "Alison Galloway", written in a cursive style.

Alison Galloway, Chair
Academic Senate
Santa Cruz Division

cc: CAF Chair Epstein
CFW Chair Crosby
CEP Chair Brenneis
CAP Chair Richards

UNIVERSITY OF CALIFORNIA, DAVIS

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4 November 2003

Lawrence A. Pitts
Chair, Academic Council;

Re: Reports from the Task Force on Faculty Instructional Activities

Dear Larry,

In response to your request for divisional Academic Senate responses to the Reports from the Task Force on Faculty Instructional Activities, I submit the following comments from appropriate committees. The full reports from two committees offering extended comments are included at the end.

The *Committee on Academic Personnel* believes that the Reports project a comprehensive way to report UC instructional activities. The committee believed that to the extent that new categories of instructional activity are specifically defined, clearer statements might be made on how to give appropriate credit for each faculty member's teaching efforts.

Undergraduate Council spent considerable time discussing the proposed scheme for categorizing classes and reporting instructional activities found in the document titled Describing and Reporting Faculty Instructional Activities. There was agreement by the committee that there is value to providing data that give a more comprehensive picture of the full range of instructional activities in which faculty are engaged on the campus. There is also merit to the reporting of measures of success such as graduation rates.

Undergraduate Council questioned the effort that will be required by both faculty and administration to categorize classes. This will require a large effort by the Committee on Courses of Instruction. Because this effort will not contribute clearly or immediately to student learning, Council believes that it is imperative for the University to explore with the legislature the usefulness of the proposed scheme for reporting instructional activities. Council would like to be convinced that the cost of developing a new scheme will be balanced by corresponding benefits to the University or its students.

Council agreed that the categories of faculty designed and faculty supervised instruction are conceptually meaningful, and could be used by faculty to assign a category to a course. However, there was considerable discussion on this point, including the observation that the lists of class types in the categories might confuse rather than clarify the distinction between categories. Some specific examples are given, and I refer the reader to the report from Undergraduate Council for those details. Part of the ambiguity is that classes can be categorized in at least three ways—time commitment made by the

instructor, enrollment number, or by the status of the class relative to the majors. Proper definition of a “faculty designed” class should include details of the numbers of classes in the categories, the enrollments and the status of the class relative to the requirement of the majors.

The report from Undergraduate Council offers additional comments on the distinctions between “faculty designed” and “faculty supervised” classes. Please refer to the report from Undergraduate Council for details. While the term “faculty designed” might suggest that the determining factor for including a class in that category is the level of creative and intellectual input from the faculty member, it might be interpreted to mean simply his/her time commitment. Indeed, all classes at the university benefit from a substantial intellectual or creative contribution from the instructor, and all classes, therefore, are “faculty designed.” The term “faculty designed” is not intuitively useful in dividing classes into more than one category. Specific examples of confusion using terms “faculty designed” and “faculty supervised” are given in the report.

Undergraduate Council suggested two categories of classes: Category I, which are more time-intensive, and Category II which are less time-intensive. The Category I classes include traditional, regularly scheduled classes with lectures, multiple graded examinations or assignments, and substantial preparation by the instructor. Category II classes would be those requiring minimum time commitment outside of the class by the instructor. Like research group meetings, Category II classes would involve little or only marginal increases in outside preparation by the instructor and no graded assignments by the students. Whatever classification scheme is eventually used, it seems clear that given the tremendous variation in classes offered at the University, no scheme will eliminate the ambiguous cases, and some classes will be placed arbitrarily into one category or another.

Finally, Undergraduate Council questioned the rationale for imposing a uniform scheme of class categorization across the campuses. This effort might create an artificial consistency.

The *Committee on Academic Personnel* believes that “the effort to design a comprehensive way to report UC instructional activities seems important.”

The *Committee on Academic Planning and Budget Review* agreed that the proposed new designations for the types of instructional activities proposed in the report will significantly improve the ability of the University and Legislature to monitor the broad range of the faculty’s participation in teaching.

The Committee disagreed on some of the specific assignments that the Task Force has given to certain instructional activities. Specifically, the committee believes that placing Freshman Seminars and “topical research seminars with variable context” in the category “Faculty Supervised Instruction” does not reflect the extent to which the faculty engaged in these activities actually design what is going on in these classes. These instructional venues almost always carry with them a course syllabus designed by the faculty member in charge. These forms of instructions should be classified as “Faculty Designed Instruction.”

The *Executive Committee of the College of Letters and Science* offered substantial comments; please read the report in its entirety. Brief excerpts from that reports are given below.

Report on Faculty Instructional Activities

One reservation is that “the guidelines in the report on Faculty Instructional Activities may encourage administrative actions that will impinge on Senate responsibilities and on duties of department chairs.”

One concern expressed by the Committee is that the report is addressed to those who equate instruction with teaching in a classroom. It is critical to make clear the significance of preparation for instruction and the often greater effort required to “supervise” individual and group special studies.

The Executive Committee believed that the three categories of instruction proposed may be more difficult to explain than the current two part system to legislators, analysts and auditors. If the three parts are not made clear, it may appear that faculty are actually teaching less. This might occur if “Faculty Supervised Instruction” is devalued or ignored in audits and some instruction now called “primary instruction” moves into “Faculty Supervised Instruction.”

The titles of the categories of instruction are crucial. “Tutorial” is a good change from “Independent Study” because “independent” suggests the work is all by the student, which is seldom true. The chair of the committee offered that two major categories of instruction might be better—“Faculty Designed Instruction” and Intensive Faculty Instruction.” The latter category would convey even on superficial reading that more effort is required to prepare for many tutorials and special groups than for lecture courses. Please see the report from Executive Committee for the full details of this argument.

There will probably be different outcomes in total instructional effort in different disciplines. It is anticipated that “Total Instructional Effort” per faculty member will not equalize across departments, and if it does not, there is risk that the numbers will be used inappropriately to judge the relative educational value of disciplines. Please see the report from Executive Committee for details of these concerns.

A uniform numbering of different types of courses is considered a “futile expectation.”

Report of Guidelines for Department Policies

The Executive Committee echoes the Task Force itself by noting “that reporting of the sort UC does is rare among comparable public and private research universities.” Like the opinion expressed by Undergraduate Council above, the Executive Committee is disappointed that UC is compelled to spend considerable time and resources to gather data and produce such reports when comparable universities do not. Please see the attached report from Executive Committee for the full details of this concern.

The Guidelines outlined in the report could infringe on the responsibility for curriculum vested in the College Faculty and the responsibility of department chairs to deploy departmental resources to deliver the curriculum in the best possible way. The Guidelines impose unreasonable expectations on department chairs—additional administrative demands cannot be imposed on department chairs.

With regard to educational effectiveness, Executive Committee noted that “Outcomes at UC are in line with comparison institutions, so existing policies and practices are working well.” Faculty time, time of department chairs, time of administrators, and other resources used to achieve this objective would be spent better to support the existing excellent education of our students.”

The *Executive Committee of the School of Veterinary Medicine* believes that “the reports seem to focus largely on how faculty teaching data are collected and reported. The philosophies outlined in the reports seem reasonable.”

The full reports of Undergraduate Council and the Executive Committee, College of Letters and Science, are given below. I apologize if there are formatting errors in the electronic transmission.

Sincerely,

Bruce R. Madewell, Chair
Academic Senate, Davis Division

To: Bruce Madewell, Chair, Davis Division of the Academic Senate
From: Joe Kiskis, Chair, Undergraduate Council
Subject: Instructional activities reports

October 30, 2003

The Undergraduate Council reviewed two reports by the Instructional Activities Taskforce. Most of our discussion concerned the proposed scheme for categorizing classes and reporting instructional activities found in the document Describing and Reporting Faculty Instructional Activities. The Council agrees with the premise of the reports that there is value in providing data that give a more comprehensive picture of the full range of instructional activities in which faculty engage and in additionally reporting measures of success such as graduation rates.

The initial task of categorizing classes so that the reporting can be done will require a substantial effort by both the administration and the faculty. In particular, there will probably be a very large burden placed upon COCI. Since this effort will not clearly or immediately contribute to student learning, the Council recommends that before a full implementation is initiated, the University explore with the legislature the usefulness of the proposed scheme for reporting instructional activities. We would like to be convinced that cost of developing a new scheme will be balanced by corresponding benefits to the University and its students.

There was general agreement that the categories of faculty designed and faculty supervised instruction are conceptually meaningful and that based on definitions of the categories, a faculty member familiar with a course could, in most cases, assign it to a category. However, see the discussion below for some elaboration on this point.

In some cases, the lists of class types in the categories confused rather than clarified the distinction between the categories. For example, whereas the report places freshman seminars in the faculty supervised category (p. 7), many Council members thought that, as they are usually taught, freshman seminars belong in the faculty designed category. Also field study, which is included in the list of faculty supervised instruction (p. 7), might, in many cases, be central to the curriculum of a major and properly fall in the faculty designed category.

There are at least three ways in which classes can be categorized, and at times it is not entirely clear which distinction the report is

trying to capture. Classes can be categorized by the time commitment made by the instructor, by the enrollment, or by the status of the class relative to the requirements of majors. Each of these measures plays a significant role in the efficient and effective delivery of instruction.

For example, the one-time offering of a small enrollment special topics class that is an enrichment to the core curriculum of a major may require the same level of effort with substantially the same kind of work as a large enrollment class that is required for the major and offered every year. Thus it would fall within the report's definition of a faculty designed course. Although it is our intention to provide all students with an opportunity for such a valuable learning experience, a class of this type should not be viewed in quite the same way as a large enrollment gateway course. Thus a more complete picture results when, as the report proposes, the numbers of classes in the categories, the enrollments, and SCH are all included.

Although the names "faculty designed" and "faculty supervised" do not quite capture it, it seems that the distinction that is being sought is with regard to the level of effort on the part of the faculty member. If a class has a scheduled meeting time, has multiple graded assignments, and requires substantial preparation outside of class by the instructor, then it is a faculty time-intensive course. On the other hand, a very small class that meets informally and does not require substantial preparation or grading on the part of the instructor would be less time-intensive for the instructor even though it may require very intensive work from the students in their research and completion of a project or paper. It seems clear that the category "faculty supervised" is attempting to capture this second set of classes. It is much less clear from the name "faculty designed" that it is attempting to capture the first set of classes. "Faculty designed" suggests that the determining factor is the level of creative and intellectual input rather than the time commitment from the faculty member. We are convinced that all classes at the university benefit from a substantial intellectual or creative contribution from the instructor. In that sense, all classes are faculty designed. Thus the name "faculty designed" is not intuitively useful in dividing classes into more than one category. As an extreme example, we note that the lab sections of science classes are usually faculty designed but, in many cases, are never taught by a ladder faculty member. We suspect that it is the intention of the taskforce to have the time contribution be important for this part of the reporting. We suggest that it might be useful to make this more explicit by renaming the two categories of classes: Category I, which are more time-intensive, and Category II which are less time-intensive. Category I includes traditional, regularly scheduled classes with lectures, multiple graded exams or assignments, and substantial preparation by the instructor. In addition, it would

include other classes that require a similar level of effort on the part of the instructor. A very small class without formal lectures but in which the instructor invests a great deal of attention to feedback on and grading of student papers or projects could be just as time-intensive as a traditional lecture class, and in such a case, should be included in Category I. At the other end of the spectrum, are research group meetings. In most cases, these involve little if any marginal increase in outside preparation by the instructor and no graded assignments by the students. Other classes that are similar to this in requiring only a small marginal time commitment outside of class by the instructor are Category II classes. We think that this is the same set of classes that the taskforce is calling faculty supervised.

Given the tremendous variety of classes offered at the University, there is no classification scheme that will be able to eliminate ambiguous cases. We must accept the fact that there will be some classes that must be arbitrarily placed in one category or another. In a good scheme, this fraction will be small. Additionally since the pedagogical preferences of instructors vary, the same class might be in a different category depending upon who is assigned to teach it.

Another issue that concerned members was the difficulties that could arise in trying to impose cross campus consistency in the categorization of classes. Is this necessary? Since there are inherent ambiguities in any scheme, does it make sense to strive for an artificial consistency among campuses? If this is undertaken, it is likely to be difficult and time consuming for some (hopefully small) fraction of classes.

(From Executive Committee, College of Letters and Science)
October 17, 2003

Bruce Madewell, Chair
Academic Senate

Subject: Reports of the Task Force on Faculty Instructional Activities

Dear Professor Madewell,

These two reports generated a lively discussion in the Executive Committee meeting on October 6. The reports lead to recommendations pertaining to: 1) new categories for reporting instructional activities; and 2) uniform University-wide departmental policies governing instructional effort. I am providing feedback from the EC and additional comments from me alone. I have tried to identify the latter comments clearly. I think the most significant response below is that the guidelines in the report on Faculty Instructional Responsibilities may encourage administrative actions that will impinge on Senate responsibilities and on duties of department chairs.

The aims of the recommendations of the report on describing and reporting faculty instructional activities

are benign from the college Faculty's perspective. The Task Force expects its recommendations to modify the university's annual reports to the legislature so that the reports will, "...allow a more complete depiction of faculty effort and a class count that will resonate better with our faculty's own assessment of its work" (first report, p. 7). If "resonate better" means "agree," this will be part of a good change (clarifying the meaning of "resonate" here would also be a good change). We are generally concerned, however, that the report is addressed to those who equate instruction with teaching in a classroom. Consequently it is critical to make clear the significance of preparation for instruction *and the often greater effort required to "supervise" individual and group special studies*. I have addressed this particularly in 2 below.

With respect to the proposed new categories for reporting instructional activities, the EC made the following comments:

1. Explaining three categories of instruction may be more difficult than explaining the current two part system to legislators, analysts, and auditors. We risk failing to make the three parts clear and to appear to be teaching less, if, for example, "Faculty Supervised Instruction" is devalued or ignored in audits and some instruction now called "primary instruction" moves into "Faculty Supervised Instruction" after the recommendations are implemented.
2. Titles of the categories are crucial. "Tutorial" is a good change from "Independent Study" because "independent" suggests the work is all by the student, which is seldom true. The short titles of categories of instruction should not allow any reader to discount or ignore faculty supervision as instructional effort.

In my view, it might be better to title the two major categories, "Faculty Designed Instruction" and "Intensive Faculty Instruction." The latter title would properly indicate even on superficial reading that more effort is required to prepare for many tutorials and special group studies than for lecture courses. A simple example is the time it takes to comment on and edit a dissertation chapter, which may take hours of reading and numerous email exchanges in preparation for a 30 minute to 1 hour meeting with the doctoral candidate. Supervising research and writing leading to the honors theses of undergraduates takes similar time.

3. Disciplines vary in the nature of instruction in ways that might produce different outcomes in total instructional effort in different disciplines. Studio instruction in arts departments precludes teaching large courses, for example. Some disciplines require one-on-one training of undergraduates, as in music performance or music theory. Similarly, teaching foreign languages is different from teaching history, and these differ significantly from teaching laboratory sciences. Instructional effort will sort into categories differently in different disciplines because of this variation, even though faculty members across the disciplines invest the same effort in teaching and generally achieve excellent results.

My view: The EC anticipates that "Total Instructional Effort" per faculty member probably will not equalize across departments. If it does not, there is a risk that the numbers will be used inappropriately to judge the relative educational value of disciplines. The report states that it will be important to examine whether the new approach will, "...improve campuses' abilities to assess departmental instructional activities" (p. 13). It is not clear why this will be a useful result. It appears to recommend that administrators use the reports to assess the work patterns of the educators for unknown reasons, not the quality of education or the educational outcomes of the educators' work.

4. Uniform numbering of different types of courses is a futile expectation.

With respect to the Report on Guidelines for Departmental Policies, the following points were discussed by the EC:

5. The Task Force itself has discovered that reporting of the sort UC does is rare among comparable public and private research universities (p. 6). We are disappointed that UC is compelled to spend considerable time and resources to gather data and produce such reports when comparable universities do not. (I believe that "Disciplinary area" referred to in President Atkinson's third of three explicit requests of the Task Force [second report, p. 2] normally refers to groupings of disciplines such as "the social sciences" or "the physical sciences," not to one department or discipline. In this college, disciplinary areas would probably correspond to the three divisions. The Task Force has addressed disciplines rather than disciplinary areas in the second report, however. Redundant effort to produce guidelines for disciplinary areas would be very much less than for every department to perform this exercise.)

6. Administrators who press to implement new uniform administrative guidelines would infringe on both the responsibility for curriculum vested in the college Faculty and responsibility of department chairs to deploy departmental resources to deliver the curriculum in the best way possible.

7. The following statement imposes unreasonable expectations on department chairs: "Finally, department chairs must clearly understand that they are responsible for ensuring that their department achieves its annual goals and adheres to all the policies related to instructional activities (p. 9, Report on Guidelines...). In this college, being a chair is not a full time job. It is a service to the college and the university by a faculty member who gives up considerable freedom and time to do the job. This task would be a major additional administrative load.

My view: A chair's attention to undergraduate and graduate instruction suffers more than simply through course reductions. Any additional administrative demands will be more damaging. The most important charge of the department chair is to manage departmental resources to maximize quality of the departmental curriculum and research, and the chair should be free to do so without fulfilling unneeded administrative demands to achieve, and document the application of, uniform policies governing instructional effort. The chair of a department in this college does not perceive her/himself as having moved into administration. The primary reward of the job is the potential to do some good for the department's faculty and students as the faculty member who communicates directly with the administration. An annual requirement for a report on faculty instructional workload would change the relationship of the chair to the departmental faculty.

In the words of the Task Force (p. 10, second report), "*Without doubt, the University of California, currently provides the opportunity for a superlative education to each of its students. (my emphasis)*" If this is so, what is the problem to be addressed? Clearly faculty work patterns are just fine. Whatever else the revised annual report conveys to the legislature, it should document this important fact very clearly. The problem is to allay misconceptions of legislators and others about work patterns of the faculty who already deliver this excellent curriculum. Recommendations of the first report may, but may not, solve some of that problem if the excellent educational performance of the faculty and the effort expended to achieve are made clearer.

That instructional policies vary among departments is meaningless with respect to educational effectiveness. Outcomes at UC are in line with comparison institutions (per first report, pp. 8-9), so existing policies and practices are working well. Let's not waste time and other resources developing uniform departmental policies (especially across colleges and campuses!!). Faculty time, time of department chairs, time of administrators, and other resources used to achieve this objective would be

spent better to support the existing excellent education for our students. If administrative time is available for this, why not use it instead to develop better presentations that drive home the point to legislators and others that UC faculty members are working hard to educate California's best students and, more importantly, doing their job well?

Thank you for the opportunity to comment on these reports.

Sincerely,

Peter S. Rodman, Chair
Executive Committee, College of Letters and Science



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November 19, 2003

PROFESSOR LAWRENCE PITTS, Chair
Academic Senate
University of California
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

SUBJECT: Reports from the Systemwide Task Force on Faculty Instructional Activities

Dear Larry:

The subject reports were transmitted to the Division's Committee on Academic Personnel, Committee on Educational Policy, Committee on Planning and Budget, and the Graduate Council. Professor Parrish, a member of the Task Force, joined our November 17 Senate-Administration Council meeting, when the reports were discussed more broadly.

While we appreciate that the Task Force may have been responding primarily to the Legislature's emphasis on undergraduate instruction, we are concerned that the approach to reporting proposed in the document is quite inadequate for measuring and documenting graduate instructional efforts. The key point is not just that graduate teaching activities in the UC system are currently poorly documented and credited; it is essential as well that relevant audiences (both within and outside of the University) be brought to understand that the training of graduate students, particularly at the doctoral level, is fundamentally different from undergraduate instruction. While more difficult to measure and document, these more personal modes of transmitting scholarly, creative, and ethical standards and practices are at the very heart of graduate education. It ought to be possible to develop a set of metrics that can accommodate graduate instructional effort.

Although the reports are scheduled to be discussed at Academic Council this month, we understand that implementation efforts are already well underway and that the classifications of instructional activities are being sharpened and clarified. We welcome that effort since committees reported that there exist types of teaching (both undergraduate and graduate) which do not fit simply in the three recommended categories. There was particular concern voiced that collaborative teaching should be encouraged and that instructional workload accounting should not be a disincentive. We trust that faculty will have the opportunity to review new course classifications before they are put forward, and that departments and program directors will be afforded the opportunity to review and comment on the Guidelines for Departmental Policy before they are finalized.

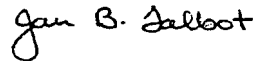
Lawrence Pitts
November 19, 2003

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We agree that the unit of analysis and accountability is best placed in the departments. However, concern was expressed that reporting could take on a life of its own and have resource consequences without necessarily influencing the perceptions that have arisen most recently from the State Audit and in other contexts in the past.

It was felt that neither the Legislature nor the public have a sense of what faculty members do and, therefore, in addition to implementing a new system for describing and reporting activities, we suggest that a key strategy in the success of this effort would be to inform (educate, if you will) the legislative analysts. It was suggested that perhaps using a profile of a typical faculty member in various departments could be used to illustrate the breath of faculty instructional activities.

Sincerely,

A handwritten signature in cursive script that reads "Jan B. Talbot".

Jan B. Talbot, Chair
Academic Senate, San Diego Division

cc D. Tuzin
ChronFile

UCLA Divisional Response to Teaching Issues
November 2003

First, UCLA would like to reaffirm its dedication to delivering the highest possible quality of undergraduate and graduate education. We believe that evaluating teaching is an ongoing process and always a worthwhile one. This being said, we would like to suggest that this discussion should always be about quality and always be based on sound pedagogical reasoning—not on sheer number count. The measure used for the BSA audit of simple course count, which has resulted in mandated additional undergraduate courses across the UC system, but most notably at UCLA, is by far too gross a metric to apply to the evaluation of teaching performance. Efficiency in graduating students in a timely manner, low attrition, quality of undergraduate experience and offerings, student credit hours as opposed to sheer numbers of courses all should have been taken into account. We would like to discuss a few of the results of the use of simple course count and the resulting mandate from our former President (based on his promise to the legislature) to produce 1000 more undergraduate courses across the system—and 375 at UCLA.

DATA:

As the measurement of “faculty workload” was presented to us, the unit of measure was “a course.” Consequently, a one-unit course with 10 students is the equivalent of a 6-unit course with 200 students. Further, because of the fractionalizing system used in the count, team teaching results in faculty being credited with fewer courses. For example, UCLA’s undergraduate council and our college administration spent the last several years looking at ways to improve the undergraduate experience. They examined and restructured our general education courses, and they put in place interdisciplinary, multi-quarter clusters of courses built around a particular theme or problem. These clusters involve 3 or 4 faculty members from different departments working together for an entire academic year. Because these courses are team-taught, each faculty member receives 1/3 of a course credit for his/her efforts. In reality, these clusters involve much more faculty time than a regular “single course” in terms of planning, coordination, working with colleagues and teaching assistants. To measure this effort at 1/3 of a course is not a reasonable reflection of “workload.” The effect is to discourage faculty from participating in precisely the kind of program that the faculty feels would improve the undergraduate experience. We could multiply examples, but I think the point is clear. The BSA audit used the wrong unit of measure.

A secondary problem is connected with using the course as a unit of measure. Faculty are now being forced to quantify what they have always taken to be simply part of their professional activity. The many mentoring activities that we have engaged in outside of class (e.g., training our TAs; holding lab meetings; teaching undergraduates, graduates and post-docs laboratory techniques; discussing research in our fields outside of the regular classroom) now need to be turned into recognized course numbers. In one way this is not a

bad thing. It may help us to make clear to the public how much teaching workload takes place outside of the normal “course.” This effort is crucial to making the public and the legislature understand how a research university works. The systemwide efforts currently underway to do this—under the TIE (Total Instructional Effort) program—is a wonderful beginning. We enthusiastically support it.

But faculty are feeling very much under attack. They are surprised that so many people seem to assume they haven’t been doing their jobs—or that they don’t care about teaching. And this at a time when UCLA has spent several years producing wonderful new programs (new GE requirements, the cluster programs, Freshman seminars and the Fiat Lux courses) to improve the undergraduate experience. Sheer numerical count using a metric that is too gross to make any real sense has greatly demoralized everyone.

TOTAL WORKLOAD:

Part of this demoralization is based on the fact that the legislature seems to believe that our entire workload is represented in undergraduate teaching alone. They seem to forget that we are a research institution, that a very large part of our mandate is research. We are the only institution in the state mandated to produce advanced graduate degrees; we are responsible for developing the research and discovery of knowledge that drives the state economy. The UC campuses are very special places for undergraduates precisely because we can offer them a genuine research experience (and do so in many ways including our undergraduate Student Research Program). They can actually work with a professor who is exploring the boundaries of his/her discipline. That makes the UC system a unique opportunity for undergraduates not reproduced elsewhere in California’s public schools. Amidst all the counting of undergraduate courses, this special research mandate needs to be put back on the table.

In this same vein, the third part of a faculty member’s professional obligation is located in service—both inside and outside the university. Administrative service on our campuses, senate committees that investigate how to make UCLA a better place for both faculty and students, service on national professional organizations’ boards, evaluation of colleagues at other institutions as well as at our own—all of these are part of our “workload” that seems to have gotten lost in our recent conversations that are so tightly focused on teaching.

In conclusion, we feel that the faculty has an obligation to deliver the best possible undergraduate and graduate education in the most efficient possible manner while maintaining its own research and administrative duties. As faculty, we certainly can present our teaching activities more clearly—and we are in the process of doing so. We can certainly always reexamine our teaching policies to see if they are as effective as they can be—and we are in the process of doing so. But we would also like to broaden the conversation about “faculty workload” to include all the components of our professional lives. And we would like to state as strongly as possible that simply counting “courses” does not give anyone

an even vaguely adequate picture of the teaching that takes place on our campus. We would encourage the systemwide administration never again to make promises about numbers without consulting the faculty about the pedagogical value and repercussions of those numbers. Most passionately, we would like the administration of the UC system to continue to develop ways to make clear the many components of our teaching as well as of our total professional obligations. We will continue to work on our own campuses toward these ends and would be happy to participate in any systemwide efforts in this direction.