

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

AS-78-80/AS
February 12, 1980

RESOLUTION REGARDING TEACHING OVERLOADS

RESOLVED: That we reaffirm our commitment to the resolution regarding teaching loads that was passed unanimously by the Academic Senate in April of 1973 (below).

Using the available data for the Fall term of 1978 for comparison, the student credit hours per FTEF were 274, the student/faculty ratio was 18.3, and the average WTUs per FTEF were 13.4.

(April 1973: Teaching Overloads Resolution)

We, the Academic Senate of California Polytechnic State University, are concerned that the teaching effectiveness is minimized by an excessive workload for the faculty of the California State University and Colleges. The student credit hours taught by the average faculty member has increased from 259 during Fall 1970 to 276 during Fall 1971. Likewise, the student-faculty ratio has increased from 17.3 during Fall 1970 to 18.4 during Fall 1971. The average weighted teaching unit per faculty member has increased from 12.4 in the Fall of 1970 to 12.8 in the Fall 1971. In addition, the current philosophy of consultation at all levels has greatly increased the amount of committee work per faculty member far in excess of that ever conceived by those who devised the faculty workload formula. The faculty needs more time to devote to:

- Interaction with and attention to individual students.
- Free exchange of ideas with students and other faculty members.
- Preparation of current course material.
- Innovation and improvement of teaching techniques.
- Evaluation of student performance.
- Professional development in order to remain current with rapidly advancing knowledge.

We recommend that the faculty and administrators of the California State University system work toward increasing teaching effectiveness by:

- 1) Seeking ways to reduce the faculty-student ratio as well as the student credit hours taught per faculty member.

- 2) Discouraging faculty from participating on more than one time-consuming committee or administrative assignment. These assignments should be distributed equitably throughout the faculty.
- 3) Discouraging each faculty member from teaching more than 36 weighted teaching units per year. This agrees with the maximum (not optimum) workload suggested by the American Association of University Professors.
- 4) Discouraging faculty from teaching more than six separate course-preparations during the academic year (unless the course content or teaching method traditionally requires little preparation).
- 5) Discouraging faculty from teaching more than six separate course-preparations during the academic year (unless the instructor is newly hired and then his preparations should be limited to as few as possible).
- 6) Seeking ways to reduce workloads (without increasing the workloads of others) for those who are (a) introducing a new course or substantially revising an old course, (b) involved in developing other teaching procedures, (c) engaged in significant professional development activities.