San José State
UNIVERSITY

Office of the Academic Senate • qu • , 51 2-0024 •

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Draft 10.0 (Prepared for Final Senate Reading)
May 6, 2002

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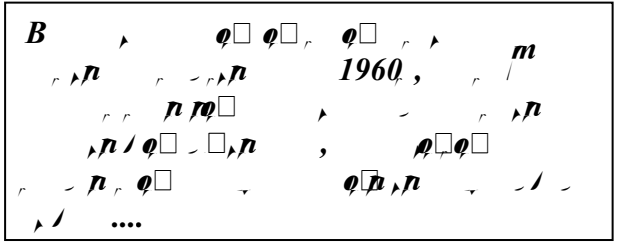
formula makes no special allowance for the fact that tenure/tenure track faculty (t/tt) traditionally teach less than 15 units, or that any part of their workload is concerned with anything other than teaching quantities of students. S/F R is the exclusive source of funding, and yet it fails to account for workload associated with research, service, or mode or level of instruction. This particular formula, therefore, grants SJSuiso spadd/(This particul ≥ sact)-199 ofli3 (0003 Tc 0

The task of assigning weights to classes was accomplished though a mandated scheme commonly known as “C-factors” (classroom factors), but no funds were ever made available to implement the system. For a period of years C-factors fell into disuse, leaving programs with no incentive to keep the classification of their courses current. Recently the University has revived the use of C-factors for some purposes of internal resource distribution, but it is probable that many of our existing courses are no longer appropriately classified.

The WTU system’s greatest failure, however, was the complete omission of scholarship from faculty workload. It made zero allowance for scholarly endeavors because scholarly endeavors were either a small or nonexistent part of the work of many faculty when the ancestors to the WTU system were invented. Over the last 40 years an expectation that faculty should engage in scholarly endeavors has grown and has become part of system and university policy. Yet there was no corresponding change in the way that faculty workload was allocated. Scholarship was simply “extra work” done on top of the WTU model. If scholarship were primarily an optional activity, then the old WTU model would be more defensible. But given that the university inflicts serious professional consequences on faculty who fail at scholarship, it is simply unfair that scholarship still has no identifiable place in the faculty workload.

Almost as serious as the complete omission of scholarship in the WTU system is that the system failed to take account of the increase in workload associated with a more complex student body. When the California State College system began in 1961, our students were graduates of a public school system that consistently ranked first among all the states, by many measures, and provided students with consistent foundations on which college faculty could build. Today’s SJSU students are far more diverse. They are graduates of a neglected public school system that provides inconsistent preparation for college. A high percentage speak English as a second language, and need help across the curriculum in order to improve their communication skills. This great diversity presents faculty with much greater

Finally, the WTU system neglected to account for many service activities. It is true



university."[2] But while the role of scholarship at SJSU has increased since the 1960s, the same era has seen no appreciable decrease in teaching load—in fact, the ratios of students to faculty have continually edged higher throughout the system -- a situation that has persisted to this day.[3]

The system underwent a similar evolution in the importance of scholarship. It was not until the 1980s that scholarship acquired an official role in the CSU. "The Master Plan left ambiguous the state's commitment to support research at CSU"[4] and the California Education Code was not amended until the late 1980s to guarantee an explicit role for research in the CSU:

> …research, scholarship, and creative activity in support of its undergraduate and graduate instructional mission is authorized in the California State University and shall be supported by the state.[5]

In the pre-Bunzel era the distribution of work would (for the most typical colleges) be something like this:

1. Four three-unit courses of about 30 students each. Typically, two of these would be identical o of these w3

S97-9 Appointment, Retention, Tenure And Promotion

The California State University at the Beginning of the 21st Century: Meeting the Needs of the People of

have been added over the years. It is unrealistic to suggest we can solve our problems simply by working [illegible] --we need to work differently today than previous generations. Faculty time is not infinitely elastic–it cannot stretch to continually absorb new and higher expectations without eventually endangering the quality of work. Faculty generally hold extremely high standards for themselves, and so when unreasonable quantities of work endangers the quality of what they do, they experience frustration and loss of morale that can compound the problem.

[illegible] In February the results of a major CSU system study on faculty workload were released.[6] In the view of the AIM Task Force it is unfortunate that the data do not go much further back, since it is likely that by 1990 the currently unreasonable patterns were already firmly ensconced. However, according to the study, faculty in the CSU have added to their workload since a similar study was conducted in 1990. The greatest increase in workload has been in the growth of time devoted to research, which grew from 6.63 weekly hours on average in 1990 to 10.21 weekly hours on average in 2001. As increasing numbers of faculty retire and are replaced by junior faculty on the tenure track, that number can be expected to grow even higher. During the same time the number of hours devoted to teaching has remained constant or even increased slightly, from 25.11 to 25.87. Faculty also report devoting more time to administrative duties, increasing from 1.41 to 2.46 hours. Perhaps in response to workload pressures elsewhere in their schedules, such as rising commute times, faculty have cut back on university and community service activities, which fell from 5.56 hours to 5.18 hours, and on student advising which fell from 5.19 to 4.43. These cuts may have negative consequences of their own, but they still leave faculty working an average of 50.23 hours a week, up from 48.51 in 1990.[7]

One of the most troubling findings of the report, however, was that SJSU lags far behind comparable campuses in the CSU in providing faculty with assigned time. Assigned time is the administrative term for tracking when faculty are assigned to a task other than teaching 12 units of courses. In the CSU, 53% of t/tt faculty report receiving at least some assigned time, with SJSU reporting 55%. Unfortunately, SJSU compares unfavorably with campuses of similar size: Northridge reports 59%, Long Beach 60%, Fullerton 63%, San Francisco 68%, and San Diego 77%. For SJSU to grant assigned time at the average level of these comparable CSU campuses (65.4%) it would have to increase its current pool of assigned time by at least 19%. While this survey data needs to be treated with caution for two reasons (a low N for campus-based results, and faculty self-reporting rather than hard data on assigned time), it is a pattern that has held constant over 10 years--SJSU lagged behind these institutions in 1990 as well as more recently. However, the strategies used by high assigned-time campuses are varied and may not always be strategies that SJSU would wish to emulate. Several of the campuses have high

[illegible] (65.4%) [illegible] 19%.

[6] A similar CSU study of the workload of library faculty has not been conducted. However, the Librarian/Student ratios (1.24 per 1000 FTES) is lower than San Francisco State (1.43) and San Diego State (1.30) and much lower than comparable institutions such as the SUNY system (2.50-2.60). It ranks in the bottom quartile of all master's institutions (TableN 13C, US Dept of Education CES IPEDS Academic Library Survey, using Fall 1997 enrollment data.) Furthermore, the SJSU ratios have fallen from 1.59 in 1988/89 to 1.24 in 2000/01.

[7] (CSU Faculty Workload Report; SBRI, http://www.calstate.edu/datastore/CSU_FacWrkldRpt.pdf, see table 8.)

S/F Rs, which they may achieve by carrying fewer graduate and professional programs. San Diego has a comparable S/F R (San Diego: 17.75, SJSU: 17.61)[8] and achieves the highest rate of assigned time in the system by reducing the number of classes and inflating class sizes. The AIM Task Force finds these strategies, at best, to be insufficient to achieve workload alleviation.

A[illegible]. In WASC's analysis of the SJSU "overload" problem, it called special attention to the effect overload had on attracting and retaining young faculty, especially faculty from under-represented populations. Since 1994 this challenge has become even more acute, as skyrocketing housing costs and rising commute times have created even greater challenges for our recruitment efforts. This year (AY 2001-2) more than 100 searches are underway, and swelling enrollments and anticipated retirements will require that recruitment and mentoring of junior faculty continues to be one of the most significant items on the SJSU agenda. WASC noted the frustration of young SJSU faculty who were told to "do everything" and asked "[w]ithin CSU guidelines, can the teaching load of probationary faculty be reduced?"[9] The 1994 WASC report is critical of the (then) existing overload and prophetic of what was to come if no substantial reform were initiated.

campuses in the CSU, and urges that it continue to show great restraint in hiring MPP positions.

Such restraint in “high level” hiring is important to be able to conserve resources for staff support of faculty at the department level.

Although the recommendations by the AIM Task Force focus primarily on providing t/tt faculty with greater resources for workload innovation, we acknowledge the need to improve the situation of our non t/tt faculty as well. So-called “temporary” faculty, some with greater seniority than “permanent” faculty, teach a large portion of the classes offered on campus. We must all be concerned about the workload burdens faced by these colleagues and its relation to the quality of instruction. The Task Force elasses o7U2.2 lthrove tsk 9

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This adjustment is necessary in response to the ever increasing research and service expectations that the university has of faculty, and the greater complexity in delivering instruction to our challenging and diverse student population. Two thirds of CSU faculty believe that insufficient resources are provided for "success" and for "professional development," sixty percent believes that current research expectations are unrealistic, a majority believes teaching expectations are unrealistic, and a majority also believes that current service expectations are unrealistic.[10] Faculty perceptions simply reflect the reality that faculty are expected to do more research and service with no appreciable decrease in teaching. We believe that academic innovation can be sustained at SJSU only if faculty are freed from some of their existing responsibilities so that they can devote time and energy to research, academic reform, improvement of teaching, governance, etc. The nine-unit model is designed to move SJSU in that direction.

TheTask Force recognizes that a nine-unit model is not appropriate for every program and every faculty member (for example, studio instructors, library faculty, and programs that have already achieved nine-unit loads by expanding class sizes) and that some colleges, schools, departments, and programs will have to determine what constitutes equivalent workload reduction for them. The strategy proposed here of gradually reducing the S/F R while leaving FTES targets constant will make it possible for these units to achieve workload alleviation equivalent to the nine-unit model in their own way. Recommendations 3 and 4, later in this report, also support this goal. Nevertheless, the norm for the vast majority of faculty should be understood to be 3 courses or nine units. This is not an unrealistic goal given that the University already provides approximately 75 FTEF worth of assigned time – the equivalent of 375 sections per semester – for a regular faculty of approximately 675.

Financially, the fairest and most workable way for the University to support this proposal is by gradually reducing the S/F R[11], while leaving FTES targets the same. (Thus, as an example, if the FTES target is 100, a SFR of 20 generates 5 FTEF while a S/F R of 15 generates about 6.5 FTEF.) Any reduction in the S/F R increases the teaching resources that colleges and departments have at their disposal, giving them the ability to move toward the three-course load. A major step toward reducing the SFR would be to fund colleges and departments at the appropriate SFR for the "mode and level" of the courses they are already teaching. For

example, funding the College of Humanities and the Arts at only 90% of the mode and level SFR for the courses it is now teaching would increase the College's FTEF allocation by almost 13 FTEF. This is equivalent to providing 65 sections of course relief to a regular faculty of 135. For other colleges, the figures are more dramatic.

The AIM Task Force recognizes that full implementation of the nine-unit model will require more faculty, cost money, and face various logistical and institutional difficulties. Still, without compromising the quality of instruction, there is no other way to improve the workload situation at SJSU on a large scale. This is not a radical or an unprecedented innovation, but a measure already implemented at most of the California Postsecondary Education Commission "comparison institutions" for the CSU. In fact, failure to implement the nine-unit model will increasingly isolate SJSU and relegate it to a

[10] CSU Faculty Workload Report, see table 16.

[11] Or, in the case of the Library, *increasing* the Librarian/Student ratio, the commonly accepted measurement.

position outside the mainstream of similar institutions, and negatively affect our ability to recruit and retain high-quality faculty.

[illegible] 1. [illegible]

B [illegible] A 2002-2003 [illegible] A 2007-2008 [illegible].

B [illegible] /F [illegible] ([illegible]). B [illegible] A [illegible] A [illegible]:

- ***A 2007-2008, [illegible]***
- ***A 2006-2007, 75% [illegible]***
- ***A 2005-2006, 55% [illegible]***
- ***A 2004-2005, 35% [illegible]***
- ***A 2003-2004, 20% [illegible].***
- ***A 2002-2003, 10% [illegible].***

Since achieving the nine-unit model will be difficult and will take time, the AIM Task Force is concerned that interim measures be taken to alleviate workload as much as the budget will permit. As resources become available for the workload reduction effort, we recommend that the nine-unit model be gradually implemented, with increasing resources flowing to the colleges to hire faculty to reduce their S/F Rs. This transition to the nine-unit model will provide an opportunity to correct problems that may arise prior to full implementation. While the AIM Task Force believes that the assigned time provided during the transition should be given to all faculty in rotation, it recognizes that each department will need to confront and solve its own unique implementation issues. We believe that even modest relief during the transition will enhance morale and encourh9d solve its gwill78a8lieve ttn8a8lieve ttn8a8les thatsc[(n)7 (thDenaoill enh)5.8 (a

As noted before, the AIM Task Force is also aware that non-traditional academic units, such as the Library, will need to develop equivalencies to the nine-unit model. All t/tt faculty should receive comparable workload alleviation, even in those cases where the nine-unit model is not an appropriate model for their situation.

[illegible]

In principle, colleges and departments are now free to organize their workloads however they wish as long as their FTES targets are met, and, in fact, some departments and at least one college already have a standard teaching load of 3 courses, as do a number of departments and colleges at other campuses of the CSU. Generally, they do so by having larger class enrollments or by having a relatively high ratio of temporary to permanent faculty, or by extensive use of teaching assistants and teaching associates. In addition, some departments may find it both advantageous and possible to move from a teaching load of four 3-unit courses to one of three 4-

unit courses. Although these or other techniques may not be feasible or appropriate for all departments, the university should support any department or college that endeavors to move toward or sustain a three-course load within existing financial and FTES parameters.

Part of that encouragement will come by universal implementation of a reduction of S/FRs in all academic units as the primary funding mechanism for teaching workload reduction. In this way, academic units may feel free to find ways to achieve a nine-unit load under existing parameters without fearing that they will lose resources to those other units who have not. A commitment to lowering S/FRs will therefore stimulate academic units to experiment in workload alleviation.

[illegible]

The campus as a whole needs to be regularly apprised of the progress being made toward achievement of the nine-unit model. Institutional Planning and Research should annually prepare the "SJSU Workload Report" for submission to all interested parties. This report should summarize, department by department, the numbers of t/tt currently teaching nine units or less and those teaching more than nine units. The report should also indicate class sizes, number of preparations, overall department S/F R, and any other

[illegible]

workload related data that may be available. IPAR shall determine, with the aide of the Budget Advisory Committee, appropriate S/F R targets for AY 2007-8, which will enable all colleges to meet the nine-unit model without increasing class sizes. The annual workload report shall track progress, department by department, toward meeting their 2007-8 S/F R goals.

[illegible] 2. [illegible].

A [illegible] (illegible) [illegible].

The AIM Task Force believes that this would be a very useful interim step that might be feasible long before and in addition to the achievement of the nine-unit model. In some years, in some colleges, this is already achieved.

Funding all approved sabbaticals would especially benefit faculty in the early to middle stages of

the ability of faculty to make individualized choices in shaping their own professional development. Not all faculty under the nine-unit model should necessarily teach nine units--this should be an average mix that reflects a diversity of choices made by faculty within the rubric of department needs.

In constructing the policy, Professional Standards should take into consideration the multiple dimensions of workload that the AIM Task Force has defined: increasing research expectations, increasing service requirements, and the multiple considerations of teaching workload (numbers of students, mode and level of instruction, numbers of preparations, hours in the classroom, supervisions of theses and other individualized projects, etc.) Professional Standards should work closely with the Curriculum and Research Committee in making use of mode and level standards for helping to determine teaching workload (see recommendation 4.) Of particular importance is the necessity for seeing that graduate thesis supervision is fully rewarded in the workload system.

A set of workload profiles should be developed to demonstrate how faculty may, under the nine-unit model, engage in comparable work. Profiles should reflect all of the traditional profiles developed by Boyer as well as disciplinary differences on our campus: i.e., the differences between programs with quite different modes and levels of instruction. Not only will Scholar-Teachers, Teacher-Scholars, and Service-Teachers have different profiles from each other, but their profiles may also differ depending upon college and discipline.

By reviewing and updating the classification of the SJSU curriculum under the "mode and level" document we make it possible to compare teaching workload in ways that go beyond the sheer numbers of classes and students. A rational classification system for the curriculum is a crucial step toward achieving workload equity.

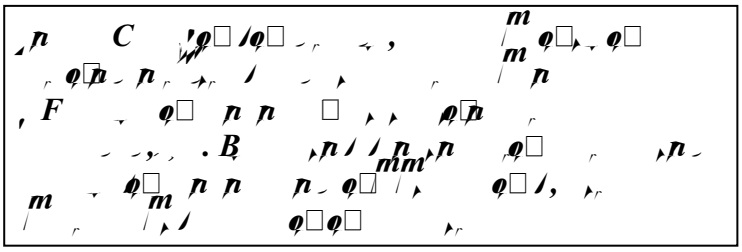
5.

- [illegible]
- [illegible]

The 1994 WASC accreditation report specifically "recommends that SJSU…streamline the

substantially improved in two ways. First, many committee positions would be eliminated and faculty returned to their colleges and departments for their other duties. Second, those faculty who remained would receive some compensation for their increased workload.

As an important additional benefit, it is quite likely that governance would be dramatically improved. In the CSU Workload study, a clear majority of respondents disagreed with the statement that "Faculty Governance Participation was rewarded," and an



whole host of similar activities also fall into the pattern of requiring faculty work without providing concomitant faculty compensation.

The committee discussed assessment work extensively. While the 1994 WASC accreditation report identified assessment as an area which SJSU needed to improve, the same report also discussed the real problem of faculty "overload."[16] Unfortunately, our efforts to improve assessment have also contributed to the overload experienced by faculty. If the newest assessment activities are of genuine importance to the university, then they should be funded appropriately so that they do not compound the overload problem also identified by WASC.

[illegible]

Besides assessment work, SJSU should not create self-inflicted workload wounds by being over zealous in implementation of bureaucratic and system mandates. On the contrary, a minimalist approach should be taken with compliance measures. Recently, Vice Chancellor David Spence proposed reducing program planning, indicating that the system administration did not make use of the reports it generates.[17] Post-tenure review also seems ripe for revision. In general, SJSU policies that have been created to fulfill external mandates should be examined carefully to determine if they require more work than is absolutely required, and they should be reduced in complexity and extent whenever possible.

[illegible]

The spring workload alleviation program generated about $380,000 of proposed expenditures on student assistants, out of total available funds of $750,000. In reviewing the applications, the AIM Task Force was impressed with the many thoughtful and creative ways in which students could be used to help faculty cope with their work. Students, and not only faculty, stood to benefit from the program as they acquired positive work experiences in the university. We realizes that the short notice for fall applications may have made the use of student assistants more popular than they otherwise would have been, but nonetheless believe that this component of the program is well worth continuing, provided that it is understood that such expenditures are strictly supplementary to the other AIM recommendations.

[illegible]

The AIM Task Force envisions a lottery category of approximately $400,000 for student assistance in workload alleviation. Applications for this category should be drawn from departments or programs and vetted through the colleges and Library. Using the criteria we

[16] WASC, SJSU Report, 1994, p. 40.)
[17] Statement to the Academic Senate, CSU, March 8, 2002.

developed for the spring program categories 2 and 3, the B.A.C. should award grants with a *pro rata* cap on the size of the award for any department. The general rule should be that each department that produces a meritorious proposal should receive a fair share of the funds to hire student assistants.

The AIM Task Force believes that this program fits the two most important Lottery restrictions in much the same way as faculty development grants fit. First, these expenditures support innovation by freeing faculty to focus their attention on a host of pursuits that influence the instructional mission. Second, just as faculty development grants are annual expenditures and not ongoing line items, the student assistance grants would also be annual expenditures based upon a similar process of review each year. We expect that the program will become sufficiently popular that the university will wish to continue it, alongside faculty development grants, long after the nine-unit model is achieved.

[illegible] 8: F[illegible]

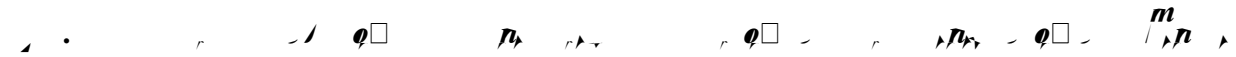
F[illegible]: F[illegible]

Fiscal principle one reflects the reality that AIM recommendations are not achievable unless they are pursued by the whole campus, with a single-minded devotion, for a period of years. There will be many legitimate needs on campus that will have to go unmet if the AIM recommendations are to be achieved. There is no point in embarking on this serious undertaking unless the Senate, administration, and campus are willing to commit to achieving the Aim recommendations as their highest fiscal priority.

F[illegible]

Fiscal principle two discusses the general funding strategy. AIM recommendations must be funded primarily with revenues that the University does not currently possess. As the current

Fiscal principle three points out that discovering ways to fund AIM initiatives should be a shared responsibility. The AIM Task Force considers it beyond its charge and its capacity to offer an elaborate and detailed fiscal plan. It will take creativity, openness to new ideas, and considerable leadership to successfully implement AIM, especially in its fiscal dimensions. We offer a list of suggestions in that spirit. The Task Force believes that all of these alternatives, not ju Wen W



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During Summer 2001, the Provost's Executive Council, comprised of the Council of Deans and the Council of AVPs, met in a two-day off-site retreat to discuss and establish campus academic investment priorities for the short and long-term. The top investment priority identified during the retreat was "Faculty Workload/Morale/Sabbaticals."

As a result, early in the Fall 2001 semester, Provost Goodman worked with the Academic Senate to form and charge the AIM Task Force (official charge and membership memo attached). Provost Goodman allocated $1,000,000 to the Task Force for use in Spring 2002 to alleviate faculty workload; that allocation was subsequently reduced to $750,000 due to unforeseen system-wide budget difficulties.

Task Force Chairs Peter and Nance convened the initial meeting of the Task Force, during which it was established that the Task Force would meet weekly throughout the semester. Two primary tasks were identified: develop and implement a short-term process for expending the 2001-02 allocation during the Spring 2002 semester, and produce a report describing a model for long-term faculty workload alleviation.

The short-term first task absorbed the vast majority of the Task Force's time during the Fall 2001 semester. The first discussion and debate focused on whether the funds should be spent in a quick flurry of activity in the spring or rolled over to Fall 2002 when they could be used for more structured and planned purposes. Finally, it was recommended that departments be encouraged to use the money in the spring, but could choose to roll it over if they wish.

Once the recommendation was completed to encourage use of the funds in Spring 2002, the discussion then turned to what types of workload alleviation activities would be feasible on short

notice. The Task Force agreed that a "one size fits all" model would not be appropriate, as departments would have different needs and capabilities for use of the funds. Therefore, after several rounds of discussion and revision, it was agreed that four categories of activities should be funded:

1. Reassignment of faculty time. (Reassignment of faculty time is not an option in the Summer.)

2. Hiring graduate assistants, teaching assistants, or student assistants to help individual unit 3 faculty with their teaching assignment. Such hires should be above the historic norms for the department and represent new faculty support opportunities that would not be available or funded otherwise.

3. Hiring graduate assistants or student assistants to help individual tenured or tenure-track faculty with their scholarly assignment. Such hires should be above the historic norms for the department and represent new faculty support opportunities that would not be available or funded otherwise.

4. Other Uses. Departments may submit proposals for other activities in Spring or Summer 2002 not listed in 1-3 above. Proposals in this category will be reviewed by the AIM Task Force to determine eligibility for funding based on the activity's direct contribution to alleviating faculty workload.

A set of guidelines and timelines for departmental proposals to use AIM funds was distributed in November 2001, with a deadline of December 10, 2001 for submission to the AIM Task Force (copy attached). The Task Force then met on December 13, 2001 to review and approve department proposals as appropriate within the Task Force guidelines. Proposals considered within Categories 1, 2 and 3 were accepted with cursory review, and the majority of the review then focused on the Category 4 proposals.

Uses of Funds by Departments

With only a few exceptions, departments submitted reasonable and acceptable proposals. Details of the submissions within the four categories are as follows:

Category 1. Reassignment of faculty time.
Number of Proposals: 22
Total Dollars: $258,151
Total FTEF reassigned: 10.35

Category 2. Student Assistants to help with teaching assignment.
Number of Proposals: 41
Total Dollars: $342,732

Category 3. Student Assistants to help with scholarly assignment.

Number of Proposals: 6
Total Dollars: $37,251

Category 4. Other Uses.
Number of Proposals: 12
Total Dollars: $62,374

Roll-Forward Requests:
Number of Proposals: 8
Total Dollars: $65,426

In reviewing the Category 4 proposals, the Task Force found that most were clearly acceptable towards the goal of alleviating faculty workload and were quickly approved. Examples included hiring part-time faculty or Graduate Assistants to do advising, hiring student assistants to do relevant technology (i.e., web/database) development, providing summer stipends to alleviate Fall workload, etc. A few proposals that were unclear were referred back to the department to clarify and/or revise, and were eventually approved. By the start of the Spring 2002 semester, essentially all department proposals for use or roll-forward of their AIM funds were approved.

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SM-F01-1 (As amended by SM-F01-3)

At its meeting of September 10, 2001, the 2001-2002 Executive Committee, acting as the Academic Senate (By-Law 3.3b), passed the following Senate Management Resolution presented by Kenneth Peter.

SENATE MANAGEMENT RESOLUTION
Establishment of an Academic Innovation Model (AIM) Task Force

Whereas, The mission of SJSU would be enhanced if its faculty were more substantially empowered to innovate in research, teaching, and service; and

Whereas, Innovation is currently limited for many faculty both by the inflexibility of the so-called "4/4" teaching schedule and by a lack of sufficient resources, support structure, and time; and

Whereas, Greater flexibility in scheduling and the provision of additional resources would make it possible for faculty to develop new curricula, improve the quality of teaching, engage (with students and others) in leading research programs, advise, orient, and retain students, participate in the life and improvement of the university through service functions, and improve the morale and climate of the university; and

Whereas, The Provost has identified and will commit substantial resources to support a more innovative workload distribution as early as Spring 2002, and has expressed his desire for advice regarding the most effective way of allocating those resources both for Spring 2002 and the longer term; now, therefore, be it

Resolved, That an ad hoc university committee be formed to create an academic innovation model (the AIM Task Force), with the structure, charge, tasks and membership shown on the attached document; the members of the committee shall be appointed by the Provost after close consultation with the Executive Committee; be it further

Resolved, That the AIM Task Force promptly recommend to the Provost how best to distribute currently available resources in order to foster academic innovation during the Spring 2002 semester; be it further

Resolved, That the AIM Task Force submit its long-term recommendations to the Provost and the Academic Senate by March 2002, at which time the Academic Senate shall discuss the long-term recommendations provided by the AIM Task Force and shall, by Sense-of-the-Senate resolution, provide its evaluation of the report and offer any additional advice it deems necessary; and be it

Resolved, Long-term recommendations provided by the AIM Task Force will be forwarded to the appropriate campus bodies for implementation, such as Senate Policy Committees on matters concerning policy changes, Academic Affairs on matters concerning administrative implementation issues, etc. The AIM Task Force will cease to exist as soon as it transmits its recommendations to the Senate and the Provost.

The Ad Hoc University Committee to construct an Academic Innovation Model
(AIM Task Force)

Structure

Co Chairs:
1. Kenneth Peter (Executive Committee, Academic Senate)
2. Bill Nance (Office of the Provost)

Membership:
3. Dean
4. Dean
5. Associate Dean
6. Representative for Department Chairs (faculty)
7. Representative for Department Chairs (faculty)
8. Representative of Executive Committee, Academic Senate (faculty)
9. Faculty member at large
10. Faculty member at large
11. Faculty member at large
12. Faculty member at large
13. Faculty member from General Unit
14. Lecturer
15. CFA representative as non-voting technical advisor on contract issues.
16. AVP/IPAR as non-voting technical advisor on budget and resource issues.
17. AVP/FA as non-voting technical advisor on contract and faculty development issues.

All members to be selected are to represent campus diversity including representation of all colleges, differing stages of faculty career development, differing kinds of administrative Lecturer

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appropriate mix of the various types of faculty work that result (e.g., the Teacher-Scholar, the Scholar-Teacher, the Service-Teacher, etc.)

The task force should begin with the premise that successful academic innovation depends in large measure upon investment of resources in faculty so that faculty can direct a portion of their time and energy toward innovations in teaching, scholarship, and service. To this end, the AIM Task Force is more specifically charged to undertake the following tasks:

- Create an open, clear and fair means to allocate resources identified by the Provost that serves to foster academic innovation in Spring 2002, and which may serve as a model for a more permanent policy for distributing resources to foster academic innovation in subsequent years.

- Identify additional resources, from both existing and potential new sources, that can be used to support and enhance academic innovation in the short term and into the future.

- Develop a model depicting what faculty workload should look like in 2007, create a plan for achieving this model over time, and develop benchmarks for identifying progress towards this model.

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mm 1.

Amount: $8.3 million minimum.

Explanation: This amount would enable SJSU to approach the nine-unit model, while holding class sizes constant and maintaining a ratio of permanent to temporary faculty of 70:30. It includes salaries, benefits, and allowances for OE&E support and office support for new positions. The AIM Task Force notes that the stimulation of academic innovation would require an even more substantial investment of resources above this bare minimum.

mm 2.

Amount: $1.5 million maximum.

Explanation: This is the additional amount that would be required to fund every eligible faculty member for a sabbatical every seven years (current number of sabbaticals: 47; total required: 102.) However, many faculty may choose to opt for a Difference in Pay leave instead of a sabbatical, as they presently do, which would lower the cost substantially, and other factors might prevent every eligible faculty member from taking a sabbatical. Thus, this amount is a maximum.

3. E

Amount: no cost.

Explanation: this recommendation is designed to produce guidelines to help distribute workload more equitably between faculty. The implementation of the Recommendation 1 (nine-unit model) will create opportunities to make the system of work more equitable, and contains any costs that ma