

# **CSU Faculty Workload Report**

Conducted for:

**The California State University**

Prepared by:

**The Social and Behavioral Research Institute**

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## Table of Contents

INTRODUCTION .....	1
METHODS .....	3
Data .....	3
Sampling and Procedures .....	3
Measures .....	4
TENURED AND TENURE TRACK FACULTY RESULTS .....	5
Respondent Characteristics .....	5
Assigned Time .....	14
Time Spent in Activities .....	20
Number of Hours Spent in Workload Activities .....	20
Desired Levels of Activities .....	22
Satisfaction .....	27
Research and Creative Activities .....	29
Professional Activities and Costs .....	31
Professional Meetings .....	32

Professional Development .....	33
Scholarly and Creative Activities .....	33
Workload Activities .....	34
Teaching .....	34
Student Credit Units .....	37
Individualized Instruction .....	38
Service .....	42
Student Contact .....	45
Faculty Attitudes .....	47
Perceptions of Value and Importance .....	47
Workload Comparison Perceptions .....	52
Work Services .....	54
Services Used .....	54
Perceived Effectiveness .....	54
Relationship with the Institution .....	55
Interaction with Students .....	58
 LECTURER RESULTS .....	 59
Respondent Characteristics .....	59
Assigned Time .....	61

Time Spent in Activities .....	62
Number of Hours Spent in Workload Activities .....	62
Desired Levels of Activities .....	63
Other Employment .....	68
Satisfaction .....	69
Research and Creative Activities .....	71
Professional Activities and Costs .....	73
Workload Activities .....	74
Teaching .....	74
Individualized Instruction .....	76
Service .....	78
Duration of Contract .....	79
Faculty Attitudes .....	80
Perceptions of Value and Importance .....	80
Workload Comparison Perceptions .....	84
Work Services .....	86
Services Used .....	86
Perceived Effectiveness .....	86
Relationship with the Institution .....	87
Interaction with Students .....	89

SUMMARY ..... 91

# CSU Faculty Workload Report

## INTRODUCTION

The Social and Behavioral Research Institute at California State University, San Marcos produced the CSU Faculty Workload report for the California Faculty Association, the Statewide Academic Senate, and the California State University. The study design, questionnaire, and analysis were discussed with the CSU Faculty Workload Study Group, and completed with input from this group. The CSU Faculty Workload Study Group consists of individuals from the Academic Senate, the California Faculty Association, Campus Provosts, the California State University Administration, and two consultants. The Academic Senate representatives were Jan Gregory (San Francisco), David Hood (Long Beach), Myron Hood (San Luis Obispo), and Jacquelyn Kegley (Bakersfield). The California Faculty Association was represented by Dan Cornford (San Jose), George Diehr (San Marcos), Elizabeth Hoffman (Long Beach), Jane Kerlinger (Chico), Judith Little (Humboldt), and Jo Bell Whitlatch (San Jose). The Campus Provosts were Tom LaBelle (San Francisco), Scott McNall (Chico), and Paul Zingg (San Luis Obispo). The individuals representing the California State University Administration were Gary Hammerstrom (Chancellor's Office), Jackie McClain (Chancellor's Office), and David Spence (Chancellor's Office). The consultants were Marsha Hirano-Nakanishi (Chancellor's Office) and Richard Serpe (San Marcos).

The report summarizes responses of faculty members in the California State University (CSU) system concerning faculty workload, activities, and attitudes. This report addresses responses from both (a) tenured and tenure track faculty and (b) lecturers.

The data was collected to allow an assessment of the workload of faculty in the CSU system, and compare that workload with that of faculty in comparable institutions. This report, however, addresses only data from CSU faculty. A subsequent report will give focus to comparisons between CSU faculty and faculty at other comparable institutions across the United States. This report does make comparisons between the data collected at this point with CSU faculty workload data collected in 1990. However, such comparisons are more informative in light of comparisons of other institutions across this same time period. The report contains an account of the data and methods, a description of the results, and a summary of the key findings.

## **METHODS**

### **Data**

The data for the 2001 administration came from 2,547 mailed questionnaires from CSU system faculty members from 21 campuses. This total includes 1,655 tenure faculty and 892 lecturers. The survey was administered between April 3<sup>rd</sup>, 2001 and July 3<sup>rd</sup>, 2001. An average of approximately 120 surveys were completed by faculty at each of the campuses, with two thirds of these surveys from tenure faculty. The number of tenure faculty questionnaires completed at each campus ranged from 19 (at CSU Monterey Bay) to 102 (at Pomona).

The questionnaire items addressed the types of activities faculty engaged in, the time spent in various activities, and attitudes about their activities and institutions. Additionally, data regarding respondent characteristics were obtained from questionnaire items. The design of this study follows that of the 1990 administration.

### **Sampling and Procedures**

The general sampling procedure was the same for both the tenure and lecturer faculty. African-Americans and Latinos were over-sampled, while other race/ethnicity classifications were sampled proportionally.



A questionnaire was sent to each person in the sample with a cover letter that explained the purpose and importance of the survey, and urged the person to complete the questionnaire. Two weeks after the initial mailing, a post card was sent to each person in the sample that had not yet responded urging them to complete and return the questionnaire. Approximately three weeks later, those who had not responded were sent another questionnaire with a cover letter requesting that they complete and return the questionnaire.

## **Measures**

Two questionnaires were used in the study: one for tenured and tenure track faculty and one for lecturers. These questionnaires were developed in consultation with the Faculty Workload Study Group. The items from these questionnaires are found in Appendix A.

Most of the variables addressed in this report contain values that directly represent the responses of the faculty members. However, the analysis reports on a number of variables that have been transformed in some way. These transformed variables are typically averages across terms (e.g., average number of units per term) or sums within terms (e.g., total number of students taught in the fall). Averages across terms were computed only for those cases with valid values for each term (fall and spring for semester faculty, and fall, winter, and spring for quarter faculty). Sums within terms use any case with valid values in any of the component measures.

## TENURED AND TENURE TRACK FACULTY RESULTS

### Respondent Characteristics

The gender breakdown from each campus is shown in Table 1. There were more male respondents than female; 58.9 percent of the respondents were male, and 41.1 percent of the respondents were female. Respondents from Cal Poly Pomona and Cal Poly San Luis Obispo were most likely to be male. That is, over 70 percent of the respondents at Cal Poly Pomona and at Cal Poly San Luis Obispo were male. Monterey Bay had the highest (56.3%) percentage of female respondents. The number of respondents, along with the calendar type for each campus, is shown in Table 1. On average, respondents were 50.16 years old.

**Table 1: Gender of Respondents by Campus 1990 - 2001  
Tenured/Tenure Track**

<b>School</b>	<b>1990</b>			<b>2001</b>		
	<b>Gender</b>		<b>N</b>	<b>Gender</b>		<b>N</b>
<b>Male - %</b>	<b>Female - %</b>	<b>Male - %</b>		<b>Female - %</b>		
Chico (S) <sup>1</sup>	50.5	49.5	109	61.4	38.6	72
Dominguez Hills (S)	67.1	32.9	73	48.3	51.7	60
Fresno (S)	55.7	44.3	124	62.7	37.3	64
Fullerton (S)	64.2	35.8	109	65.2	34.8	67
Humboldt (S)	78.5	21.5	159	63.9	36.1	72
Long Beach (S)	63.4	36.6	115	57.4	42.6	72
Monterey Bay (S)	N/A	N/A	N/A	43.8	56.3	19
Northridge (S)	63.4	36.6	101	50.0	50.0	79
Sacramento (S)	67.6	32.4	113	62.2	37.8	77
San Diego (S)	64.1	35.9	103	52.1	47.9	75
San Francisco (S)	52.1	47.9	121	51.9	48.1	54
San Jose (S)	52.1	47.9	123	63.5	36.5	80
San Marcos (S)	N/A	N/A	N/A	48.2	51.8	61
Sonoma (S)	69.1	30.9	96	52.0	48.0	77
Stanislaus (S)	74.4	25.6	78	55.9	44.1	61
Bakersfield (Q)	81.6	18.4	76	52.1	47.9	72
Hayward (Q)	52.0	48.0	103	62.5	37.5	51
Los Angeles (Q)	57.5	42.5	74	55.2	44.8	68
Pomona (Q)	60.9	39.1	87	73.6	26.4	91
San Bernardino (Q)	69.1	30.9	111	62.7	37.3	85
San Luis Obispo (Q)	75.3	24.7	86	70.9	29.1	82
Unidentified	100.0	0.0	3	63.6	36.4	28
<b>CSU</b>	<b>63.9</b>	<b>36.1</b>	<b>1964</b>	<b>58.9</b>	<b>41.1</b>	<b>1467</b>

Table 2A shows the breakdown of the respondents by race/ethnicity for 1990, and Table 2B shows the findings for 2001. Respondents were presented first with a question of whether or not they are of Hispanic descent. They were then asked their race. Faculty responses are summarized in Tables 2A and 2B.

**Table 2A: Race/Ethnicity Percentages of Respondents by Campus  
Tenured/Tenure Track  
1990**

<b>School</b>	<b>American Indian, Eskimo</b>	<b>Asian, Pacific Islander</b>	<b>African- American</b>	<b>White</b>	<b>Other</b>	<b>Hispanic</b>
Chico (S) <sup>1</sup>	0.0	7.3	1.8	89.9	0.9	2.8
Dominguez Hills (S)	1.4	6.8	2.7	83.6	2.7	8.2
Fresno (S)	2.4	14.5	1.6	75.8	4.0	5.6
Fullerton (S)	0.9	11.0	4.6	78.9	1.8	5.5
Humboldt (S)	1.9	4.4	0.0	91.2	1.4	1.3
Long Beach (S)	0.0	19.1	6.1	66.1	3.5	9.6
Monterey Bay (S)	N/A	N/A	N/A	N/A	N/A	N/A
Northridge (S)	2.0	16.8	3.0	72.3	3.0	10.9
Sacramento (S)	1.8	16.8	6.2	67.3	3.5	9.7
San Diego (S)	0.0	13.6	2.9	77.7	2.9	12.6
San Francisco (S)	1.7	13.2	7.4	71.1	5.0	6.6
San Jose (S)	0.8	10.6	2.4	78.0	2.4	8.9
San Marcos (S)	N/A	N/A	N/A	N/A	N/A	N/A
Sonoma (S)	0.0	0.0	1.0	86.5	5.2	1.0
Stanislaus (S)	0.0	5.1	3.8	91.0	0.0	2.6
Bakersfield (O)	0.0	2.6	2.6	81.6	11.8	11.8
Hayward (Q)	0.0	8.7	7.8	74.8	2.9	4.9
Los Angeles (Q)	0.0	18.9	4.1	66.2	6.8	10.8
Pomona (Q)	2.3	16.1	5.7	72.4	2.3	10.3
San Bernardino (O)	0.0	3.6	2.7	87.4	3.6	6.3
San Luis Obispo (O)	0.0	9.8	3.5	74.4	8.1	11.6
Unidentified	0.0	0.0	0.0	100.0	0.0	0.0
<b>CSU</b>	0.9	10.5	3.6	78.4	3.6	7.1

<sup>1</sup>(S) = Semester, (Q) = Quarter

**Table 2B: Race/Ethnicity Percentages of Respondents by Campus  
Tenured/Tenure Track  
2001**

<b>School</b>	<b>American Indian, Eskimo</b>	<b>Asian, Pacific Islander</b>	<b>African- American</b>	<b>White</b>	<b>Other</b>	<b>Hispanic</b>
Chico (S) <sup>1</sup>	1.4	5.6	1.4	83.3	1.4	6.9
Dominguez Hills (S)	0.0	10.0	3.3	70.0	3.3	6.7
Fresno (S)	3.1	7.8	1.6	68.8	7.8	12.5
Fullerton (S)	4.5	10.4	0.0	71.6	10.4	9.0
Humboldt (S)	4.2	1.4	2.8	81.9	1.4	1.4
Long Beach (S)	2.8	5.6	4.2	68.1	5.6	9.7
Monterey Bay (S)	0.0	18.8	0.0	68.8	6.3	12.5
Northridge (S)	1.3	7.6	6.3	70.9	6.3	12.7
Sacramento (S)	5.2	6.5	2.6	72.7	6.5	14.3
San Diego (S)	2.7	5.3	5.3	62.7	9.3	13.3
San Francisco (S)	0.0	9.3	11.1	70.4	5.6	16.7
San Jose (S)	0.0	8.8	3.8	57.5	13.8	10.0
San Marcos (S)	1.6	9.8	1.6	63.9	11.5	14.8
Sonoma (S)	1.3	2.9	2.6	72.7	9.1	5.2
Stanislaus (S)	0.0	11.5	1.6	72.1	3.3	6.6
Bakersfield (Q)	0.0	4.2	0.0	83.3	4.2	8.3
Hayward (Q)	0.0	7.8	7.8	72.5	3.9	2.0
Los Angeles (Q)	0.0	14.7	8.8	64.7	4.4	5.9
Pomona (Q)	0.0	9.9	6.6	68.1	5.5	11.0
San Bernardino (Q)	2.4	7.1	5.9	68.2	9.4	4.7
San Luis Obispo (Q)	0.0	4.9	3.7	72.0	11.0	8.5
Unidentified	0.0	3.2	0.0	29.0	9.7	6.5
<b>CSU</b>	<b>1.5</b>	<b>7.5</b>	<b>3.9</b>	<b>69.8</b>	<b>6.9</b>	<b>9.0</b>

<sup>1</sup>(S) = Semester, (Q) = Quarter

The majority of the respondents were full professors. This is illustrated in Table 3. The smallest category was associate professor, which included 19.3 percent of the respondents, compared to 53.8 percent full professors, and 26.8 percent assistant professors. The faculty, on average, have held their current rank for 9.42 years, and they received their highest degree 16.60 years prior to this survey.

**Table 3: Rank Percentages of Respondents by Campus 1990 - 2001  
Tenured/Tenure Track**

School <sup>1</sup>	1990			2001		
	Full	Associate	Assistant	Full	Associate	Assistant
Chico (S)	52.3	28.0	19.6	62.9	12.9	24.3
Dominguez Hills (S)	77.8	16.7	5.6	66.1	16.1	17.9
Fresno (S)	61.2	26.4	12.4	49.2	15.9	34.9
Fullerton (S)	52.8	29.6	17.6	51.5	25.8	22.7
Humboldt (S)	76.3	19.2	4.5	51.4	18.1	30.6
Long Beach (S)	43.8	34.8	21.4	54.3	17.1	28.6
Monterey Bay (S)	N/A	N/A	N/A	31.3	18.8	50.0
Northridge (S)	46.9	32.7	20.4	54.5	16.9	28.6
Sacramento (S)	69.4	21.6	9.0	66.7	10.7	22.7
San Diego (S)	45.1	32.4	22.5	45.2	24.7	30.1
San Francisco (S)	57.9	26.4	15.7	46.3	22.2	31.5
San Jose (S)	43.0	35.5	21.5	59.0	16.7	24.4
San Marcos (S)	N/A	N/A	N/A	17.2	39.7	43.1
Sonoma (S)	85.3	12.6	2.1	53.2	16.9	29.9
Stanislaus (S)	74.4	17.9	7.7	52.5	20.3	27.1
Bakersfield (Q)	52.0	24.0	24.0	55.7	17.1	27.1
Hayward (Q)	61.8	26.5	11.8	68.6	7.8	23.5
Los Angeles (Q)	49.3	26.0	24.7	44.1	32.4	23.5
Pomona (Q)	57.0	27.9	15.1	65.9	12.5	21.6
San Bernardino (Q)	39.6	36.0	24.3	54.2	21.7	24.1
San Luis Obispo (Q)	59.5	26.2	14.3	55.0	20.0	25.0
Unidentified	100.0	0.0	0.0	56.7	30.0	13.3
<b>CSU</b>	<b>58.1</b>	<b>26.6</b>	<b>15.3</b>	<b>53.8</b>	<b>19.3</b>	<b>26.8</b>

<sup>1</sup>(S) = Semester, (Q) = Quarter

Respondents were also classified by academic discipline using their HEGIS code. Tables 4A and 4B show the percentages of faculty in different disciplines by campus. In 2001, social science was the largest category, encompassing 26.4 percent of the respondents. Math and science, and education, were also large categories, constituting 17.8 percent and 15.3 percent of the respondents respectively. Only 5.5 percent of the respondents were engineering and computer science faculty.

**Table 4A: HEGIS Percentages of Respondents by Campus  
Tenured/Tenure Track  
1990**

School	HEGIS								
	Arts	Business	Education	Engineering & Comp. Sci.	Humanities	Math & Science	Social Science	Prof./ Technical	
Chico (S) <sup>1</sup>	9.3	8.4	9.3	11.2	10.3	15.0	21.5	15.0	
Dominguez Hills (S)	5.6	12.7	15.5	8.5	5.6	18.3	26.8	7.0	
Fresno (S)	3.3	6.6	13.2	12.4	10.7	13.2	24.0	16.5	
Fullerton (S)	9.3	15.0	4.7	7.5	15.9	14.0	27.1	6.5	
Humboldt (S)	11.5	4.5	7.1	4.5	9.6	19.9	28.8	14.1	
Long Beach (S)	4.6	10.1	10.1	10.1	9.2	17.4	21.1	17.4	
Monterey Bay (S)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Northridge (S)	8.9	11.9	11.9	9.9	9.9	12.9	25.7	8.9	
Sacramento (S)	3.5	8.8	10.6	15.9	8.0	8.8	34.5	9.7	
San Diego (S)	6.1	6.1	11.2	19.4	14.3	15.3	19.4	8.2	
San Francisco (S)	10.1	11.8	10.1	5.0	14.3	16.0	26.9	5.9	
San Jose (S)	9.1	9.9	4.1	9.1	13.2	19.8	24.0	10.7	
San Marcos (S)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Sonoma (S)	9.5	10.5	9.5	3.2	7.4	27.4	26.3	6.3	
Stanislaus (S)	9.0	6.4	14.1	5.1	7.7	23.1	26.9	7.7	
Bakersfield (Q)	6.7	13.3	17.3	1.3	9.3	21.3	24.0	6.7	
Hayward (Q)	7.8	12.6	17.5	1.0	13.6	12.6	23.3	11.7	
Los Angeles (Q)	4.1	9.6	11.0	12.3	15.1	16.4	27.4	4.1	
Pomona (Q)	5.8	18.6	5.8	14.0	3.5	18.6	19.8	14.0	
San Bernardino (Q)	2.7	12.6	17.1	6.3	9.9	14.4	30.6	6.3	
San Luis Obispo (Q)	2.4	10.6	4.7	20.0	8.2	20.0	20.0	14.1	
Unidentified	33.3	0.0	0.0	0.0	0.0	33.3	0.0	33.3	
CSU	7.0	10.2	10.5	9.2	10.5	16.9	25.3	10.4	

<sup>1</sup>(S) = Semester, (Q) = Quarter

**Table 4B: HEGIS Percentages of Respondents by Campus  
Tenured/Tenure Track  
2001**

**HEGIS**

<b>School</b>	<b>Arts</b>	<b>Business</b>	<b>Education</b>	<b>Engineering &amp; Comp. Sci.</b>	<b>Humanities</b>	<b>Math &amp; Science</b>	<b>Social Science</b>	<b>Prof./ Technical</b>
Chico (S) <sup>1</sup>	5.6	4.2	12.5	4.2	8.3	18.1	36.1	11.1
Dominguez Hills (S)	5.0	11.7	25.0	1.7	11.7	10.0	23.3	11.6
Fresno (S)	10.9	6.3	18.8	4.7	10.9	15.6	25.0	7.8
Fullerton (S)	9.0	9.0	10.4	3.0	11.9	23.9	28.4	4.5
Humboldt (S)	18.1	6.9	5.6	4.2	11.1	20.8	20.8	12.5
Long Beach (S)	8.3	2.8	15.3	5.6	15.3	18.1	25.0	9.7
Monterey Bay (S)	0.0	11.1	0.0	11.1	11.1	33.3	33.3	0.0
Northridge (S)	11.4	3.8	13.9	3.8	17.7	15.2	29.1	5.1
Sacramento (S)	1.3	9.1	24.7	1.3	9.1	11.7	35.1	7.8
San Diego (S)	8.0	13.3	22.7	4.0	4.0	9.3	36.0	2.7
San Francisco (S)	5.6	16.7	18.5	5.6	16.7	16.7	13.0	7.4
San Jose (S)	6.3	5.0	11.3	7.5	18.8	27.5	17.5	6.3
San Marcos (S)	1.6	18.0	16.4	1.6	6.6	13.1	42.6	0.0
Sonoma (S)	13.0	9.1	13.0	2.6	10.4	19.5	29.9	2.6
Stanislaus (S)	8.2	13.1	13.1	3.3	13.1	16.4	31.1	1.6
Bakersfield (Q)	6.9	9.7	19.4	4.2	12.5	15.3	25.0	6.9
Hayward (Q)	9.8	11.8	13.7	0.0	13.7	19.6	25.5	5.9
Los Angeles (Q)	7.4	7.4	19.1	4.4	8.8	23.5	26.5	2.9
Pomona (Q)	2.2	19.8	6.6	24.2	2.2	18.7	18.7	7.7
San Bernardino (Q)	8.2	10.6	22.4	1.2	9.4	14.1	29.4	4.7
San Luis Obispo (Q)	2.4	7.3	8.5	14.6	4.9	24.4	11.0	26.8
Unidentified	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>CSU</b>	<b>7.3</b>	<b>9.7</b>	<b>15.3</b>	<b>5.5</b>	<b>10.6</b>	<b>17.8</b>	<b>26.4</b>	<b>7.4</b>

<sup>1</sup>(S) = Semester, (Q) = Quarter

Employment information by campus is contained in Tables 5A and 5B. More specifically, the table contains information on tenure status of the respondents, as well as the average number of years they have been at their current institution. Most (68.63%) of the respondents were tenured faculty, while over a quarter (30.67%) were tenure track, but not yet tenured. Overall, respondents have been at their institution for about 14 years.



**Table 5A: Respondent Employment Information by Campus - 1990  
Tenured/Tenure Track**

<b>School</b>	<b>Tenure Track, Not on Tenure</b>				<b>Years at Institution</b>
	<b>Tenured - %</b>	<b>Not Tenured - %</b>	<b>Track - %</b>	<b>Other - %</b>	
CHICO (S)	67.59	32.41	0.00	0.00	10.23
DOMINGUEZ HILLS (S)	79.17	19.44	1.39	0.00	13.38
FRESNO (S)	69.11	30.08	0.81	0.00	11.82
FULLERTON (S)	70.64	28.44	0.92	0.00	13.71
HUMBOLDT (S)	92.90	7.05	0.00	0.00	16.48
LONG BEACH (S)	59.29	39.82	0.00	0.88	10.99
NORTHRIDGE (S)	71.00	29.00	0.00	0.00	11.17
SACRAMENTO (S)	78.38	20.72	0.90	0.00	13.61
SAN DIEGO (S)	74.51	23.53	0.98	0.98	11.74
SAN FRANCISCO (S)	71.67	26.67	1.67	0.00	12.22
SAN JOSE (S)	62.18	37.82	0.00	0.00	11.15
SONOMA (S)	95.79	4.21	0.00	0.00	17.15
STANISLAUS (S)	89.33	10.67	0.00	0.00	14.94
BAKERSFIELD (Q)	64.86	33.78	1.35	0.00	9.92
HAYWARD (Q)	75.73	24.27	0.00	0.00	13.63
LOS ANGELES (Q)	71.23	28.77	0.00	0.00	12.62
POMONA (Q)	71.26	28.74	0.00	0.00	11.38
SAN BERNARDINO (Q)	58.33	40.74	0.93	0.00	9.09
SAN LUIS OBISPO (Q)	70.24	29.76	0.00	0.00	10.73
UNIDENTIFIED	100.00	0.00	0.00	0.00	18.33
<b>CSU</b>	<b>73.44</b>	<b>25.99</b>	<b>0.47</b>	<b>0.10</b>	<b>12.49</b>

<sup>1</sup>(S) = Semester, (Q) = Quarter

**Table 5B: Respondent Employment Information by Campus - 2001  
Tenured/Tenure Track**

<b>School</b>	<b>Tenured - %</b>	<b>Tenure Track, Not Tenured - %</b>	<b>FERP - %</b>	<b>Other - %</b>	<b>Years at Institution</b>
CHICO (S)	74.29	25.71	0.00	0.00	15.69
DOMINGUEZ HILLS (S)	73.68	26.32	0.00	0.00	16.29
FRESNO (S)	63.49	36.51	0.00	0.00	10.88
FULLERTON (S)	66.67	33.33	0.00	0.00	15.15
HUMBOLDT (S)	63.89	33.33	2.78	0.00	13.82
LONG BEACH (S)	66.20	33.80	0.00	0.00	13.09
MONTEREY BAY (S)	31.25	68.75	0.00	0.00	4.94
NORTHRIDGE (S)	66.23	33.77	0.00	0.00	14.57
SACRAMENTO (S)	72.00	26.67	1.33	0.00	15.81
SAN DIEGO (S)	68.49	30.14	1.37	0.00	12.97
SAN FRANCISCO (S)	64.81	35.19	0.00	0.00	11.85
SAN JOSE (S)	72.50	27.50	0.00	0.00	12.58
SAN MARCOS (S)	56.90	43.10	0.00	0.00	6.30
SONOMA (S)	64.94	33.76	1.30	0.00	16.35
STANISLAUS (S)	69.49	28.82	1.69	0.00	12.17
BAKERSFIELD (Q)	70.83	29.17	0.00	0.00	13.69
HAYWARD (Q)	71.59	27.45	0.00	1.96	15.52
LOS ANGELES (Q)	72.06	26.47	0.00	1.47	12.74
POMONA (Q)	71.59	28.41	0.00	0.00	16.06
SAN BERNARDINO (Q)	75.90	24.10	0.00	0.00	11.58
SAN LUIS OBISPO (Q)	65.43	32.10	0.00	2.47	15.16
UNIDENTIFIED	86.70	13.30	0.00	0.00	14.79
<b>CSU</b>	<b>68.63</b>	<b>30.67</b>	<b>0.42</b>	<b>0.28</b>	<b>13.63</b>

<sup>1</sup>(S) = Semester, (Q) = Quarter

The average travel time for faculty from their home to their campus is about a half hour. Faculty report their departments have an average of 15.07 full-time faculty and 14.42 part-time faculty. Additionally, faculty state that they intend to continue working in the CSU system for an average of 11.54 more years, and 7.14 percent of the faculty are currently receiving some retirement income.

The sample of tenured/tenure track faculty is a representative sample by rank and HEGIS codes of the CSU faculty system wide. An analysis of the sample and those completing the survey indicates there are no significant threats to the validity of these results due to non-response bias.

### **Assigned Time**

In this report we use “assigned time” to signify non-teaching assignments funded internally or externally. Over half (52.44%) of the respondents in 2001 reported having assigned time during the current term. This is seen in Table 6A. This is a significant increase over the 42.21 percent of faculty with assigned time in the 1990 administration. Campus averages ranged from 37.50 percent (at Monterey Bay) to 77.46 percent (at San Diego).

**Table 6A: Assigned Time by Campus 1990 - 2001  
Tenure/Tenure Track**

School	1990		2001		Assigned <sup>2</sup> Units
	Assigned Time <sup>1</sup> Count	%	Assigned Time Count	%	
CHICO (S) <sup>3</sup>	43	39.45	33	48.53	3.08
DOMINGUEZ HILLS (S)	33	45.20	38	65.52	5.10
FRESNO (S)	45	36.29	36	56.25	4.64
FULLERTON (S)	66	60.55	42	62.69	4.97
HUMBOLDT (S)	39	24.53	29	41.43	4.23
LONG BEACH (S)	58	50.43	43	60.56	5.11
MONTEREY BAY (S)	N/A	N/A	6	37.50	7.00
NORTHRIDGE (S)	49	48.51	47	59.49	4.44
SACRAMENTO (S)	46	40.71	36	48.00	4.94
SAN DIEGO (S)	67	65.05	55	77.46	4.20
SAN FRANCISCO (S)	55	45.45	36	67.92	5.14
SAN JOSE (S)	58	47.15	44	55.00	5.52
SAN MARCOS (S)	N/A	N/A	23	40.35	5.17
SONOMA (S)	39	40.62	38	51.35	4.48
STANISLAUS (S)	12	15.38	26	43.33	3.43
BAKERSFIELD (Q)	41	53.95	31	44.29	6.12
HAYWARD (Q)	29	28.15	20	39.22	6.61
LOS ANGELES (Q)	39	52.70	41	61.19	6.41
POMONA (Q)	22	25.29	37	41.11	5.25
SAN BERNARDINO (Q)	65	58.56	48	57.14	6.49
SAN LUIS OBISPO (Q)	22	25.58	38	46.34	4.90
UNIDENTIFIED	1	33.33	6	20.69	N/A
<b>CSU</b>	<b>829</b>	<b>42.21</b>	<b>753</b>	<b>52.44</b>	<b>5.04</b>

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

<sup>2</sup>The number of assigned units was not collected in 1990.

<sup>3</sup>(S) = Semester, (Q) = Quarter

Table 6A also shows the average number of units from which faculty were released. These averages include data only from those with assigned time. These campus averages ranged from 3.08 units for Chico to 7.00 for Monterey Bay.

The likelihood that a faculty member had assigned time varied by academic discipline. Table 6B shows the percentages of faculty with assigned time by discipline. Those in art were considerably less likely than those in other disciplines to have assigned time. Engineering and computer science faculty were also less likely than most to have assigned time.

**Table 6B: Assigned Time by HEGIS - 2001  
Tenure/Tenure-Track**

HEGIS	Assigned Time <sup>1</sup>			
	1990		2001	
	Count	%	Count	%
1 ARTS	34	25.00	31	30.69
2 BUSINESS	95	47.98	81	59.56
3 EDUCATION	101	49.75	121	57.08
4 ENGR & COMP SCIENCE	78	44.07	35	44.87
5 HUMANITIES	81	40.10	82	54.30
6 MATH & SCIENCE	153	46.93	155	61.51
7 SOCIAL SCIENCE	210	42.94	187	51.23
8 PROF TECHNICAL	66	32.84	54	55.65
Unidentified	11	34.38	7	19.44
Total	829	42.34	753	53.29

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

Gender was also significantly related to whether or not a faculty member had assigned time. As seen in Table 6C, females were more likely than males to have assigned time.

**Table 6C: Assigned Time by Gender - 2001  
Tenure/Tenure-Track**

Gender	Assigned Time <sup>1</sup>			
	1990		2001	
	Count	%	Count	%
Male	489	39.34	395	48.58
Female	333	47.37	339	59.68
Unidentified	7	38.89	19	34.54
Total	829	42.24	753	53.15

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

The likelihood that a faculty member had assigned time also depended on the number of years that the faculty member had been at his or her institution. Table 6D reveals that the longer the faculty member had been at his or her institution, the less likely he or she was to have assigned time.

**Table 6D: Assigned Time by Years at Institution - 2001  
Tenure/Tenure-Track**

Years at Institution	Assigned Time <sup>1</sup>			
	1990		2001	
	Count	%	Count	%
6 Years or Less	352	53.41	282	58.63
7 to 17 Years	263	41.29	250	53.08
18 Years or More	214	32.04	221	45.66
Unidentified	0	0.00	0	0.00
Total	829	42.21	753	52.44

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

Table 7A shows the funding sources that were indicated by faculty as a source for funding their assigned time. Respondents were asked to indicate each funding source that funded their assigned

time. These sources are not mutually exclusive. Most (80.87%) of the faculty with assigned time reported that this assigned time was funded, at least in part, by their university. Additionally, 22.83 percent of the faculty indicated that their assigned time was funded by outside sources. These percentages differ from those for the 1990 administration. In 1990, of those with assigned time, 89.63 percent received funding through their university, and 14.11 percent received funding through other sources.

**Table 7A: Funding Sources for Assigned Time 1990 - 2001  
Tenure/Tenure-Track**

**No Assigned Time vs. Assigned Time<sup>1</sup> by Source  
Funded by the University or Other Source<sup>2</sup>**

	1990		2001	
	Count	%	Count	%
University	743	37.83%	634	43.22%
External	117	5.96%	179	12.20%
No Assigned Time	798	40.63%	755	51.47%

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

<sup>2</sup>Respondent may be counted in more than one category

Table 7B shows the activities for which faculty received assigned time. These activities are not mutually exclusive. Program administration was the most common type of activity for which faculty were assigned time. Program administration was reported by 34.01 percent of the faculty as an activity for which they received assigned time. Assessment activities and governance were much less common, reported by only 7.02 percent and 6.76 percent of the faculty respectively. There were some

noteworthy differences between the 1990 and 2001 administrations. The percentage of faculty receiving assigned time for program administration increased from 27.26 percent in 1990 to 34.01 percent in 2001, while assigned time for scholarly and creative activity dropped from 48.49 percent to 31.59 percent.

**Table 7B: Type of Activity Allowing Assigned Time 1990 - 2001  
Tenure/Tenure-Track**

Activity <sup>2</sup>	1990		2001	
	Count	%	Count	%
Student Advisement	166	20.02	136	17.32
Program Administration	226	27.26	267	34.01
Scholarly & Creative Activity	402	48.49	248	31.59
Assessment Activities	N/A	N/A	55	7.02
Pedagogical/Course/Program Prep.	N/A	N/A	126	16.05
Governance	N/A	N/A	53	6.76
Grants/Contracts	N/A	N/A	159	20.25
Other	205	24.82	155	19.77

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

<sup>2</sup>Respondent may be counted in more than one category



## **Time Spent in Activities**

### Number of Hours Spent in Workload Activities

Table 8 shows the average number of hours faculty listed for each of the activities in the table for the 2001 administration. The total hours in these activities are reported for all faculty as well as separately for those with and those without assigned time. On average, faculty in 2001 report working about 50 hours per week. This table shows that faculty spend far more time teaching than they do any other activity. Scholarly and creative activities consume the second largest amount of time, followed by university, school, and department service and advising students. Additionally, those with assigned time spent 3.76 hours per week in administration. Having assigned time did not affect the total hours reported, but it did affect how faculty members spent their time. Those with assigned time reported less time teaching, but more time in administration and in department, school, or university service.

Table 8 also shows results from the 1990 administration. Two points regarding 1990-2001 comparisons should be noted. First, respondents in the 1990 administration were asked to estimate the number of hours per week they spent in all activities for the university. They were then asked for the percentages of their time they spent in various activities. The hours in each activity were then computed as a product of their total hours and the proportion of time they spent in each activity. Second, the items offered to respondents differed somewhat from the 1990 administration to the 2001 administration.

**Table 8: 1990 - 2001 For Those Engaged in the Activity  
Number of Hours Spent in Workload Activities  
Tenure/Tenure-Track**

	<b>1990</b>			<b>2001</b>		
	<b>No Assigned Time Mean</b>	<b>Assigned<sup>1</sup> Time Mean</b>	<b>All Faculty Mean</b>	<b>No Assigned Time Mean</b>	<b>Assigned<sup>1</sup> Time Mean</b>	<b>All Faculty Mean</b>
Teaching	27.50	21.85	25.11	28.99	23.11	25.87
Scholarly/Creative Activities	5.51	8.15	6.63	9.81	10.54	10.21
Advising Students	5.02	5.42	5.19	4.29	4.58	4.43
University, School, and Dept. Service	5.18	6.07	5.56	4.46	5.85	5.18
Administration	0.85	2.16	1.41	1.02	3.76	2.46
Other Activities	4.51	4.81	4.63	1.78	2.35	2.07
<b>Total</b>	48.56	48.44	48.51	50.35	50.21	50.23
<b>(N)</b>	1107	811	1918	668	752	1420

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

CSU faculty reported working 48.51 hours per week for their institution in 1990 and 50.23 hours in 2001. The hour-and-half increase in weekly institutional hours among 2001 faculty is counterbalanced by a concomitant decrease in the weekly hours that CSU faculty in 2001 report spending in consulting, other businesses, and unpaid community and professional service. In 1990,

5.64 hours were spent in paid and unpaid community and professional activities outside the institution; in 2001, the figure dropped to 4.30 hours.

Many faculty also work outside the university. In 1990, 34.80 percent of the faculty said they did paid, off-campus work or consulting. This increased significantly in 2001 to 46.24 percent.

### Desired Levels of Activities

In addition to the hours spent in various activities, faculty were asked if they would like to do more, less, or about the same amount of these activities. Figures 1A and 1B illustrate the amount of various activities faculty would like to do relative to what they were doing at the time of the survey. Figures 1A and 1B concern campus activities, while Figure 1C refers to off-campus activities. Each of these figures display the percentages of faculty that wanted to do more, less, or about the same amount of these activities as they were doing at the time. Figure 1A and 1B show that at both administrations (1990 and 2001), faculty wanted to do less administration and teaching, and do more scholarly and creative activities. Many faculty would also prefer doing less service.

**Figure 1A: Desired Levels of On-Campus Activities - 1990  
Tenure/Tenure-Track**

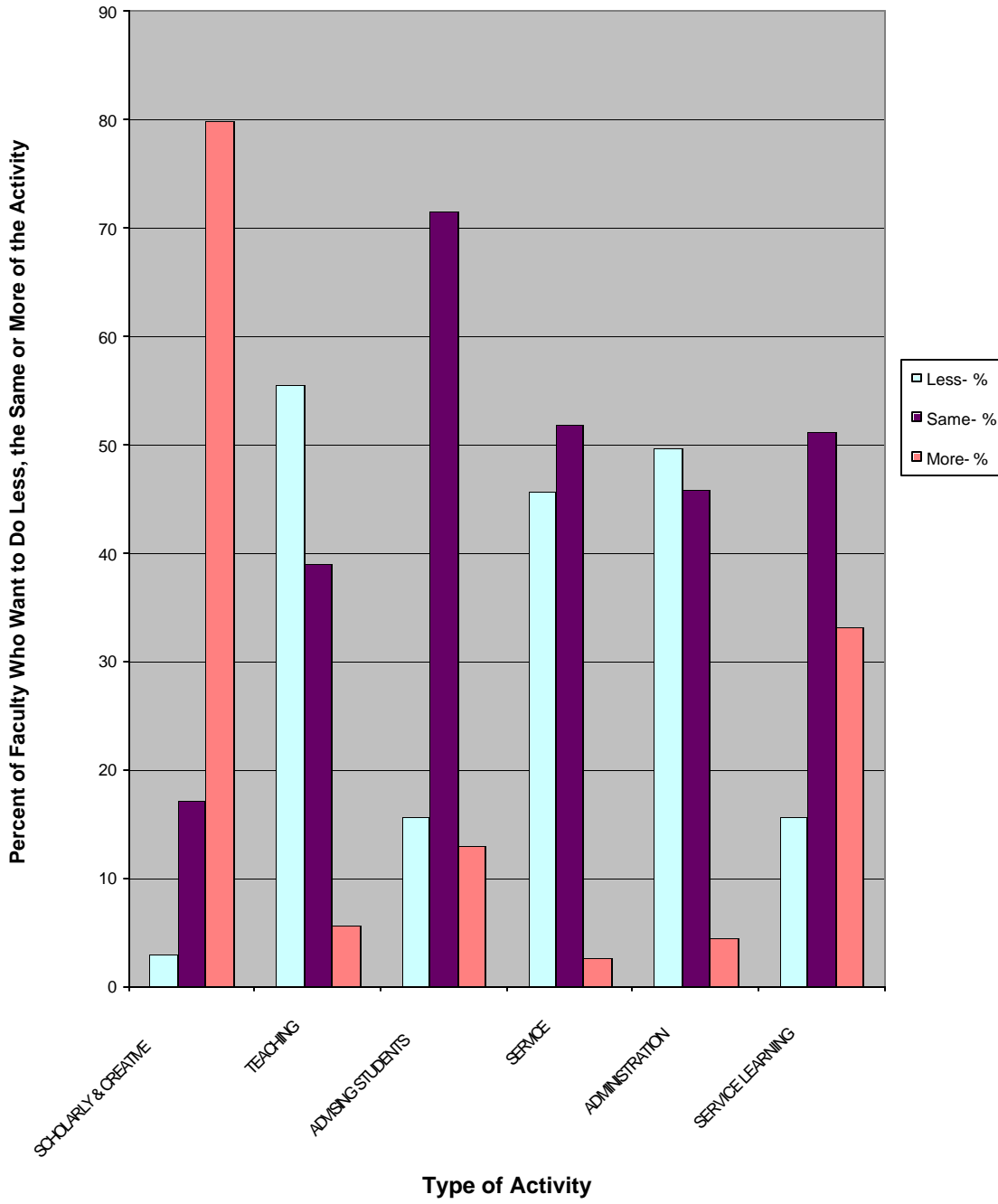
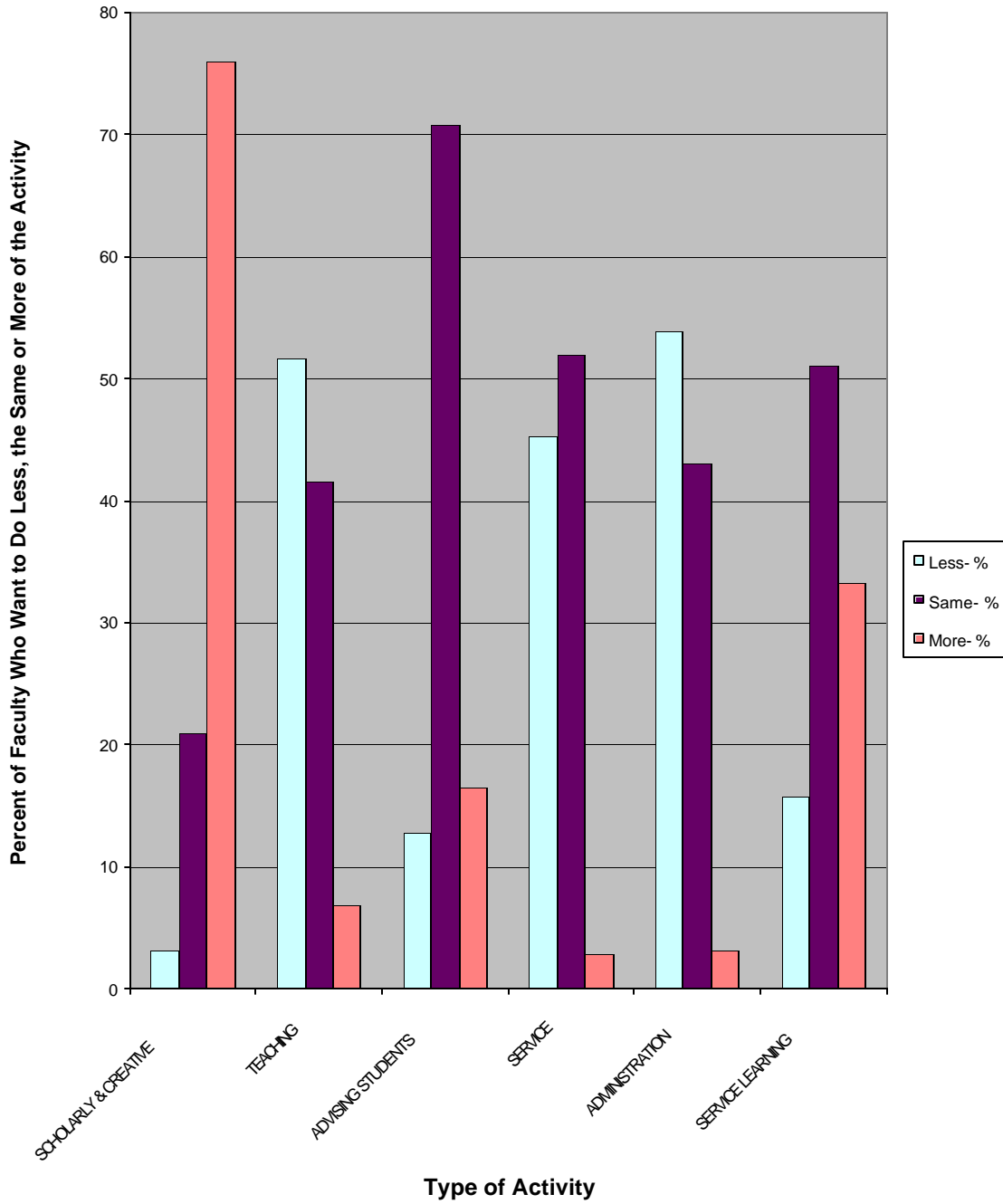
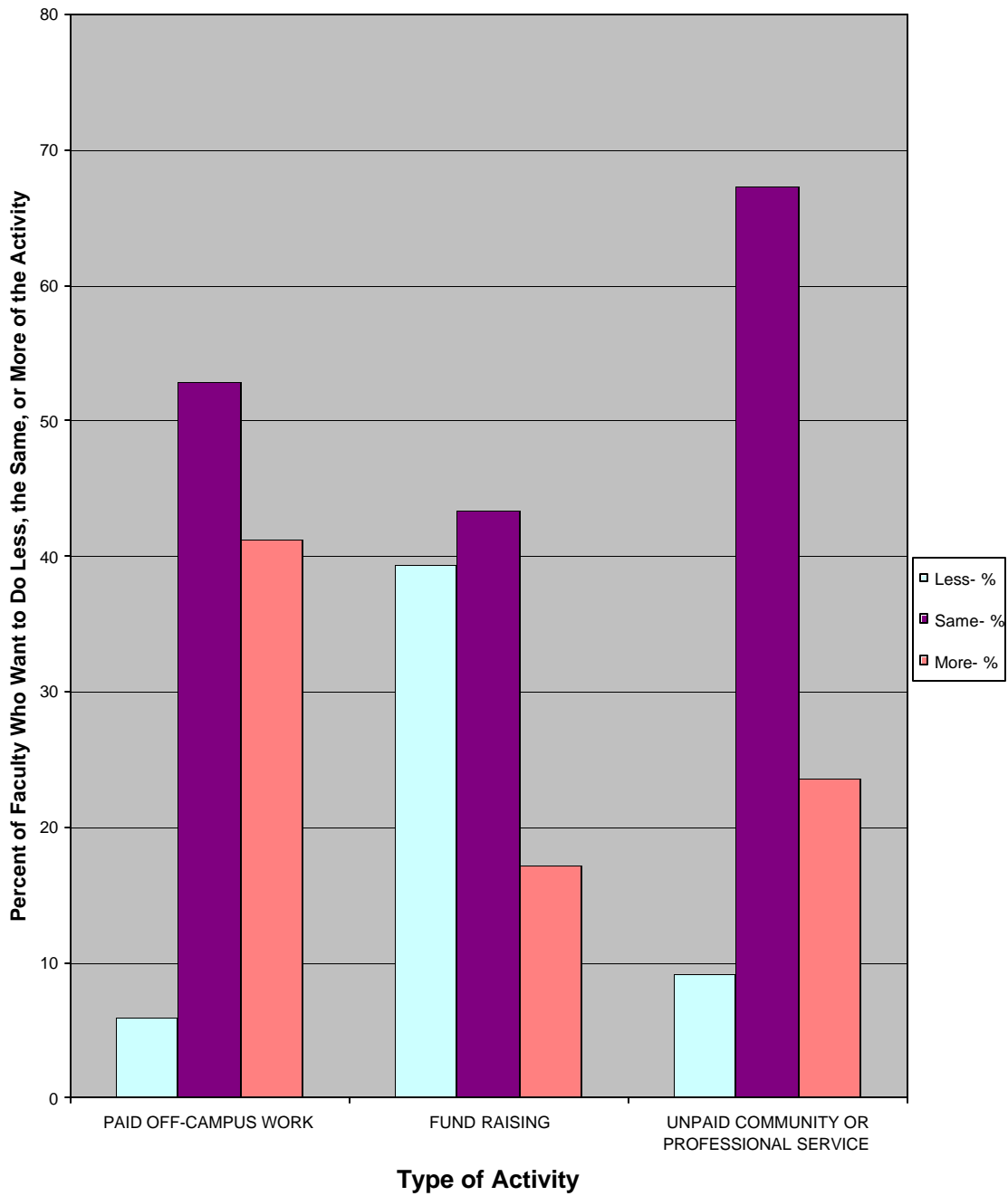


Figure 1B: Desired Levels of On-Campus Activities - 2001  
Tenure/Tenure-Track



Desired levels of off-campus activities are presented in Figure 1C. Most faculty would prefer that these activity levels stay the same. One interesting finding is that while only 179 faculty reported doing fund raising, 196 said they wanted to do less than they are currently doing.

**Figure 1C: Desired Level of Off-Campus Activities - 2001  
Tenure/Tenure-Track**



## Satisfaction

Table 9 shows the percentage of faculty who gave a “satisfied” response (either “somewhat satisfied” or “very satisfied”) to each of the job aspects listed. As this table shows, almost all (90.99%) of the respondents were satisfied with job security. On the other hand, only about a quarter (26.32%) of the respondents indicated that they were satisfied with the teaching assistance they receive. These numbers represent increases in the percentages of faculty saying they are satisfied with their (a) workload, (b) mix of teaching, research, and service, (c) facilities for scholarly and creative activities, (d) teaching assistance, and (e) job security.



**Table 9: Satisfaction with Work Scope, Support, and Resources 1990 - 2001**  
**CSU System-Wide**  
**Tenure/Tenure-Track**

	Somewhat or Very Satisfied			
	1990		2001	
	Count	Percent	Count	Percent
JOB SECURITY	1718	88.51	1304	90.99
EQUIPMENT AVAILABILITY	N/A	N/A	1099	77.01
LIBRARY & INFORMATION RESOURCES	N/A	N/A	1046	73.51
OFFICE SPACE	N/A	N/A	969	67.76
TECHNICAL SUPPORT	N/A	N/A	940	66.06
TIME WITH STUDENTS	1094	56.98	844	59.60
CLASSROOM TECHNOLOGY	N/A	N/A	841	60.16
CLERICAL SUPPORT	N/A	N/A	822	58.05
TEACHING FACILITIES	N/A	N/A	812	56.94
MIX OF TEACHING, RESEARCH, ADMIN, SERVICE	748	38.82	678	47.55
WORK LOAD	750	38.62	645	46.01
TRAVEL SUPPORT	N/A	N/A	549	39.07
FACILITIES FOR SCHOLARLY & CREATIVE ACTIVIT	518	27.41	524	37.83
TEACHING ASSISTANCE	335	20.14	294	26.32

## Research and Creative Activities

The amount of research, creative, and professional activities faculty engage in was of interest. Table 10 shows the amounts of various faculty research, creative, and professional activities for the past three academic years. The averages for faculty with assigned time are presented separately from those with no assigned time.

This table reveals that presentations, reviewing articles for publication, and publishing articles or creative work in refereed journals were the activities that were performed most frequently. The number of presentations, manuscript reviews, and terms on editorial boards or jury panels was significantly greater for those with assigned time than for those without. However, having assigned time decreased the likelihood of having juried exhibitions or performances, non-juried exhibitions or performances, obtaining patents or copyrights, and producing computer software.

Additionally, the average numbers from the 1990 measurement are included in Table 10. The table shows significant increases in published articles in refereed and non-refereed journals, chapters in edited volumes, textbooks, presentations, and patents.

**Table 10: Research, Creative, and Professional Activities  
CSU Faculty 1990 & 2001 (Three Year Activity)  
Tenure/Tenure Track**

Faculty Activity	1990			2001		
	No Assigned Time	Assigned Time <sup>1</sup>	Total	No Assigned Time	Assigned Time <sup>1</sup>	Total
Articles/Creative Work (Refereed)	1.54	2.48	1.92	2.24	2.76	2.41
Articles/Creative Work (Non-refereed)	1.04	.92	0.99	1.08	1.33	1.15
Articles/Creative Work (Popular Media)	.80	.83	0.79	.84	1.01	0.87
Published Reviews	.79	.79	0.76	.85	.98	0.87
Chapters in Edited Volumes	.34	.45	0.39	.50	.62	0.55
Textbooks	.13	.18	0.15	.19	.23	0.20
Other Books	.14	.17	0.15	.15	.19	0.16
Monographs	.19	.18	0.19	.19	.21	0.20
Research/Technical Reports	1.30	1.72	1.41	1.28	1.54	1.33
Presentations	3.73	5.29	4.28	4.56	6.82	5.44
Juried Exhibitions/ Performances	.62	.35	0.50	.51	.22	0.35
Non-juried Exhibitions/ Performances	.53	.25	0.40	.70	.28	0.46
Patents or Copyrights	.11	.08	0.10	.24	.12	0.18
Computer Software Products	.23	.21	0.22	.29	.15	0.20
Reviewing Articles	N/A	N/A	N/A	2.91	4.63	3.44
Editorial Boards	N/A	N/A	N/A	0.95	1.28	1.08
Accreditation Reviews	N/A	N/A	N/A	.25	.37	0.30
On-line Materials	N/A	N/A	N/A	1.33	1.57	1.35

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

## Professional Activities and Costs

Faculty were asked a number of questions regarding professional activities (professional meetings, professional development, and scholarly and creative activities). Table 11A indicates the number of faculty who said they participated in each of the activities in the 2000-01 academic year. For each of these activities, academic rank was an important predictor of the likelihood of having participated in the activity in the past year. In general, assistant professors were more likely to participate in these activities than associate professors, who were more likely to participate than were full professors.

**Table 11A: Faculty Professional Activities - 2001  
Tenured/Tenure Track**

		Table 11A Academic Rank			
		FULL PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	Total
Professional Meetings	Count	595	228	335	1158
	%	82.64%	86.36%	90.79%	85.59
Professional Development	Count	375	141	224	740
	%	63.34%	65.28%	70.22%	65.66
Scholarly & Creative	Count	488	192	281	961
	%	78.08%	82.76%	83.63%	80.55

The average costs for these activities are shown in Table 11B. This table presents the costs that were paid for by the faculty, university, and other external sources, as well as the total of these

costs. The average costs were highest for scholarly and creative activities at \$2,199.67, followed by professional meetings at \$1,740.19, and professional development at \$1,013.11.

**Table 11B: Faculty Professional Activities Costs for Those Participating - 2001  
Tenured/Tenure Track**

		Academic Rank			
		FULL PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	All Faculty
Professional Meetings	Personal Costs	\$773.01 46.65%	\$703.66 44.50%	\$547.80 33.58%	\$694.20 42.47%
	University Costs	\$612.47 36.64%	\$629.31 43.31%	\$849.26 54.87%	\$684.28 43.20%
	External Costs	\$450.39 16.71%	\$319.15 12.19%	\$233.15 11.55%	\$361.71 14.33%
	Total Costs	\$1,835.87	\$1,652.12	\$1,630.20	\$1,740.19
Professional Development	Personal Costs	\$619.98 64.79%	\$543.30 56.52%	\$450.04 48.31%	\$553.93 58.43%
	University Costs	\$195.96 24.09%	\$305.25 32.79%	\$367.30 36.59%	\$268.65 29.40%
	External Costs	\$150.23 11.13%	\$283.33 10.69%	\$199.59 15.09%	\$190.54 12.16%
	Total Costs	\$966.17	\$1,131.88	\$1,016.93	\$1,013.11
Scholarly & Creative	Personal Costs	\$999.44 65.46%	\$793.08 51.15%	\$624.35 48.47%	\$848.48 57.70%
	University Costs	\$386.44 15.24%	\$652.36 24.60%	\$683.86 32.07%	\$526.53 21.93%
	External Costs	\$762.79 19.30%	\$1,100.54 24.57%	\$748.40 19.47%	\$826.06 20.42%
	Total Costs	\$2,148.67	\$2,536.91	\$2,056.61	\$2,199.67

### Professional Meetings

Though the total costs for professional meetings did not vary significantly by rank in the 2001 study, the amount paid by the faculty, the university, and external sources did vary by rank. Full

professors paid higher costs themselves than did assistant professors. Additionally, assistant professors received more assistance from their university than did full or associate professors. Full professors also had higher amounts paid by external sources than did assistant professors.

#### Professional Development

Only the university costs varied by rank for professional development activities. The amount paid by the university for professional development was higher for assistant professors than it was for full professors.

#### Scholarly and Creative Activities

As noted above, the highest average total costs was for scholarly and creative activities. Again, the total costs did not vary significantly by rank, but personal costs and university costs did. Full professors spent more out of their pockets on scholarly and creative activities than did assistant professors. Additionally, assistant professors had more costs paid for by their university than did full professors.

## **Workload Activities**

### Teaching

Tables 12A and 12B show the teaching activities of the faculty members, including the average number of courses taught, teaching units, students taught, meeting hours per week, course preparations, and web courses. Table 12A shows the findings for semester faculty and 12B shows findings for quarter faculty. These tables show averages separately for those with assigned time and those with no assigned time, and they show the averages for the 1990 measurement.

**Table 12A: Teaching Loads and Activities  
Tenure/Tenure Track  
Semester System**

	<b>1990</b>			<b>2001</b>		
	No A/T	A/T <sup>1</sup>	All	No A/T	A/T <sup>1</sup>	All
<b>Number of Courses</b>						
Fall	3.73	2.95	3.39	3.41	2.85	3.10
Spring	3.61	2.65	3.20	3.53	2.59	3.01
<b>Number of Students</b>						
Fall	106.64	82.64	96.32	102.29	81.34	90.58
Spring	100.94	71.54	88.3	104.35	70.35	85.62
<b>Number of Meeting Hours/Week</b>						
Fall	12.89	9.85	11.57	12.07	10.48	11.19
Spring	12.53	8.85	10.94	12.71	9.01	11.09
<b>Number of Units</b>						
Fall	10.52	8.37	9.59	10.44	8.49	9.35
Spring	10.37	7.46	9.11	10.59	7.64	8.97
<b>Number of Student Credit Units</b>						
Fall	312.73	234.85	279.29	296.42	239.77	264.99
Spring	291.96	201.96	253.55	293.24	184.04	232.16
<b>Number of Different Preparations</b>						
Fall	2.88	2.33	2.64	2.73	2.20	2.44
Spring	2.80	2.12	2.51	2.80	1.97	2.34
<b>Number of New Preparations</b>						
Fall	.78	.69	.74	.79	.74	.77
Spring	.68	.55	.62	.83	.65	.73
<b>Web Courses</b>						
Fall	N/A	N/A	N/A	.15	.18	.17
Spring	N/A	N/A	N/A	.17	.21	.19

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.



**Table 12B: Teaching Loads and Activities  
Tenure/Tenure Track**

**Quarter System**

	1990			2001		
	No A/T	A/T <sup>1</sup>	All	No A/T	A/T <sup>1</sup>	All
<b>Number of Courses</b>						
Fall	2.98	2.51	2.79	3.08	2.48	2.80
Winter	2.92	2.38	2.70	3.03	2.40	2.73
Spring	2.71	1.97	2.42	2.95	2.13	2.57
<b>Number of Students</b>						
Fall	89.96	77.46	84.84	89.72	69.61	80.17
Winter	81.53	64.62	74.68	81.51	62.32	72.55
Spring	75.81	52.98	66.81	92.04	60.32	77.28
<b>Number of Meeting Hours/Week</b>						
Fall	12.97	10.38	11.90	12.40	10.07	11.30
Winter	12.56	10.12	11.56	11.46	9.36	10.48
Spring	12.33	7.81	10.54	12.23	8.19	10.36
<b>Number of Units</b>						
Fall	10.56	9.84	10.26	10.95	8.87	9.98
Winter	10.41	9.35	9.98	10.62	8.40	9.58
Spring	9.99	7.64	9.04	10.78	7.43	9.24
<b>Number of Student Credit Units</b>						
Fall	323.35	284.13	307.34	296.72	232.90	265.51
Winter	292.68	244.23	272.86	274.67	209.41	242.34
Spring	282.66	191.34	245.41	296.12	177.03	239.87
<b>Number of Different Preparations</b>						
Fall	2.32	2.10	2.23	2.54	1.96	2.27
Winter	2.38	1.97	2.21	2.58	1.92	2.28
Spring	2.40	1.67	2.10	2.53	1.68	2.14
<b>Number of New Preparations</b>						
Fall	.67	.68	.67	.58	.71	.64
Winter	.64	.52	.59	.65	.63	.64
Spring	.59	.46	.54	.62	.48	.56
<b>Web Courses</b>						
Fall	N/A	N/A	N/A	.16	.17	.17
Winter	N/A	N/A	N/A	.16	.15	.15
Spring	N/A	N/A	N/A	.19	.15	.16

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

In the 2001 data, the number of courses taught varied significantly by whether or not the faculty had assigned time. For each term, those with assigned time taught fewer classes than did those without assigned time. This pattern holds for teaching units, students enrolled, meeting hours, and number of different course preparations. That is, those with assigned time did less of each of these teaching activities.

There were changes in the amounts of some of the teaching activities from the 1990 administration to 2001. Among semester faculty, for those with no assigned time, the number of fall courses declined. Additionally, semester faculty indicated a decrease in the number of different spring preparations.

For quarter faculty, the number of courses taught by those without assigned time increased, as did the number of units in the fall, winter, and spring. There was also an increase in the number of students enrolled in their classes in the spring for faculty with no assigned time. Those with no assigned time reported an increase in the number of different preparations in the fall but a decrease for the spring. Those quarter faculty with assigned time reported a decrease in the spring.

*Student Credit Units.* Student credit units were calculated for each respondent. This was done by summing of the products of (a) the number of students and (b) the number of units for each course taught. The average student credit units for semester faculty was 263.20 in the fall and 230.53 in the spring, and for quarter campuses, faculty averaged 265.51 student credit units in the fall, 242.34 student credit units in the winter, and 239.87 in the spring.

The average student credit units differed for both semester and quarter faculty depending on whether or not they had received assigned time. That is, those with assigned time had a lower average student credit units score than did those with no assigned time. Additionally, there were differences between the 1990 and 2001 administrations. Semester faculty reported fewer student credit units for the spring in 2001 than they did in 1990. Quarter faculty reported fewer student credit units for the in 2001 than 1990 for the fall and winter terms.

### Individualized Instruction

Tables 13A and 13B, on individualized instruction, indicate the average numbers of students at different levels receiving individualized instruction, as well as the number of contact hours with those students. The table also shows the number of thesis and undergraduate exam committees faculty served on or chaired. These tables are broken down by calendar type, and receipt of assigned time.

For semester faculty, those without assigned time reported a higher number of upper division students receiving individualized instruction than those without assigned time. However, they also reported fewer graduate students receiving individualized instruction.

Administration year was also a significant factor associated with individualized instruction. For both semester and quarter faculty, those with assigned time reported a greater number of lower division students receiving individualized instruction, and those with or without assigned time report higher numbers of upper division and graduate students receiving individualized instruction. Additionally, semester faculty without assigned time in 2001 reported serving on more undergraduate thesis

**Table 13A: Individual Instruction  
Tenure/Tenure Track**

**Semester System**

	1990			2001		
	No A/T	A/T <sup>1</sup>	All	No A/T	A/T <sup>1</sup>	All
Number of Lower Division Students Receiving Individualized Instruction	2.68	1.78	2.29	2.02	1.71	1.86
Number of Hours of Individualized Instruction Lower Division Students	1.54	1.15	1.37	1.32	1.00	1.14
Number of Upper Division Students Receiving Individualized Instruction	3.83	3.69	3.77	4.72	3.53	4.04
Number of Hours of Individualized Instruction Upper Division Students	2.91	2.97	2.94	3.62	2.87	3.17
Number of Graduate Students Receiving Individualized Instruction	2.03	2.49	2.23	2.04	2.73	2.43
Number of Hours Individualized Instruction Graduate Students	1.99	2.61	2.26	2.46	2.86	2.69
Number of Graduate Thesis Committees Served as Members	1.39	1.45	1.42	1.50	1.69	1.59
Number of Graduate Thesis Committees Chaired	.93	1.00	.96	1.02	1.22	1.12
Number of Undergraduate Thesis Committees Served as Members	.14	.14	.14	.27	.18	.22
Number of Undergraduate Thesis Committees Chaired	.19	.17	.18	.28	.21	.24
Number of Comprehensive Exams/Orals Committees Served as Members	.52	.68	.59	.76	.98	.88
Number of Comprehensive Exams/Orals Committees Chaired	.26	.26	.26	.26	.40	.34

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

committees than did semester faculty without assigned time in the 1990 study, and semester faculty reported serving on more comprehensive exams/orals in the 2001 study.

**Table 13B: Individual Instruction  
Tenure/Tenure Track**

**Quarter System**

	1990			2001		
	No A/T	A/T <sup>1</sup>	All	No A/T	A/T <sup>1</sup>	All
Number of Lower Division Students Receiving Individualized Instruction	3.48	1.87	2.83	2.78	2.62	2.72
Number of Hours of Individualized Instruction Lower Division Students	1.97	1.46	1.77	2.14	2.01	2.08
Number of Upper Division Students Receiving Individualized Instruction	4.02	3.29	3.72	4.18	4.14	4.13
Number of Hours of Individualized Instruction Upper Division Students	3.28	2.90	3.12	3.84	4.01	3.88
Number of Graduate Students Receiving Individualized Instruction	1.69	1.71	1.70	2.14	2.29	2.18
Number of Hours Individualized Instruction Graduate Students	2.13	2.49	2.27	2.38	2.49	2.40
Number of Graduate Thesis Committees Served as Members	.79	1.28	.99	1.15	1.25	1.18
Number of Graduate Thesis Committees Chaired	.55	.96	.72	.72	.83	.76
Number of Undergraduate Thesis Committees Served as Members	.44	.28	.37	.42	.49	.45
Number of Undergraduate Thesis Committees Chaired	.47	.44	.46	.69	.50	.60
Number of Comprehensive Exams/Orals Committees Served as Members	.66	.93	.77	.77	1.03	.88
Number of Comprehensive Exams/Orals Committees Chaired	.26	.31	.28	.49	.25	.38

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

## Service

Tables 14A and B display the number of committees on which faculty served. Table 14A reveals for semester faculty, those with assigned time served on more school committees than did those without assigned time. Additionally, for quarter faculty, those with assigned time served on more school committees in the spring. For both semester and quarter faculty, those with assigned time reported serving on more university committees each term than did those without assigned time. About 40 percent of the faculty indicated that at least one of the committees they served on was a governance committee, and even more faculty reported having served on a curriculum committee.

**Table 14A: Service  
Number of Committees  
Tenure/Tenure Track**

**Semester System**

	1990			2001		
	No A/T	A/T <sup>1</sup>	All	No A/T	A/T <sup>1</sup>	All
<b>Department Committees</b>						
Fall	2.17	2.11	2.14	2.09	2.23	2.16
Spring	2.12	2.11	2.12	2.06	2.19	2.13
<b>School Committees</b>						
Fall	.79	.81	.80	.71	.71	.77
Spring	.79	.81	.80	.72	.83	.78
<b>University Committees</b>						
Fall	.88	1.08	.97	.84	1.14	1.01
Spring	.89	1.14	1.00	.85	1.20	1.03
<b>All Committees</b>						
Fall	3.68	3.90	3.88	3.60	4.16	3.88
Spring	3.64	3.97	3.88	3.59	4.19	3.88

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

There were differences in service from the 1990 administration to the 2001 administration. Faculty in 2001 with assigned time reported serving on more department committees than faculty in 1990 with assigned time. Further, faculty on quarter campuses with assigned time served on more department committees each term, and semester faculty without assigned time served on more department committees in 2001. Faculty in 2001 at semester campuses served on more school and university committees than did those in 1990.



**Table 14B: Service  
Number of Committees  
Tenure/Tenure Track**

**Quarter System**

	1990			2001		
	No A/T	A/T <sup>1</sup>	All	No A/T	A/T <sup>1</sup>	All
<b>Department Committees</b>						
Fall	2.27	1.87	2.11	2.21	2.29	2.25
Winter	2.26	1.92	2.12	2.27	2.39	2.33
Spring	2.33	1.90	2.15	2.29	2.33	2.31
<b>School Committees</b>						
Fall	.87	.99	.92	.76	.89	.82
Winter	.88	1.01	.93	.75	.88	.81
Spring	.90	1.07	.97	.79	.91	.85
<b>University Committees</b>						
Fall	.83	1.25	1.00	.72	1.16	.92
Winter	.79	1.28	.99	.76	1.19	.96
Spring	.85	1.27	1.02	.80	1.17	.97
<b>All Committees</b>						
Fall	3.83	4.04	3.96	3.67	4.32	3.90
Winter	3.80	4.12	3.97	3.79	4.45	4.02
Spring	3.94	4.16	4.07	3.89	4.41	4.06

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

## Student Contact

Student contact was also of interest. Faculty reported holding almost five office hours per week, being available to students between four and five additional hours per week, and spending over three hours per week in electronic communication with students. For semester faculty, those with assigned time spent more time in electronic communication with students than did faculty with no assigned time.

**Table 14C: Student Contact  
Tenure/Tenure Track  
Semester System**

	1990			2001		
	No A/T	A/T <sup>1</sup>	All	No A/T	A/T <sup>1</sup>	All
<u>Number of Office Hours Per Week</u>	4.54	4.51	4.53	4.95	4.77	4.84
<u>Number of Additional Hours Available To Students</u>	7.63	8.39	7.95	4.19	4.30	4.25
<u>Number of Hours Per Week Spent in Electronic Communication with Students</u>	N/A	N/A	N/A	2.98	3.64	3.34
<u>Total Student Contact Hours</u>	12.17	12.90	12.48	12.36	12.87	12.66
<u>Number of Students Counseled/Advised Per Term</u>	N/A	N/A	N/A	23.10	24.16	23.69

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

The number of hours that faculty in 2001 reported being available to students outside of office hours was lower than reported by faculty in 1990. This is seen in Tables 14C and 14D. It should be noted that there is a slight wording difference in the question regarding office hours. That is, in 1990, faculty were asked the number of office hours they were *required* to hold, while in 2001 they were simply asked how many office hours they *did* hold.

**Table 14D: Student Contact  
Tenure/Tenure Track**

	Quarter System					
	1990			2001		
	No A/T	A/T <sup>1</sup>	All	No A/T	A/T <sup>1</sup>	All
<u>Number of Office Hours Per Week</u>	4.47	4.71	4.57	5.11	5.08	5.09
<u>Number of Additional Hours Available To Students</u>	7.81	8.80	8.21	4.32	4.85	4.56
<u>Number of Hours Per Week Spent in Electronic Communication with Students</u>	N/A	N/A	N/A	2.69	3.29	3.11
<u>Total Student Contact Hours</u>	12.28	13.51	12.78	12.52	13.38	12.90
<u>Number of Students Counseled/Advised Per Term</u>	N/A	N/A	N/A	20.28	23.14	21.55

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

## Faculty Attitudes

### Perceptions of Value and Importance

Faculty were asked about their attitudes and perceptions regarding teaching, scholarly and creative activities, and service. They were first asked to compare each of these aspects of their work with respect to how much they believed their institution values these aspects. Faculty were asked what

they thought their institution values more, then given each possible pair of (a) teaching, (b) scholarly and creative activities, and (c) service. In Figure 2A, the two bars on the left represent the responses to the question, “What does the institution value more, teaching or scholarly & creative activities?” Just over 60 percent of the faculty said their institution valued teaching over scholarly and creative activities, while just under 40 percent said the opposite. Faculty in general believe that their institutions value (a) teaching over both service and scholarly and creative activities, and (b) scholarly and creative activities over service.

**Figure 2A: Relative Perceptions of Value to Institution - 2001  
Tenure/Tenure-Track**

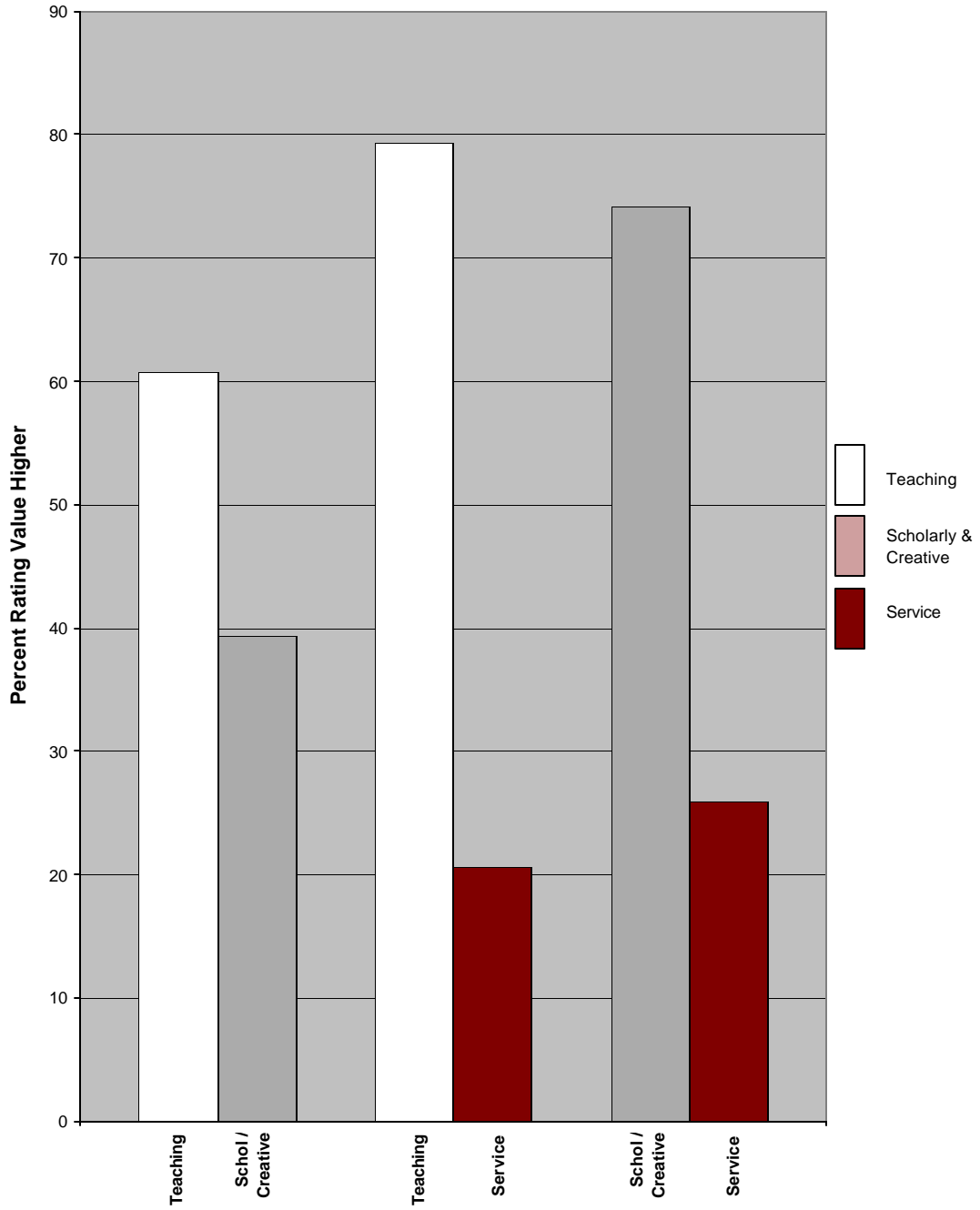
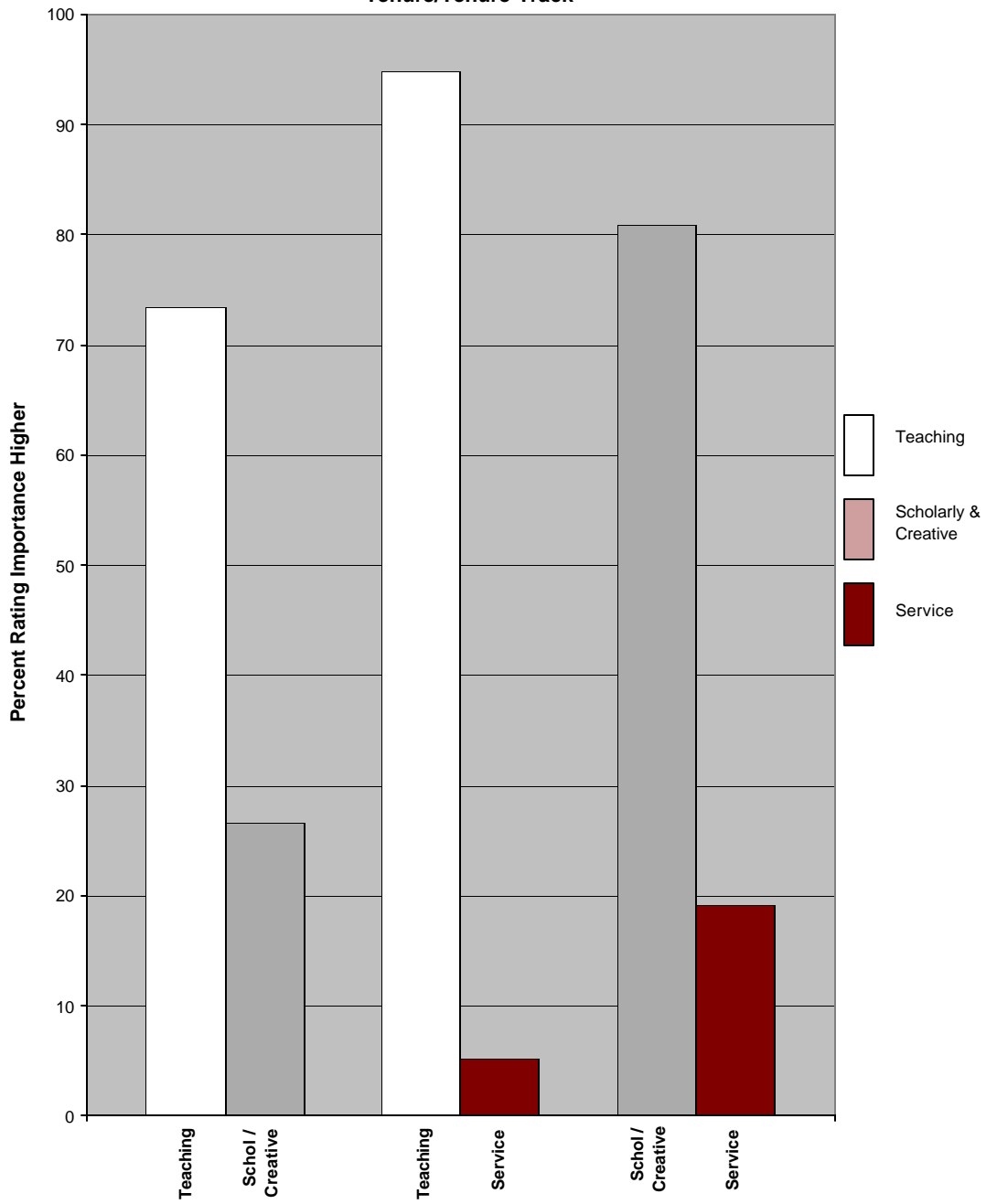


Figure 2B displays similar comparisons with respect to the importance faculty place on these components of their workload. That is, faculty were asked what was more important to them, comparing each possible pair of (a) teaching, (b) scholarly and creative activities, and (c) service. Comparing Figures 2A and 2B reveal a quite similar pattern for faculty's perceptions of institution values and their own ratings of importance. They rate teaching above scholarly and creative activities, and the latter above service.

It is interesting to consider faculty perceptions of their institution values to their own importance ratings of these aspects. An institution value score was calculated for each aspect by tallying each time a given aspect was reported to be valued more than the other with which it was paired. In other words, for each time an individual selected teaching over the comparison, the teaching value score was incremented one. Because each aspect was paired with both of the others, this variable can range from zero to two. Teaching received a mean institution value score of 1.38 compared to 1.11 for scholarly and creative activities and 0.46 for service. An importance score for each aspect was calculated similarly to the institution value scores. These scores indicate how often an aspect was rated as more important compared to others, and range from zero to two; teaching had an importance score of 1.62, scholarly and creative activities averaged 1.05, and service had an average importance score of .24. Thus, faculty viewed teaching as more important than they perceived their institution valued it, and rated both scholastic and creative activities, and service lower in importance than they perceived their institution valued them.

**Figure 2B : Relative Ratings of Importance to Faculty - 2001  
Tenure/Tenure-Track**

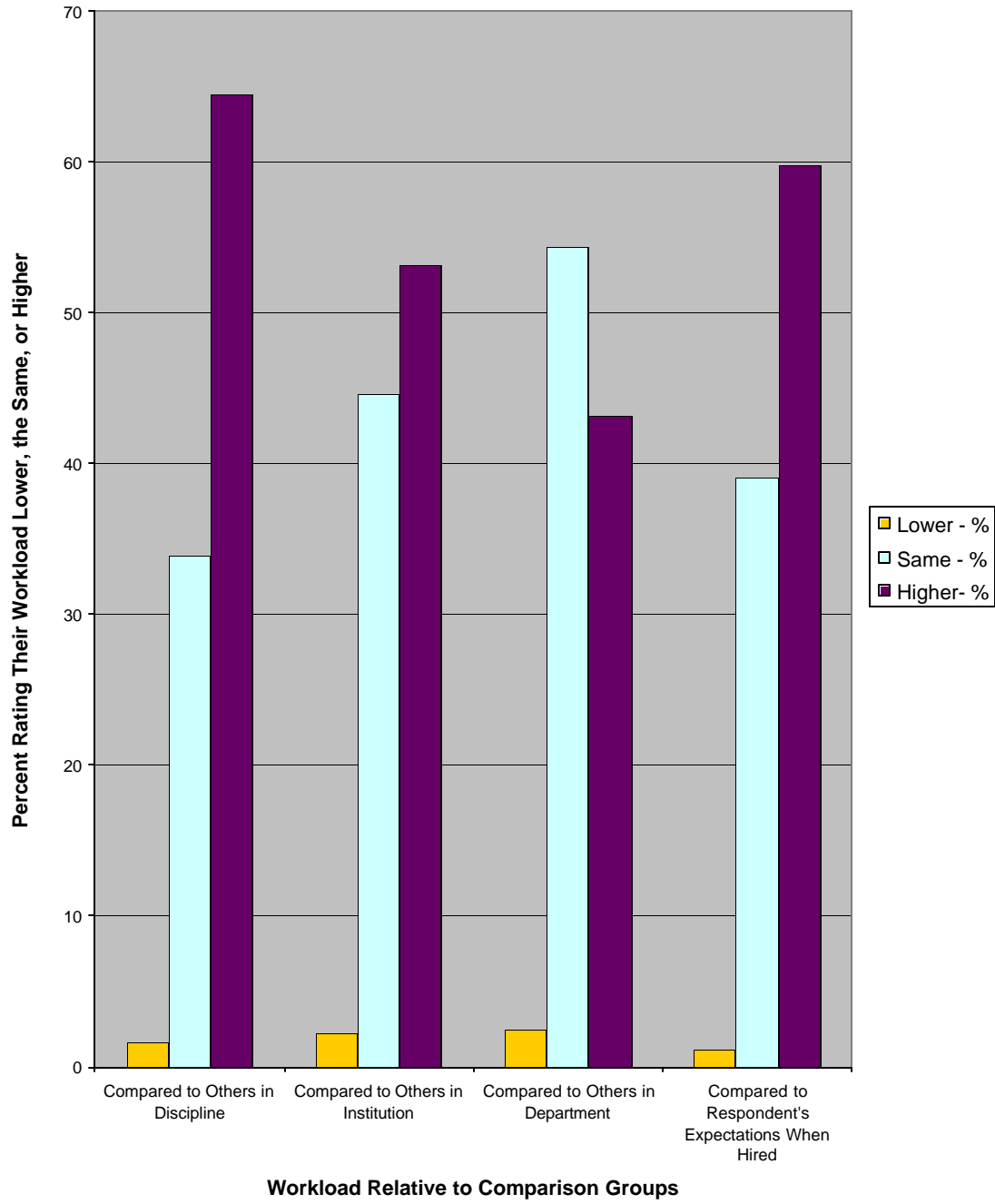




## Workload Comparison Perceptions

Figure 3 illustrates how faculty rate their workload compared to others in their discipline, others in their institution, and others in their department. It also shows how faculty rate their workload compared to their expectations at the time that they were hired. The table shows the percent of faculty who said their workload was higher, lower, or about the same as each of these points of comparison. Most faculty rated themselves as having a heavier workload than others in their discipline and others in their institution. Just under half the faculty said their workload was higher than others in their department, and almost all said it was the same or higher than others in their department. Most faculty also said their workload was higher than their expectations when they were hired.

**Figure 3: Perception of Workload Compared to Others - 2001  
Tenure/Tenure-Track**



## Work Services

*Services Used.* Faculty were asked about some of the services that they might use to help manage their work assignment. Table 15A displays the percentages of faculty reporting use of various services. This table reveals that most (86.58%) faculty used computing support services, and about two thirds (65.28%) reported using disabled student services, while about half the respondents said they used student assistant services, centers for teaching and learning, and graduate or undergraduate services.

**Table 15A: Services Used - 2001  
CSU System-Wide  
Tenure/Tenure-Track**

	<b><u>Percent of Faculty Who Have Used These Services</u></b>
Student Assistants	48.87%
Centers for Teaching & Learning	53.81%
Office of Graduate or Undergraduate Services	49.30%
Disabled Student Services	65.28%
Computing Support	86.58%

*Perceived Effectiveness.* Respondents were asked to rate the effectiveness of the services they had used. Table 15B shows the percent of faculty rating those services at different levels of effectiveness. Most of the faculty indicated that they thought the services addressed were at least somewhat effective. Additionally, for each service, at least a quarter of the respondents rated the

service as very effective. Disabled student services was rated as very effective by 42.35 percent of the respondents, and rated either somewhat or fairly effective by 82.21 percent of the respondents.

**Table 15B: Campus Services Rating - 2001  
CSU System-Wide  
Tenure/Tenure-Track**

	<b>Not at all Effective</b>	<b>A Little Effective</b>	<b>Somewhat Effective</b>	<b>Very Effective</b>
Student Assistants	6.88%	18.44%	49.84%	24.84%
Centers for Teaching & Learning	8.56%	20.69%	42.16%	28.59%
Office of Graduate or Undergraduate Services	6.95%	14.71%	52.67%	25.67%
Disabled Student Services	4.51%	13.29%	39.86%	42.35%
Computing Support	5.57%	14.31%	51.24%	28.88%

### Relationship with the Institution

Faculty were asked about their relationship with their institution. They were offered a number of statements regarding their relationship with their institution, and asked about the extent to which they agreed or disagreed with these statements. Table 16 shows the percentage of faculty that strongly disagreed, somewhat disagreed, somewhat agreed, or strongly agreed with each statement. The statement that the faculty member feels like he or she is an important part of their department or program received the strongest endorsement; 61.95 percent of the respondents said they strongly agreed with the statement. The statement that the respondent is treated with respect at his or her

institution was also strongly endorsed. Respondents did not agree that their institution provided them with sufficient resources for success in their discipline or for professional development, and they did not feel that expectations were clear regarding rewards, merit increases, or scholarly and creative activity at their institution.

**Table 16: Relationship with Institution - 2001  
Tenure/Tenure-Track**

	Mean <sup>1</sup>	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Feel Important to Department or Program	3.44	5.54% (79)	6.80% (97)	25.72% (367)	61.95% (884)
Treated with Respect at Institution	3.02	10.27% (146)	14.84% (211)	37.27% (530)	37.62% (535)
Tenure Expectations Realistic	2.85	9.59% (136)	19.82% (281)	46.76% (663)	23.84% (338)
Institution Values Contributions	2.81	12.59% (177)	20.41% (287)	40.83% (574)	26.17% (368)
Promotion Expectations Clear	2.74	11.26% (160)	23.36% (332)	45.39% (645)	19.99% (284)
Effective Teaching Rewarded	2.72	12.96% (184)	22.68% (322)	43.73% (621)	20.63% (293)
Service Expectations Realistic	2.49	15.92% (226)	28.59% (406)	46.41% (659)	9.08% (129)
University, School, College Governance Participation Rewarded	2.42	17.37% (244)	31.81% (447)	42.49% (597)	8.33% (117)
Teaching Expectations Realistic	2.37	22.68% (322)	29.93% (425)	34.86% (495)	12.54% (178)
Faculty Governance Participation Rewarded	2.35	19.38% (263)	35.37% (480)	36.40% (494)	8.84% (120)
Workload Expectations Consistent	2.31	21.78% (310)	36.12% (514)	31.76% (452)	10.33% (147)
Committee Participation Rewarded	2.31	20.10% (284)	36.38% (514)	36.16% (511)	7.36% (104)
Scholarly Activity Expectations Realistic	2.23	25.83% (366)	34.58% (490)	30.77% (436)	8.82% (125)
Sufficient Resources for Success Provided	2.17	27.64% (395)	35.69% (510)	28.20% (403)	8.47% (121)
Sufficient Resources for Professional Development Provided	2.08	31.97% (453)	34.93% (495)	25.83% (366)	7.27% (103)
Relationship Between Expectations and Rewards Clear	2.05	34.32% (487)	33.62% (477)	24.38% (346)	7.68% (109)
Faculty Merit Increase Expectations Clear	1.78	50.88% (724)	25.79% (367)	17.71% (252)	5.62% (80)

<sup>1</sup>Mean score from the following scale: 1 = Strongly Disagree, 4 = Strongly Agree

## Interaction with Students

Faculty interaction with students received attention in the survey. Table 17 displays the percentages of faculty that strongly disagreed, somewhat disagreed, somewhat agreed, or strongly agreed with statements regarding the nature of their interaction with students. Virtually all respondents report that they encourage students to ask questions in class.

**Table 17: Faculty Interaction With Students - 2001  
Tenure/Tenure-Track**

	Mean <sup>1</sup>	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Respondent Encourages Students to Ask Questions in Class	3.91	0.07% (1)	0.21% (3)	8.62% (124)	91.10% (1310)
Respondent Encourages Student to see Them Outside of Class	3.78	0.56 (8)	1.39% (20)	17.84% (256)	80.21% (1151)
Respondent Provides Prompt Feedback	3.71	0.28% (4)	1.81% (26)	24.72% (355)	73.19% (1051)
Respondent Demands a lot of Students	3.67	0.14% (2)	2.38% (34)	28.16% (403)	69.32% (992)
Respondent Encourages Student to Work With Others Outside of Class	3.59	0.91% (13)	6.41% (92)	25.63% (368)	67.06% (963)
Respondent Informs Students About Opportunities to Learn Outside of Classroom	3.52	0.42% (6)	6.42% (92)	34.10% (489)	59.07% (847)
Respondent Talks With Students About Career Opportunities	3.50	0.91% (13)	6.90% (99)	33.31% (478)	58.89% (845)
Respondent Varies Classroom/Instructional Activities to Accommodate Different Learning Styles	3.42	1.25% (18)	8.96% (129)	36.55% (526)	53.23% (766)
Respondent Encourages Student to Work Cooperatively & Collaboratively During Class	3.41	4.40% (63)	9.98% (143)	25.61% (367)	60.01% (860)

<sup>1</sup>Mean score from the following scale: 1 = Strongly Disagree, 4 = Strongly Agree

## LECTURER RESULTS

### Respondent Characteristics

Table 18A shows the number of respondents and the calendar type for each campus, as well as the gender distribution for each campus. There were more female respondents (53.2%) than male (46.8%). The lecturers averaged 48.17 years old.

**Table 18A: Gender of Respondents by Campus 1990 - 2001**  
**Lecturer**

School	1990			2001		
	Gender Male - %	Female - %	N	Gender Male - %	Female - %	N
Chico (S)	35.1	64.9	37	46.2	53.8	42
Dominguez Hills (S)	53.8	46.2	26	51.5	48.5	39
Fresno (S)	47.8	52.2	23	43.1	56.9	51
Fullerton (S)	56.1	43.9	57	46.7	53.3	15
Humboldt (S)	26.7	73.3	15	48.9	51.1	49
Long Beach (S)	48.7	51.3	78	41.0	59.0	39
Monterey Bay (S)	N/A	N/A	N/A	37.7	62.3	53
Maritime Academy (S)	N/A	N/A	N/A	100.0	0.0	2
Northridge (S)	32.3	67.7	62	58.3	41.7	40
Sacramento (S)	49.2	50.8	66	38.5	61.5	53
San Diego (S)	60.4	39.6	53	53.1	46.9	34
San Francisco (S)	40.0	60.0	61	52.8	47.2	39
San Jose (S)	49.1	50.9	58	52.6	47.4	38
San Marcos (S)	N/A	N/A	N/A	44.7	55.3	49
Sonoma (S)	40.0	60.0	20	43.5	56.5	48
Stanislaus (S)	37.5	62.5	8	50.0	50.0	52
Bakersfield (Q)	44.4	55.6	10	35.3	64.7	34
Hayward (Q)	57.1	42.9	14	43.3	56.7	31
Los Angeles (Q)	48.6	51.4	37	60.6	39.4	33
Pomona (Q)	56.4	43.6	40	48.0	52.0	57
San Bernardino (Q)	60.0	40.0	20	38.9	61.1	39
San Luis Obispo (Q)	56.0	44.0	25	50.0	50.0	46
Unidentified	100.0	0.0	2	55.6	33.3	9
<b>CSU</b>	<b>47.9</b>	<b>52.1</b>	<b>712</b>	<b>46.8</b>	<b>53.2</b>	<b>892</b>



Table 18B shows breakdowns of lecturers by race/ethnicity, and displays the average number of semesters or quarters at their institution. On average, the lecturer faculty have held their current rank for 6.55 years, and they received their highest degree 13.63 years ago. This table shows that the largest percentages of faculty were in education, math and science, and humanities. Additionally, the table shows that lecturers at semester campuses have been at their institutions for 8.49 semesters, and those on quarter campuses have been there for 10.02 quarters.

**Table 18B: Demographics 1990 - 2001  
Lecturer**

<b>Race/Ethnicity<sup>1</sup></b>	<b>% of Sample</b>	
	<b>1990</b>	<b>2001</b>
American Indian, Eskimo	1.26	1.91
Asian, Pacific Islander	10.25	5.27
African American	8.15	6.39
White	72.75	70.07
Hispanic	11.66	6.95
Other	4.35	8.52
Unidentified	5.19	13.68

**Average Number of Semesters/Quarters at Institution**

<b>Calendar Type</b>	<b>Terms at Institution</b>	
	<b>1990</b>	<b>2001</b>
Semester Campuses	N/A	8.49
Quarter Campuses	N/A	10.02

<sup>1</sup>These categories are not mutually exclusive.

The average travel time for lecturers from their home to their campus is 30.68 minutes. Lecturers report their departments have an average of 13.33 full-time faculty and 14.52 part-time faculty, and they plan to work in the CSU system for an average of 9.17 more years, and 24.97 percent of the faculty are currently receiving some retirement income. The sample of lecturers is representative of the CSU lecturers system wide.

### Assigned Time

Few of the lecturers received assigned time. Of those that did, most received the funding for assigned time through their university. This is seen in Table 19.

**Table 19: Funding Sources for Assigned Time 1990 - 2001  
Lecturer**

	Percent with Assigned Time <sup>1</sup> Funded by This Source <sup>2</sup>	
	<u>1990</u>	<u>2001</u>
University	5.76% (41)	9.73% (84)
External	2.11% (15)	1.73% (15)
No Assigned Time	92.13% (656)	88.20% (764)

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

<sup>2</sup>Respondent may be counted in more than one category

## **Time Spent in Activities**

### Number of Hours Spent in Workload Activities

Table 20 shows the average number of hours lecturers reported spending in each of the activities in the table for the 2001 administration. This table shows that lecturers spend most of their time teaching, and scholarly and creative activities consumes the second largest amount of their time.

The hours spent in various workload activities differed from the 1990 to the 2001 administration. Time spent in scholarly and creative activities, teaching, advising, and in administration, as well as total hours were higher in the 2001 administration than they were in the 1990 administration.

**Table 20: 1990 - 2001 For Those Engaged in the Activity  
Number of Hours Spent in Workload Activities  
Lecturer**

	1990			2001		
	No Assigned Time	Assigned <sup>1</sup> Time	All Faculty	No Assigned <sup>1</sup> Time	Assigned Time	All Faculty
	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>	<u>Mean</u>
Teaching	16.35	18.28	16.50	17.76	20.70	18.07
Scholarly/Creative Activities	1.46	4.58	1.71	5.60	4.83	5.48
Advising Students	2.08	4.66	2.28	2.22	2.87	2.29
University, School, and Dept. Service	0.95	2.12	1.04	1.15	1.95	1.29
Administration	0.36	0.93	.40	0.60	2.36	.80
Other Activities	2.15	5.29	2.40	2.37	1.90	2.41
<b>Total</b>	23.35	35.86	24.34	29.73	34.63	30.33
<b>(N)</b>	648	55	703	768	101	869

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

#### Desired Levels of Activities

Lecturers were also asked if they would like to do more, less, or about the same amount of these activities. Figures 4A and 4B (campus activities) and 4C (off-campus activities) display the

percentages of lecturers that want to do more, less, or about the same amount of these activities as they are currently doing. Figure 4A shows that in general lecturers want to do more scholarly and creative activities, but most want to do the same amount of other on-campus activities as they do currently. Desired levels of off-campus activities are presented in Figure 4C. Most faculty would prefer that these activity levels stay the same.

**Figure 4A: Desired Levels of On-Campus Activities - 1990  
Lecturer**

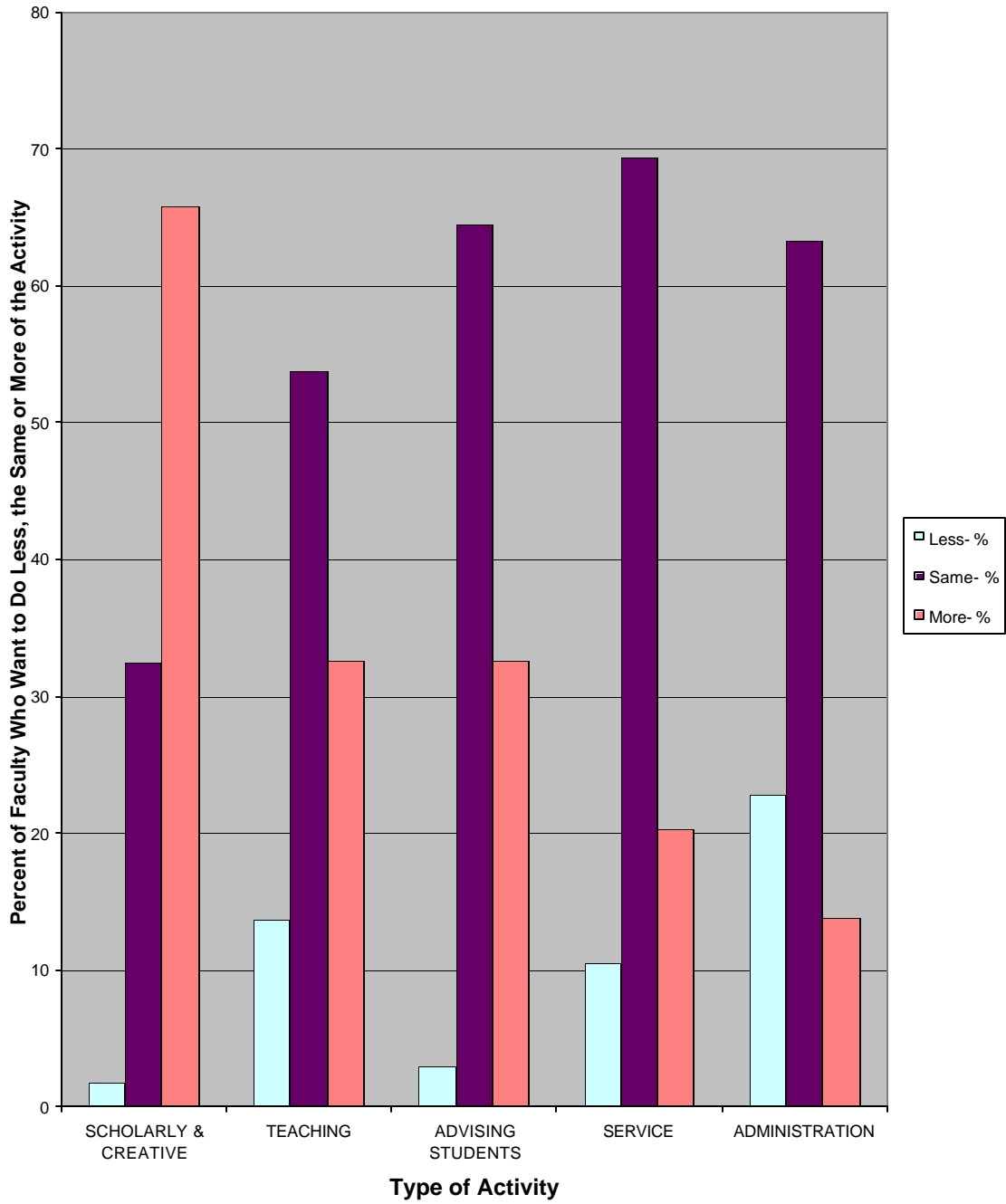
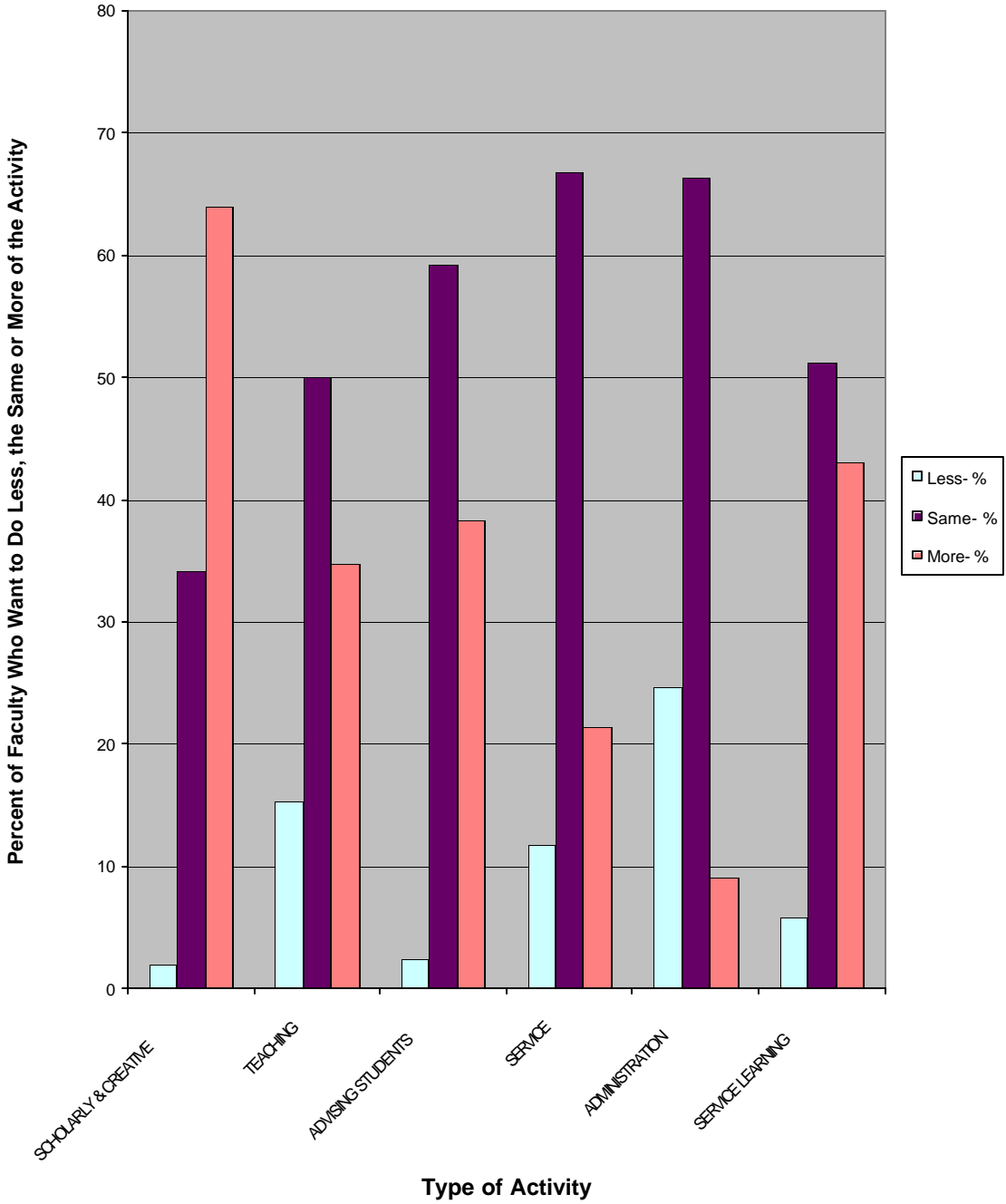
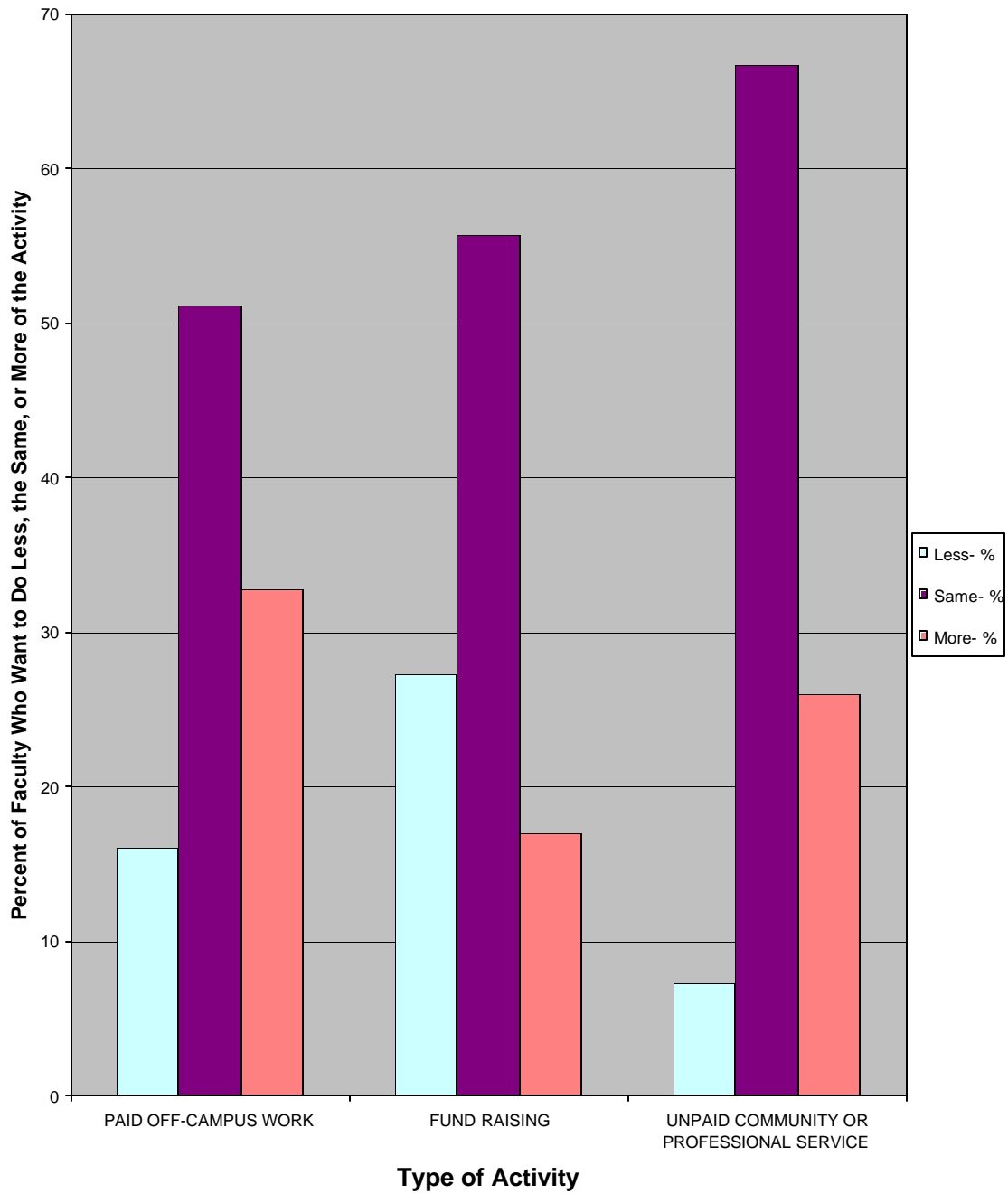


Figure 4B: Desired Levels of On-Campus Activities - 2001  
Lecturer



**Figure 4C: Desired Level of Off-Campus Activities 2001  
Lecturer**





## Other Employment

Lecturers were asked if they had other employment outside their institution. Table 21A and 21B display the type of employment and the number of hours respondents engaged in each type of work for 1990 and 2001 respectively. More than two thirds (65.81%) of the lecturers reported having some other employment in 2001, and about a third of the lecturers taught elsewhere, and a third did consulting.

**Table 21A: 1990 Other Employment or Consulting  
Respondents Who Answered Yes to Outside Activity<sup>1</sup>  
Lecturer**

	<u>Percent of Lecturers with Any Hours in Activity</u>	<u>1 - 10 Hours</u>	<u>11 - 20 Hours</u>	<u>21 - 30 Hours</u>	<u>31 or More Hours</u>
Consulting, Freelance, or Self Owned Business	33.43% (238)	54.20% (129)	20.59% (49)	9.24% (22)	15.97% (38)
On Staff of Other Educational Institutions	28.37% (202)	34.65% (70)	25.25% (51)	11.39% (23)	28.71% (58)
On Staff of Foundation or Non-Profit Organization	8.71% (62)	50.00% (31)	19.35% (12)	3.23% (2)	27.42% (17)
On Staff of For-Profit Business in Private Sector	9.55% (68)	23.53% (16)	5.88% (4)	8.82% (6)	61.76% (42)
On Staff of Federal, State, or Local Government	6.18% (44)	13.64% (6)	13.64% (6)	4.55% (2)	68.18% (30)
Other Hours	4.07% (29)	31.03% (9)	17.24% (5)	24.14% (7)	27.59% (8)
<hr/>					
% of Any of the Above	65.03% (463)				

<sup>1</sup>Respondent could participate in more than one activity.

**Table 21B: 2001 Other Employment or Consulting  
Respondents Who Answered Yes to Outside Activity<sup>1</sup>  
Lecturer**

	<b>Percent of Lecturers with Any Hours in Activity</b>	<b>1 - 10 Hours</b>	<b>11 - 20 Hours</b>	<b>21 - 30 Hours</b>	<b>31 or More Hours</b>
Consulting, Freelance, or Self Owned Business	32.51% (290)	56.90% (165)	22.10% (64)	11.40% (33)	9.70% (28)
On Staff of Other Educational Institutions	37.89% (338)	38.50% (130)	26.60% (90)	10.40% (35)	24.60% (83)
On Staff of Foundation or Non-Profit Organization	11.55% (103)	57.30% (59)	14.60% (15)	6.80% (7)	21.40% (22)
On Staff of For-Profit Business in Private Sector	6.84% (61)	36.10% (22)	8.20% (5)	14.80% (9)	41.00% (25)
On Staff of Federal, State, or Local Government	4.60% (41)	22.00% (9)	4.90% (2)	14.60% (6)	58.50% (24)
Other Hours	4.71% (42)	42.90% (18)	21.40% (9)	4.80% (2)	31.00% (13)
<hr/>					
% of Any of the Above	65.81% (587)				

<sup>1</sup>Respondent could participate in more than one activity

## Satisfaction

Table 22 shows the percentage of lecturers who gave a “satisfied” response (either “somewhat satisfied” or “very satisfied”) to each of the job aspects listed. This table reveals that almost all (91.13%) of the respondents were satisfied with library and information resources. In fact, the

respondents reported being satisfied with most of the job aspects listed. Only travel support, teaching assistance, and job security received satisfied responses by fewer than half the respondents.

**Table 22: Satisfaction with Work Scope, Support, and Resources 1990 - 2001  
CSU System-Wide  
Lecturer**

	<b>Somewhat or Very Satisfied</b>			
	<b>1990</b>		<b>2001</b>	
	Count	Percent	Count	Percent
LIBRARY & INFORMATION RESOURCES	N/A	N/A	740	91.13%
WORK LOAD	520	75.14%	713	82.71%
MIX OF TEACHING, RESEARCH, ADMIN, SERVICE	434	77.92%	523	81.09%
CLERICAL SUPPORT	N/A	N/A	640	80.50%
TIME WITH STUDENTS	420	70.00%	567	76.93%
TECHNICAL SUPPORT	N/A	N/A	574	76.03%
TEACHING FACILITIES	N/A	N/A	626	74.97%
CLASSROOM TECHNOLOGY	N/A	N/A	574	72.66%
FACILITIES FOR SCHOLARLY & CREATIVE ACTIVITIES	275	53.61%	404	61.40%
EQUIPMENT AVAILABILITY	N/A	N/A	453	60.24%
OFFICE SPACE	N/A	N/A	454	58.73%
JOB SECURITY	209	33.02%	397	49.07%
TEACHING ASSISTANCE	158	39.60%	188	48.08%
TRAVEL SUPPORT	N/A	N/A	186	42.76%

There was some change in the likelihood that a faculty member offered a satisfied response from the 1990 administration to the 2001 administration. Lecturers were generally more satisfied in 2001 than they were in 1990. Specifically, they were more satisfied with their workload, time available

to work with students, facilities for scholarly and creative activities, teaching assistance, and job security.

## **Research and Creative Activities**

The amount of research, creative, and professional activities lecturers engage in was of interest. Table 23 shows the average amounts of various research, creative, and professional activities for the past three academic years. Presentations, were the most common type of activity performed by the lecturers. An average of 4.35 presentations were given by lecturers over the previous three years.

The amount of most types of scholarly and creative activities done by lecturers was higher in 2001 than they were in 1990. Lecturers in 2001 reported more articles in refereed and non-refereed journals, publications in popular media, published reviews, chapters in edited volumes, textbooks, other books, technical reports, presentations, and non-juried exhibitions or performances.

**Table 23: Research, Creative, and Professional Activities  
CSU Faculty 1990 & 2001 (Three Year Activity)  
Lecturer**

Faculty Activity	1990			2001		
	No Assigned Time	Assigned Time <sup>1</sup>	Total	No Assigned Time	Assigned Time <sup>1</sup>	Total
Articles/Creative Work (Refereed)	.56	1.45	.63	1.17	1.18	1.18
Articles/Creative Work (Non-refereed)	.40	.55	.41	.85	2.04	1.02
Articles/Creative Work (Popular Media)	.82	1.23	.85	1.87	1.36	1.83
Published Reviews	.30	.38	.30	.58	1.22	.63
Chapters in Edited Volumes	.12	.16	.13	.32	.36	.32
Textbooks	.09	.00	.08	.23	.24	.23
Other Books	.06	.16	.06	.16	.06	.16
Monographs	.05	.03	.05	.06	.24	.07
Research/Technical Reports	1.11	1.23	1.12	1.68	1.52	1.65
Presentations	2.48	4.59	2.64	4.14	5.68	4.35
Juried Exhibitions/ Performances	.39	.80	.42	.88	.60	.84
Non-juried Exhibitions/ Performances	.33	.43	.34	1.22	1.14	1.26
Patents or Copyrights	.19	.00	.18	.31	.52	.33
Computer Software Products	.12	.07	.12	.16	.14	.15
Review Articles for Publication	N/A	N/A	N/A	1.14	1.50	1.21
Editorial Boards	N/A	N/A	N/A	.25	.36	.25
Accreditation Reviews	N/A	N/A	N/A	.15	.22	.16
On-line Materials	N/A	N/A	N/A	.79	1.88	.90

<sup>1</sup>Assigned time, for the purposes of this study, refers to both externally funded and internally funded non-teaching assignments.

## Professional Activities and Costs

Lecturers were asked about their involvement in professional activities such as professional meetings, professional development, and scholarly and creative activities. The number of lecturers participating in these activities in the 2000-01 academic year are displayed in Table 24. Over half of the lecturers reported participating in professional meetings and professional development, and almost half participated in scholarly and creative activities. Table 24 also presents the costs that were paid for by the faculty, university, and other external sources, as well as the total of these costs. Most of the costs for each of these activities was paid for by the lecturer, and the universities paid the least for these activities.

**Table 24: Faculty Professional Activities - 2001  
Lecturer**

	<b>Number/ % Participating</b>	<b>Total Costs</b>	<b>Personal Costs</b>	<b>University Costs</b>	<b>External Costs</b>
Professional Meetings <i>Percent</i>	458 57.30%	\$1,008.62	\$549.27 63.11%	\$162.45 17.23%	\$296.90 20.75%
Professional Development <i>Percent</i>	434 56.14%	\$940.33	\$496.36 67.65%	\$152.81 14.75%	\$291.16 18.48%
Scholarly & Creative Activities <i>Percent</i>	353 48.56%	\$1,194.75	\$711.46 78.26%	\$143.06 8.10%	\$340.23 14.38%

## Workload Activities

### Teaching

Table 25 shows the teaching activities of the lecturers for 2001, including the average number of courses taught, teaching units, students taught, meeting hours per week, course preparations, and web courses. Additionally, these tables separate faculty by calendar type.

**Table 25: CSU Faculty 1990 & 2001  
Teaching Loads and Activities  
Lecturer**

	1990		2001	
	Semester	Quarter	Semester	Quarter
<b>Number of Courses</b>				
Fall <sup>1</sup>	2.45	2.31	2.37	2.12
Winter	-	-	-	2.03
Spring	-	-	2.24	2.01
<b>Number of Units</b>				
Fall	6.76	7.64	7.20	8.36
Winter	-	-	-	7.71
Spring	-	-	6.68	7.65
<b>Number of Student Credit Units</b>				
Fall	229.98	242.53	192.00	200.83
Winter	-	-	-	213.80
Spring	-	-	199.45	196.00
<b>Number of Students</b>				
Fall	76.77	63.94	76.96	67.25
Winter	-	-	-	62.71
Spring	-	-	70.49	67.40
<b>Number of Meeting Hours/Week</b>				
Fall	8.77	9.94	8.14	9.23
Winter	-	-	-	8.85
Spring	-	-	7.62	8.41
<b>Number of Different Preparations</b>				
Fall	1.79	1.85	1.57	1.30
Winter	-	-	-	1.44
Spring	-	-	1.64	1.45
<b>Number of New Preparations</b>				
Fall	.76	.90	.60	.49
Winter	-	-	-	.53
Spring	-	-	.60	.52
<b>Web Courses<sup>2</sup></b>				
Fall	N/A	N/A	.12	.06
Winter	-	-	-	.07
Spring	-	-	.10	.08

<sup>1</sup>In 1990, only Fall data was collected

<sup>2</sup>Includes all courses that use web components for any reason.



## Individualized Instruction

Individualized instruction provided by lecturers is summarized in Table 26. This table indicates the average numbers of students at different levels receiving individualized instruction. The table also shows the number of thesis and undergraduate exam committees faculty served on or chaired. These tables are broken down by calendar type.

Some lecturers showed a reduction in the number of students receiving individualized instruction. For lecturers on semester campuses, the number of lower division, upper division, and graduate students receiving individualized instruction went down from the 1990 administration to the 2001 administration.

**Table 26: Individual Instruction  
Lecturer**

	1990		2001	
	Semester	Quarter	Semester	Quarter
Number of Lower Division Students Receiving Individualized Instruction	2.78	3.08	3.46	4.44
Number of Hours of Individualized Instruction Lower Division Students	1.20	1.15	1.97	2.39
Number of Upper Division Students Receiving Individualized Instruction	2.85	2.03	2.57	3.86
Number of Hours of Individualized Instruction Upper Division Students	1.40	1.15	1.62	1.59
Number of Graduate Students Receiving Individualized Instruction	.83	.79	1.13	1.57
Number of Hours Individualized Instruction Graduate Students	.44	.38	.97	.52
Number of Graduate Thesis Committees Served as Members	.17	.12	.22	.16
Number of Graduate Thesis Committees Chaired	.01	.04	.04	.06
Number of Undergraduate Thesis Committees Served as Members	.02	.06	.08	.08
Number of Undergraduate Thesis Committees Chaired	.01	.01	.09	.12
Number of Comprehensive Exams/Orals Committees Served as Members	.05	.06	.11	.08
Number of Comprehensive Exams/Orals Committees Chaired	.03	.06	.05	.00

Service

Tables 27A displays the number of committees on which faculty served, and the percentage of faculty serving on governance or curriculum committees. In general, lecturers have not served on many department, school, or university committees.

**Table 27A: Service  
Number of Committees  
Lecturer**

	1990 <sup>1</sup>		2001	
	Semester	Quarter	Semester	Quarter
<u>Department Committees</u>				
Fall	.39	.44	.28	.27
Winter	-	-	-	.25
Spring	-	-	.29	.26
<u>School Committees</u>				
Fall	.12	.06	.09	.11
Winter	-	-	-	.08
Spring	-	-	.09	.10
<u>University Committees</u>				
Fall	.14	.08	.08	.04
Winter	-	-	-	.04
Spring	-	-	.09	.05
<u>All Committees</u>				
Fall	.64	.59	.46	.43
Winter	-	-	-	.39
Spring	-	-	.47	.42

<sup>1</sup>For 1990, only Fall data is available

Table 27B shows the number of other contact hours with students, and the number of students counseled or advised. On average, lecturers spent about eight hours a week in contact with students in office hours, other hours, or in electronic communication.

**Table 27B: Additional Student Contact  
Lecturer**

	1990		2001	
	Semester	Quarter	Semester	Quarter
Number of Office Hours <u>Per Week</u>	2.82	3.06	3.13	3.54
Number of Additional Hours Available To Students	5.30	4.78	2.52	2.50
Number of Hours Per Week Spent in <u>Electronic Communication with Students</u>	N/A	N/A	2.16	2.21
Total Student <u>Contact Hours</u>	8.12	7.84	7.81	8.25
Number of Students <u>Counseled/Advised Per Term</u>	N/A	N/A	12.55	10.21

### **Duration of Contract**

Table 28 displays information regarding the duration of the lecturers' contracts. The most typical contract was for a single academic term, though nearly a third of the lecturers had a one-year contract. Only 15.10 percent of the lecturers had a contract that was for two or more years.

**Table 28: Duration of Contract/Appointment 2001  
Lecturer**

	<u>2001</u>
One Academic Term	41.30% (361)
One Academic Calendar Year	32.04% (280)
Two or More Academic Calendar Years	15.10% (132)
Unknown	9.27% (81)
Other	2.29% (20)

## Faculty Attitudes

### Perceptions of Value and Importance

Lecturers' attitudes and perceptions regarding (a) teaching, (b) scholarly and creative activities, and (c) service are summarized in Figures 5A and 5B. Figure 5A illustrates that lecturers in general believe that their institutions value (a) teaching over both service and scholarly and creative activities, and (b) scholarly and creative activities over service.

**Figure 5A: Relative Perceptions of Value to Institution 2001  
Lecturer**

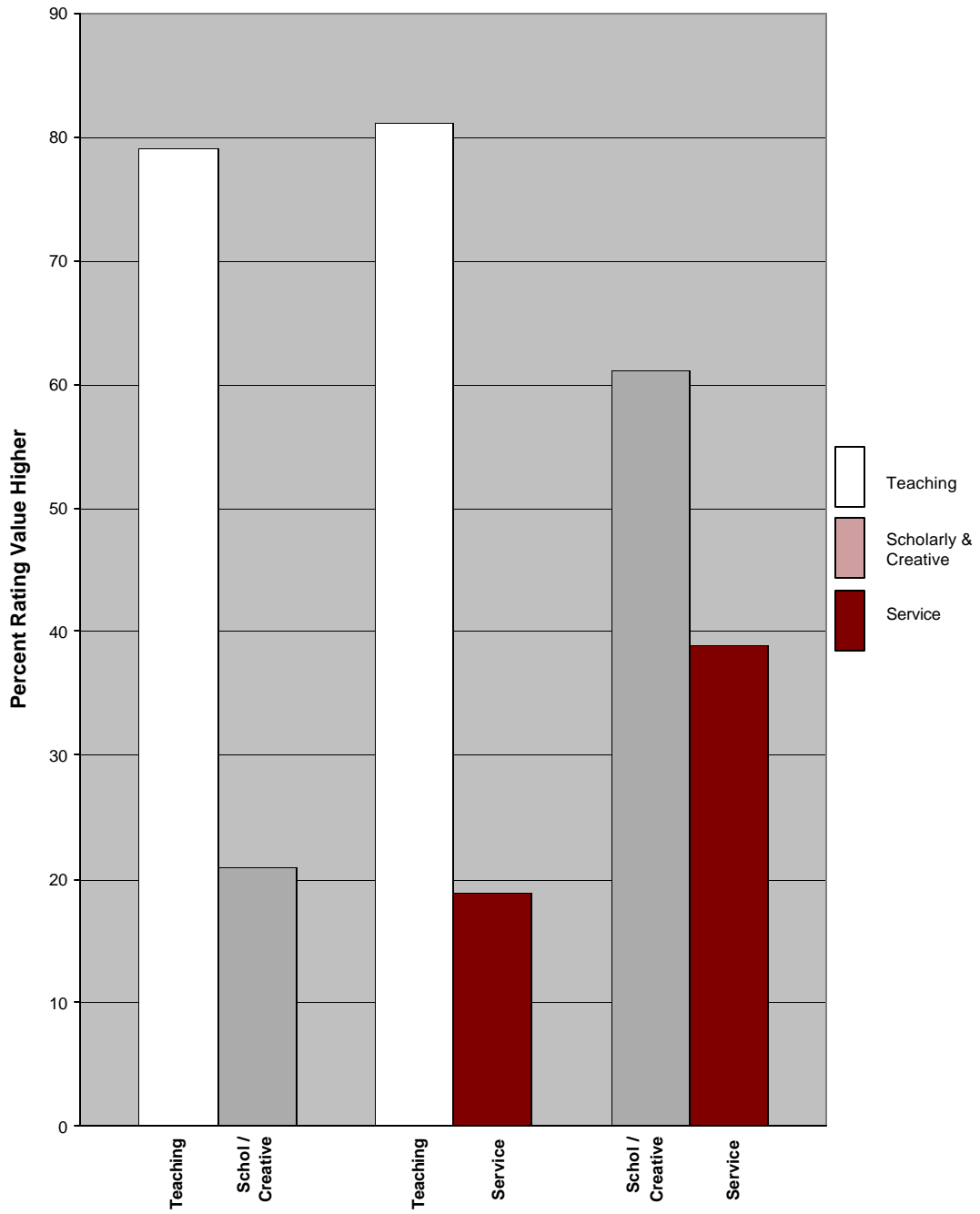
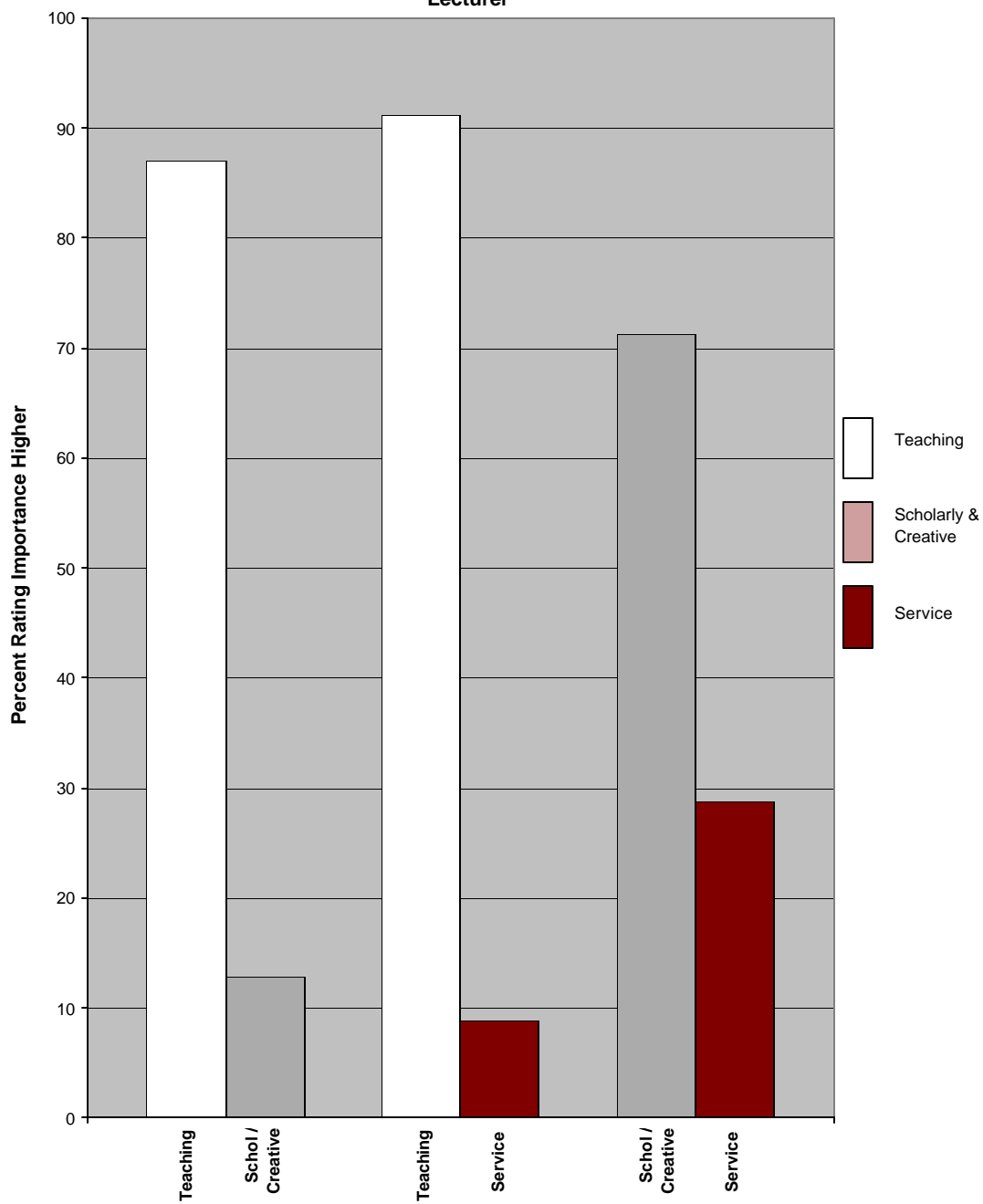


Figure 5B makes similar comparisons with respect to the importance lecturers place on these components of their workload. That is, lecturers were asked what was more important to them, comparing each possible pair of teaching, scholarly and creative activities, and service. The pattern for lecturers rating of importance to themselves was quite similar to the pattern for their perceptions of institution values. They rated teaching above scholarly and creative activities, and scholarly and creative activities above service.

An institution value score was calculated for each aspect by tallying each time a given aspect was reported to be valued more than the other with which it was paired. Teaching received a mean institution value score of 1.56 compared to .77 for scholarly and creative activities and 0.56 for service. An importance score for each aspect was calculated similarly to the institution value scores. Teaching had an average importance score of 1.73, scholarly and creative activities averaged .79, and service had an average importance score of .36.

**Figure 5B: Relative Ratings of Importance to Faculty 2001  
Lecturer**

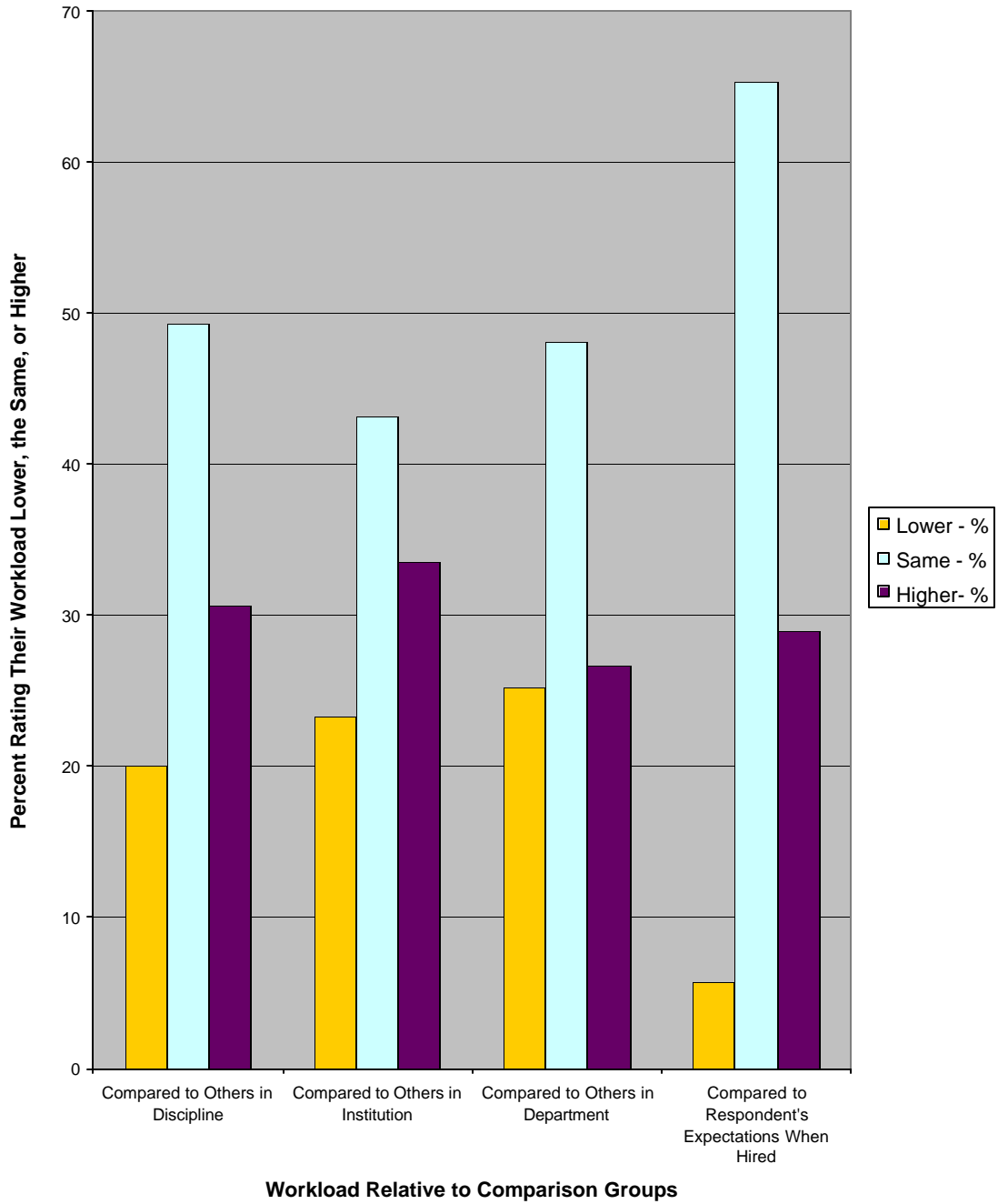




## Workload Comparison Perceptions

Lecturers compared their workload to four different standards: others in their discipline, others in their institution, others in their department, and their expectations when they took the position. They were asked whether their workload was higher, about the same, or lower than these standards. For each standard, the most common response was about the same. This is seen in Figure 6. Two thirds (65.35%) of the respondents indicated that compared to expectations when hired, their workload is about the same. Respondents were more likely to indicate their workload was higher than the standard than they were to say it was lower.

**Figure 6: Perception of Workload Compared to Others - 2001  
Lecturer**



## Work Services

*Services Used.* Lecturers were asked about their use of services to help manage their work assignment. Their responses are summarized in Table 29A displays the percentages of lecturers reporting use of various services. This table reveals that two thirds (65.65%) of the lecturers used computing support services, and over half (56.75%) reported using disabled student services.

**Table 29A: Services Used - CSU System-Wide 2001  
Lecturer**

	<b><u>Percent of Faculty Who Have Used These Services</u></b>
Student Assistants	39.77%
Centers for Teaching & Learning	43.46%
Office of Graduate or Undergraduate Services	29.23%
Disabled Student Services	56.75%
Computing Support	65.65%

*Perceived Effectiveness.* Respondents were asked to rate the effectiveness of the services they had used. Table 29B shows the percent of lecturers rating those services at different levels of effectiveness. Most of the faculty indicated that they thought the services addressed were at least somewhat effective. Additionally, for each service, between a third and half of the respondents rated the service as very effective.

**Table 29B: Campus Services Rating - CSU System-Wide 2001  
Lecturer**

	<b>Not at all Effective</b>	<b>A Little Effective</b>	<b>Somewhat Effective</b>	<b>Very Effective</b>
Student Assistants	3.31%	12.40%	47.93%	36.36%
Centers for Teaching & Learning	2.79%	10.36%	42.23%	44.62%
Office of Graduate or Undergraduate Services	3.88%	5.43%	39.53%	51.16%
Disabled Student Services	1.98%	7.91%	35.88%	54.24%
Computing Support	4.49%	9.22%	40.19%	46.10%

#### Relationship with the Institution

Lecturers were asked about the extent to which they agreed or disagreed with a number of statements regarding their relationship with their institution. Table 30 shows the statement that the respondent feels like he or she is treated with respect at his or her institution; 44.44 percent of the respondents said they strongly agreed with the statement, and another 39.30 said they somewhat agree. Lecturers also typically agreed that they felt like an important part of their department or program, their institution values their contributions, their institution's expectations are consistent with their own, and that teaching and service expectations are realistic.

**Table 30: 2001 Relationship with Institution  
Lecturer**

	<b>Mean</b>	<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>
Treated with Respect at Institution	3.23	5.61% (48)	10.64% (91)	39.30% (336)	44.44% (380)
Workload Expectations Consistent	3.01	6.67% (57)	17.31% (148)	44.68% (382)	31.35% (268)
Institution Values Contributions	2.99	8.70% (74)	17.16% (146)	41.01% (349)	33.14% (282)
Feel Important to Department or Program	2.99	7.91% (68)	16.74% (144)	44.07% (379)	31.28% (269)
Teaching Expectations Realistic	2.98	7.82% (66)	14.93% (126)	48.82% (412)	28.44% (240)
Service Expectations Realistic	2.85	7.41% (55)	20.35% (151)	52.56% (390)	19.68% (146)
Effective Teaching Rewarded	2.75	11.54% (92)	23.21% (185)	44.04% (351)	21.20% (169)
Sufficient Resources for Success Provided	2.73	12.70% (109)	24.59% (211)	39.63% (340)	23.08% (198)
Scholarly Activity Expectations Realistic	2.70	10.94% (83)	26.61% (202)	44.40% (337)	18.05% (137)
Relationship Between Expectations and Rewards Clear	2.55	16.61% (139)	32.50% (272)	30.23% (253)	20.67% (173)
University, School, College Governance Participation Rewarded	2.48	14.31% (95)	32.53% (216)	44.28% (294)	8.89% (59)
Committee Participation Rewarded	2.45	15.34% (104)	33.33% (226)	42.48% (288)	8.85% (60)
Sufficient Resources for Professional Development Provided	2.41	22.93% (188)	29.76% (244)	30.98% (254)	16.34% (134)
Faculty Governance Participation Rewarded	2.38	16.74% (108)	36.43% (235)	38.76% (250)	8.06% (52)
Range Elevation Expectations Clear	2.28	23.91% (176)	35.19% (259)	29.48% (217)	11.41% (84)
Faculty Merit Increase Expectations Clear	2.21	29.15% (232)	31.28% (249)	28.64% (228)	10.93% (87)

## Interaction with Students

Perceptions of the interaction between lecturers and students was assessed. Table 31 displays the percentages of faculty that strongly disagreed, somewhat disagreed, somewhat agreed, or strongly agreed with statements regarding the nature of their interaction with students. As with the tenure faculty, almost all respondents said they encourage students to ask questions in class.

**Table 31: Faculty Interaction With Students - 2001  
Lecturer**

	<b>Mean<sup>1</sup></b>	<b>Strongly Disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>
Respondent Encourages Students to Ask Questions in Class	3.92	0.24% 2	0.00% 0	7.07% 59	92.69% 774
Respondent Provides Prompt Feedback	3.77	0.12% 1	0.83% 7	20.5% 172	78.55% 659
Respondent Encourages Students to See Them Outside of Class	3.74	0.24% 2	2.27% 19	21.03% 176	76.46% 640
Respondent Encourages Students to Work Cooperatively and Collaboratively During Class	3.62	1.82% 15	5.47% 45	21.63% 178	71.08% 585
Respondent Demands a lot of Students	3.58	0.36% 3	2.63% 22	35.41% 296	61.6% 515
Respondent Encourages Students to Work With Others Outside of Class	3.57	1.44% 12	4.19% 35	30.3% 253	64.07% 535
Respondent Varies Classroom/Instructional Activities to Accommodate Different Learning Styles	3.57	0.72% 6	3.98% 33	33.17% 275	62.12% 515
Respondent Informs Students About Opportunities to Learn Outside of the Classroom	3.57	0.48% 4	3.81% 32	34.17% 287	61.55% 517
Respondent Talks With Students About Career Opportunities	3.37	3.34% 28	11.68% 98	29.8% 250	55.18% 463

<sup>1</sup>Mean score from the following scale: 1 = Strongly Disagree, 4 = Strongly Agree

## SUMMARY

Between April and July 2001 the SBRI at CSU, San Marcos, conducted a mailed survey of a representative sample of California State University full-time faculty members. A total of 1,655 tenure faculty and 892 lecturers from 21 campuses were surveyed in this administration.

The purpose of the survey was to provide information about CSU faculty workload, activities, and attitudes. The results of this survey are compared to the CSU faculty workload in 1990 and will serve as the basis for comparing CSU faculty workload to the workload of comparable institutions.

Some key findings are noted below.

- Over half (53.09%) of the respondents reported having assigned time during the current term.
- On average, faculty report working about 50 hours per week.
- Faculty want to do less administration and teaching, and do more scholarly and creative activities.
- Overall, the number of faculty reporting satisfaction with the scope and nature of their work has increased since the 1990 administration.
- Those with assigned time had fewer classes, teaching units, students enrolled, meeting hours, and number of different course preparations than did those without assigned time.
- Those with assigned time tended to serve on more school and university committees than those without assigned time.



- Time spent by lecturers in scholarly and creative activities, teaching, advising, and in administration, as well as total hours were higher in the 2001 administration than they were in the 1990 administration.
- Lecturers in 2001 reported more articles in refereed and non-refereed journals, publications in popular media, published reviews, chapters in edited volumes, textbooks, other books, technical reports, presentations, and non-juried exhibitions or performances.