



CALIFORNIA STATE UNIVERSITY, LONG BEACH

OFFICE OF THE ACADEMIC SENATE

California State University, Long Beach

Resolution of CFA Long Beach on Campus Wide Unit 3 Employees Workload (March 2023)

Whereas the Contract of the California Faculty Association (Contract) of the California Faculty Association unit 3 employees by and between the Trustees of The California State University, hereinafter referred to as the “CSU” or “Employer,” and the California Faculty Association, hereinafter referred to as the “CFA,” or the “exclusive representative,” was ratified February 3, 2022 in effect until June 30, 2024;

Whereas the parties recognize the importance of the Higher Education Employer-Employee Relations Act (HEERA) Section 3561(b) of HEERA, which states: “The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process . . .”;

Whereas Article 20.1 a. of the Contract states: “The primary professional responsibilities of unit 3 faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession and to the community;”

Whereas Article 20.1 b. of the Contract states: “Unit 3 faculty members have additional professional responsibilities such as: advising students, participation in campus and systemwide committees, maintaining office hours, and/or opportunities for student consultation connected to online teaching, working collaboratively and productively with colleagues and participation in traditional academic functions;”

Whereas Article 20.1 c. of the Contract states: “The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member’s field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform. Just as faculty members may teach online, they may perform other duties online, pursuant to campus policies;”



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Whereas Article 20.1 d. of the Contract states: “The professional responsibilities of faculty members include research, scholarship and creative activity, which contribute to their currency, and the contributions made within the classroom and to their professions. The professional responsibilities of faculty members are fulfilled by participation in conferences and seminars, through academic leaves and sabbaticals that provide additional opportunities for scholarship and preparation, and through a variety of other professional development activities;”

Whereas Article 20.3. a. of the Contract states: “Members of the bargaining unit shall not be required to teach an excessive number of contact hours, assume an excessive student load, or be assigned an unreasonable workload or schedule;”

Whereas lecturer faculty campus-wide workload or schedule is out of line with Article 20.1. a of the Contract which explicitly states: “The primary professional responsibilities of faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession and to the community” and under current workload arrangement is out of compliance with the Contract as lecturer faculty in general have no WTUs allocated for research, scholarship, creative activity and/or service to the University, profession and to the community;

Whereas lecturer faculty campus-wide have been assigned an unreasonable workload or schedule resulting from the following workload factors: Under the current workload arrangement, lecturer faculty are not compensated for their non-teaching WTUs (research, scholarship, creative activity, service) described explicitly in Article 20.1 d. of the Contract as part of all unit 3 faculty’s professional responsibilities;

Whereas Article 20.36 of the Contract states: “[Counselor, librarian, and coach faculty] shall also receive assignments that support activities, including research, scholarship, or creative activities, expected of these faculty unit employees to qualify for retention, tenure, and promotion;”

Whereas campus-wide, unit 3 faculty have been assigned an unreasonable workload or schedule under the current workload arrangement, and are unable to conduct all their job duties explicitly stated in CBA Article 20.1 d.: teaching, research, scholarship, creative activity, and service to the University, profession and to the community due to the following factors and evidence:



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- institutional over-enrollment of FTES which places extraordinary and cascading workload demands on unit 3 faculty inclusive of counselors, advisors, coaches, librarians, and instructors,
- escalating and cascading student needs due to the impact and continued consequences of the covid-19 pandemic,
- Counseling and Psychological Services (CAPS) is accredited by the International Accreditation of Counseling Services (IACS), which recommends a minimum staffing ratio of one FTE professional counselor for every 1,000-1,500 students; CSULB's current 2,900:1 student to counselor ratio is out of compliance with industry recommendations and requires hiring of additional tenure-line counselors to achieve compliance with industry recommendations,
- CSULB has 13 tenure line librarians which is at the lower end of the FTES standard
- escalating service demands that threaten the sanctity of teaching wherein unit 3 faculty are forced to conduct service meetings which interfere with teaching, mentoring, advising, office hours, and/or prep,

- escalating student needs due to transformation of higher-ed, such as increased load on faculty prep due to unplanned migration to online/hybrid learning management systems,
- escalating demands to deliver time and labor-intensive computer-based instruction due to the covid-19 pandemic which has become instructional delivery norm without consultation and/or compensation,
- escalating time and labor-intensive computer technological service-related demands due to campus-wide rollout of novel technological platforms, without consultation and/or compensation,
- campus-wide mission, vision, and values of high impact practices such as intensive mentoring, dissemination of student work beyond the classroom, service-learning, and experiential learning, which exceed the capacity of faculty within the current WTU assignment arrangements, and service demands require labor and time,
- lecturer faculty are almost 2/3 of campus-wide faculty yet face job insecurity and are forced to travel between the CSU and community colleges campuses across the region to earn a decent living and are forced to engage in unpaid service, professional development, and/or research work to support students and maintain currency of teaching,
- historically marginalized faculty including disabled, LGBTQ+, BIPOC, women, underrepresented, and/or firstgen faculty experience rising and continued cultural taxation in workload, teaching, mentoring, advising, and service due to



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disproportionate student and institutional reliance on their knowledge and expertise,

- campus-wide payroll failures in which faculty are unpaid and/or paid untimely for excessive workload or schedule labor;

Whereas, CFA EP&R 76-36, Faculty Workload: Policies and Procedures, explicitly states: “Variations in campus curricula require variations in the use of instructional faculty positions allocated to each campus;”

Whereas campus-wide, lecturer faculty assert that their ability to deliver high-quality, time and labor labor-intensive LTD instruction and/or to obtain consideration for tenure-line positions in the current system is foreclosed under the current lecturer faculty model due to the following factors:

- lack of compensation for research and publication assigned time which limits currency in the classroom and/or forces unpaid labor,
- lack of compensation for service assigned time which limits campus-wide representation and collaboration and/or forces unpaid labor,
- lack of compensation for professional development which limits currency in the classroom, collaboration, and/or forces unpaid labor; Whereas campus-wide, tenure-line faculty assert that their ability to deliver high-quality, time and labor-intensive LTD instruction is foreclosed under the current 12 WTU teaching, 3 WTU service, 3 WTU research tenure-line faculty model due to the following factors:
- exponentially increased service demands which frequently require more than forty hours per week in department, college, and university committee meetings, preparing reports, and transmitting ecommunications, which requires unpaid labor, forces excessive workload and forecloses effective teaching, mentoring, advising, and supervision of students,
- inability to supervise undergraduate research due to exponential service demands which limits currency in the classroom,
- inability to adequately mentor and advise students due to exponential service demands which limits currency in the classroom,
- inability to conduct and publish research due to exponential service demands and increasing student needs, which limits currency in the classroom; Whereas campus-wide, due to the current workload and representation arrangement, part-time lecturer faculty are excluded from joint decision-making and consultation which HEERA explicitly states is to include all instructional faculty.



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Whereas, peer institutions including CSU San Jose maintain a 9WTU/3-3 teaching load, among others;

Whereas, Cal Poly SLO CFA Chapter has initiated a workload resolution to address similar excess workload in the polytechnic context;

Resolved, that the California State University, Long Beach Academic Senate:

1. Recognizes that Article 20.3. a. of the Contract states “Members of the bargaining unit shall not be required to teach an excessive number of contact hours, assume an excessive student load, or be assigned an unreasonable workload or schedule” and the current campus-wide conditions reflect campus-wide unreasonable workload or schedule.
2. Adopts a campus-wide lecturer 75 percent teaching WTU / 25 percent service, professional development, and/or research WTU workload arrangement.
3. Adopts a campus wide tenure-track 9WTU teaching load per semester / 3WTU service / 3WTU research workload arrangement.
4. Hires sufficient tenure-line counselor faculty and tenure-line librarian faculty to align CSULB with industry recommendations and CSU best practices.
5. That this resolution be distributed to the President of CSULB the Provost of CSULB, VPs of CSULB, AVPs of CSULB, Deans of CSULB Department Chairs of CSULB, Unit 3 Employees of CSULB, CSU Chancellor’s Office (CO), CSU Board of Trustees, Academic Senate of the CSU (ASCSU), CSU Campus Senate Chairs, California Faculty Association (CFA) Statewide President, CFA Chapter Presidents, CFA CSULB Presidents, California State Student Association, ASI President of CSULB, and California State legislators.

References Collective Bargaining Agreement of the California Faculty Association, Unit 3 Employees, 2022-2024. The Higher Education Employer-Employee Relations Act (HEERA), 1979. CSU San Jose, Faculty Research, Scholarship, and Creative Activity (RSCA) Assigned Time Program, 2019. CFA EP&R 76-36, Faculty Workload: Policies and Procedures.