University of California

FACULTY INSTRUCTIONAL ACTIVITIES

Annual Report to the Legislature

February 2007
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EXECUTIVE SUMMARY

In presenting this annual report to the Legislature, the University has two primary goals:

- To ensure that the University of California lives up to earlier commitments made to the State for improved policy oversight of teaching by regular-rank faculty.

- To ensure that the University of California fully conveys the complex nature and wide range of faculty teaching responsibilities and outputs.

For over a decade, the University has reported faculty teaching activities for regular-rank faculty in terms of primary classes and student credit hours (SCH)\(^1\) per full-time equivalent position (FTE). In 2002 the Bureau of State Audits (BSA) issued a report expressing some concerns about the annual report methodology. The report questioned whether or not primary classes with only one or two students were accurately and consistently classified as primary classes rather than independent study enrollments; and, they felt that the report should address the teaching activities of non-regular-rank faculty.

Universitywide task forces addressed these concerns with the following recommendations:

1. UC should convert to a new system for classifying and reporting classes. The underlying rationale is that if students obtain academic credit toward graduation as a result of an instructional activity, then the faculty who guided that activity should receive instructional workload credit as well. In the existing methodology, faculty workload measured primary classes per FTE and excluded independent study enrollments. The new system corrects this problem by counting all instructional activities as “classes.”

   The new system has three broad categories to more accurately convey the faculty’s changing role as students move from introductory classes to more independent scholarly activity as they approach graduation. The three categories are: Transmitting the Knowledge Base; Initiating Intellectual Independence; and Emphasizing Independent Inquiry. The new classification system is referred to as “TIE.”

2. UC should improve the reporting of faculty teaching by contextualizing it within the broader perspective of educational outcomes, such as degrees awarded, graduation rates, and average time to degree.

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\(^1\) Student credit hours are calculated by multiplying the unit value of a course or other formal instructional activity times the number of students enrolled. Because classes have varying characteristics (size, meeting times, preparation responsibilities, etc.), including a second measure along with the number of classes taught provides a more complete picture of faculty workload.
3. UC should establish an ongoing program of disciplinary teaching policy review and reporting that includes comparisons with peer institutions and internal review at the campus level.

Universitywide Review of Faculty Instructional Activities

This report, like all the annual reports that precede it, focuses on formal, unit-bearing classes as the basis of the review. For students, however, formal instruction is supplemented and enhanced by a myriad of informal learning opportunities that occur across the system. The opportunity to learn from professors who are leaders in their fields, in the informal settings of the research laboratory, fieldwork site, or faculty office, is one of the unique and unsurpassed benefits of being a UC student.

In 2004-05, 6,161 regular-rank faculty members taught 31,626 primary classes, and over 4.2 million student credit hours—an average of 5.1 classes and 685 SCH per FTE.

The first two years of TIE data to be reported, 2003-04 and 2004-05, are consistent with the historical methodology, and address the primary concerns of the BSA report—small class sizes, course classification consistency, and the inclusion of non-regular-rank faculty.

As part of the implementation of the new TIE system, all courses, in all departments, on all campuses were classified according to the new instructional activity types. In addition, new data tables specifically exclude classes with one or two students in comparing classes per FTE.

To compare the historical methodology to the new TIE system, a data subset is used consisting of all classes in the Transmitting the Knowledge Base category (T-classes) and those in the Initiating Intellectual Independence category (I-classes) with an enrollment of three or more students. New TIE data for 2004-05 shows that 6,161 regular-rank faculty members taught 30,088 classes, averaging 4.9 classes per FTE and 690 SCH per FTE. In both measures, classes and SCH per regular-rank FTE, the new TIE data is comparable to the historical methodology for both years reported, 2003-04 and 2004-05.

The new TIE system counts all formal, credit-bearing instructional activity as “classes.” The historical methodology reported independent study enrollments, but did not include these enrollments as part of the calculation of faculty workload. Effectively, students received credit for the independent study work they undertook, but the faculty member who supervised the work did not. The new TIE system addresses this gap by classifying all enrollments into “classes.” If a student receives unit credit toward graduation, then the responsible faculty member receives workload credit.

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2 All measures of instructional activity are reported in quarter-system equivalents. With the exception of the Berkeley campus and the law schools at Davis and Los Angeles, all UC general campuses operate on the quarter system, which consists of three quarters per year and ten weeks of instruction per quarter. The Berkeley campus and the Davis and Los Angeles law schools operate on the semester system, which consists of two semesters per year and 15 weeks of instruction per semester. Semester-system classes and other instructional activities have therefore been weighted by 1.5 in order to provide consistent instructional measures across the UC system as a whole. The new Merced campus also operates on the semester system, and their data will be included when UC reports to the legislature on faculty instructional activities for the 2005-06 academic year.
Regular-rank faculty taught 65 percent of all classes in 2004-05. When divided by level of instruction, regular-rank faculty taught 48 percent of all undergraduate classes, and 83 percent of all graduate classes. The next largest group, lecturers (Unite 18), taught 18 percent of all classes in 2004-05. When divided by level of instruction, lecturers taught 28 percent of all undergraduate classes and 7 percent of all graduate classes.

Outcomes for Students

The time to degree for UC undergraduates continues to improve. Freshmen entering in Fall 1998 earned their degrees in 12.8 quarters, compared with 13.0 quarters for those entering in 1995. Degree attainment is higher for UC students than those at either public or private comparison institutions; 82 percent of entering UC freshmen earned a bachelor’s degree within six years, compared with 81 percent at the University’s public comparison institutions and 71 percent at the 27 public AAU3 Universities.

UC faculty members also produce more undergraduate degrees per regular-rank faculty member than those at either public or private comparison institutions. For 2003-04, the University awarded 4.4 bachelor’s degrees per full-time regular-rank faculty member, compared with 1.6 and 3.4 degrees per faculty member at the University’s private and public comparison institutions, respectively.

Faculty Workload Policy

At the University of California, each Chancellor is charged with developing instructional workload parameters for faculty on that campus. Generally, the respective Executive Vice Chancellor reviews and approves all departmental workload policies and revisions to those policies, and monitors their implementation.

The University’s formal course load policies specify the number of courses that full-time, tenure-track faculty are expected to teach per year. They pertain to regularly scheduled courses only. As mentioned previously, faculty members spend a significant amount of time in instruction-related activities outside of the formal classroom setting, such as in course preparation and grading, teaching assistant supervision, mentoring and advising, supervising students engaged in dissertation and thesis work, internships, independent study, and fieldwork. While such activities are integral to completing an academic degree, we do not require faculty to report nor do we keep track of time spent in these activities. Therefore, the following discussion of the University of California’s and other institutions’ course load policies is confined to regularly scheduled courses. Recent surveys concluded that the faculty instructional expectations of UC regular-rank faculty compare favorably with those at our comparison institutions.

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3 The Association of American Universities (AAU) is an association of 62 leading research universities in the United States and Canada.
INTRODUCTION

Item 6440-001-001 of the Supplemental Report of the Committee of Conference on the 1985 Budget Act states:

It is the intent of the Legislature that the University of California report annually on its workload policies for full-time tenure-track faculty and on the faculty workload policies for its salary comparison institutions. The University may also include in this report faculty workload policies from other universities that it deems appropriate. The initial workload policy report shall be submitted to the legislative fiscal committees and the Joint Legislative Budget Committee (JLBC) by February 1, 1986, and by December each year thereafter. Beginning with the 1985 budget year, the University is no longer required to annually submit the faculty time-use survey.

Item 6440-001-001 of the Supplemental Report of the Committee of Conference on the 1992 Budget Act states:

It is the intent of the Legislature that the UC faculty alter the distribution of their workload by (1) increasing the number of courses and sections offered which are required for normal progress to degree; (2) increasing the number of freshman and sophomore seminars; (3) increasing the number of opportunities for undergraduates to do research as an integral part of their baccalaureate studies; and (4) reducing the size of classes whenever desirable. It is anticipated that this would result in an increase in the average teaching load of one additional course every 1 to 3 years. This workload change shall be phased in over a three year period. The UC shall annually report on the implementation of this workload redirection to the Joint Legislative Budget Committee and the legislative fiscal committees by February 1.

Section 66015.5 of the Education Code (SB 506, Hayden 1993) states:

(a) It is the intent of the Legislature that quality classroom instruction be continually improved and that courses required for normal progress to a baccalaureate degree be provided in sufficient numbers.

(b) It is the further intent of the Legislature that where necessary the average teaching responsibilities of tenured and tenure track faculty be sufficiently increased to meet the goals described in this section.

Item 6440-001-001 of the Supplemental Report of the Committee of Conference on the 1994 Budget Act states:

It is the intent of the legislature that the UC establish programs by 1995-96 to offer a four-year degree pledge on each campus so that students who agree to follow the necessary course schedule and make appropriate academic progress in the time frame specified get the courses and counseling they need to complete their degrees in four
years. The UC shall also establish similar programs for part-time students involving longer time periods for degree completion. The UC shall submit an annual report on this program by March 1 (beginning in 1997) to the chair of the appropriate policy and fiscal committees of the Legislature, the Director of the California Postsecondary Education Commission, the Director of the Department of Finance, and the Chair of the Joint Legislative Budget Committee. This report shall provide data or information on (a) the number of students meeting their graduation time-frame goal, (b) milestone data for students enrolled in the program, and (c) comments on actions and/or modifications the university is taking to ensure the success of the pledge programs.

The UC is requested to submit a report on March 1, 1995, to the agencies cited above, outlining their plans to start these programs on all campuses in the first semester of the 1995-96 academic year. The UC is also requested to include in this report other efforts to assist students to complete their degree in four years or less. In the March 1, 1995 report, the UC shall also assess the impact of a four-year degree pledge program on the quality of program offerings. For example, will a four-year degree pledge program tend to result in less instruction in seminar modes or small classes, and if so how can educational quality be sustained within the four-year degree pledge program?

This report is submitted to the Legislature in response to the above provisions. In presenting this annual report to the Legislature, the University has two primary goals:

- To ensure that the University of California lives up to earlier commitments made to the State for improved policy oversight of teaching by regular-rank faculty.

- To ensure that the University of California fully conveys the complex nature and wide range of faculty teaching responsibilities and outputs.

Background

The University of California began regular reporting to the Legislature on faculty teaching activities pursuant to the Supplemental Report of the Committee of Conference on the 1992 Budget Act. Faculty teaching activities were defined as “primary classes” and “independent study enrollments.” Primary classes are regularly scheduled, unit-bearing offerings of classes, usually known as lectures and seminars.

Over the next decade, the University reported faculty teaching activities for regular-rank faculty in terms of primary classes per full-time equivalent position (FTE) and student credit hours (SCH) per FTE. Student credit hours are calculated by multiplying the unit value of a course or other formal instructional activity times the number of students enrolled. Because classes have varying characteristics (size, meeting times, preparation responsibilities, etc.), including a second measure along with the number of classes taught provides a more complete picture of faculty workload.

4 The University also reports faculty FTE figures to the California Postsecondary Education Commission (CPEC) and the Department of Finance (DOF). (See Appendix A: Reconciliation of Faculty FTE Numbers with Other University Reports.)
In 2002, the Bureau of State Audits (BSA) issued a report expressing some concerns about the annual report methodology. They questioned whether or not primary classes with only one or two students were accurately and consistently classified as primary classes rather than independent study enrollments; and they felt that the report should address the teaching activities of non-regular-rank faculty.

The University responded promptly to these concerns and the President appointed a Universitywide task force to propose changes. Teaching in a research university uses many different modalities, and the task force recommended that reporting of instructional activities be framed in a way that would more fully represent the total instructional effort required of faculty. In the summer of 2003, a second Task Force was appointed to implement the changes. They recommended that:

1. UC should convert to a new system for classifying and reporting classes. The underlying rationale is that if students obtain academic credit toward graduation as a result of an instructional activity, then the faculty who guided that activity should receive instructional workload credit as well. In the existing methodology, faculty workload measured primary classes per FTE and excluded independent study enrollments. The new system corrects this problem by counting all instructional activities as “classes.”

   The new system has three broad categories to more accurately convey the faculty’s changing role as students move from introductory classes to more independent scholarly activity as they approach graduation. The three categories are: Transmitting the Knowledge Base; Initiating Intellectual Independence; and Emphasizing Independent Inquiry. The new classification system is referred to as “TIE.”

2. UC should improve the reporting of faculty teaching by contextualizing it within the broader perspective of educational outcomes, such as degrees awarded, graduation rates, and average time to degree.

3. UC should establish an ongoing program of disciplinary teaching policy review and reporting that includes comparisons with peer institutions and internal review at the campus level.

UNIVERSITYWIDE REVIEW OF FACULTY INSTRUCTIONAL ACTIVITIES

This report, like all the annual reports that precede it, focuses on formal, unit-bearing classes as the basis of the review. For students, however, formal instruction is supplemented and enhanced by a myriad of informal learning opportunities that occur across the system. The opportunity to learn from professors who are leaders in their fields, in the informal settings of the research laboratory, fieldwork site or faculty office, is one of the unique and unsurpassed benefits of being a UC student.
The current report is based on two separate systemwide reviews of classes taught during the academic year, using two different methodologies. It includes results from the historical methodology that categorized Faculty Instructional Activities as primary classes and independent study enrollments, and it includes the results of the new TIE methodology, developed by two Universitywide task forces in response to the BSA report.

All measures of instructional activity are reported in quarter-system equivalents. With the exception of the Berkeley campus and the law schools at Davis and Los Angeles, all UC general campuses operate on the quarter system, which consists of three quarters per year and ten weeks of instruction per quarter. The Berkeley campus and the Davis and Los Angeles law schools operate on the semester system, which consists of two semesters per year and 15 weeks of instruction per semester. Semester-system classes and other instructional activities have therefore been weighted by 1.5 in order to provide consistent instructional measures across the UC system as a whole.

Results of the Historical Methodology

During the 2004-05 academic year, 6,161 regular-rank faculty members taught 31,626 primary classes, over 4.2 million student credit hours—an average of 5.1 classes and 685 SCH per FTE. The numbers reported for 2004-05 are comparable to those reported for 2003-04, when regular-rank faculty members taught an average of 5.1 classes and 686 SCH per FTE. The total number of regular-rank faculty increased over the same time period from 5,983 in 2003-04 to 6,161 in 2004-05. The average number of classes taught per regular-rank faculty FTE has been between 4.8 and 5.1 for over a decade.

Table 1 displays the 2004-05 results from the old classification methodology. The historical methodology uses only two categories of instruction, primary classes and independent study enrollments, and reports workload figures for regular-rank faculty only. Primary classes are defined as regularly scheduled, unit-bearing course offerings, of which lectures and seminars are common examples. The category of independent study enrollments includes all other classes for which students receive credit toward a degree and that meet on an as-needed basis convenient to the faculty member and the student. Independent study enrollments are presented separately, and their values are not included in the metric “classes per regular-rank FTE.” Thus, a report of 5.1 classes per faculty FTE using the old methodology does not take into consideration a significant component of UC faculty effort. For supervising faculty, independent study enrollments typically involve many hours each week devoted to reading and critiquing papers and dissertation work, in addition to individual meetings devoted to developing the student’s expertise in the discipline.

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5 Faculty also teach courses in the summer and these data have been tracked separately by the Office of the President since state funding for summer instruction began at some campuses in 2001. FTE enrollment in summer classes increased by 88 percent from 2000 to 2004. During the same period, teaching by regular-rank faculty has increased 95 percent at campuses with State-funded summer instruction and 33 percent at the other campuses, a total increase of 74 percent for all campuses. The corresponding increase for all instructors at all campuses in this time period is 43 percent. In 2006, all campuses will be fully funded for their summer sessions, and more extensive reporting on faculty instructional activity for the summer term will be included in the next Annual Report to the Legislature covering the 2005-06 academic year.

6 The new Merced campus also operates on the semester system, and their data will be included when UC reports to the legislature on faculty instructional activities for the 2005-06 academic year.
and its research methods. (See Appendix B: Definitions and Methodological Issues; and Appendix C: Results of the Old Methodology.)

<table>
<thead>
<tr>
<th></th>
<th>Number of Enrollments</th>
<th>Number of Classes</th>
<th>Classes Per Regular-Rank FTE&lt;sup&gt;(a)&lt;/sup&gt;</th>
<th>Number of Student Credit Hours (SCH)</th>
<th>SCH per Regular-Rank FTE&lt;sup&gt;(a)&lt;/sup&gt;</th>
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<td>Primary Classes</td>
<td>1,117,487</td>
<td>31,626</td>
<td>5.1</td>
<td>4,094,899</td>
<td>685</td>
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<td>Independent Study Enrollments</td>
<td>88,685</td>
<td>N/A</td>
<td>N/A</td>
<td>493,785</td>
<td>80</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,206,172</strong></td>
<td><strong>31,626</strong></td>
<td><strong>5.1</strong></td>
<td><strong>4,711,036</strong></td>
<td><strong>765</strong></td>
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<sup>(a)</sup>Number of Regular-Rank Faculty FTE = 6,161

**Response to the BSA Report**

The first two years of TIE data to be reported, for the 2003-04 and 2004-05 academic years, are consistent with the results of the historical methodology, and address the primary concerns of the BSA report—small class sizes, course classification consistency, and the inclusion of non-regular-rank faculty.

As part of the implementation of the new TIE system, all courses, in all departments, on all campuses were classified according to the new activity types. In addition, data tables in this report specifically exclude classes with one or two students in displaying classes per FTE.

This report also presents data for four faculty types in addition to Regular-Rank titles, providing a more complete description of the University’s teaching environment. The four additional faculty types are: Visiting, Adjunct, and Regents’ Professors; Lecturers and Supervisors of Teacher Education (Unit 18); Emeriti and Recalled Faculty; and Senate Lecturers. (See Appendix D: Lists of Academic Titles.)

In the case where a general campus course is taught by a Health Sciences faculty member, the general campus student enrollment, units, and student credit hours are included in the totals displayed in this report, while the enrollment of any Health Sciences student is not included. Since Health Sciences faculty have no FTE for general campus teaching (and have a different system for calculated FTE than the general campus), no per FTE calculations are made for Health Sciences faculty. The classes, enrollments, and SCH in these classes are included in the “other instruction” category, although the instructor is typically a ladder faculty member in a health science department.
The New TIE Methodology

The new methodology uses two traditional measures, the number of classes taught and the total number of student credit hours, but is based on a more inclusive Universitywide taxonomy of instructional activity types. The revised framework places 18 instructional activity types into three broad categories reflective of three different instructional goals for enrolled students. These three categories are more representative of modern teaching environments than were the previous “primary classes” and “independent study” classifications. For example, the activity “seminar” can now be slotted based on whether the central goal of the class is to transmit knowledge or to initiate educational independence—two of the core principles inherent in the three new categories. (See Figure 1: Example of TIE Course Classification; and Appendix E: Faculty Instructional Activity Types.) The new methodology is referred to as “TIE,” reflecting the three categories described below:

T: Transmitting the Knowledge Base: In a “T” type of course, faculty provide instruction that is designed to transmit the knowledge base, skills, methodologies, analytical approaches, and techniques associated with a discipline or field, ranging from the basic to the advanced level. The course content is developed by the faculty and organized on the basis of a syllabus or plan developed in advance of the beginning of the course. In “T” courses, there is typically a great deal of interaction between the instructor and the student (in the form of class discussion, office meetings, email communication, etc.), but the basic feature of the course is transmission of a fixed body of knowledge to be mastered by the student.

I: Initiating Intellectual Independence: In an “I” type of course, the aim is to develop students’ abilities to pursue creative/professional/scholarly work as required by the discipline or field. Participation by the faculty member provides experience with the methodologies of the discipline or field and requires prior acquisition of the relevant knowledge base and skills. Instruction, both content and pedagogy, is more experiential in nature and tailored to the needs and interests of the particular students. Such a course may involve small groups or teams of students working on faculty-assigned projects/tasks under the direct supervision of the faculty. These courses are designed to enhance students’ problem-solving abilities, critical analysis capabilities, and individual creativity to enable them to apply their knowledge to complex problems, issues, and techniques.

E: Emphasizing Independent Inquiry: In an “E” type of course, faculty guide, mentor, and monitor advanced students who are undertaking independent creative/professional/scholarly work, generally as the culmination of their degree program. Students’ participation is conditional on their mastery of the area they choose to pursue. These courses are one-on-one, or very small, group experiences with intensive interaction between the faculty member and the student. Students play an active role in defining the topic to be studied or the project to be undertaken, including the approach to the inquiry. Courses in this category usually meet on an ad-hoc basis in a location convenient to both the student and the faculty member.
Figure 1
EXAMPLE OF TIE COURSE CLASSIFICATION

POLITICAL SCIENCE

TRANSMITTING the KNOWLEDGE BASE

In Political Science 151C, Politics of Cultural Pluralism in Africa, Professor Edmond Keller ties contemporary globalization to historical patterns of ethnic and cultural relations, using case studies of Ethiopia’s ethnic federalism, social reconciliation in post-Apartheid South Africa, and the Rwandan genocide. In this large upper-division class of 120 students, Professor Keller encourages students to raise probing questions which, in turn, open rich class discussions. Using a traditional textbook, a modern novel, and an on-line reader, students consider politics, history and the human condition to reflect on the similarities and differences between Africa and other regions of the world. Coursework includes essay tests and a six-page analytical critique of the novel. Professor Keller also offers an additional Honors Section for those interested in more intensive study.

INITIATING INTELLECTUAL INDEPENDENCE

Last fall in Political Science 195A, the first in a three-course honors thesis-writing program, Professor Barbara Geddes worked with 25 students, teaching them how to set up a research question and find and use evidence to answer that question—as opposed to simply reading and analyzing the opinions of others. This group of students is one of five small focused subgroups in Political Science 195B that met regularly with Professor Geddes during winter quarter to discuss progress and compare results on their individual research topics. She finds that students are most motivated when they care personally about their topics. In this group, chosen topics range from studying how foreign investment affects poverty and basic needs in developing countries to researching how recent political reform in Japan has influenced Japanese trade policy. Each student also meets regularly with a second faculty mentor who is an expert on the student’s chosen topic.

EMPHASIZING INDEPENDENT INQUIRY

On the advice of her Professor, Raymond Rocco, Senior Paulina Ozeda read a book by Brazilian Paulo Freire, perhaps the most influential educator in the late twentieth century. She was deeply affected and enrolled in a 199 Independent Study course the next quarter with Professor Rocco. In weekly one-on-one meetings, they discussed Freire’s philosophy and approach to using education and dialog to create a critical mind in people, to make them conscious, and to allow them to make changes to transform their own destinies. This course led Ozeda to modify her goals for law school in the fall: instead of using law as a means to “help people by doing things for them,” she believes that she “must work with them, helping them to help themselves.” Professor Rocco, at Ozeda’s urging is considering how to bring Freire’s teachings to a broader group of students.

UCLA Office of the Chancellor
May 5, 2004
In 2002-03, pilot testing showed that despite such distinctions, individual classes may have characteristics of more than one of the three new categories. This is particularly true in graduate courses, which may simultaneously prepare students for intellectual independence even as they allow those students to begin independent inquiry. Testing also found that many senior project classes contain both information transmittal and mentoring aspects. In all such cases, classification is based upon the class’s central or primary objectives. It is also important to note that students of all levels, lower-division undergraduates through advanced doctoral students, will take a mix of courses throughout their time at the University. Finally, there is no *a priori* relationship between the category in which a course type appears and the number of students enrolled, although it is likely that most large classes are designed to transmit the knowledge base.

Implementing the TIE methodology required us to move from two course groupings to three and led to some shifts. While most primary classes were classified as T-classes, others moved into the I-class category based upon their pedagogical goals. Examples include research seminars that center on individual student projects.

Some independent study classes were classified as I-classes, based on their pedagogical goals. Examples include Teaching Assistant (TA) practica that were not pre-scheduled because of the need to accommodate all of the TA’s schedules.

The drawing below illustrates the basic relationship.
Comparison of the Old and New Methodologies

As stated above, it is assumed that T-classes were formerly primary classes, and that I-classes are composed of both primary classes and some independent study enrollments. To compare the old and new methodologies, it is assumed that any I-class with one or two students would in the past have been reported as independent study, so they are subtracted from the total number of I-classes. Table 2 combines all T-classes and I-classes with enrollments of three or more, to estimate the number of TIE classes that are similar to the historical method’s primary class total.

The TIE data subset for 2004-05 shows that 6,161 regular-rank faculty members taught 30,088 classes, averaging 4.9 classes and 690 SCH per FTE. In both measures, classes and SCH per regular-rank FTE, the new TIE data demonstrates congruence with the historical methodology that yields 5.1 primary classes per regular-rank FTE.

Table 3 presents the same data from both reviews for two academic years, and for three additional faculty types: Visitors & Adjuncts, Lecturers (Unit 18), and Senate Lecturers. Emeriti are not included in this analysis because many of the Emeriti who teach do not have an assigned FTE; therefore, total FTE cannot be calculated.

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular-Rank Faculty: Formal Instructional Activities</td>
</tr>
<tr>
<td>Comparison of the Old and New Methodologies</td>
</tr>
<tr>
<td>2004-05</td>
</tr>
<tr>
<td>Number of Classes</td>
</tr>
<tr>
<td>All T- Classes Transmitting the Knowledge Base</td>
</tr>
<tr>
<td>I-Classes (with enrollment of 3 or greater) Initiating Intellectual Independence</td>
</tr>
<tr>
<td>Primary Classes Estimated from TIE</td>
</tr>
<tr>
<td>All Primary Classes from Old Methodology</td>
</tr>
</tbody>
</table>

(a) Number of Regular-Rank Faculty FTE = 6,161
<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Course Classification</th>
<th>2003-04</th>
<th>2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Enrollments</td>
<td>Number of Classes</td>
<td>Classes Per Faculty</td>
</tr>
<tr>
<td>Regular-Rank</td>
<td>Primary Classes Only</td>
<td>1,080,546</td>
<td>30,338</td>
</tr>
<tr>
<td></td>
<td>Estimated Primary Classes from TIE</td>
<td>1,096,815</td>
<td>30,642</td>
</tr>
<tr>
<td>Primary Classes</td>
<td>1,080,546</td>
<td>30,338</td>
<td>5.1</td>
</tr>
<tr>
<td>Independent Study Enrollment</td>
<td>92,283</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total from Old Methodology</td>
<td>1,172,830</td>
<td>30,338</td>
<td>5.1</td>
</tr>
<tr>
<td>Total T-Classes: Transmitting the Knowledge Base</td>
<td>1,024,098</td>
<td>23,126</td>
<td>3.9</td>
</tr>
<tr>
<td>i-Classes with enrollment of 3 or greater</td>
<td>72,717</td>
<td>7,516</td>
<td>1.3</td>
</tr>
<tr>
<td>Sub-total Primary Classes from TIE, est.</td>
<td>1,096,815</td>
<td>30,642</td>
<td>5.1</td>
</tr>
<tr>
<td>Total I-Classes: Initiating Intellectual Independence</td>
<td>81,141</td>
<td>13,954</td>
<td>2.3</td>
</tr>
<tr>
<td>Total E-Classes: Emphasizing Independent Inquiry</td>
<td>67,585</td>
<td>15,765</td>
<td>2.6</td>
</tr>
<tr>
<td>Total from New TIE Methodology</td>
<td>1,172,825</td>
<td>52,845</td>
<td>8.8</td>
</tr>
<tr>
<td>Visitors &amp; Adjuncts, Total FTE</td>
<td>5,983</td>
<td>6,161</td>
<td>7,7</td>
</tr>
<tr>
<td>Primary Classes</td>
<td>99,336</td>
<td>2,288</td>
<td>7.7</td>
</tr>
<tr>
<td>Independent Study Enrollment</td>
<td>2,978</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total from Old Methodology</td>
<td>102,313</td>
<td>2,288</td>
<td>7.7</td>
</tr>
<tr>
<td>Total T-Classes: Transmitting the Knowledge Base</td>
<td>94,655</td>
<td>1,888</td>
<td>6.3</td>
</tr>
<tr>
<td>i-Classes with enrollment of 3 or greater</td>
<td>5,620</td>
<td>472</td>
<td>1.6</td>
</tr>
<tr>
<td>Sub-total Primary Classes from TIE, est.</td>
<td>100,274</td>
<td>2,360</td>
<td>7.7</td>
</tr>
<tr>
<td>Total I-Classes: Initiating Intellectual Independence</td>
<td>5,915</td>
<td>732</td>
<td>2.5</td>
</tr>
<tr>
<td>Total E-Classes: Emphasizing Independent Inquiry</td>
<td>1,743</td>
<td>330</td>
<td>1.1</td>
</tr>
<tr>
<td>Total from New TIE Methodology</td>
<td>102,312</td>
<td>2,951</td>
<td>9.9</td>
</tr>
</tbody>
</table>

1E-Classes are presented as E-Class Equivalents, calculated by dividing the E-Class SCH by the average number of I-Class SCH (25.50 for 2003-04 and 25.21 for 2004-05).
### Table 3 (Page 2 of 2)

**University of California**

**FORMAL INSTRUCTIONAL ACTIVITIES**

*Selected Faculty Types, All Levels of Instruction (Undergraduate and Graduate)*

**Comparison of the Old and New Methodologies**

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Course Classification</th>
<th>2003-04</th>
<th>2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of Enrollments</td>
<td>Number of Classes</td>
</tr>
<tr>
<td>Lecturers (Unit 18)</td>
<td>Primary Classes Only</td>
<td>546,680</td>
<td>13,205</td>
</tr>
<tr>
<td></td>
<td>Estimated Primary Classes from TIE</td>
<td>553,513</td>
<td>13,800</td>
</tr>
<tr>
<td></td>
<td>Total from Old Methodology</td>
<td>557,603</td>
<td>13,205</td>
</tr>
<tr>
<td></td>
<td>Total T-Classes: Transmitting the Knowledge Base</td>
<td>515,368</td>
<td>11,619</td>
</tr>
<tr>
<td></td>
<td>i-Classes with enrollment of 3 or greater</td>
<td>38,145</td>
<td>2,181</td>
</tr>
<tr>
<td></td>
<td>Sub-total Primary Classes from TIE, est.</td>
<td>553,513</td>
<td>13,800</td>
</tr>
<tr>
<td></td>
<td>Total I-Classes: Initiating Intellectual Independence</td>
<td>39,270</td>
<td>3,096</td>
</tr>
<tr>
<td></td>
<td>Total E-Classes: Emphasizing Independent Inquiry</td>
<td>2,935</td>
<td>349</td>
</tr>
<tr>
<td></td>
<td>Total from New TIE Methodology</td>
<td>557,573</td>
<td>15,063</td>
</tr>
<tr>
<td>Senate Lecturers (Unit 18), Total FTE</td>
<td>1,495</td>
<td>1,439</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Classes Only</td>
<td>38,756</td>
<td>833</td>
</tr>
<tr>
<td></td>
<td>Estimated Primary Classes from TIE</td>
<td>39,883</td>
<td>871</td>
</tr>
<tr>
<td></td>
<td>Total from Old Methodology</td>
<td>40,476</td>
<td>833</td>
</tr>
<tr>
<td></td>
<td>Total T-Classes: Transmitting the Knowledge Base</td>
<td>35,990</td>
<td>612</td>
</tr>
<tr>
<td></td>
<td>i-Classes with enrollment of 3 or greater</td>
<td>3,692</td>
<td>259</td>
</tr>
<tr>
<td></td>
<td>Sub-total Primary Classes from TIE, est.</td>
<td>39,883</td>
<td>871</td>
</tr>
<tr>
<td></td>
<td>Total I-Classes: Initiating Intellectual Independence</td>
<td>3,859</td>
<td>401</td>
</tr>
<tr>
<td></td>
<td>Total E-Classes: Emphasizing Independent Inquiry</td>
<td>600</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Total from New TIE Methodology</td>
<td>40,449</td>
<td>1,085</td>
</tr>
<tr>
<td>Senate Lecturers, Total FTE</td>
<td>105</td>
<td>108</td>
<td></td>
</tr>
</tbody>
</table>

1) E-Classes are presented as E-Class Equivalents, calculated by dividing the E-Class SCH by the average number of I-Class SCH (25.50 for 2003-04 and 25.21 for 2004-05).
2) Lecturers (Unit 18) are contracted for certain teaching duties, often for limited periods of time, and have no budgeted FTE.
3) Senate Lecturers have security of employment, an allocated FTE and are members of the Academic Senate.
Results of the New TIE Methodology

The new TIE methodology counts all formal, credit-bearing instructional activity as “classes.” The historical methodology reported independent study enrollments, but did not include these enrollments as part of the calculation of faculty workload. Effectively students received credit for the independent study work they undertook, but the faculty member who supervised the work did not. The new TIE system addresses this omission by classifying all enrollments into “classes.” If a student received unit credit toward graduation, then the responsible faculty member received workload credit, thus more accurately measuring the total instructional effort of UC faculty.

Table 4 shows 2004-05 data on formal instructional activities for regular-rank faculty using the TIE methodology. Regular-rank faculty taught an average of 3.8 T-classes, 2.3 I-classes, and 2.7 E-classes for a total of 8.8 classes per regular-rank FTE. Because the new TIE system counts all instructional activity as classes, the result is a number of classes per FTE that is significantly higher than the results obtained from the old methodology. The number of student credit hours totals 765 per FTE, and is the same in both the old and new methodologies. The added value of the new TIE methodology is in its ability to present a more detailed accounting of faculty workload. (See Appendix F: Results of the New TIE Methodology.)

Figure 2 shows the distribution of classes by faculty type for the 2004-05 academic year. Regular-rank faculty taught 65 percent of all classes in 2004-05. When divided by level of instruction, regular-rank faculty taught 48 percent of all undergraduate classes, and 83 percent of all graduate classes. The next largest group of faculty, lecturers (Unit 18), taught 18 percent of all classes in 2004-05. When divided by level of instruction, lecturers taught 28 percent of all undergraduate classes and 7 percent of all graduate classes.

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Regular-Rank Faculty: Formal Instructional Activities</th>
<th>New TIE Methodology</th>
<th>2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Enrollments</td>
<td>Number of Classes (a)</td>
<td>Classes Per Regular-Rank FTE (b)</td>
</tr>
<tr>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>1,051,054</td>
<td>23,586</td>
<td>3.8</td>
</tr>
<tr>
<td>I-Classes: Initiating Intellectual Independence</td>
<td>84,962</td>
<td>14,262</td>
<td>2.3</td>
</tr>
<tr>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>70,156</td>
<td>16,525</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,206,172</strong></td>
<td><strong>54,374</strong></td>
<td><strong>8.8</strong></td>
</tr>
</tbody>
</table>

(a) E-Classes are presented as E-class equivalents, calculated by dividing the E-class SCH by the average number of I-class SCH (25.21).

(b) Number of Regular-Rank Faculty FTE = 6,161
Health Sciences faculty who teach on the general campus are included in the "Other" faculty category.

*Health Sciences faculty who teach on the general campus are included in the "Other" faculty category.
OUTCOMES FOR STUDENTS

The purpose of the teaching mission of the University of California (UC) is to contribute to student achievement. To measure student achievement, the University looks at a variety of outcomes, including the undergraduate degrees conferred per ladder-rank faculty member per year, the average time to degree for entering freshmen, and the proportion of students who graduate. The time to degree for UC undergraduates continues to improve. Freshmen entering in Fall 1998 earned their degrees in 12.8 quarters, compared with 13.0 quarters for those entering in 1995.

<table>
<thead>
<tr>
<th></th>
<th>Quarters to Graduation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1995</td>
<td>13.0</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>12.9</td>
</tr>
<tr>
<td>Fall 1997</td>
<td>12.9</td>
</tr>
<tr>
<td>Fall 1998</td>
<td>12.8</td>
</tr>
</tbody>
</table>

*Berkeley’s semesters have been converted to quarters in this calculation.

Undergraduate graduation rates are higher at UC than at comparison institutions, public or private. Data for students who entered UC as freshmen in 1998 show that 82 percent earned a bachelor’s degree within six years, compared with 81 percent at the University’s public comparison institutions, and 71 percent at the 27 public AAU7 Universities.

<table>
<thead>
<tr>
<th></th>
<th>Percent of Undergraduates Graduating From Comparable Universities Within Six Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(All Freshmen who entered in 1998)</td>
</tr>
<tr>
<td></td>
<td>Comparisons:</td>
</tr>
<tr>
<td>27 Public AAU Universities</td>
<td>71%</td>
</tr>
<tr>
<td>4 Public Comparison Universities*</td>
<td>81%</td>
</tr>
<tr>
<td>University of California</td>
<td>82%</td>
</tr>
</tbody>
</table>

*Illinois, Michigan, SUNY-Buffalo, Virginia

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7 The Association of American Universities (AAU) is an association of 62 leading research universities in the United States and Canada.
UC faculty members also produce more undergraduate degrees per regular-rank faculty member than do faculty at comparison institutions. In 2003-04, the University awarded 4.4 bachelor's degrees per full-time regular-rank faculty member, compared with 1.6 and 3.4 degrees per faculty member at the University's private and public comparison institutions, respectively.

<table>
<thead>
<tr>
<th></th>
<th>Bachelor's Degrees</th>
<th>Master's and First Professional Degrees</th>
<th>Doctoral Degrees</th>
<th>All Degrees(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparisons:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Private Universities(c)</td>
<td>1.6</td>
<td>2.5</td>
<td>0.5</td>
<td>4.8</td>
</tr>
<tr>
<td>Four Public Universities(d)</td>
<td>3.4</td>
<td>2.1</td>
<td>0.3</td>
<td>5.9</td>
</tr>
<tr>
<td>University of California(e)</td>
<td>4.4</td>
<td>1.2</td>
<td>0.3</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Notes:
(a) Source of Faculty Numbers: 2003-04 AAUP Faculty Compensation Survey; numbers include all full-time, associate, and assistant professors.
(b) Source of Degrees: 2003-04 IPEDS Completions. Total for all degrees includes Bachelor's, Post-Bachelor Certificates, Master's, Post-Masters Certificates, First Professional, Post-First Professional, and Ph.D. degrees. Not every institution awards all degree types; for example, in 2003-04 only Harvard University awarded Post-First Professional degrees.
(c) Harvard, MIT, Stanford, and Yale.
(d) The University of Illinois at Urbana-Champaign, the University of Michigan at Ann Arbor, SUNY-Buffalo, and the University of Virginia, Main Campus.
(e) Includes data for UC's eight general campuses. The relatively small number of master's/first professional degrees at UC is due in part to California's differentiated system of higher education. Many master's degrees, especially in professional fields such as business and education, are given by CSU. In other states, the research university has primary responsibility for such degrees.
INSTRUCTIONAL WORKLOAD POLICIES

Background

The University of California, like other research universities across the country, has undertaken efforts to define and clarify expectations about faculty teaching, research, and service workload. Prompted by the undergraduate reform movement of the mid-1980s, UC began by looking at teaching efforts of senior faculty, especially at the lower-division level. In the early 1990s the University Task Force on Faculty Rewards examined questions of faculty advancement as related to balancing the various components of faculty workload. Most recently, given increasing demands on faculty time as a result of increasing enrollment demand, the question of the most effective allocation of faculty resources has directed attention to teaching policies and practices and to innovations in curricula and instructional delivery. As the University seeks how best to deliver a quality education to all undergraduates, faculty and administrators continue to clarify expectations about faculty workload and to assess the extent to which those expectations are being met.

This section of the report responds to the Legislature’s interest in how the University oversees instructional workload policies. The discussion is introduced by an explanation of how the University defines workload, and the various elements that constitute instructional workload.

How is “faculty workload” defined?

The following points were made in previous reports to the Legislature. Since they provide the necessary context for any discussion of faculty instructional workload, we repeat them here for readers who may not be familiar with previous reports.

The University of California Academic Personnel Manual section on Appointment and Promotion, Review and Appraisal Committees supplies instructions for reviewing proposed appointment and advancement actions. The crucial sentence in Section 210-1-d states:

The review committee shall judge the candidate with respect to the proposed rank and duties, considering the record of the candidate’s performance in (1) teaching, (2) research and other creative work, (3) professional activity, and (4) University and public service.

Thus, at the University, faculty workload comprises all efforts associated with teaching, research, professional activity, and University and public service. Any discussion of faculty instructional workload must be based on recognition that teaching is but one component of total workload.

What policies govern instructional workload?

Policies governing instructional workload at the University of California are the responsibility of the Chancellors. The Executive Vice Chancellor on each campus reviews and approves all department workload policies and all changes to those policies, and monitors their implementation.
Development of appropriate policies requires consideration of many factors beyond in-class teaching duties. To define teaching only as time spent in the classroom would be no different from assuming that a thirty-minute sermon is a minister’s work for the week or that a surgeon works only in the operating room. Therefore, as campuses develop local policies they consider the full spectrum of instructional activities inside and outside the classroom.

Among the principles that campuses use when developing policies and assigning course loads are the following:

1. Instructional workload assignments should recognize the variation in instructional activities required by different disciplines at the university. For example, teaching at a research university requires faculty to provide training to students in research, clinical, and artistic methods. Traditional classroom instruction is not effective in meeting these needs, especially in laboratory-based disciplines or professional or graduate programs. Much of this instruction must be done in time-intensive one-to-one mentoring situations.

2. All courses required for graduation should be offered in sufficient number and with sufficient frequency that students can make normal progress toward a degree.

3. Taken in their entirety, course offerings, independent study, and research opportunities should provide superior programs to both undergraduate and graduate students.

4. Instructional workload assignments should enable the department to compete effectively with other universities in recruitment and retention of superior faculty.

Since there is no universally accepted measure of instructional workload, departments utilize a variety of quantitative measures to assign workload and report teaching activity.

Examples of quantifiable measures to report teaching activity include the following:

- class size (enrollments)
- number of students enrolled in independent study
- number of theses and dissertations supervised
- number of units taught
- student/faculty ratio
- number of majors per regular-rank faculty member

**How are formal course loads assigned?**

At the University of California, department chairs are responsible for assigning courses and for ensuring that departmental policy is being followed. When assigning teaching responsibilities, department chairs consider the curriculum as a whole, e.g., what courses and how many sections of each need to be offered in a given term to meet student demand and to provide a balanced offering. Departments attempt to balance lower-division, upper-division, and graduate assignments. Departments also consider intradepartmental equity in workload and administrative duties. Thus, professors in the same discipline or department might have widely
varying teaching loads because of the size of the course offered (e.g., one 300-student course vs. two 80-student courses); the number of units associated with the course; how often the course meets; whether the class format is a lab, lecture, or seminar; and release time for administrative duties (e.g. serving as department chair).

**What are the formal course load policies?**

The University’s formal course load policies specify the numbers of courses that full-time, tenure-track faculty are expected to teach per year. They pertain to regularly scheduled courses only. As mentioned previously, faculty members spend a significant amount of time in instruction-related activities outside the formal classroom setting, such as in course preparation and grading, teaching assistant supervision, mentoring and advising, supervising students engaged in dissertation and thesis work, internships, independent study, and fieldwork. Although critical to the teaching function, time spent in these activities is not quantified. Therefore, the following discussion of UC’s and other institutions’ course load policies are confined to regularly scheduled courses.

Because departmental course load policies are similar within disciplines across the campuses, they can be grouped into major disciplinary categories. At the University of California, the average expected course load for faculty in the major discipline groups is as follows (in quarter courses per year or their approximate equivalent in semester courses in the case of the Berkeley campus):

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Average Expected Course Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities:</td>
<td>4 - 5 quarter courses</td>
</tr>
<tr>
<td>Social Sciences:</td>
<td>5 - 5 quarter courses</td>
</tr>
<tr>
<td>Mathematics:</td>
<td>4 - 5 quarter courses</td>
</tr>
<tr>
<td>Engineering and Computer Science:</td>
<td>3 - 4 quarter courses</td>
</tr>
<tr>
<td>Biological Sciences:</td>
<td>3 quarter courses</td>
</tr>
<tr>
<td>Physical Sciences:</td>
<td>3 - 4 quarter courses</td>
</tr>
</tbody>
</table>

Policies in engineering and the biological and physical sciences generally call for faculty to teach fewer courses, on average, than other disciplines because many of these courses include laboratories that meet for long hours and require time-consuming supervision of students and teaching assistants. In contrast, students in humanities and social science courses spend much of their “laboratory time” engaged in research activities outside the classroom setting that do not entail direct supervision by faculty. Those faculty do, however, spend a great deal of time evaluating student writing and critical thinking skills.

Individual faculty members may be granted reduced course load assignments under certain circumstances, such as serving as department chair, dean, chair of a major Academic Senate committee, and a few other major administrative assignments. The normal reduction is one course per year. About half of the departments permit a reduced course load for new assistant professors during their first term or first year to allow them additional time to prepare new courses and establish themselves in their new positions; a smaller number of departments reduce the number of courses for faculty who are engaged in major new course development or
curriculum revision. In rare cases, faculty are given reduced teaching assignments for unusual professional service activities, such as heading a professional association or serving on a major national commission.

How do UC’s policies compare with those of other universities?

Although every department in the University of California is expected to have a written policy about faculty instructional responsibilities, most other universities do not. In most cases, expectations have developed informally over the years based on the amount of teaching needed to mount curricula, an intuitive sense of fairness among faculty, and perceptions about disciplinary norms gleaned from colleagues across the country. Given the general lack of written policy at other institutions, the members and staff of UC’s two task forces on faculty instructional activities—the Instructional Activities Task Force and the Task Force for the Implementation of Workload Reporting Policy—conducted 209 interviews of faculty and department chairs to gather as much information as possible about expected instructional responsibilities at UC and comparable institutions. The following table demonstrates that the University compares favorably with comparison institutions in the classroom teaching expectations for its faculty.

<table>
<thead>
<tr>
<th>Departments</th>
<th>2003-04</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avg. Number of Classes per Academic Year at UC Campuses on</td>
<td>Avg. Number of Classes per Academic Year at Comparable Universities on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester System</td>
<td>Quarter System</td>
<td>Semester System</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3-4</td>
<td>4-5</td>
<td>3-4</td>
</tr>
<tr>
<td>Humanities and Arts</td>
<td>4</td>
<td>4-5</td>
<td>4</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Engineering</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

(a) Stanford, Yale, MIT, Harvard, Northwestern, University of Chicago, University of Illinois at Urbana-Champaign, University of Michigan-Ann Arbor, SUNY-Buffalo, and University of Virginia-Main Campus
APPENDIX A

RECONCILIATION OF FACULTY FTE NUMBERS

WITH OTHER UNIVERSITY REPORTS

This Appendix explains the differences among the faculty FTE figures in the Universitywide Review of Faculty Instructional Activities section of this report and faculty FTE figures shown in the University’s annual salary comparison report to the California Postsecondary Education Commission (CPEC) and faculty FTE figures reported to the Department of Finance (DOF).

The difference between the figure reported to CPEC for its use in the annual salary comparison report and that reported in the present review is due to three factors:

1. The faculty FTE figure given in the CPEC salary comparison report is the staffing level projected for the next academic year.

2. The CPEC report is limited to ladder-rank faculty and acting positions in these titles, while the present review includes all regular-rank titles. The classification of ladder-rank faculty used for salary-comparison purposes includes only positions in the Professorial series (Professor, Associate Professor, Assistant Professor, and Acting Titles in these positions) with the exclusions of Law Professors and Health Sciences faculty. Regular-rank faculty, as used in the present report, includes all ladder-rank faculty plus Professors of Law, Supervisors of Physical Education, and Professors in Residence. These titles are considered to be part of the University’s permanent “core” teaching faculty, and it is therefore appropriate to include these titles in the annual review of instructional activity. Visiting, Emeriti, and Recalled professors are excluded from the regular-rank classification, as are Lecturers and temporary teaching titles. Health Sciences faculty are also excluded from the regular-rank FTE counts in the present report; although Health Sciences faculty are considered to be part of UC’s permanent “core” teaching faculty, the present report is limited to general campus instruction.

3. The CPEC data include faculty who are on sabbatical or other approved leave, while the present review excludes those on sabbatical or approved leave and reports only those faculty who were on campus and available to teach during any given year.

The difference between the figure reported to DOF and that projected in the CPEC report is due to two factors:

1. The FTE figure in the CPEC report is a projection for the next academic year. The figure reported to DOF is actual year-average FTE faculty on payroll during the past academic year.
2. The CPEC report is limited to *ladder-rank* faculty and acting positions in these titles. The number reported to DOF is *all instructional faculty*, including Professors of Law, Supervisors of Physical Education, Professors in Residence, visiting and recalled Professors, Lecturers, and temporary teaching titles. Of the numbers described here, the one reported to DOF represents the most inclusive group of faculty categories.

The following table displays the number of faculty FTE within the various classifications of faculty with an indication of their primary uses.

<table>
<thead>
<tr>
<th>Classification</th>
<th>FTE 2002-03</th>
<th>FTE 2003-04</th>
<th>FTE 2004-05</th>
<th>How Number Is Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Regular-Rank FTE, excluding sabbaticals and approved leaves</td>
<td>5,883</td>
<td>5,983</td>
<td>6,161</td>
<td>Used by UC to report on faculty instructional activities</td>
</tr>
<tr>
<td>Projected Ladder-Rank FTE, including sabbaticals and approved leaves</td>
<td>6,142</td>
<td>6,327</td>
<td>6,615</td>
<td>Used by CPEC to project average faculty salary</td>
</tr>
<tr>
<td>Actual General Campus, All Instructional FTE, including sabbaticals and approved leaves</td>
<td>9,356</td>
<td>9,567</td>
<td>9,558</td>
<td>Reported to DOF</td>
</tr>
</tbody>
</table>
DEFINITIONS AND METHODOLOGICAL ISSUES

1. **Concurrent/Conjoined Courses:** Courses that are taught as both undergraduate and graduate courses and listed in both the undergraduate and graduate catalog are called concurrent or conjoined courses. Normally such a course is an advanced upper-division undergraduate course and an introductory graduate course. Graduate students are generally expected to do additional work.

2. **Independent Study and Other Formal Instructional Activities:** All other instructional activities for which students receive credit toward their degree, but which are not regularly scheduled in the schedule of classes.

3. **Instructional Personnel:** The report counts only those personnel who perform actual instruction, not those who are nominally in charge of a class but not directly involved in instruction. For example, in cases where a regular-rank faculty member is the instructor of record who is supervising the instructor doing the in-class teaching, no credit is given for teaching.

4. **Instructor Title Codes:** A complete listing of academic titles and title codes is provided in Appendix D. All full-time equivalent (FTE) positions on pay status in these titles are included in the report except for those on sabbatical or other approved leave and thus unavailable to teach during the term for which data are reported. Regular-rank faculty includes all UC general campus Instruction and Research (I&R) appointments in professorial positions except those in visiting, emeritus, and recalled titles. The five faculty types reported in the new TIE system are:
   - Regular-Rank and Similar Titles
   - Other Faculty (includes Visiting, Adjunct, and Regents’ Professors)
   - Lecturers and Supervisors of Teacher Education (Unit 18)
   - Emeriti and Recalled Faculty
   - Senate Lecturers

5. **Multiple Course Offerings:** Each offering of the same course title during any year or term is reported as a separate class (e.g., if Psychology 1 is offered three times in a year, it counts as three classes).

6. **Multiple and Cross-Listed Classes:** Multiple- and cross-listed classes (i.e., classes that are listed under more than one department and/or course name) are included in the review but counted only once; there is no double counting of classes.
7. **Primary Courses:** Regularly scheduled, unit-bearing offerings of classes, usually known as lectures and seminars. Each offering of the same course title during any year or term is reported as a separate class (e.g., if Psychology 1 is offered three times in a year, it counts as three classes). In the case of basic, skills-building classes (e.g., English 1A), which are typically offered in multiple sections of 20-30 students each, each primary section is counted as a separate course offering.

8. **Reporting Classes Taught by Health Sciences Faculty:** In the case where a general campus course is taught by a Health Sciences faculty member, the general campus student enrollment, units, and student credit hours are included in the totals displayed in this report, while the enrollment of any Health Sciences student is not included. Since Health Sciences faculty have no FTE for general campus teaching (and have a different system for calculated FTE than the general campus), no per FTE calculations are made for Health Sciences faculty. The classes, enrollments, and SCH in these classes are included in the “other instruction” category, although the instructor is typically a ladder faculty member in a health science department.

9. **Sabbaticals and Approved Leaves:** Includes only sabbaticals and other approved leaves, with or without pay. Does not include release time or other special arrangements for reduced teaching loads apart from approved leaves of absence. Thus, for purposes of determining teaching workload per faculty FTE, only faculty on sabbatical or other approved leave are subtracted from the faculty FTE base; those with release time or other special arrangements for reduced teaching loads are included in the faculty FTE base, even though the resultant workload per FTE calculation is lowered.

10. **Secondary Sections:** Discussion or laboratory sections of large lecture classes; sections may be either unit-bearing or non-unit-bearing—the defining characteristic is that sections are secondary and adjunct to primary course offerings. Secondary sections are not used in calculating the number of classes taught per faculty member in the old methodology. They are counted in the new TIE system if the section is unit-bearing, and has a separate enrollment and a separate grade.

11. **Shared Teaching:** In cases where a class is taught by more than one instructor, each instructor is assigned proportional credit for the class either by (a) dividing the credit equally among the instructors, or (b) apportioning teaching credit among the instructors based on classroom contact data, when available. In no case, however, does total teaching credit assigned exceed one class, that is, there is no double counting of classes.

12. **Student Credit Hours (SCH):** Unit value of a course or other formal instructional activity times the number of students enrolled.
While we believe that faculty instructional activity should be reported using the new TIE method, we recognize that some readers will be interested comparing the results of the two methods and in analyzing historical trends. This section reports findings from the annual review of UC faculty instructional activities using the old classification methodology. Tables cover the period from 1990-91 to 2004-05.

Measures used in the old classification methodology are primary classes and independent study enrollments. The variety across campuses and disciplines in practices of enrolling graduate students in advanced courses makes it difficult to interpret enrollments in terms of faculty workload for independent study classes. Therefore, only primary class totals are used in the workload calculations. (See Appendix B: Definitions and Methodological Issues.)

Table 10: Total Formal Instructional Activities, All Instructors, All Levels of Instruction (Undergraduate and Graduate), Old Methodology

Table 10 presents Universitywide data on all faculty instructional activities for undergraduate and graduate students. The total number of primary classes shows an increase of 1.9 percent between 2003-04 and 2004-05, but a total increase of 16.8 percent over five years ago, the 1999-00 academic year. Independent study enrollments varied over the past five years, decreasing by 6.4 percent from 2003-04 to 2004-05, but gaining 7.3 percent over five years ago. Total student credit hours remained steady from 2003-04 to 2004-05, but they have increased 21.1 percent over the 1999-00 totals.

The total number of primary classes provided increased from 54,811 in 2003-04 to 55,859 in 2004-05. Enrollment in independent study classes decreased from 120,844 in 2003-04 to 113,136 in 2004-05. Student enrollment decreased slightly over the same time period, from 179,819 in 2003-04 to 179,248 in 2004-05.

On a per-student basis, the number of primary classes increased from 304.8 per 1,000 students in 2003-04 to 311.6 per 1,000 students in 2004-05, an increase of 2.2 percent. Instructional output, as measured by total student credit hours increased from 43.4 per student in 2003-04 to 43.6 per student in 2004-05, a gain of 0.5 percent.

Table 11: Regular-Rank Faculty: Formal Instructional Activities, Old Methodology

Table 11 examines trends since 1990-91 in teaching activity by regular-rank faculty. Regular-rank faculty include UC general campus Instruction and Research (I&R) appointments in professorial titles, except those in visiting, emeritus, and recalled titles. All full-time equivalent positions on pay status in these titles have been included in the faculty count, except for those on sabbatical or other approved leave and thus unavailable to teach. Table 11 shows all formal instruction by regular-rank faculty, including both graduate and undergraduate teaching.
The number of regular-rank faculty positions increased by 3.0 percent between 2003-04 and 2004-05, from 5,983 to 6,161. The five year increase, from 1999-00 to 2004-05 is 17.3 percent. The number of primary classes taught by regular-rank faculty increased 4.2 percent from 30,338 in 2003-04, to 31,626 in 2004-05. The number of primary classes taught by regular-rank faculty has increased 22.8 percent since 1999-00. Total student credit hours also increased from 4.6 million in 2003-04 to 4.7 million in 2004-05, a gain of 2.4 percent. Student credit hours in 2004-05 were 27.7 percent greater than those reported five years ago, for the 1999-00 academic year.

In contrast, enrollment in independent study classes dropped by 3.9 percent from 92,283 in 2003-04 to 88,685 in 2004-05. Independent study class enrollment has varied over the past five years; however, the 2004-05 figure of 88,865 is 13.9 percent greater than the 1999-00 figure of 77,843.

The average number of student credit hours taught per regular-rank faculty member dropped slightly from 768.6 in 2003-04 to 764.6 in 2004-05. The average number of independent study enrollments per FTE was 15.4 in 2003-04 and 14.4 in 2004-05. The number of primary classes per regular-rank faculty FTE remained stable at 5.1 for both years. The number of primary classes per regular-rank faculty FTE has been between 4.8 and 5.1 for over a decade.

Table 12: Regular-Rank Faculty: Formal Instructional Activities, Undergraduate Instruction Only, Old Methodology

Table 12 displays changes between 1990-91 and 2004-05 in regular-rank faculty instruction workload at the undergraduate level. The number of primary classes taught by regular-rank faculty at the undergraduate level increased 5.4 percent between 2003-04 and 2004-05, from 15,265 to 16,088. The number of classes reported for 2004-05 is 20.6 percent greater than five years ago when regular-rank faculty taught 13,339 undergraduate classes.

Total student credit hours in undergraduate classes taught by regular-rank faculty have increased 3.0 percent in the past year, and 26.4 percent over figures reported five years ago for the 1999-00 academic year..

Regular-rank faculty averaged 2.6 undergraduate classes per FTE in 2003-04 and 2004-05. Total student credit hours per regular-rank faculty FTE at the undergraduate level were 603.9 for 2003-04 and 603.8 for 2004-05. On a per-faculty FTE basis, regular-rank faculty averaged 3.7 undergraduate independent study enrollments per FTE in 2004-05, a decrease from the 4.7 enrollments per FTE reported in 2003-04.

Summary of Results for Old Methodology

On a per-student basis, UC faculty averaged 43.4 SCH per student in 2003-04, and 43.6 SCH per student in 2004-05. Faculty teaching workload, as measured by classes, shows that regular-rank faculty sustained their average of 5.1 primary classes per FTE from 2003-04 to 2004-05. This average has been between 4.8 and 5.1 classes per regular-rank faculty FTE for over a decade.
### Table 10
University of California

**TOTAL FORMAL INSTRUCTIONAL ACTIVITIES**

*All Instructors, All Levels of Instruction (Undergraduate and Graduate)*

**Old Methodology**

<table>
<thead>
<tr>
<th></th>
<th>1-Year Change</th>
<th>5-Year Change</th>
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</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>1.9%</td>
<td>16.8%</td>
</tr>
<tr>
<td>1991-92</td>
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<td>16.8%</td>
</tr>
<tr>
<td>1992-93</td>
<td>1.9%</td>
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</tr>
<tr>
<td>1993-94</td>
<td>1.9%</td>
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<td>2000-01</td>
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<td>2001-02</td>
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<td>2002-03</td>
<td>1.9%</td>
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<td>2003-04</td>
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<tr>
<td>2004-05</td>
<td>1.9%</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORMAL INSTRUCTIONAL ACTIVITIES&lt;sup&gt;(a)&lt;/sup&gt;</th>
<th>1-Year Change</th>
<th>5-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Classes&lt;sup&gt;(b)&lt;/sup&gt;</td>
<td>51,823</td>
<td>54,811</td>
</tr>
<tr>
<td>Independent Study Enrollment&lt;sup&gt;(c)&lt;/sup&gt;</td>
<td>91,336</td>
<td>120,844</td>
</tr>
<tr>
<td>Total Student Credit Hours &lt;sup&gt;(d)&lt;/sup&gt;</td>
<td>7,684,417</td>
<td>8,087,174</td>
</tr>
<tr>
<td>TOTAL FTE STUDENTS ENROLLED&lt;sup&gt;(e)&lt;/sup&gt;</td>
<td>174,959</td>
<td>179,819</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PER STUDENT MEASURES OF TEACHING ACTIVITY</th>
<th>1-Year Change</th>
<th>5-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Classes per 1,000 FTE Students</td>
<td>296.2</td>
<td>304.8</td>
</tr>
<tr>
<td>Independent Study per 1,000 FTE Students</td>
<td>522.0</td>
<td>672.0</td>
</tr>
<tr>
<td>Total Student Credit Hours per Student</td>
<td>42.3</td>
<td>43.6</td>
</tr>
</tbody>
</table>

<sup>(a)</sup> All instructional activities are reported in quarter-system equivalents (Berkeley campus and Davis and Los Angeles Law School semester activities are weighted by 1.5 for equivalence with quarter-system activities at other UC campuses). Does not include summer sessions.

<sup>(b)</sup> Primary Classes include only unit-bearing, regularly scheduled course offerings.

<sup>(c)</sup> Independent Study Enrollment includes all other formal instructional activities which are not regularly scheduled. Enrollments do not equal the number of students, as some students may have enrolled in more than one independent study course.

<sup>(d)</sup> Student Credit Hours refer to the unit value of a class (or independent study) times the number of students enrolled.

<sup>(e)</sup> Total FTE Students Enrolled are general campus, full-time equivalent, year-average enrollments, excluding health sciences. Does not include Summer enrollments.

<sup>(f)</sup> Total Student Credit Hours per Student is computed using headcount, not FTE, enrollment.

<sup>(g)</sup> Figures for 1999-00 are last data reported to legislature.

<sup>(h)</sup> Data for 2001-02 are not available.

---

### Year Average Headcount Enrollment

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</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>149,930</td>
<td>149,417</td>
<td>148,106</td>
<td>145,243</td>
<td>144,773</td>
<td>146,526</td>
<td>148,720</td>
<td>151,635</td>
<td>155,490</td>
<td>159,720</td>
<td>164,813</td>
<td>173,357</td>
<td>181,520</td>
<td>186,541</td>
<td>185,751</td>
</tr>
</tbody>
</table>
### Table 11
University of California

#### REGULAR-RANK FACULTY: FORMAL INSTRUCTIONAL ACTIVITIES

*All Levels of Instruction (Undergraduate and Graduate)*

**Old Methodology**

|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------------|------------|---------|---------|---------|---------|---------|--------|
| **FORMAL INSTRUCTIONAL ACTIVITIES**
| Primary Classes | 24,655  | 24,183  | 25,442  | 24,871  | 22,673  | 23,658  | 25,736  | 25,750  | 25,736  | 25,750     | 26,497     | n/a     | 28,123  | 30,338  | 31,626  | 4.2%    | 22.8% |
| Independent Study Enrollment | 85,593  | 87,336  | 87,663  | 86,848  | 76,192  | 75,521  | 75,727  | 76,589  | 76,589  | 77,843     | 76,080     | n/a     | 68,271  | 92,283  | 88,685  | -3.9%   | 13.9% |
| Total Student Credit Hours | 3,792,695 | 3,835,878 | 3,913,395 | 3,835,291 | 3,362,938 | 3,653,683 | 3,778,004 | 3,778,004 | 3,778,004 | 3,778,004 | 3,778,004 | 3,778,004 | n/a | 4,219,591 | 4,598,461 | 4,711,036 | 2.4%    | 27.7% |
| **REGULAR-RANK FACULTY FTE POSITIONS** | 5,476   | 5,295   | 5,262   | 5,189   | 4,710   | 4,844   | 4,888   | 4,997   | 5,176   | 5,252      | 5,419      | n/a     | 5,883   | 5,983   | 6,161   | 3.0%    | 17.3% |
| **FORMAL INSTRUCTIONAL ACTIVITY PER FACULTY FTE**
| Primary Classes per FTE | 4.5     | 4.6     | 4.8     | 4.8     | 4.8     | 4.9     | 5.0     | 5.0     | 5.0     | 4.9        | 4.9        | n/a     | 4.8     | 5.1     | 5.1     | 0.0%    | 4.1%  |
| Independent Study Enrollment per FTE | 15.6    | 16.5    | 16.7    | 16.7    | 16.2    | 15.6    | 15.5    | 15.3    | 14.8    | 14.8       | 14.0       | n/a     | 11.6    | 15.4    | 14.4    | -6.5%   | -2.7% |
| Total Student Credit Hours per FTE | 692.6   | 724.5   | 743.8   | 739.2   | 714.0   | 700.6   | 716.2   | 723.1   | 705.8   | 702.5      | 697.2      | n/a     | 717.3   | 768.6   | 764.6   | -0.5%   | 8.8%  |

(a) All instructional activities are reported in quarter-system equivalents (Berkeley campus and Davis and Los Angeles Law School semester activities are weighted by 1.5 for equivalence with quarter-system activities at other UC campuses).

(b) Primary Classes include only unit-bearing, regularly scheduled course offerings.

(c) Independent Study Enrollment includes all other formal instructional activities which are not regularly scheduled. Enrollments do not equal the number of students, as some students may have enrolled in more than one independent study course.

(d) Student Credit Hours refer to the unit value of a class (or independent study) times the number of students enrolled.

(e) Regular-Rank Faculty include general campus, Instructional and Research (I&R) appointments in professorial titles except those in visiting, emeritus, and recalled titles and those on sabbatical or other approved leave.

(f) Figures for 1999-00 are last data reported to legislature.

(g) Data for 2001-02 are not available.
### Table 12

**University of California**

**REGULAR-RANK FACULTY: FORMAL INSTRUCTIONAL ACTIVITIES**

*Undergraduate Instruction Only*

*Old Methodology*

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</thead>
<tbody>
<tr>
<td><strong>FORMAL INSTRUCTIONAL ACTIVITIES</strong>&lt;sup&gt;(a)&lt;/sup&gt;</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Primary Classes&lt;sup&gt;(b)&lt;/sup&gt;</td>
<td>13,709</td>
<td>13,296</td>
<td>14,120</td>
<td>12,488</td>
<td>13,515</td>
<td>13,081</td>
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<td>13,339</td>
<td>13,081</td>
<td>13,411</td>
<td>13,339</td>
<td>13,701</td>
<td>n/a</td>
<td>14,175</td>
<td>15,265</td>
<td>16,088</td>
<td>5.4%</td>
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<td>Independent Study Enrollment&lt;sup&gt;(c)&lt;/sup&gt;</td>
<td>20,678</td>
<td>22,704</td>
<td>25,861</td>
<td>24,952</td>
<td>23,038</td>
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<td>18,220</td>
<td>27,992</td>
<td>23,008</td>
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<td>Total Student Credit Hours&lt;sup&gt;(d)&lt;/sup&gt;</td>
<td>3,003,054</td>
<td>3,055,724</td>
<td>3,130,385</td>
<td>3,048,275</td>
<td>2,651,024</td>
<td>2,688,692</td>
<td>2,787,040</td>
<td>2,881,477</td>
<td>2,942,013</td>
<td>2,943,139</td>
<td>3,005,816</td>
<td>3,332,565</td>
<td>3,613,172</td>
<td>3,720,079</td>
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<td>26.4%</td>
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<td><strong>REGULAR-RANK FACULTY FTE POSITIONS</strong></td>
<td>5,476</td>
<td>5,295</td>
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<td>5,883</td>
<td>5,983</td>
<td>6,161</td>
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<td>FORMAL INSTRUCTIONAL ACTIVITY PER FACULTY FTE</td>
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</tr>
<tr>
<td>Primary Classes per FTE</td>
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<td>2.6</td>
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<td>2.4</td>
<td>2.6</td>
<td>2.6</td>
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<td>4.0%</td>
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<sup>(a)</sup> All instructional activities are reported in quarter-system equivalents (Berkeley campus and Davis and Los Angeles Law School semester activities are weighted by 1.5 for equivalence with quarter-system activities at other UC campuses).

<sup>(b)</sup> Primary Classes include only unit-bearing, regularly scheduled course offerings.

<sup>(c)</sup> Independent Study Enrollment includes all other formal instructional activities which are not regularly scheduled. Enrollments do not equal the number of students, as some students may have enrolled in more than one independent study course.

<sup>(d)</sup> Student Credit Hours refer to the unit value of a class (or independent study) times the number of students enrolled.

<sup>(e)</sup> Regular-Rank Faculty include general campus, Instructional and Research (I&R) appointments in professorial titles except those in visiting, emeritus, and recalled titles and those on sabbatical or other approved leave.

<sup>(f)</sup> Figures for 1999-00 are last data reported to legislature.

<sup>(g)</sup> Data for 2001-02 are not available.
### APPENDIX D

**LISTS OF ACADEMIC TITLES**

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APPENDIX E

NEW CLASSIFICATION SYSTEM:
FACULTY INSTRUCTIONAL ACTIVITY TYPES

The 18 faculty instructional activity types are described below, grouped by the three major categories: Transmitting the Knowledge Base, Initiating Intellectual Independence, and Emphasizing Independent Inquiry. The activity types are intended to capture the range and variety of course-based faculty instructional activities. Several of these instructional types are synonymous, but separate categories have been established to recognize key terminology differences across UC’s disciplines. Departments (and other instructional units) were asked to classify courses in accordance with the nature of the instruction in the course and the terminology used in the discipline for that type of instruction.

Transmitting the Knowledge Base

1. Fieldwork—Skills/Techniques: A course that takes place in a field location in which the primary objective is for the student to acquire mastery of techniques and principles that are best learned in the field setting. Fieldwork—Skills/Techniques is commonly associated with the physical sciences, human development, and social work, where the sites provide direct access to specimens, structures, social situations, and clients. The specific work to be completed for course credit is very similar for all enrolled students. On occasion, these courses are taken in tandem with Fieldwork—Research courses as a distinct component of a fieldwork experience.

2. Laboratory—Skills/Techniques: A course that takes place in a laboratory setting in which the primary, but not exclusive, objective is for the student to acquire mastery of techniques and principles that are best learned in a laboratory setting. Students typically gain hands-on experience in the use of equipment and procedures, and they conduct, analyze, and write up a set of specified laboratory exercises. The specific work to be completed for course credit is very similar for all students enrolled in the specific course. This course type also includes foreign language courses in which the primary focus is the acquisition of listening and speaking skills in the language being taught and courses whose primary objective is to advance students’ composition and rhetoric skills.

3. Lecture: A course in which the primary goal is the transfer of a body of knowledge from an instructor to a group of students through didactic instruction. This is accomplished by the instructor presenting that body of knowledge in a primarily oral form, supplemented by required reading and problem assignments appropriate to the discipline. While there may be discussion, question and answer, and other forms of interaction between instructor and student, the primary means of accomplishing the desired transfer of knowledge is via presentations made by the instructor in a variety of media appropriate to the topic. Colloquia should be categorized as Lecture.
4. **Lecture plus Supplementary Activity, e.g., Laboratory or Discussion:** A course that is a unified combination of a Lecture course and a Laboratory-Skills/Techniques, Fieldwork, or Discussion Section (including those led by graduate students) in which the primary goal is the transfer of a body of knowledge from an instructor to a group of students through didactic instruction. (Note that a Discussion Section is not an Instructional Activity Type because it is a secondary, generally non-credit bearing, section.) Students enroll in the two components as a single course, and a single grade is issued for the combined instructional experience. The relative distribution of lecture activities and laboratory activities will vary depending upon the particular course but it will usually be the case that the lecture activities and the laboratory activities are delivered in different places and at different times. Other courses given for credit and graded separately and having required concurrent enrollment are not supplemental activities. Laboratory courses that have a relatively small lecture component and where most of the class time is spent in the laboratory should be classified as Laboratory—Skills/Techniques.

5. **Seminar—Topical:** A course conducted in a seminar format (i.e., in a small classroom setting where the faculty member and the students consider concepts and exchange ideas through discussion, research papers, presentations, and/or performances) in which the topic is defined by the professor and the primary goal is the transfer of a body of knowledge. The nature of the work to be completed for course credit is very similar for all enrolled students.

6. **Studio—Technique:** A course that takes place in a studio setting in which the primary, but not only, objective is for the student to acquire mastery of techniques and principles that are best learned in a studio setting. For example, students gain hands-on experience in the technique and creative application of a musical instrument, film or video equipment, the paint brush, computer graphic programs, or control of the voice, etc. The nature of the work to be completed for course credit is very similar for all enrolled students.

**Initiating Intellectual Independence**

7. **Fieldwork—Research:** A course that takes place in a field location in which the primary objective is for the student to gain experience in research methodologies and practices utilized in the discipline or profession. Fieldwork is commonly associated with the physical sciences, human development, and social work where the sites provide direct access to specimens, structures, social situations, and clients. Students are usually expected to produce a research product that includes the collection of data and/or direct client interaction, analysis, and the writing of a report. The specific work to be completed for course credit will differ for each enrolled student. In general, these courses are advanced courses for which the student has mastered or is in the process of mastering the basic content and methodologies of the discipline. On occasion, these courses are taken in tandem with Fieldwork—Skills/Techniques courses as a distinct component of a fieldwork experience.
8. **Internship:** A course in which students carry out all or a major part of the work at an off-campus site. The site is selected because its characteristics allow for a beneficial experience that could not be achieved on campus. Often the professionals at the internship placement site take an active role, along with the faculty member, in shaping student experience, and these professionals at the site provide a substantial degree of guidance and feedback. The form of the internship and evaluation of the student’s performance is the responsibility of the faculty member. This course type shares some features of fieldwork courses.

9. **Laboratory—Research:** A course that takes place in a laboratory setting in which the primary, but not exclusive, objective is for the student to gain experience in the production of new knowledge in a laboratory setting. Students are usually expected to produce a research product that includes the collection of data, analysis of those data, and the writing of a report. The specific work to be completed for course credit will differ for each enrolled student.

10. **Legal/Medical Clerkship:** A form of internship generally used in the context of medical or law school curricula that usually takes place in an off-campus location, such as a hospital or courthouse.

11. **Practicum:** A course in which the primary goal is to enhance the student’s previously acquired knowledge and abilities by applying them to real cases or situations that are carefully supervised by the instructor. This course type is most typically used in fields such as clinical psychology, social welfare, and other healing arts to describe a course in which the student is having his or her first supervised experience in delivering interventions.

12. **Practicum—Teaching:** A course in which faculty members formally prepare students, especially teaching assistants, who are responsible for instructing other students in discussion, laboratory, or other class settings (primarily secondary sections) to meet their teaching responsibilities. Such instruction may be relevant to a particular course, or it may be in anticipation of future teaching.

13. **Project:** A course in which a faculty member guides one or more students, typically a group of students, in solving a complex problem specified by the faculty member. The primary goal is to gain knowledge of how complicated systems work and why successful solutions must consider multiple aspects of a problem. This instruction type is typically used in engineering, management, and some other professional disciplines.
14. **Seminar—Research/Creative Development:** A course conducted in a seminar format (i.e., in a small classroom setting where the faculty member and the students consider concepts and exchange ideas through discussion, research papers, presentations, and/or performances) in which the primary focus of the seminar is ongoing research/creative work being conducted by the participants in the seminar. Student presentations, papers, and/or projects are a major component of the seminar. The specific work to be completed for course credit will differ for each enrolled student. Most laboratory research meetings would be in this category.

15. **Studio—Production/Creative Development:** A course that takes place in a studio setting in which the primary, but not only, objective is for the student to gain experience in the production of major creative works in a studio setting. Students are expected to enhance the development of their work, which might be perfecting a performance, creating a series of paintings, a musical composition, a film, a public performance or exhibition (including design of specific aspects such as production set, lighting, or costume design), or similar creative output(s).

16. **Tutorial:** A course where a faculty member meets with a very small group of students with the aim of facilitating their mastering a body of knowledge. The role of the faculty member is to assist and guide the student’s progress rather than present information in a didactic fashion. Tutorials will tend to meet at a regular time and place.

**Emphasizing Independent Inquiry**

17. **Conference:** A form of individualized study in which a student and a faculty member meet on a regular, one-on-one basis to discuss ongoing work such as a research project, dissertation work, or other academic issues.

18. **Individualized Instruction:** A course in which a faculty member and a student directly negotiate the content of the course, and the method by which the student will meet the goals of, and receive credit for, the course. Students work with a great degree of self-direction, but their progress is dependent upon the guidance and review of a faculty member. These courses include those in which master’s or doctoral students register while conducting thesis and dissertation research and writing theses and dissertations. In Individualized Instruction courses, students may carry out activities in a research laboratory, conduct research in a library or similar intellectual environment, and/or develop a creative product such as a series of paintings, an extensive computer project, or a performance. Individualized Instruction courses may also involve the faculty member and the student agreeing upon a set of readings that the student will use as the starting point for the production of a paper or other scholarly work such as a musical composition or other creative activity. (In the old categorization method, many courses of this type are categorized as Independent Study.) Individualized Instruction courses typically meet on an ad-hoc basis at a location convenient to both the faculty member and student.
RESULTS OF THE NEW TIE METHODOLOGY

The new methodology uses two traditional measures, the number of classes taught and the total number of student credit hours, but is based on a more inclusive Universitywide taxonomy of instructional activity types. The revised framework places 18 instructional activity types into three broad categories reflective of three different instructional goals for enrolled students. (See Figure 1: Example of TIE Course Classification; and Appendix E: Faculty Instructional Activity Types.) The new methodology is referred to as “TIE,” reflecting the three categories described below:

T: Transmitting the Knowledge Base: In a “T” type of course, faculty provide instruction that is designed to transmit the knowledge base, skills, methodologies, analytical approaches, and techniques associated with a discipline or field, ranging from the basic to the advanced level. The course content is developed by the faculty and organized on the basis of a syllabus or plan developed in advance of the beginning of the course. In “T” courses, there is typically a great deal of interaction between the instructor and the student (in the form of class discussion, office meetings, email communication, etc.), but the basic feature of the course is transmission of a fixed body of knowledge to be mastered by the student.

I: Initiating Intellectual Independence: In an “I” type of course, the aim is to develop students’ abilities to pursue creative/professional/scholarly work as required by the discipline or field. Participation by the faculty member provides experience with the methodologies of the discipline or field and requires prior acquisition of the relevant knowledge base and skills. Instruction, both content and pedagogy, is more experiential in nature and tailored to the needs and interests of the particular students. Such a course may involve small groups or teams of students working on faculty-assigned projects/tasks under the direct supervision of the faculty. These courses are designed to enhance students’ problem-solving abilities, critical analysis capabilities, and individual creativity to enable them to apply their knowledge to complex problems, issues, and techniques.

E: Emphasizing Independent Inquiry: In an “E” type of course, faculty guide, mentor, and monitor advanced students who are undertaking independent creative/professional/scholarly work, generally as the culmination of their degree program. Students’ participation is conditional on their mastery of the area they choose to pursue. These courses are one-on-one, or very small, group experiences with intensive interaction between the faculty member and the student. Students play an active role in defining the topic to be studied or the project to be undertaken, including the approach to the inquiry. Courses in this category usually meet on an ad-hoc basis in a location convenient to both the student and the faculty member.

These three categories represent the different instructional goals set by UC faculty (and their counterparts at other research universities) to construct academic programs resulting in baccalaureate, master’s, and doctoral degrees. These three categories are more representative of
modern teaching environments than were the previous “primary classes” and “independent study” classifications. For example, the activity “seminar” can now be slotted based on whether the central goal of the class is to transmit knowledge or to initiate educational independence—two of the core principles inherent in the three new categories. The new TIE system counts all formal, credit-bearing instructional activity as “classes.” The historical methodology reported independent study enrollments, but did not include these enrollments as part of the calculation of faculty workload. Effectively students received credit for the independent study work they undertook, but the faculty member who supervised the work did not. The new TIE system addresses this omission by classifying all enrollments into “classes.” If a student receives unit credit toward graduation, then the responsible faculty member receives workload credit, thus more accurately measuring the total instructional effort of UC faculty.

Table 13: Total Formal Instructional Activities, All Instructors, All Levels of Instruction (Undergraduate and Graduate), New TIE Methodology

As shown in Table 13, over half (53 percent) of all classes reported for 2004-05 were classified as Transmitting the Knowledge Base (T-classes). The remaining classes were divided almost evenly between the Initiating Intellectual Independence (I-classes) and the Emphasizing Independent Inquiry (E-classes) categories with 25 percent and 22 percent, respectively. The total number of classes increased slightly (1.1 percent) from 2003-04 to 2004-05, but the division of classes by TIE category remained the same as 2003-04.

In per-student measures of teaching activity, faculty taught 467 classes per 1,000 full time enrolled students in 2004-05, compared to 461 in 2003-04, an increase of 1.4 percent. Student credit hours per student also increased slightly from 43.4 in 2003-04 to 43.6 in 2004-05, a gain of 0.5 percent.

Figure 3: Formal Instructional Activities, 2004-05, Percentage of Classes Taught by Level of Instruction, Faculty Type, and New TIE Classification Methodology

Figure 3 shows the percentage of classes taught by various faculty types using the new TIE course classifications. Regular-rank faculty taught 53 percent of all T-classes, 68 percent of all I-classes, and 90 percent of all E-classes.

When divided by level, Figure 3 shows that regular-rank faculty taught 44 percent of all undergraduate T-classes and 76 percent of all graduate T-classes. They also taught 55 percent of the undergraduate I-classes and 77 percent of the graduate I-classes. For E-classes, regular-rank faculty taught 71 percent of the undergraduate classes and 93 percent of the graduate classes. It should be noted that many of the remaining classes are taught by ladder-equivalent faculty—visiting, emeriti, or health sciences faculty with ladder rank in their own departments.
Table 14: Formal Instructional Activities, Selected Faculty Types, All Levels of Instruction (Undergraduate and Graduate), and New TIE Methodology

Table 14 displays teaching activity by five faculty types: Regular-Rank, Visitors & Adjuncts, Lecturers (Unit 18), Emeriti, and Senate Lecturers. Regular-rank faculty includes UC general campus Instruction and Research (I&R) appointments in professorial titles, except those in visiting, emeritus, and recalled titles. All full-time equivalent (FTE) positions on pay status in these titles have been included in the faculty count, except for individuals on sabbatical or other approved leaves and thus unavailable to teach. (See Appendix D: Lists of Academic Titles.)

The total number of classes taught by regular-rank FTE increased from 52,845 in 2003-04 to 54,374 in 2004-05, a gain of 2.9 percent. SCH per regular-rank FTE, however, declined slightly from 768.6 in 2003-04 to 764.7 for 2004-05. This figure should be evaluated in light of the budgeted decrease in enrollment in 2004-05.

Regular-rank faculty taught 3.9 T-classes per FTE in 2003-04, and this number decreased slightly to 3.8 T-classes per FTE in 2004-05. I-classes per regular-rank FTE remained the same for both years at 2.3 per regular-rank FTE. E-classes had a slight increase from 2.6 to 2.7 per regular-rank FTE from 2003-04 to 2004-05. The total remained the same for both years at 8.8 per regular-rank FTE.

Table 15: Undergraduate Formal Instructional Activities, Selected Faculty Types, and New TIE Methodology

Table 15 displays data for undergraduate students only, by selected faculty types. Regular-rank faculty taught almost half of all undergraduate classes in 2004-05 (47.9 percent). This number is a slight increase over the 2003-04 figure of 46.6 percent. The total number of classes taught at the undergraduate level by regular-rank faculty increased slightly from 20,129 in 2003-04 to 20,568 in 2004-05, a gain of 2.2 percent.

Regular-rank faculty taught 2.3 T-classes per FTE in 2003-04 and this number remained the same for 2004-05. I-classes per regular-rank FTE had a slight decrease from 0.8 to 0.7 per regular-rank FTE from 2003-04 to 2004-05. E-classes remained the same for both years at 0.3 per FTE. The total number of undergraduate classes per regular-rank faculty was 3.4 for 2003-04 and 3.3 for 2004-05.

Table 16: Graduate Formal Instructional Activities, Selected Faculty Types, and New TIE Methodology

Table 16 displays data for graduate students only, by selected faculty types. Regular-rank faculty taught 82.4 percent of all graduate classes in 2003-04 and 82.7 percent in 2004-05. The increased involvement of regular-rank faculty in graduate classes over undergraduate classes is expected and appropriate for students at more advanced levels.
The total number of classes taught at the graduate level by regular-rank faculty increased from 32,716 in 2003-04 to 33,806 in 2004-05, a gain of 3.3 percent. The largest gain was seen in E-classes, Emphasizing Independent Inquiry, which increased from 14,029 in 2003-04 to 14,692 in 2004-05, a gain of 4.7 percent.

Regular-rank faculty taught 1.6 T-classes per FTE in 2003-04 and this number decreased slightly to 1.5 T-classes per FTE in 2004-05. I-classes per regular-rank FTE remained stable at 1.6 for both years reported. E-classes increased slightly from 2.3 in 2003-04 to 2.4 in 2004-05. The total remained the same for both years at 5.5 graduate classes per regular-rank FTE.

**E-Class Equivalents**

The new TIE classification system was pilot tested with all campuses in 2002-03 and fully implemented for the 2003-04 and 2004-05 academic years. The pilot test revealed some inconsistencies in reporting E-classes (Emphasizing Independent Inquiry) that did not occur with T-classes (Transmitting the Knowledge Base) or I-classes (Initiating Intellectual Independence). The disparity is based on the nature of doctoral-level education. In their last years of study, doctoral students spend considerable time interacting with faculty in a variety of one-on-one relationships, such as supervised individual research/creative work, collaborative work, and preparation for the dissertation. Current practices vary across campuses and even among similar departments within campuses. While one department may try to capture data on each student’s interactions in differentiated classes of perhaps four units each, another will combine course data and report only one course with eight to twelve units. Because the workload associated with these course offerings is not reported in a consistent manner across the University, and because such offerings are not directly comparable to courses in the “T” and “I” categories, the Task Force turned to a different measure as a starting point for comparing workload in E-classes: Student Credit Hours.

Student credit hours is a measure calculated by multiplying the unit value of a class times the number of students enrolled. This measure smoothes out the disparities and results in data that better represents faculty effort than does the size of a class or the number of classes. Based on this analysis, the Task Force recommended that the workload in E-classes should be expressed as “class equivalents” by determining how many I-classes would produce the same number of student credit hours. They concluded that E-class equivalents should be derived from the student-credit-hours output of those faculty/student interactions based upon average student credit hours in I-classes, which also tend to be small and individualized. We believe that this calculation presents a reasonable and justifiable picture of the significant time and commitment of UC’s faculty to this demanding instructional format.

The calculation of E-class equivalents reported in Table 13 (page 49) is shown below using data from that table. The number of student credit hours (SCH) in I-classes (529,260) is divided by the number of I-classes (20,998). The result is a systemwide average of 25.21 SCH per I-class. E-classes are converted to E-class equivalents by dividing the number of SCH in E-classes (464,840) by the average SCH per I-class (25.21). For 2004-05, there were 18,439 E-class equivalents reported. In this report, the term “classes” always refers to T-classes, I-classes, and E-class equivalents. Raw numbers of E-classes are not included in this report.
Calculating E-Class Equivalents for 2004-05

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C=A/B</th>
<th>D</th>
<th>E=D/C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of SCH in I-Classes</td>
<td>529,260</td>
<td>Number of I-Classes</td>
<td>20,998</td>
</tr>
<tr>
<td>C=A/B</td>
<td>SCH per I-Class</td>
<td>25.21</td>
<td>Number of SCH in E-Classes</td>
<td>464,840</td>
</tr>
<tr>
<td></td>
<td>Number of E-Class Equivalents</td>
<td>18,439</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of Results for New TIE Methodology

The new approach uses two traditional process measures (the number of classes taught and the total number of student credit hours), but is based on a new classification of instructional activity types. All three types are courses for which students receive credit toward graduation: Transmitting the Knowledge Base (T-classes), Initiating Intellectual Independence (I-classes), and Emphasizing Independent Inquiry (E-classes).

Results of the systemwide review for 2004-05 show a 1.1 percent increase in the total number of classes offered to students when compared to 2003-04. Over half (53 percent) of all classes taught were in the Transmitting the Knowledge Base category. Remaining classes were divided almost evenly between the Initiating Intellectual Independence (25 percent) and Emphasizing Independent Inquiry (22 percent) categories. This distribution of classes was unchanged from 2003-04.

On a per 1,000-student basis, the number of classes increased 1.4 percent from 461 in 2003-04 to 467 in 2004-05. Student credit hours also increased slightly, from 43.4 in 2003-04 to 43.6 in 2004-05. Regular-rank faculty taught 8.8 classes per FTE in 2004-05, and this number was unchanged from 2003-04.
<table>
<thead>
<tr>
<th>Formal Instructional Activities&lt;sup&gt;(a)&lt;/sup&gt;</th>
<th>2003-04</th>
<th>2004-05</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T-Classes</strong></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Transmitting the Knowledge Base</td>
<td>44,267</td>
<td>53%</td>
<td>44,339</td>
</tr>
<tr>
<td><strong>I-Classes</strong></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Initiating Intellectual Independence</td>
<td>20,618</td>
<td>25%</td>
<td>20,998</td>
</tr>
<tr>
<td><strong>E-Classes&lt;sup&gt;(b)&lt;/sup&gt;</strong></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Emphasizing Independent Inquiry</td>
<td>17,981</td>
<td>22%</td>
<td>18,439</td>
</tr>
<tr>
<td><strong>Total Classes</strong></td>
<td>82,866</td>
<td>100%</td>
<td>83,776</td>
</tr>
</tbody>
</table>

| **Total Student Credit Hours<sup>(d)</sup>** | 8,087,102 | 8,092,675 | 0.1% |

<table>
<thead>
<tr>
<th>Per Student Measures of Teaching Activity</th>
<th>2003-04</th>
<th>2004-05</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T-Classes</strong></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Transmitting the Knowledge Base</td>
<td>246</td>
<td>53%</td>
<td>247</td>
</tr>
<tr>
<td><strong>I-Classes</strong></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Initiating Intellectual Independence</td>
<td>115</td>
<td>25%</td>
<td>117</td>
</tr>
<tr>
<td><strong>E-Classes</strong></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Emphasizing Independent Inquiry</td>
<td>100</td>
<td>22%</td>
<td>103</td>
</tr>
<tr>
<td><strong>Total Classes per 1,000 FTE Students</strong></td>
<td>461</td>
<td>100%</td>
<td>467</td>
</tr>
</tbody>
</table>

| FTE Students (without Summer)<sup>(c)</sup> | 179,819 | 179,248 | -0.3% |
| Student Credit Hours per Student<sup>(d)</sup> | 43.4    | 43.6    | 0.5%  |
| Year-Average Headcount (without Summer)    | 186,541 | 185,751 | -0.4% |

<sup>(a)</sup> All instructional activities are reported in quarter-system equivalents (Berkeley campus and Davis and Los Angeles law school semester activities are weighted by 1.5 for equivalence with quarter-system activities at other UC campuses).

<sup>(b)</sup> E-Classes are presented as E-Class Equivalents, calculated by dividing E-Class SCH by the average number of SCH per I-Class (25.50 for 2003-04 and 25.21 for 2004-05).

<sup>(c)</sup> FTE Students are general campus, full time equivalent, regular academic year, average enrollments, excluding health sciences.

<sup>(d)</sup> Student Credit Hours per Student is computed using headcount, not FTE enrollment.
Figure 3
UNIVERSITY OF CALIFORNIA
FORMAL INSTRUCTIONAL ACTIVITIES, 2004-05
Percentage of Classes Taught by Level of Instruction, Faculty Type and New TIE Classification

TRANSMITTING THE KNOWLEDGE BASE

INITIATING INTELLECTUAL INDEPENDENCE

EMPHASIZING INDEPENDENT INQUIRY**

*Health Sciences faculty who teach on the general campus are included in the "Other" faculty category.
**E-Classes are presented as E-Class Equivalents, calculated by dividing E-Class SCH by the average number of SCH per I-Class (25.21)
### Table 14
University of California

**FORMAL INSTRUCTIONAL ACTIVITIES**

**Selected Faculty Types, All Levels of Instruction (Undergraduate and Graduate)**

**New TIE Methodology**

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>TIE Classification</th>
<th>2003-04</th>
<th>2004-05</th>
<th>Percent Change Number of Classes</th>
<th>Percent Change FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular-Rank</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>23,126</td>
<td>23,586</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>15,765</td>
<td>16,525</td>
<td>4.8%</td>
<td>2.2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>52,845</td>
<td>54,374</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Visitors &amp; Adjuncts</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>1,888</td>
<td>1,779</td>
<td>-5.8%</td>
<td>-5.8%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>732</td>
<td>665</td>
<td>-9.2%</td>
<td>-9.2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,951</td>
<td>2,766</td>
<td>-6.3%</td>
<td>-6.3%</td>
</tr>
<tr>
<td>Lecturers(b)</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>11,619</td>
<td>11,392</td>
<td>-1.9%</td>
<td>-1.9%</td>
</tr>
<tr>
<td></td>
<td>I-Classes: Initiating Intellectual Independence</td>
<td>3,096</td>
<td>3,039</td>
<td>-1.8%</td>
<td>-1.8%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>349</td>
<td>369</td>
<td>5.8%</td>
<td>5.8%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15,063</td>
<td>14,801</td>
<td>-1.7%</td>
<td>-1.7%</td>
</tr>
<tr>
<td>Emeriti(c)</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>481</td>
<td>416</td>
<td>-13.5%</td>
<td>-13.5%</td>
</tr>
<tr>
<td></td>
<td>I-Classes: Initiating Intellectual Independence</td>
<td>222</td>
<td>262</td>
<td>17.8%</td>
<td>17.8%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>231</td>
<td>263</td>
<td>14.1%</td>
<td>14.1%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>934</td>
<td>941</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Senate Lecturers(d)</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>612</td>
<td>663</td>
<td>8.2%</td>
<td>8.2%</td>
</tr>
<tr>
<td></td>
<td>I-Classes: Initiating Intellectual Independence</td>
<td>401</td>
<td>419</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>72</td>
<td>64</td>
<td>-10.9%</td>
<td>-10.9%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,085</td>
<td>1,145</td>
<td>5.6%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

(a) Classes per Emeriti FTE are not calculated because many of the Emeriti who teach do not have an assigned FTE.
(b) Lecturers (Unit 18) are contracted for certain teaching duties, often for limited periods of time, and have no budgeted FTE.
(c) Lecturers (Unit 18) are contracted for certain teaching duties, often for limited periods of time, and have no budgeted FTE.
(d) Senate Lecturers have security of employment, an allocated FTE and are members of the Academic Senate.

---

52
<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>TIE Classification</th>
<th>2003-04</th>
<th></th>
<th></th>
<th>2004-05</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Percent Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Classes(a)</td>
<td>Classes Per Faculty FTE</td>
<td>Number of Student Credit Hours (SCH)</td>
<td>SCH Per Faculty FTE</td>
<td>Percent of All UG Classes</td>
<td>Number of Classes(b)</td>
<td>Classes Per Faculty FTE</td>
<td>Number of Student Credit Hours (SCH)</td>
<td>SCH Per Faculty FTE</td>
<td>Percent of All UG Classes</td>
<td>Percent Change Number of Classes</td>
</tr>
<tr>
<td>Regular-Rank</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>13,813</td>
<td>2.3</td>
<td>3,460,565</td>
<td>578.4</td>
<td>43.1%</td>
<td>14,174</td>
<td>2.3</td>
<td>3,588,079</td>
<td>577.5</td>
<td>44.4%</td>
</tr>
<tr>
<td></td>
<td>I-Classes: Initiating Intellectual Independence</td>
<td>4,581</td>
<td>0.8</td>
<td>108,334</td>
<td>18.1</td>
<td>53.9%</td>
<td>4,560</td>
<td>0.7</td>
<td>115,714</td>
<td>18.8</td>
<td>54.5%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>1,736</td>
<td>0.3</td>
<td>44,271</td>
<td>7.4</td>
<td>66.8%</td>
<td>1,834</td>
<td>0.3</td>
<td>46,229</td>
<td>7.5</td>
<td>70.6%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>20,129</td>
<td>3.4</td>
<td>3,613,170</td>
<td>603.9</td>
<td>46.6%</td>
<td>20,568</td>
<td>3.3</td>
<td>3,720,022</td>
<td>603.8</td>
<td>47.9%</td>
</tr>
<tr>
<td>Visitors &amp; Adjuncts</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>1,324</td>
<td>4.4</td>
<td>329,642</td>
<td>1,106.2</td>
<td>4.1%</td>
<td>1,213</td>
<td>4.4</td>
<td>284,660</td>
<td>1,027.7</td>
<td>3.8%</td>
</tr>
<tr>
<td></td>
<td>I-Classes: Initiating Intellectual Independence</td>
<td>329</td>
<td>1.1</td>
<td>11,849</td>
<td>39.8</td>
<td>3.9%</td>
<td>274</td>
<td>1.0</td>
<td>9,762</td>
<td>35.2</td>
<td>3.3%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>90</td>
<td>0.3</td>
<td>2,302</td>
<td>7.7</td>
<td>3.5%</td>
<td>84</td>
<td>0.3</td>
<td>2,113</td>
<td>7.6</td>
<td>3.2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,744</td>
<td>5.9</td>
<td>343,793</td>
<td>1,153.7</td>
<td>4.0%</td>
<td>1,570</td>
<td>5.7</td>
<td>296,535</td>
<td>1,070.5</td>
<td>3.7%</td>
</tr>
<tr>
<td>Lecturers(d)</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>10,172</td>
<td>6.8</td>
<td>1,868,284</td>
<td>1,249.7</td>
<td>31.7%</td>
<td>9,852</td>
<td>6.8</td>
<td>1,841,213</td>
<td>1,279.5</td>
<td>30.8%</td>
</tr>
<tr>
<td></td>
<td>I-Classes: Initiating Intellectual Independence</td>
<td>2,154</td>
<td>1.4</td>
<td>115,029</td>
<td>76.9</td>
<td>25.4%</td>
<td>1,992</td>
<td>1.4</td>
<td>104,684</td>
<td>72.7</td>
<td>23.8%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>208</td>
<td>0.2</td>
<td>6,066</td>
<td>4.1</td>
<td>9.2%</td>
<td>230</td>
<td>0.2</td>
<td>5,796</td>
<td>4.0</td>
<td>8.9%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12,564</td>
<td>8.4</td>
<td>1,989,378</td>
<td>1,330.7</td>
<td>29.1%</td>
<td>12,074</td>
<td>8.4</td>
<td>1,951,694</td>
<td>1,356.3</td>
<td>28.1%</td>
</tr>
<tr>
<td>Emeriti(c)</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>363</td>
<td>N/A</td>
<td>72,281</td>
<td>N/A</td>
<td>1.1%</td>
<td>269</td>
<td>N/A</td>
<td>73,448</td>
<td>N/A</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td>I-Classes: Initiating Intellectual Independence</td>
<td>98</td>
<td>N/A</td>
<td>2,315</td>
<td>N/A</td>
<td>1.2%</td>
<td>115</td>
<td>N/A</td>
<td>2,574</td>
<td>N/A</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>46</td>
<td>N/A</td>
<td>1,173</td>
<td>N/A</td>
<td>1.8%</td>
<td>43</td>
<td>N/A</td>
<td>1,080</td>
<td>N/A</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>507</td>
<td>N/A</td>
<td>75,768</td>
<td>N/A</td>
<td>1.2%</td>
<td>427</td>
<td>N/A</td>
<td>77,102</td>
<td>N/A</td>
<td>1.0%</td>
</tr>
<tr>
<td>Senate Lecturers(e)</td>
<td>T-Classes: Transmitting the Knowledge Base</td>
<td>527</td>
<td>5.0</td>
<td>128,775</td>
<td>1,226.4</td>
<td>1.6%</td>
<td>577</td>
<td>5.3</td>
<td>133,822</td>
<td>1,239.1</td>
<td>1.8%</td>
</tr>
<tr>
<td></td>
<td>I-Classes: Initiating Intellectual Independence</td>
<td>205</td>
<td>2.0</td>
<td>6,229</td>
<td>59.3</td>
<td>2.4%</td>
<td>225</td>
<td>2.1</td>
<td>7,094</td>
<td>65.7</td>
<td>2.7%</td>
</tr>
<tr>
<td></td>
<td>E-Classes: Emphasizing Independent Inquiry</td>
<td>41</td>
<td>0.4</td>
<td>1,051</td>
<td>10.0</td>
<td>1.6%</td>
<td>31</td>
<td>0.3</td>
<td>772</td>
<td>7.1</td>
<td>1.2%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>774</td>
<td>7.4</td>
<td>136,054</td>
<td>1,290.8</td>
<td>1.8%</td>
<td>833</td>
<td>7.7</td>
<td>141,688</td>
<td>1,311.9</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

(a) E-Classes are presented as E-Class Equivalents, calculated by dividing E-Class SCH by the average number of SCH per I-Class (25.50 for 2003-04 and 25.21 for 2004-05).
(b) Lecturers (Unit 18) are contracted for certain teaching duties, often for limited periods of time, and have no budgeted FTE.
(c) Classes per Emeriti FTE are not calculated because many of the Emeriti who teach do not have an assigned FTE.
(d) Senate Lecturers have security of employment, an allocated FTE and are members of the Academic Senate.

Table 15
University of California
UNDERGRADUATE FORMAL INSTRUCTIONAL ACTIVITIES
Selected Faculty Types
New TIE Methodology
### Table 16
University of California
GRADUATE FORMAL INSTRUCTIONAL ACTIVITIES
Selected Faculty Types
New TIE Methodology

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>TIE Classification</th>
<th>2003-04</th>
<th>2004-05</th>
<th>Percent Change Number of Classes</th>
<th>Percent Change FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of Classes(a)</td>
<td>Number of Student Credit Hours (SCH)</td>
<td>SCH Per Faculty FTE</td>
<td>Percent of All Grad Classes</td>
</tr>
<tr>
<td>Regular-Rank</td>
<td></td>
<td>9,314 1.6 454,957 76.0 76.4%</td>
<td>9,412 1.5 447,001 72.6 75.9%</td>
<td>1.1%</td>
<td>3.3%</td>
</tr>
<tr>
<td>I-Class: Transmitting the Knowledge Base</td>
<td>9,373 1.6 172,582 28.8 77.3%</td>
<td>9,702 1.6 173,637 28.2 76.8%</td>
<td>3.5%</td>
<td>75.9%</td>
<td></td>
</tr>
<tr>
<td>E-Class: Initiating Intellectual Independence</td>
<td>14,029 2.3 357,746 59.8 91.2%</td>
<td>14,692 2.4 370,377 60.1 92.7%</td>
<td>4.7%</td>
<td>76.9%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32,716 5.5 985,285 164.7 82.4%</td>
<td>33,806 5.5 991,016 160.9 82.7%</td>
<td>3.3%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Visitors &amp; Adjuncts</td>
<td></td>
<td>563 1.9 35,034 117.6 4.6%</td>
<td>566 2.0 36,141 130.5 4.6%</td>
<td>0.4%</td>
<td>0.9%</td>
</tr>
<tr>
<td>I-Class: Initiating Intellectual Independence</td>
<td>403 1.4 9,364 31.4 3.3%</td>
<td>391 1.4 7,887 28.5 3.1%</td>
<td>-3.0%</td>
<td>28.5%</td>
<td></td>
</tr>
<tr>
<td>E-Class: Emphasizing Independent Inquiry</td>
<td>240 0.8 6,125 20.6 1.6%</td>
<td>239 0.9 6,028 21.8 1.5%</td>
<td>-0.5%</td>
<td>21.8%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,207 4.1 50,523 169.5 3.0%</td>
<td>1,196 4.3 50,056 180.7 2.9%</td>
<td>-0.9%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Lecturers</td>
<td></td>
<td>1,447 1.0 87,284 58.4 11.9%</td>
<td>1,540 1.1 85,676 59.5 12.4%</td>
<td>6.5%</td>
<td>7.6%</td>
</tr>
<tr>
<td>I-Class: Initiating Intellectual Independence</td>
<td>942 0.6 24,241 16.2 7.8%</td>
<td>1,047 0.7 23,310 16.2 8.3%</td>
<td>11.2%</td>
<td>16.2%</td>
<td></td>
</tr>
<tr>
<td>E-Class: Emphasizing Independent Inquiry</td>
<td>111 0.1 2,828 1.9 0.7%</td>
<td>139 0.1 3,505 2.4 0.9%</td>
<td>25.4%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2,499 1.7 114,353 76.5 6.3%</td>
<td>2,727 1.9 112,492 78.2 6.7%</td>
<td>9.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Emeriti(3)</td>
<td></td>
<td>118 N/A 7,147 N/A 1.0%</td>
<td>147 N/A 8,578 N/A 1.2%</td>
<td>24.1%</td>
<td>25.3%</td>
</tr>
<tr>
<td>I-Class: Initiating Intellectual Independence</td>
<td>124 N/A 1,935 N/A 1.0%</td>
<td>147 N/A 2,111 N/A 1.2%</td>
<td>18.1%</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td>E-Class: Emphasizing Independent Inquiry</td>
<td>185 N/A 4,707 N/A 1.2%</td>
<td>220 N/A 5,551 N/A 1.4%</td>
<td>19.3%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>427 N/A 13,789 N/A 1.1%</td>
<td>514 N/A 16,239 N/A 1.3%</td>
<td>20.3%</td>
<td>20.5%</td>
</tr>
<tr>
<td>Senate Lecturers</td>
<td></td>
<td>85 0.8 4,952 47.2 0.7%</td>
<td>85 0.8 4,779 44.3 0.7%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>I-Class: Initiating Intellectual Independence</td>
<td>195 1.9 4,974 47.4 1.6%</td>
<td>194 1.8 4,360 40.4 1.5%</td>
<td>-0.9%</td>
<td>40.4%</td>
<td></td>
</tr>
<tr>
<td>E-Class: Emphasizing Independent Inquiry</td>
<td>30 0.3 776 7.4 0.2%</td>
<td>33 0.3 837 7.8 0.2%</td>
<td>9.2%</td>
<td>7.8%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>311 3.0 10,701 101.9 0.8%</td>
<td>312 2.9 9,977 92.4 0.8%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total FTE Positions, Senate Lecturer</td>
<td>105</td>
<td>108</td>
<td>2.9%</td>
<td>0.3%</td>
<td></td>
</tr>
</tbody>
</table>

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