

OUTSIDE-THE-CLASSROOM INSTRUCTIONALLY RELATED ACTIVITIES

Instructional and Non-Instructional: The 50% Law

Education Code Section 84362 requires community college districts to spend at least half of their “current expense of education” for “salaries of classroom instructors.” This law applies to funds that the district receives from apportionment and some additional sources. Every year, the district must report to the state on its spending for instruction and its spending for other expenses – referred to in these reports as “non-instructional” expenses.

In the narrow definition of the 50% law, instructional assignments include only classroom and online teaching with their accompanying duties of curriculum development; preparation of instructional materials and presentations; grading of homework/tests/projects; portfolio evaluation; interaction with students outside of class hours; the recording of enrollment, grades, etc.; and similar duties connected with the teaching of specific credit or noncredit courses. Everything else is reported to the state as non-instructional.

The state’s non-instructional category is very broad. It includes the work of administrators and classified staff in addition to assignments in which faculty instruct students directly in open labs, libraries, instructional faculty offices, counseling faculty offices, student health examining rooms, resource centers, and other environments. Some faculty assignments that generate FTES (Full Time Equivalent Students) for apportionment must nonetheless be reported to the state as non-instructional because the activities take place outside of a classroom. Perhaps a more accurate term for the range of activities that the State labels non-instructional would be to call them “Outside-the-Classroom” instructionally related activities.

Need for Paid Outside-the-Classroom Faculty Assignments

As part of their regular professional responsibilities, faculty contribute very substantially to filling the needs of the College in the areas that the State considers non-instructional. The College encourages such contributions through shared governance and other voluntary efforts. In some cases, such work is required (e.g., full-time instructional faculty are required to hold office hours for students). It is the policy of the College to provide additional paid faculty assignments only for needs that cannot be met by faculty as part of their ordinary professional responsibilities.

Paid assignments may be necessary for one or more of the following reasons:

- the necessary activities require many more hours than faculty members can be expected to do on a voluntary basis
- the necessary activities must be done on campus during times when the faculty are not contractually required to work (e.g. days outside the academic calendar)
- the necessary activities require the continued effort of a single person or small team and cannot be shared among many faculty in order to perform the work,
- the faculty member needs to take on a different status (e.g. supervisory)

Approval Process for Assignments. There are established processes for the approval of “outside- the-classroom” assignments. For specific activities without extensive history, the administration makes decisions on a case-by-case basis and authorizes paid assignments that are instructionally related or non-instructional only when it is not feasible to ask faculty to perform the work as part of their regular contractual load. The process of authorizing an assignment includes a description of the work expected and a discussion of the time that will be required for the work. Each assignment must be approved by the faculty member’s Department Chair, by the appropriate Dean, and by the appropriate Vice Chancellor. Paid assignments may be authorized for a percentage of load or for a set number of hours. Faculty must not spend less time on the paid activity than the number of hours for which they receive pay, but they may, (and many do) spend considerably more time on the activity than the number of hours for which they receive compensation. Hourly assignments are reported each pay period and are reviewed and signed by the faculty member’s supervisor before being sent to payroll.

Categories of “outside-the-classroom” activities for which costs are reported to the State under the 50% Law.

Paid faculty assignments may be authorized for one or more than one of the following purposes:

- 1) To provide students with the support of **counselors, advisors, librarians, student health nurses and psychologists.**
- 2) To **supervise or coordinate** programs, projects, advising, the work of others and/or the use of resources.
- 3) To provide indispensable **support to classroom instruction.**
- 4) To provide students with **learning experiences outside (or inside) the classroom.**
- 5) To promote, coordinate, provide, or engage in **professional development.**
- 6) To perform work that is **required** by law or regulation, or to meet accreditation or licensing standards, or to satisfy the requirements of a grant.
- 7) To provide professional support to meet **institutional goals.**
- 8) To perform activities and duties described in **district contractual agreements and MOUs.**

APPENDIX

ADDITIONAL illustrative description and examples of instructionally related and non instructional assignments.

This is **not** a complete list of assignments in these areas.

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1) To provide students with the support of counselors, librarians, student health nurses and psychologists. Faculty with the requisite qualifications are hired on a full- or part-time basis specifically for these assignments. The costs of providing counselors, librarians, and student health personnel must be reported to the State in their non-instructional category. The full- and part-time faculty members who provide counseling, library, and student health services are entitled to all the rights, responsibilities, and protections described in the AFT 2121 contract. When needed, faculty in this category are assigned additional “outside-the-classroom” hours to serve students.

2) To supervise or coordinate programs, projects, the work of others and/or the use of resources. Activities of these types may or may not include direct work with students. Examples:

Resource Center or Services Coordinators. The activities of coordinators are many and varied. Coordinators provide information to students and the community through individual contact, through presentations to groups, by staffing tables at fairs, and other interactions. They create and maintain informational materials – documents, flyers, web pages, and/or visual media. Coordinators advise and refer students for support in relation to the focus of the center or service. They serve as a liaison to other entities within the College, to other institutions, and to community partners.

Project or Program Coordinators. Coordinators plan, coordinate, and implement program activities. They provide, maintain, and submit institutional information which may include a budget, program review, numerical data, and grant requirements. Some coordinators schedule, train, and direct the work of students in their areas. The activities of coordinators may include the coordination of student projects and programs, the provision of learning opportunities for students, advising or other types of student support, and coordination of student workers and their schedules. They may facilitate the work of classified staff in the preparation of student records, monitoring the budget, or managing other types of information. These assignments are included in the Department Chairpersons Council (DCC) contract.

3) To provide indispensable support to classroom instruction. The activities in this category are described as indispensable to indicate that, if these activities are not done, particular courses cannot be offered, as in the example of ceramics classes, which the Art Department cannot offer without someone to fire the kilns. Examples:

Assessment. The development and grading of tests for specific classes are the responsibility of the instructional faculty who do the work as part of their instructional assignment without additional compensation. Additional faculty assignments are used to provide testing that is **not** tied to a specific course, including the coordination of promotional tests for students in ESL, and the grading of student compositions for English placement tests.

Curriculum. Both full- and part-time faculty engage in curriculum development without additional compensation. Faculty are compensated for curriculum development only in the following special circumstances: a) to develop a new online course or an online version of a classroom course; b) to develop multi-course or program curriculum structures in response to a grant or institutional mandate; and, c) to execute the extensive duties assigned to the chair of the Curriculum Committee (MOU)

Forensics. For students enrolled in Intercollegiate Speech Competition courses, faculty receive compensation for part of the time they dedicate to coaching students individually, making arrangements for student travel to competitions, and accompanying the students to competitions on weekends.

Specialized preparation of instructional materials. In some disciplines the nature of the discipline or the types of instructional materials used require more work than can be performed by the instructors of the courses as part of their regular load. Examples in this area include:

- firing the kilns for ceramics classes. This must be done on campus (Ocean Avenue and Ft. Mason) and at specific times including nights and weekends. Near the end of each semester, a great quantity of student work must be fired to meet final assignment due dates.

INSTRUCTIONALLY RELATED AND NON INSTRUCTIONAL ASSIGNMENT CRITERIA
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- maintaining live specimens for courses in Environmental Horticulture and Floristry – This requires work on campus during times outside of regular instructional calendar: winter break, spring break, and summer.
- managing theater operations for performances for theater, music, and dance students

Labs with specialized equipment or specialized software. Faculty may be given compensated non-instructional assignments to provide instruction to students who are working on assignments that cannot be completed without the use of expensive, specialized equipment, studios or software. Such courses are in a variety of disciplines, including foreign languages, photography, graphic communication, electronic media production, architecture, music *et cetera*. Student use of these labs generate FTES for apportionment.

4) To provide students with learning experiences outside (or inside) the classroom. These activities differ from the category above in that ceasing these activities would not necessarily entail cancelling courses. However, the activities are vital for student success – in some cases, ceasing the activities would lead directly to a higher rate of failing students. Examples:

Open Computer Labs. Faculty may be given compensated non-instructional assignments to provide instruction to students who are working on assignments for a variety of courses such as business, English, history, math, etc. These labs are essential for students who are learning to use technological tools or who do not own or have access to computers, printers, scanners, or required software. Student use of these labs generate FTES for apportionment.

Office hours. Full-time faculty meet with students one-on-one during office hours as part of their instructional assignments with no additional compensation. Part-time faculty may receive compensation for office hours in accordance with the contract with AFT 2121.

Concert and Lecture Series. A faculty member has an assignment to plan, coordinate, arrange, publicize and produce presentations by speakers, master craftspeople, performers, authors, dramatists, diplomats and other professionals in their field in an environment that provides opportunities for direct interaction. Each event is coordinated with instructional faculty to serve as an in-class learning experience for a particular course as well as being open to all students and other members of the college community.

5) To promote, coordinate, provide or engage in professional development.

Since the evaporation of state funding for this area, CCSF has been able to offer only a few compensated opportunities for faculty to offer or receive training and professional development. Examples:

Mentoring for new faculty. For each newly hired full time tenure track faculty, another faculty member receives an assignment to serve as a mentor for one or two semesters. S/he

is compensated for a set number of hours for this work. The mentors frequently exceed the number of hours for which they are compensated. This is a contractual assignment.

Reading Apprenticeship Program. Until two years ago, faculty members were given assignments to provide/ receive cross-discipline training in research-based approach to content area literacy. Funding for this activity is no longer available.

Student Learning Outcome Trainings. Faculty provide peer training, created and maintain a website to support student learning outcome activities district wide.

Technology Training. Faculty are assigned to provide training sessions for faculty, staff & administrators in various technology related areas such as Google Apps, Microsoft Word, Excel, CMS, Banner, producing videos for the classroom, new versions of Groupwise, creating instructional websites, etc. Faculty trainers provide expertise and experience in the best use of technologies to meet the pedagogical needs of students, assist with conversion of courses from the face-to-face format to an online or hybrid course format and support colleagues in the use of the college's distance learning management system (Insight powered by Moodle) and other educational technology tools.

Multicultural Infusion Project (MIP). Faculty members are assigned to provide training in multicultural education, and to develop projects or curriculum for their own work with students. Faculty are compensated for attending their first semester of training.

Sabbatical leaves. Full time faculty who meet certain requirements may apply for a limited number of opportunities for sabbaticals to engage in study, research, or travel. Faculty granted sabbatical leave are compensated in part (for two semesters) or in full (for one semester) This is a contractual assignment.

Conference attendance. At one time, the State provided funding under AB 1725 to reimburse faculty at least partially for travel to discipline relevant conferences. For the past few years, faculty have had to pay all their own expenses if they choose to attend an approved outside class, training, conference, etc.

6) To perform work that is required by law or regulation, or to meet accreditation or licensing standards, or to satisfy the requirements of a grant. Examples:

Grant Coordinator. The activities of grant coordinators depend on the specifics of the grant. They may be required to plan, coordinate and implement program activities, including the provision of learning opportunities for students and coordination of student workers and their schedules. Grant coordinators may also participate in shared activities with partner organizations, develop policies related to project implementation, and evaluate projects. They keep abreast of regulations and implementation guidelines. Grant coordinators must write reports, supply data, and provide other types of information required by the grant. They may also be required to write applications for extensions of grants, and/or seek additional funding from other sources.

2012 ACCJC/WASC Accreditation Self Study Report. The continuing accreditation of City College requires the creation of an extensive self study report to provide thoughtful, detailed, evidence-based responses to more than 120 articulated standard segments. About a hundred faculty members engaged in providing information and feedback to the self study on a volunteer basis without compensation. Non-instructional assignments were given to the faculty coordinators of the four major standards who organized research and evidence, solicited information and feedback, and wrote and revised drafts. Non-instructional assignments were also given to the faculty who edited, compiled evidence, provided fact checking, and performed other major tasks for the completion of the Self Study Report.

Programmatic Accreditation and Certification.

Compensated faculty assignments are provided to such departments as Radiologic Sciences, Registered Nursing, and the Fire Academy that have extensive requirements for accreditation, certification, licensing, or compliance with state regulations. The faculty activities compensated in this way include ongoing demonstration of compliance with standards, submission of regular reports, site visits or inspections, and meetings with advisory boards. For some programs, faculty must coordinate the collection, evaluation, and maintenance of additional student information, such as admission applications, drug screening, background checks, or other requirements specific to the program. For some programs, these assignments are funded by grants; others must be covered by funding from other sources.

State mandated assessment. Additional assignments are used to provide testing for Non-credit ESL to comply with the terms of a grant. The assignments are funded by the grant.

7) To provide professional support to meet institutional goals. Most (if not all) of the assignments that meet this criteria also meet additional criteria described in this document. Examples:

Strategic Plan Team. Faculty members were recruited to work on the 2012–2016 Strategic Plan and compensated for some of the time they invested in the project. Their work included analyzing the previous strategic plan, other college plans, program review documents, and other sources. They synthesized input from listening sessions and hearings, facilitated retreat sessions, received and articulated input, created and revised drafts, and other activities needed to produce a consensus Strategic Plan for the College.

City Currents. The editor of City Currents receives a non-instructional assignment that compensates a portion of the work in researching, writing, editing, organizing and performing other tasks to provide a central source for communication and the dissemination of College information, as required by the Strategic Plan and to meet Accreditation Standards.

8) To perform activities and duties described in District contractual agreements and Memoranda of Understanding. Paid faculty assignments in this area AFT2121 release time,

Academic Senate release time, the Department Chairpersons Council, Program Coordinators, etc.,
Examples:

Academic Senate. Academic Senate officers are responsible for preparing agendas, minutes, and documents for meetings of the Academic Senate Executive Council, the Bipartite Committee on Graduation Requirements, Plenary sessions, and other meetings facilitated by them. They recruit, receive, and organize requests from faculty to serve on Shared Governance bodies. Officers are responsible for the maintenance of Academic Senate records and supervision of the Academic Senate Office. They provide information as needed to City College faculty and to other constituent groups. As required by Title 5, they represent faculty concerns regarding academic and professional matters in many forums, including meetings of the Board of Trustees. Academic Senate officers advocate for the students of City College in statewide decision making, such as at plenary meetings of the Academic Senate for the California Community Colleges.

AFT 2121 – [description to be provided]

Department Chairs and Program Coordinators. The responsibilities of department chairs for personnel, curriculum, instruction, services, students, fiscal management, facilities, equipment, professional matters, communications, public relations, program coordination and other areas are described in the Collective Bargaining Agreement between the San Francisco Community College District and the Department Chairperson Council. A link to that document can be found on the Employee Relations web page under Human Resources.

Tenure Review and Faculty Mentoring. For each candidate for tenure, a small number of experienced faculty are appointed to serve as a tenure review committee with compensation for the assignment (under the AFT 2121 contract). The work of the committee members includes receiving training, conducting observations of the candidate (preceded and followed by meetings), reviewing portfolios prepared by candidates, and writing evaluations of the candidates' work. The additional duties of the chair of the tenure review committee include coordinating the work of the committee, composing a consensus evaluation, and managing records of the process. An additional faculty member is appointed as a mentor to welcome, assist and support newly hired faculty undergoing tenure review.

Distance Learning. Faculty developing online classes receive an outside-the-classroom assignment for training and online course development. This is a contractual assignment.

Sabbatical leaves. Full time faculty who meet certain requirements may apply for a limited number of opportunities for sabbaticals to engage in study, research, or travel. Faculty granted sabbatical leave are compensated in part (for two semesters) or in full (for one semester) This is a contractual assignment.