There were 28 respondents to the survey, which was sent to all regular writing program faculty. Responding to student writing and meeting with students were overwhelmingly the most time-consuming tasks reported, with all of the responding faculty ranking these as their top task and spending from seven to over 20 hours per week on feedback for students. In keeping with our program’s pedagogical goals, other instructional tasks such as corresponding with students outweigh more procedural tasks like Writing Program business. The instructional objectives we prioritize are teaching: critical reading, revising/writing process, argument, audience, generating paper ideas, and research strategies (see Figure 1). In ELWR-unsatisfied core course sections and in Writing 20, responding to student writing, teaching critical reading and grammar, and administering the course all increased in workload, as indicated by responding faculty.

The flip side of our prioritized teaching goals is that some of our other teaching goals suffer due to workload constraints (see Figure 2). Responding faculty identified oral communication skills, research skills, grammar and editing skills, and attention to style all as suffering in our classes due to workload constraints. The survey results are organized in an Excel spreadsheet, with summaries of each question’s responses, graphs to help visualize the response data, and the results from each respondent (responses are anonymous and have been randomized).

![Figure 1. Instructional Time](image-url)
Figure 2. Instructional Goals Constrained by Workload Demands
Question #4: If you noticed discrepancies between what you are able to teach and what you’d like to teach, comment here. What skills or objectives would you like to spend more time teaching? What do you worry your students are being shortchanged on due to workload constraints?

Predominant themes: Core and W2 courses are objective-impacted. This has not always been the case. When we had smaller class sizes and a student population with fewer ELL demands, the objectives were achievable. However, with increased class sizes (from 17-25) and increased ELL issues (more personal attention to individuated students and more mixed pedagogical strategies to meet the needs of an increasingly diverse competencies), we are having difficulty meeting those original objectives. Moreover, we cannot overlook the hidden-curriculum within our courses, which focuses on teaching study skills and the adjustment to a residential college experience (to name a few). So the explicit course objectives become unmanageable when compounded with (1) increased class sizes, (2) increased student need, and (3) tacit/implicit course objectives. The result is that objectives get ignored and student education suffers (not to mention the quality of instructors' lives).

Helpful quotations that illuminate the results:
• (Most comments in survey responded to ELL issues and lack of University preparedness)
• “I am untrained [in ELL] and whatever I do is out of desperation.”
• “I spend a lot of time training my students how to be college students—time management, study skills, how to take notes, study for exams… They are desperate for this information and feel betrayed by their high school teachers for not teaching them and resentful of the U. for expecting them to arrive with these skills. Are all Core instructors experiencing this? Should provosts include preparation for college materials?”
• “I’m falling into the habit of thinking of myself as a triage nurse…no teacher who cares about her students should be forced to make these kinds of triage decisions.”
• “I struggle most with trying to balance the demands of this job with my personal life, and trying not to feel overworked and underpaid, or burnt out. The needs of our students are so great, and our work can often times feel very overwhelming, esp. since we are among very few faculty who interact with and develop relationships with our students on such an intimate and individual level. Because of this, I think students want and expect more from us…It’s very difficult to draw boundaries in this job and protect my personal time…”
• “The loss of library instruction greatly increases workload while our mandate remains the same with respect to teaching research; research instruction really suffers; we need a C3.”
• “In C2 the need for a separate C3 course is clear.”
• “I would like to be able to spend more time on every aspect of my job, but I feel overwhelmed so much of the time that I have a hard time juggling the demands.”
• “So much time needed to work on basic writing skills not enough time for critical analysis of texts. I.e., teaching students to write and teaching texts at same time is a problem…in Core.”
• “Wish we could make Writ 22 mandatory for all ELWR-unsat Core students.”
• “Due to the volume of expectations to be met, I sacrifice depth of instruction for breadth.”

#5: Feel free to discuss your feelings about any workload issues, as you experience them. What are the long and short-term effects of these issues upon your students and quality of life?

Predominant themes: As a group, our quality of life is suffering, but we (1) are afraid to change our practices (because of reviews), (2) are philosophically opposed to deindividuating writing instruction, or (3) are at a loss how to change. All three of these impediments seem to speak to
increasing isolation and a lack of community. With more community, perhaps we would have more courage to change our practices (pilot groups trying out group conferencing or grading matrices), rethink our pedagogical philosophies in relation to our changing circumstances, and procure more ideas about how we can change, i.e. work together to change the culture of the Writing Program to address these new working conditions.

Helpful comments that illuminate the results:

- “For workload to be taken seriously by the university, for me it would mean limiting the number of hours faculty are supposed to work based on the percentage of time we are paid to work. If each class is 30% time, then we should limit our time to 30% of 40 hours a week = 12 hours/per class, and guidelines should be given by the U as to how we should maintain that standard and not exceed those hours (i.e. spending no more than 15 minutes grading a student paper, grade only 50% of all homework assignments, etc.)
- “My main workload issue is the number of papers to read and mark. Students needs good, detailed, timely feedback, and the pressure to prepare that feedback well and in a timely enough fashion puts stress on me at home…”
- “multiple intensive conferences with students are absolutely necessary to getting the students through the basic requirements…yet I have never been as stressed in my life. I often miss dinner with my family... I would take on more work to pay the bills...as our salaries have gone down (UCOP diverting pay to cover retirement), but I do not have time…”
- “If I felt more secure that the merit reviews would take into account these real shifts in our workload, I wouldn’t stress so much every 3 years in this climate of job insecurity. Many feel this way but don’t speak up in official contexts....”
- “I want to preface my feelings of being overwhelmed with a genuine show of love to the WP faculty themselves who I know are doing the best we can ...I am dumbstruck at the suddenness of this demographic change and its implications on our workload. The very first step is to have an honest, safe program-wide conversation (with enough time for that conversation).”
- “I would not be able to do this work if I did not use writing groups. They are the reason I am still here teaching…”
- “I am appalled by how we are treated as disposable indentured servants by the university. Full time for lecturers (8 courses, poorly paid) compared to full-time for a tenured faculty member (3-4 courses/yr, w/120k + paid attendance at global conferences is disgraceful.”
- “Unlike previous years, I now spend 4 days’ a week at school morning until evening meeting with students, and the more time I spend with them, the more they want;…”
- “I work 7 days/week but still feel behind...My partner would love it if I got a different job.”
- “Meetings with my colleagues have become nothing more than time lost when I could be reading essays that pile up on my desk inexorably. Additional requirements, such as organizing tutorials, meeting with tutors, and in the fall, reading exams, only contribute to the sense that, rather than lively intellectual and humanistic, teaching writing at UCSC is often more like physical labor or a factory job….dreary and physically/intellectually unsustainable.”
- “Quality of life: sacrifice of sleep, weekends, etc.; each quarter feels like a real grind...I don’t do as much committee work or independent scholarship as I would with a more manageable workload…”
- “Whereas workload in most disciplines tends to decrease over time as one develops a repertoire of lectures, the workload in writing classes increases…”
- “No matter how much I prepare my courses, the quality of my instruction declines over the quarter because my energy and attention is increasingly transferred to providing student feedback. When all is said and done, students will not recall the feedback they received from me. What they will remember is their learning experiences in my course, and I often sacrifice this...to provide more feedback. One fewer paper in a C1 or C2 course might go a long way toward improving the quality of writing instruction.”
#6: What instructional practices do you use to manage your workload? Examples include writing groups, grading matrices, in-class assignments, handouts to streamline your teaching of writing and reading, conferencing, scaffolded writing assignments, etc.

Predominant themes: Many people in our program are identifying ways to 1) address common student areas of need, and 2) address those in a more collective fashion, using the students themselves to do so.

Summary of some of the instructional practices, roughly in the order of most common practices first:

- Writing groups; Grading matrices and rubrics; Scaffolded writing assignments so that formal essays build on informal responses; Conferencing, both individual and group, sometimes instead of feedback on rough drafts; Assigning ungraded writing (early drafts, self-reflective writing like journaling and free-writing, reading responses, some revisions, etc.); Peer editing in class or in peer response groups; Handouts for lessons, assignments, and prompts; Assigning two or more shorter essays of the five required papers; Small group work in class, using handouts, discussion questions, or projectors to share ideas; Student research presentations in C2 classes; Using sample essays in class for group discussion and analysis; Reading quizzes, sometimes self-corrected; Modifying or eliminating final portfolio assignments; Using eCommons to post assignments and materials and manage student writing groups; Asking students to bold and/or annotate revisions so that these are very clear when the instructor is reviewing them; Digital feedback, including voice dictation programs and editing capabilities

Helpful quotations that illuminate the results:

- “I…plan to scaffold my assignments more carefully--to tie in more ‘pre-writing’ assignments that will help students develop their papers, so that I can simply check to see if they did the assignment and if it helped with their papers. If students do them well, they should have an easier time with writing their papers, so hopefully it will keep them motivated to do well on these seemingly ‘busy-work’ oriented homework assignments.”
- “Student presentations in C2 so that students are able to share the results of their research.
- “In Writing 2, I do not comment on students’ initial drafts; they meet in peer response groups twice for each essay, focusing on issues related to global revision in the first session and sentence-level revision in the second....”
- “I have a couple of uniform revision assignments that I find are good to assign almost out of the gate with only cursory reading of the students’ papers (to glean examples or some tailoring). For example, reverse outline, breaking the paper into standard argument format, writing new conclusions, reading backwards, etc. I then can read the revisions incorporating the substantial changes (instead of mild editing) and save myself some otherwise in-depth commenting.”
- “I...have students complete writing groups OUTSIDE of class....
- “Get students into small groups, give them a transparency and a marking pen, have them write out their responses to an assignment, and then share those responses with the class by way of an overhead projector.”
- “I teach Trimble and start with a paper assignment that focuses on “voice” and “dramatizing their ideas” so that their writing is reader-focused (or at least they know it should be) and “interesting” to readers so that I don’t have to segment the writing lessons into false genres......”
- “I...use model papers in class to teach several lessons at once.”
- “I have adopted two shorter papers of the six I assign so that the bulk of my time is spent responding to the other 4. I plan to include more short papers and modify my own internal voice that says I must comment on everything. As Paul Skenazy once said, it’s useful to just assign writing whether or not you comment on it.”

For further faculty discussion and participation: We’d like to use this information to assemble a compendium of best practices in a variety of ways that would be useful to you, such as:

- A pedagogy colloquium where all participants bring ideas and materials to share with the group in the form of handouts, assignments, matrices, and/or strategies, so that we all leave with
a collection of helpful tools.
• An online archive of materials (handouts, assignments, matrices, and/or strategies), which has already been started by Joy. Please submit your teaching tools and materials to joyhagen@ucsc.edu!
• A workshop, perhaps at our September retreat, where faculty are invited to bring and briefly present tactics and materials (handouts, assignments, matrices, and/or strategies) that represent their particular teaching strengths and gifts.

#7: What support or resources could best help you maintain excellence while better managing workload?

**Predominant themes:** “PEOPLE POWER.” All the suggestions focus on maximizing the people around us (more WAs, sharing techniques, colloquia, limited class sizes, social events, ratcheting down C2 expectations). Several others focus on mobilizing resources (Prop. 30 funds and future HSI funding) for more ELL sections, faculty, and training of existing faculty.

**Increased pay.**

**Some comments that illuminate the responses:**
• “Bringing down class size, second only to increasing pay..the only REAL ways to manage workload from an institutional standpoint….from an internal standpoint—more assistants, ELL training, sharing among colleagues, etc.
• “MORE TUTORING FOR CORE STUDENTS! I can’t believe all that funding was cut!”
• “A Writing assistant to check off/return minor assignments” [MANY colleagues want more tutors and assistants. How can we have writing assistants with no more independent studies?]
• “Sample assignments from variety of disciplines; more materials, access, and archives; better on-line document sharing; electronic exercises, etc. though cost-prohibitive; standard publisher if not handbook; sharing of our internal resources—handouts, instructions, etc.;”
• “Sharing of expectations with high school teachers and finding out what practices high school teachers are using; more out of class peer mentorship by writing tutors; more classes outside of the current requirements…”
• “Actively strive for more ELL specialists and sections; distribution of federal funds generated by HSI status in future + Prop 30 funds.”
• “A C3 course to focus on research--“More realistic admissions criteria (out of our control but necessary discussion w/the U.)--“A ratcheting-down of the C2 expectations (revise evaluation form) unless more resources are available”
• Pedagogy colloquia on the following: Streamlining comments; Digital grading; Better student-centered workshops so our comment time is reduced; Discuss how intensive revisions can be full assignments in themselves; Good short assignments that teach sub-skills without so much commentary required;
• “Replace some of our faculty meetings or portions of them with pedagogical discussions/colloquia which cannot be stacked on the already onerous teaching and meeting load.”

**Outside the survey: Contextualizing class size—a comparison among UC writing programs**
Berkeley (14); UCLA (22); Davis (25); Riverside (23); Merced (20); UCSD (15*); Irvine (23 in WRIT 2 equivalent and 20 in WRIT 20 equivalents). Note: UCSD is broken into colleges like UCSC and each college has a writing intensive theme course, much like we do. The three colleges I spoke to (there are six total) all capped their classes at 15.
## Workload Survey

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<th>Corresponding with students</th>
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