

[In these minutes: Discussion with Dean Rosenstone and CLA Faculty on Workloads, Planning for 2000-01 Committee Activities]

Senate Committee on Faculty Affairs

Wednesday, May 3, 2000

238 Morrill Hall (Regents' Room)

3:00 PM

MINUTES

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate or Twin Cities Campus Assembly; none of the comments, conclusions, or actions reported in these minutes represent the view, nor are they binding on the Senate or Assembly, the Administration, or the Board of Regents.]

Present: Richard Goldstein (Chair), Josef Altholz, Carol Carrier, Robert Fahnhorst, Daniel Feeney, John Fossum, Robert Jones, Charlene Mason, Cleon Melsa, Larry Miller, Sam Mok, Marcia Pankake, George Seltzer, Carol Wells

Regrets: Avner Ben-Ner, Carole Bland, Roland Guyotte, Andrea Hinding, Marti Hope Gonzales, James Perry, Geoffrey Sirc, Tom Walsh, Sheila Warness

Absent: NONE

Guests: Ellen Berscheid, Tom Clayton, Ed Prescott, Steven Rosenstone, John Sullivan

1) Chair's Report

Professor Goldstein drew the committee's attention to the most recent version of SCFA's key issues status report as well as the most recent version of the workplan for the Regents' Faculty, Staff, and Student Affairs Committee.

2) Faculty Workloads – Discussion with Dean Steven Rosenstone and CLA Faculty Members

Dean Rosenstone informed the committee of his perception of CLA faculty workloads under semesters (see attached handout):

- The workload guidelines used under the quarter system stipulated that faculty were expected to teach a minimum of five courses per year, course releases would be handled by individual departments in consultation with the Dean's office, and there were specific course enrollment minimum requirements.
- The guidelines had to be altered given the conversion to semesters and the fact that CLA courses did not meet the stipulations set forth by the Semester Conversion Standards that the number of credits for each course must equal the number of times the course meets each week.
- Prior to semester conversion, only 1/4 of CLA faculty were teaching courses where the number of credits was equivalent to the number of contact hours per week.
- The revisions made to the workload policy were done through a very thorough consultative process with the Executive Committee and Council of Chairs.

- Although no formal action was taken on the revisions, there was a consensus by both bodies that the revisions would be implemented.
- The revisions included the stipulation that faculty would be expected to teach at least four semester course each year, course releases can be obtained by those with administrative, research, or service responsibilities, there are specific course enrollment minimum requirements, and review of the revised guidelines will take place during the 2001-02 academic year.
- There is great flexibility with the revised guidelines in that departments decide how to allocate their course releases, the college can grant more course releases upon request from departments to foster recruitment and retention or accommodate grant requirements, and courses with enrollments below the minimum standards may be considered as one of the four classes to be taught in a year upon college approval.
- Departments no longer have autonomy to set their own course loads. Under IMG, course load adjustments could impact the college's total revenue and costs of instruction.
- The impact of a four course workload affects faculty differently depending upon whether or not they taught the same hours per week as the number of credits for the course.
- For faculty members who taught a four-credit course that met four times a week for 50 minutes under the quarter system and whose three-credit course meets three times a week for 50 minutes under the semester system, contact hours have been reduced by 21.6 hours per academic year.
- For those faculty members whose four-credit course that only met three times a week for 50 minutes under the quarter system and now the same course meets three times a week for three credits, contact hours have increased by 20.5 hours per academic year.
- Factors that offset the additional contact hours include the necessity to only develop syllabi, prepare course materials, and grade materials for four courses instead of five and course material was to remain the same if the course went from four credits under the quarter system to three credits under the semester system.
- Other factors that were considered when assessing the impact of a four-course workload include the length of single-semester leaves increasing by 50%, sabbatical supplements increasing from 5 to 19 per year, the availability of course releases upon the dean's approval, chairs are granted a research semester upon completion of their administrative duties, research seminars are considered towards workload, and course buy-outs are possible if 12.5% is provided by an external source and CLA will then match that.
- The average course load for each faculty member under the semester system indicates an additional 20 hours per academic year that 75% of the faculty have realized, but those additional hours have been offset by the other factors already mentioned.

Dean Rosenstone's Comments:

- Although department chairs have had the opportunity to bring forth release requests, few have been submitted to the dean.
- The fiscal implications and what would have to be sacrificed have to be considered if workloads would go from eight to seven courses over two years.
- 65% of CLA's resources are generated from tuition income so altering course loads will always create a significant impact on the college's budget.
- Review of the revised workload guidelines will not take place before next year in case the first year under the semester system created special circumstances.
- The department chairs should have informed the rest of the faculty of the revisions prior to their implementation so there would not have been so many surprises.

- A motion to reconsider the revised workload guidelines could go to the Executive Committee or CLA Assembly, but none have been presented thus far.

CLA Faculty Comments:

- Although the Executive Committee and Council of Chairs were consulted on the revisions during the 1997-98 academic year, the rest of the faculty were unaware of them until the 1998-99 academic year when they had to consider their course load for the 1999-00 academic year.
- Although there was consensus by the Executive Committee and Council of Chairs of the revisions in 1997-98, it was suggested that they be revisited during 1998-99.
- The workload calculations presented by the dean do not include preparation time because content was not suppose to change during the conversion.
- The denominator Dean Rosenstone used to arrive at the average course load is not clear as is that of the so-called "consensus" on the Dean's Executive Committee.
- The workload increase has most likely affected departments with recruitment, retention, and research opportunities.
- Workloads were suppose to remain neutral upon semester conversion, but now faculty must receive the dean's permission to make them that way.
- The average course load across the college is a good argument, but there are still 75% of the faculty who have increased workloads.
- Although course content was to remain the same during conversion, materials must be reoriented, which will take more time.
- The workload increase is significant since CLA faculty make up 16% of all Twin Cities faculty and teach 40% of the courses on the Twin Cities Campus.
- Each faculty member should have been allowed to decide to whether or not to increase their workload in order to maintain the college.
- The administration should acknowledge that they could not keep their promise of workload neutrality, apologize for it, and recommend that it be revisited as soon as it is appropriate.

Committee Comments:

- It would be helpful to know what the average course load was during the previous year under the quarter system as compared to that under the current semester system.
- Under the quarter system, teaching loads consisted of five courses per year so there could be at least one light term per year. However, the current course load under the semester system does not allow for a light term, but switching the load to seven courses over two years would create a light term and make workload neutral.
- Some courses could be combined to eliminate the need for specific classes that drive up workload, but that is not always possible for some areas.
- The guidelines should be revisited before next year given that there is so much concern.
- Workloads should be compared between this year and the last and estimates should be developed for course loads that would include 7 instead of 8 courses over two years.
- Concerns will be raised at the May 4 FCC meeting and SCFA will further discuss the issue at its May 18 meeting.

3) 2000-01 Meeting Schedule, Items, Planning Committee

Meeting Schedule

- Meetings will be held on Tuesdays from 3 to 5 PM.

- Specific dates and locations will be made available at a later date.
- Please contact Professor Goldstein or Nicole Boldt if you have major conflicts with this meeting time.
- A meeting schedule will also be created for the 2001-02 academic year since course loads are decided during the 2000-01 year for some units.

Items

- The committee will consider faculty salaries even if the Finance and Planning Committee is also reviewing the issue.
- Other items should be sent to Professor Goldstein or Nicole Boldt.

Planning Committee

- There will be a planning committee that will consist of the subcommittee chairs and any other member who is interested in serving.
- The group will meet over the summer to organize information for the planning meeting scheduled to be held on August 31.

4) May 18 Meeting

- Warren Ibele is scheduled to attend the May 18 meeting to discuss those faculty members who were alleged to be involved with the basketball scandal.

5) Other Business

- Professor Goldstein presented Professor Altholz with a gift since he was the only member to have perfect attendance at all of the committee meetings this past year.

6) Adjournment: Professor Goldstein adjourned the meeting at 4:40 PM.

**Faculty Workload under Semesters
College of Liberal Arts**

**A Discussion with the Senate Committee on Faculty Affairs
May 3, 2000**

1. “CLA Workload Principles and Guidelines” (December 1993)

Key Features:

- ❑ It is expected that all CLA faculty members will teach a minimum of five courses per year, excluding CEE and Independent Study (correspondence courses). Chairs are requested to inform the dean’s office if circumstances necessitate a departure from these guidelines.
- ❑ Guidelines for course releases in each department, including setting a limit on the number of releases in a given year, will be established.
- ❑ Course enrollment minimums:

15-20 students	lower division
10-15 students	upper division
5 or more students	graduate

2. “Standard for the Semester Conversion” (Approved by University Senate April 18, 1996)

“The hours of contact time for a course shall equal at least the number of credits for the course times the number of weeks the course is offered. In the majority of cases, this would mean the number of contact hours per week would equal the number of credits for the course, but the contact hours need not be spread out evenly by week.” [Section 5A]

Note: Under quarters, about ¼ of CLA courses had contact hours = credit hours; about ¾ did not.

3. Consultation and Deliberation over Revisions to the “CLA Workload Principles and Guidelines”

CLA Executive Committee 1997-98:

- ❑ Candace Kruttschnitt, Chair of CLA Assembly (elected by CLA Assembly)
- ❑ Charles Speaks, Vice-Chair of CLA Assembly (elected by CLA Assembly)
- ❑ John Chipman, Chair of CLA Budget Advisory Committee (BAC) (elected by members of BAC, themselves elected by the CLA Assembly)
- ❑ Rick McCormick, Chair of CLA Committee for Curriculum, Instruction and Advising (CI&A) (elected by members of CI&A, themselves elected by the CLA Assembly)
- ❑ Marcia Eaton, Chair of CLA Council of Chairs (elected by chairs; departmental chairs appointed by Dean upon recommendation of the faculty in that unit)
- ❑ Steven Rosenstone, Dean

Article V, Section 8 of the Constitution. The Executive Committee

- ❑ The Executive Committee of the Assembly is composed of the dean of the college, the chair of the assembly, the vice chair of the assembly, the chair of the Budget Advisory Committee, the chair of the Committee for Curriculum, Instruction, and Advising, and the chair of the Council of Chairs. The Chair of the assembly will serve as chair of the Executive Committee.
- ❑ The Executive Committee determines the agenda for its meetings.
- ❑ The Budget Advisory Committee, the Committee for Curriculum, Instruction, and Advising, any other college committees, and any individual faculty, staff member, or student may request the Executive Committee to place items on the agenda of the assembly.
- ❑ The Executive Committee shall meet regularly to discuss the important business of the college.

Article IX of the Constitution. Council of Chairs

- ❑ The Council of Chairs consists of the chairs and directors of those academic departments programs and schools that include budgeted or tenured faculty. The council elects one of its members as its chair who also serves on the CLA Executive Committee.
- ❑ The Council of Chairs shall meet regularly with the dean to discuss collegiate actions that significantly affect the missions of the departments, programs, and schools.
- ❑ The chair of the council shall set its agenda and seek the advice of both the dean and its members to that end.

There was extensive consultation with the CLA Executive Committee and CLA Council of Chairs between winter 1997 and spring 1998. Refinements and changes offered by members of the CLA Executive Committee and the CLA Council of Chairs were incorporated into a series of draft until consensus was reached.

Meetings of the CLA Executive Committee during the 1997-98 academic year: October 23, 1997; December 2, 1997; January 21, 1998; February 11, 1998; April 21, 1998; May 12, 1998; May 19, 1998

Joint Meetings of the CLA Executive Committee and Council of Chairs during the 1997-98 academic year: October 28, 1997; December 9, 1997; January 28, 1998; March 11, 1998; April 29, 1998; May 27, 1998

4. "CLA Workload Principles and Guidelines Under Semesters" (August 27, 1998)

Key Features:

- ❑ Each 100%-time, 9-month faculty member shall teach at least four semester courses each academic year within the college.
- ❑ Course Release. There are three circumstances under which a faculty member may teach less than the full complement of at least four courses:
 1. Course release for individuals who perform administrative duties in support of the unit, its graduate program, or its undergraduate program. (Each department is allocated a specific number of course releases that the department chair assigns to members of his/her faculty).

2. Releases to facilitate research, creative, and/or service activities of the faculty and unit. The department chair assigns the course releases; (there is one release per ten FTE faculty in the unit.)
3. Other reductions in teaching to facilitate service, research or creativity activity (upon recommendation of the chair and approval of the dean).

❑ Minimum course enrollments:

15 students	1000 level courses
10 students	3-4000 level courses
5 students	5-8000 graduate level courses

- ❑ Complete review of the “Workload Principles and Guidelines,” the “Administrative Course Release Guidelines,” and the “Research, Creative, and Service Course Release Guidelines” to be held during the 2001-02 academic year, after two full years of semesters.

Flexibility to meet particular faculty and departmental needs:

- ❑ The department decides how to allocate its research and administrative course releases.
- ❑ The college provides, upon recommendation of the department chair, additional course releases (beyond administrative and research course releases) to assist in recruiting and retaining faculty.
- ❑ The college provides, upon recommendation of the department chair, additional course releases to individuals whose programs of research require exceptions to the four-course load (e.g. Economics, Psychology, Statistics, English, and Political Science).
- ❑ The college allows, upon recommendation of the department chair, courses that fall below the minimum enrollments to count towards the four-course load.

Why can't departments have autonomy to set whatever course load they want?

- ❑ Each decision to reduce course load has an impact on the college's total revenue and costs of instruction. Under IMG these decisions now have clear impact on the college as a whole – an impact that affects the college's ability to support compensation, incremental faculty lines, graduate support, and research support.

5. Impact of 4-Course Load on the Number of Classroom Contact Hours

Faculty Member A whose four-credit hour class met for *four*, 50-minute sessions under quarters and whose three-credit class meets for three, 50-minute sessions under semesters:

	Quarters	Semesters
Number of Courses	5	4
Credit hours / course	4	3
Contact hours / course	33.33 hours	36.25
Quarters = 50 minutes * 4 times per week * 10 weeks		
Semesters = 50 minutes * 3 times per week * 14.5 weeks		
Contact hours / year	166.67 hours	145.50

CHANGE IN CONTACT HOURS: $145.50 - 166.67 = -21.67$ hours / academic year

Faculty Member B whose four-credit hour class met for *three*, 50-minute sessions under quarters and now meets for three 50-minute sessions under semesters:

	Quarters	Semesters
Number of Courses	5	4
Credit hours / course	4	3
Contact hours / course	25.00 hours	36.25
Quarters = 50 minutes * 3 times per week * 10 weeks		
Semesters = 50 minutes * 3 times per week * 14.5 weeks		
Contact hours / year	125.00 hours	145.50

CHANGE IN CONTACT HOURS: $145.50 - 125.00 = +20.50$ hours / academic year

Factors that offset the additional classroom contact hours that some faculty may experience:

- ❑ Four, not five, syllabi and course preparations per year.
- ❑ Four, not five, sets of papers, exams, and the like to prepare and grade each year.
- ❑ Four, not five, sets of bureaucratic encounters associated with registration, book orders, grades, and classroom assignments.
- ❑ A three-credit course under semesters should cover the same quantity of material as a four-credit course under quarters.

Additional factors to take into account when assessing the impact of the four-course load under semesters:

- ❑ Single quarter leaves are now single *semester* leaves, producing a 50% increase in leave time available to recipients of these leaves. Under semesters, faculty receive $\frac{1}{2}$, rather than $\frac{1}{3}$ of the academic year off.
- ❑ Sabbatical supplements in CLA have grown from 5 per year under quarters to 19 per year under semesters, meaning that more CLA faculty are now able to avail themselves of the research/creative time afforded by a sabbatical.
- ❑ Under semesters, departments have research course releases that they can assign to faculty in their unit to facilitate faculty research and creative activity. Many departments did not engage in this practice under quarters.
- ❑ The number of administrative releases used under semesters is about the same as the number of administrative course releases used under quarters, providing more release time.
- ❑ Chairs have been granted a research semester at the conclusion of their term of service.
- ❑ Under quarters some faculty offered research seminars that did not count towards their course load. In some departments those courses are now part of the faculty member's four-course load.
- ❑ Course buy-out guidelines were created in consultation with the Council of Chairs, the Budget Advisory Committee, and the CLA Executive Committee to facilitate more course releases for research (12.5% of salary and fringe from granting agency; 12.5% cost-shared by CLA).

6. What's the bottom line? In the first year under semesters, what is the average number of courses that the CLA faculty are teaching?