

Workload Reduction Implementation Plans Resolution, 10.27.22

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Whereas, on April 13, 2022, the Faculty Senate voted to endorse the Faculty Workload Task Force Recommendations dated March 15, 2022 (“address[ing] the recommendations as written and ...not extending to any substantive modifications,” Meeting Minutes 4.13.22) (78-yes, 6-no, and 1-abstain).

Whereas, the Final Workload Task Force Recommendations include recommendations to “reduce default standard average teaching load for all full-time faculty by six credits per year...with no additional requirements added for scholarship or service” (TF Final Workload Recs PowerPoint 4.13.22); and stipulates that MSU Denver “maintain current commitments” for CHP targets; consider class size increases only “where pedagogically appropriate;” and move forward with a “collaborative implementation” that stresses “inclusive, transparent shared governance” (TF Final Workload Recs PowerPoint 4.13.22).

Whereas the MSU Denver shared governance statement requires the Board of Trustees and the President to “establish avenues for consultation and recommendation by faculty, students, and staff regarding policy matters.” (<https://www.msudenver.edu/faculty-senate/>).

Whereas the Academic Policy Enactment Policy, from the MSU Denver Board of Trustees, dictates that “The Faculty Senate represents faculty members in all matters of interest and concern, including making recommendations on current and proposed changes in academic policy. The Faculty Senate shall have the principle role in the development of academic policies, such as policies related to teaching, curriculum, research and other scholarly activities, and academic ethics. All proposed academic policies, amendments to existing policies, or archiving of academic policies must be reviewed and voted upon by the Faculty Senate for recommendation to the responsible executive prior to implementation, revision, or archiving” (p. 4; B.3). (https://www.msudenver.edu/wp-content/uploads/2021/06/Academic_Policy_Enactment_Policy_20200701.pdf).

Whereas the Purpose of the Faculty Senate (Article II of the MSU Denver Faculty Senate Constitution) “shall be to officially represent the faculty in all matters of interest and concern to the faculty. These interests and concerns shall include but not be limited to receiving and making recommendations on current and proposed changes in academic, administrative, fiscal and personnel policies.” (<https://www.msudenver.edu/faculty-senate/constitution/>). There is no formal body in which to enact shared governance at the college-level of MSU Denver. Departments are spaces in which faculty can perform their responsibilities in shared governance, which the AAUP identifies as “curriculum, subject matter and methods of instruction, research, faculty status, and aspects of student life which relate to the educational process...long-term planning, budgeting, and the selection, evaluation and retention of administrators” (AAUP: <https://www.aaup.org/programs/shared-governance/faqs-shared-governance>). However, the Faculty Senate best represents a general faculty perspective on academic policy, curriculum, and instruction.¹ For example, some faculty members are not experts on quantitative literacy, but

¹The Senate has committees, such as the Curriculum Committee, with “jurisdiction over all undergraduate and graduate curriculum proposals” that “make recommendations to the Senate”

they can recognize its importance in the daily life of an educated person. Quantitative literacy matters to our lives as family members, friends, homeowners, voters, etc. In addition, some faculty members are not experts in the qualitative and critical evaluation of texts, but they can recognize the crucial role such evaluation plays in enhancing understanding of personal, professional, and public culture. As professionals, the faculty can foresee and advocate for the needs of various forms of knowledge to be conferred as a degree.

Whereas there is no current mechanism through which the faculty can enact its responsibility for shared governance, from the general faculty perspective, on the implementation of the workload proposal, we should route implementation plans through the Faculty Senate. Presently, Provost Tatum has directed MSU Denver's college deans to lead implementation. It makes sense that smaller units, such as departments and schools, are able to understand how the Workload Reduction might be implemented in the unique cultures of their departments. However, this fragmented approach unnecessarily siloes the faculty from having broader conversations about curriculum and instruction—our very responsibility in shared governance. The Faculty Senate allows for a general faculty perspective on such questions as: How large can general studies sections be for students to meet their learning outcomes? What may occur in the culture of teaching and learning at MSU Denver should units buy out general studies courses with grant money, and/or staff general studies with adjunct faculty? These are but a few questions related to implementation which cannot be thought out until implementation plans (including budgetary analysis) are shared with good faith and transparency to the faculty.

Whereas in the deliberation of the Final Workload Proposal, faculty members expressed concerns for how the implementation of a workload reduction could lead to financial problems for MSU Denver—problems which could be shored up through such measures as increased class sizes, increased use of adjunct faculty, a reduction or elimination of reassigned time, and a culture that encouraged grant funding to “buy out” teaching sections.

Whereas the Workload Task Force included recommendations in its final document, that “any changes to average class sizes must consider and protect the pedagogical integrity of the curriculum;” that “any changes to reassigned time do not undermine the support needed for the growth of our academic programs, that such changes promote balanced faculty workloads, and that any changes are in line with Departmental needs.”

Whereas the Faculty Senate Executive Committee collected evidence of uneven engagement of faculty, at college and departmental levels, in adequate consideration of implementation of the Final Workload Proposal. The authors of this resolution are concerned that the current rush for implementation through administrative units and roles (colleges, deans and chairs), is creating a

on such matters as “degree programs, certificates, General Studies, Multicultural and Senior Experience requirements...all new degree programs, new minors and new certificates...” (<https://www.msudenver.edu/faculty-senate/bylaws/>). The Senate's Academic Policies Committee also governs “Curriculum, including degrees, majors, minors,” etc.; “Course credit and contact hours” and “Graduation requirements.” Such committees suggest that Faculty are responsible for teaching and learning, for enacting the university's mission, both as a matter of individual faculty and departmental expertise; but also as a matter of the general faculty perspective on education.

situation in which the right hand does not know what the left hand is doing. And as the right hand of the faculty, we believe it is our right to know the full scope of what the left hand plans to implement for the campus body.

Whereas implementing the Final Workload Proposal implicates departmental promotion and tenure guidelines, the authors of this resolution are also concerned with a lack of time available through which faculty can meaningfully consider and suggest changes as needed for, departmental guidelines. The 2022-2023 procedural calendar (<https://www.msudenver.edu/wp-content/uploads/2022/09/2022-2023-Procedural-Calendar-by-Topic-by-date-9-21.pdf>) indicates that departmental evaluation guidelines are due from department chairs to deans on Monday, November 28, 2022 (p. 9).

Whereas the Fall 2023 Class Schedule is due from department chairs to deans on or around February 1, 2023 (the Procedural Calendar states that curriculum proposals modifying the Fall 2023 class schedule are due to the dean's office on February 3, 2023), even if the implementation plans were to proceed without consultation with the Faculty Senate, they would follow a similar timeline as the Resolution authors propose below. In other words, department chairs will have to submit Fall 2023 schedules in early February. The additional step of requiring deans to share their implementation plans with the Provost, who will share them with the Faculty Senate, is timed within the current scheduling cycle and would not delay implementation plans

Therefore, be it *Resolved* that:

- The deadline for Department Chairs to deliver revised Guidelines to the deans will be February 15, 2023, given the implications toward Departmental Tenure & Promotion Guidelines.
- Provost Tatum will share implementation plans from each college to the Faculty Senate before the end of Fall 2022 semester, on or before December 20, 2022. The Faculty Senate will devote its first meeting of Spring 2023 (January 18, 2023) to discuss the implementation plans together. This discussion will include a vote, to affirm or disconfirm, the implementation proposals. The results of the vote will be communicated to Provost Tatum and senior leadership at MSU Denver, along with the Faculty Senate's responses to budgetary analysis shared in the implementation plans.
- Deans will complete the following cover sheet, along with their implementation plans, to provide an overview of possible budgeting outcomes for academic policies, curriculum, instruction, teaching and learning at MSU Denver:

College and Dean Name:

1. The move from a standard 12/12 to 9/9 course load for tenure track faculty, and 15/15 to 12/12 course load for lecturers, will create immediate budgetary needs to deliver the curriculum in Fall, 2023. How are the departments and/or schools in your college handling the budgetary needs?
 - a. Requesting new tenure track and lecturer lines:
 - i. How many lines are you requesting, and at what cost?
 - b. Increasing class sizes:
 - ii. In which courses? We are particularly interested in knowing general studies enrollment caps and online courses with larger enrollment caps.

- iii. From what enrollment cap to what new enrollment cap?
 - c. Hiring adjunct faculty to cover sections:
 - iv. How many percentage of sections will now be taught by adjunct faculty? What is the change in percentage of sections taught by adjunct faculty?
 - d. Encouraging faculty to pursue grant funding:
 - e. Reducing or eliminating re-assigned time:
 - v. Please note specific examples of this:
 - f. Offering fewer sections/raising the minimum enrollment for a course to make:
 - vi. Please identify general trends (e.g., fewer courses at the 3000 and 4000 or graduate levels):
 - vii. Minimum number for a course to run (old to new):
 - g. Using differentiated workloads within departments, whereby some faculty will maintain a 12/12 or 15/15 teaching load:
 - h. Other:
- 2. How have you involved faculty members in your college in discussions around the implementation of the workload reduction plan? Provide rough numbers of faculty engaged, and the means of engagement (email, department meetings, college-wide town hall, etc.).
 - i. About how many non-chair/non-director faculty (number or percentage of your college's total) would you estimate have been engaged in discussions around implementation of the workload reduction plan?
- 3. Finally, please comment on the status of Departmental Guideline revisions as an outcome of the Workload Reduction Implementation Planning process:
 - j. What percentage of your college's departments/schools are increasing research expectations for faculty?
 - k. What percentage of your college's departments/schools are increasing service expectations for faculty?
 - l. What percentage of your college's departments/schools are introducing a differentiated workload into the guidelines?
 - m. Are your departments on track to meet the deadline?
 - n. How are faculty being meaningfully engaged in the process?