

The Faculty Affairs Committee addresses matters involving the individual or collective relationship of faculty to the University. The Committee can be reached through the Senate's Faculty Affairs web page: <https://www2.humboldt.edu/senate/faculty-affairs-committee>.

November 30 Agenda and Meeting Notes

Members Present: Monty Mola, Colleen Mullery, Marissa O'Neill, George Wrenn (chair)

Members Absent: Renée Byrd, Mark Wilson

Guests: Travis Brunner, Steve Martin, Clint Rebik

Agenda:

- 1) Incentivizing course evaluation response rates (guests: Clint Rebik, Travis Brunner)
- 2) Faculty Affairs Review of Phase 2 Budget Reductions
- 3) Updates: TT density, assigned time, international faculty support

Meeting Notes:

- 1) Incentivizing course evaluation response rates (guests: Clint Rebik, Travis Brunner)
  - a. The Chair has requested institutional data on response rates from the Office of Institutional Effectiveness, including data by gender and college;
  - b. Rebik and Brunner were invited to discuss feasibility of releasing grades early for students who complete course evaluations. Rebik agreed to consult registrars at other CSUs with PeopleSoft to determine who is doing early release and how it is done.
- 2) Faculty Affairs Review of Phase 2 Budget Reductions
  - a. The Committee reviewed and revised a list of comment and questions for URPC regarding the Phase 2 reductions that directly affect the faculty (see below). Questions and comments have been developed in preparation for URPC's December 8<sup>th</sup> Open Forum. URPC has also been invited to attend an upcoming Faculty Affairs meeting to discuss the Phase 2 reductions.
- 3) Updates: TT density, assigned time, international faculty support
  - a. Assigned time: Mola shared a department chair assigned time formula based on the Sacramento State model, with calculations for CNRS departments (attached). The model indicates that all CNRS departments except Geology are undercompensated. Mola is working on a new formula that will factor in additional complexities such as facilities and graduate programs.
  - b. The remaining topics will be picked up at a future meeting.

### **Faculty Affairs Review of Phase 2 Budget Reductions**

Members of Faculty Affairs prepared the following questions and comments to share with the URPC during the current vetting process for Phase 2 Budget Reductions.

We believe reductions should be planned carefully through participatory decision-making. We believe the University will thrive when budget adjustments reflect and support the values of teaching and learning excellence espoused in the University's mission, vision, and values.

Questions and comments focus on the proposals that will directly affect the faculty (1.1-1.5, 1.7-1.8).

Proposals that are contrary to good academic practices or seriously impact workload are a significant concern:

- Reducing lab time in laboratory science majors courses;
- Increasing class size;
- Reducing assigned time for tenure track and lecturer faculty.

*1.1 Improve Student Success (reduce DFW rates)*

The goals of improving student success and reducing DFW rates are laudable.

Questions:

How is URPC calculating savings from anticipated reductions in numbers of sections?

Comments:

This proposal identifies a number of possible causes for low student success rates (syllabus, learning outcomes, assessment approaches, instructor effect). It is highly unlikely that any of these contribute meaningfully to student failures. The main drivers of student failures are not instructor-based.

Successful strategies for reducing DFWs include supplemental instruction and small group tutoring, smaller class sizes, freshman seminars, and prerequisites. Most of these strategies add to the expense of instruction. No strategy to reduce high DFW rates should jeopardize the quality and integrity of instruction.

The goal throughout should be to improve the University's capacity to serve the widest range of students successfully and to help students navigate a path through the University's course offerings to achieve their educational goals. Fitting students into the right major sooner, and providing support for those who are inadequately prepared, will improve student success.

Students are often unable to meet their basic needs at HSU. Student homelessness and food insecurity are huge barriers to student success. For many students their financial aid award quite literally does not cover the cost of attendance. In the absence of calculating books into the cost of attendance, dealing with the hostility of the local community and inadequate housing supply, student success is an empty signifier.

*1.2 Elimination (due to attrition) / Realignment of technical support positions*

Questions:

What strategies will be developed to mitigate the anticipated negative impacts on instruction (*compromised classroom instruction, reduced student experience, lowered support for student and faculty research*)?

What is meant by “realignment” and how would it occur? Explain how support duties now overlap, and how they might be shared.

How will faculty who need the skills of a technician be supported? Several federal research grants depend on such support; eliminating this position has the potential to reduce research opportunities for students.

How will “compromised classroom instruction” and “reduced student experience” improve retention/graduation rates?

Is there any evidence that this area is over-supported?

Comments:

The care and maintenance of equipment ensures its availability and usability, and should not be managed in a way to jeopardize research or compromise instruction. Technical support is essential for much grant-funded research.

It is not realistic to think that TT faculty (whose numbers are below the recommended level) have the time and expertise to maintain technical equipment.

### *1.3 Reduce lab hours from 6 to 3*

Questions:

How was the value of \$200,000 generated?

This proposal targets science labs. Why are labs specifically being targeted?

Comments:

The proposal should make clear which courses are being considered for reductions.

Very few courses have 6 hours of lab / week, and those that do are primarily capstone courses of majors in laboratory science fields (Cell Biology, Microbiology, Biochemistry, Physical Chemistry). Not having a significant laboratory component in these courses is akin to having Music majors that aren't allowed to study actual musical instruments, or Dance majors that never actually dance.

1.3 and 1.4 (Assigned Time), which together constitute a \$450,000 cut, are targeted primarily at the CNRS and specifically at the Department of Biology. This might make sense if this College and Department were particularly expensive, but they are not - the Dean tells us that the spending per FTES in Biology is less than in most majors in CPS and CAHSS.

This proposal has the potential to undermine the faculty's long-recognized role in curricular decision-making. Any teaching-related reductions should consider the faculty's “authority to make alterations

to curricula” and their “responsibility for ensuring the quality of the academic programs delivered” (see the 2012 ASCSU resolution: Reasserting Faculty Control of Curricula Regardless of Delivery Mode (AS-3081-12/FA/AA). Budget reductions that relate to curriculum should be justified on curricular grounds with full input from faculty.

#### *1.4 Reduce assigned time for faculty - Large enrollment courses*

Comments:

Combined with the proposal to increase class size, this proposal seriously impacts faculty workload.

Large courses legitimately require more work on the part of teaching faculty, primarily in terms of grading and increased time spent working individually with students. Very little if any of this work could be done by student assistants. Because student assistants require hiring, training and supervision, this change might even result in a workload increase for affected faculty.

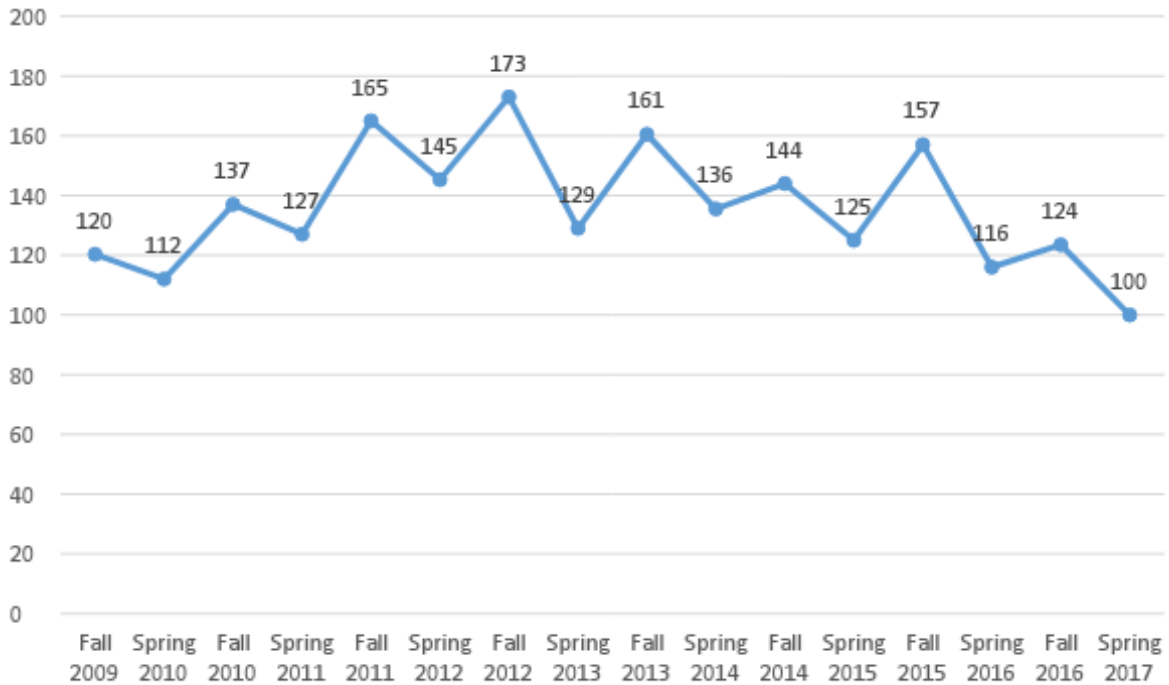
A GTA working a 2 WTU assignment is only required to work 5.3 hours/week under the Unit 11 agreements signed last year. This shifts more grading and laboratory prep work to the primary instructors of large courses. This increased work is an additional justification for not cutting large lecture assigned time. We have lecturers who will no longer teach large courses or want a reduced load because of the magnitude of the extra work generated by the change in Unit 11 work rules, resulting in increased faculty workload.

This amounts to a very large pay cut for lecturers teaching these courses - between 30-50+%. A lecturer teaching a 3 hour/wk course with an enrollment of 150 currently gets 3 WTU for lecture + 3 WTU for excess enrollment (6 WTU total); eliminating the excess enrollment WTUs would cut their pay in half -- actually more than half because they would lose their benefits as well. A lecturer currently teaching a lower division science course with an enrollment of 150 students is typically paid 9.5 WTUs (3 for lecture + 3 for large enrollment + 2 for one lab section +1.5 for coordinating TAs). Removing the WTUs for enrollment would reduce this to 6.5 WTU (a 32% cut). Given our remote location, we already have difficulty finding lecturers willing and capable of teaching these courses. Because Tenure Track density is so low, we have needed to find more and more lecturers; probably we will not be able to find competent lecturers if the pay is cut 30-50% and they lose benefits.

This reduction disproportionately targets a small number of departments/majors. More than 30% of large enrollment courses are taught in the Biology Department, and more than 60% are taught in the CNRS.

This constitutes a change in the Terms and Conditions of Employment and as such should be determined in bargaining, not imposed unilaterally on already vulnerable lecturers. Assigned time data for the last eight years indicates no significant increase in assigned time for excess enrollment classes.

### Excess Enrollment Assigned Time, Fall 2009 - Spring 2017



#### 1.5 Increase class size (when possible)

Comments:

The proposal to increase class size would not be good for students or academic quality.

Studies indicate that increasing class sizes results in:

- Increased reliance on lectures as a method of instruction;
- Less instructor-student interaction;
- Less student involvement in classes;
- Less feedback from faculty;
- Reduced breadth and depth in course assignments and assessments;
- Fewer or no writing assignments;
- Reduced student satisfaction;
- Lower attendance;
- Less civility;
- More cheating;
- Declining student evaluations of professors;
- Lower grades;
- Higher drop-out rates;
- Decreased student learning.

(References in Saiz, Martin, *Economies of Scale and Large Classes*. Thought and Action, Fall 2014.  
[http://199.223.128.59/assets/docs/HE/t-SF\\_Saiz.pdf](http://199.223.128.59/assets/docs/HE/t-SF_Saiz.pdf))

### 1.7 Reduce Department Chair time bases for the academic year and summer

#### Questions:

Given current disparities in assigned time, how would this proposal be implemented? Is the intention to shrink the pool of assigned time and re-allocate?

#### Comments:

Chairs generally are already under-compensated. The work of Department Chairs is important and should be encouraged. Initial analysis of CNRS assigned time data indicates that CNRS faculty are woefully undercompensated for chair duties.

Anticipated impacts of further cuts will likely include resignations and unwillingness to serve.

### 1.8 Reduce Course Offerings

#### Comments:

In the last round of budget cuts we eliminated nearly all courses that didn't count toward a degree. By rotating courses you will increase time to degree and number of units at graduation (we did this in PHYX for years and it didn't work). You cannot simultaneously increase graduation rates and decrease the frequency of course offerings.

Assigned Time Calculator - Sacramento Model															
Department	AT Support	Composite	Faculty				Students			Staff			Department	AT	Current
			Perm	Temp	Temp	50%	Majors	FTEs	35%	FTE	Head-	15%			
BIOL	1	94.62	22	8.1	12	44.62	996	694	35.00	8	11	15.00	BIOL	1	0.93
CHEM	0.6	39.48	9	9	11	24.09	142	317	9.39	3.5	4	6.01	CHEM	0.6	0.5
CS	0.4	16.46	4	1.6	4	8.91	184	124.9	6.40	0.5	1	1.15	CS	0.4	?
ENGR	0.6	35.42	10	2.95	9	21.24	300	138.1	9.11	2.5	4	5.07	ENGR	0.6	0.5
ESM	1	44.74	8	7.94	19	25.01	564	307.9	18.10	1	1	1.62	ESM	1	0.6
FISH	0.4	16.77	5	0.47	2	9.03	93	69.2	3.36	2.5	3	4.39	FISH	0.4	0.32
FWM	1	42.13	10	6.87	13	25.18	292	317.2	12.56	2.5	3	4.39	FWM	1	0.75
GEOL	0.4	18.69	6	0.51	1	10.25	96	100.5	4.05	2.5	3	4.39	GEOL	0.4	0.4
MATH	1	49.94	12	12.44	18	33.70	73	568.4	13.01	2	2	3.24	MATH	1	0.8
OCN	0.4	10.43	3	1.27	3	6.72	63	37.7	2.09	1	1	1.62	OCN	0.4	0.25
PHYX	0.4	18.18	5	3.08	3	11.00	71	144.6	4.41	1.5	2	2.77	PHYX	0.4	0.25
WLDF	0.6	33.53	8	3.64	5	16.90	354	156.6	10.62	3.5	4	6.01	WLDF	0.6	0.6
<b>Seven Measures:</b>		<b>Weighting of size measurements:</b>													
Faculty: 50%		Determine size factor for each measure based on following:													
Permanent faculty: 70%		Size Factor – measure for department/measure for largest department													
Temporary faculty: 30%		E.g., if the largest department had 34.5 FTEF Permanent faculty and the													
FTEF: 50%		department in question had 21, then its size factor for this measure was 21/34.5 = .609.													
Headcount: 50%		Compute Score (composite measure of department size) – Formula:													
Students: 35%															
Majors: 60%		50 (.7 x perm FTEF + .3 (.5 x # temp + .5 x FTEF temp))													
FTEs: 40%		+ 35 (.6 x majors + .4 x FTEs) +													
Staff: 15%		+ 15 (.5 x # staff + .5 x FTE staff)													
FTE: 50%															
Headcount: 50%		<b>Use score to standardize department chair support:</b>													
		<i>Score range</i>		<i>Time Base</i>											
		Less than 10		.4, AY											
		10-24		.4, AY											
		25-40		.6, 12-month											
		More than 48		1.0, 12-month [40-47 gap?]											