

Workload Issues – Reductions in Faculty

Reductions in departmental faculty cannot be managed through a "one size fits all" approach. Departments have different functions and activities and these differences account for some of the differential in workload assignments in departments. For example, a "one size fits all" proposal for dealing with departmental faculty staffing levels does not take into account the high demand/need for graduate classes in some departments and external grants that require faculty reassigned time.

The proposal from the Academic Workgroup that recommends cutting temporary faculty in departments that do not meet a 9 hour or 10 hour standard is one such proposal that does not recognize the special needs and functions of departments. Some of the problems with this "one size fits all" proposal to cut temporary faculty include:

- Several of the departments that are listed for cuts in temporary faculty are *understaffed* according to the workload formula.
- Some departments that are *overstaffed* according to the workload formula are **not** listed as needing cuts in temporary faculty.
- All of the departments that are recommended for temporary faculty cuts have graduate programs or large grants that are administered through reassigned time. Cutting the temporary and/or tenured/tenure-track faculty using the same formula for all departments will limit the ability of departments that have high demand at the graduate level to offer graduate courses, to manage large grants/contracts, and to maintain academic quality. Dr. McPhee has asked that we ensure the continued quality of academic programs and that we pursue growth in enrollment in our graduate programs.

Recognizing the difficulty in developing an appropriate strategy for managing workload, the Steering Committee recommends several strategies that should lead to more appropriate staffing levels and efficiencies in departmental operations.

Create Efficiencies in Managing the Workload Process

1. Use a centralized database for recording faculty information so that many types of reports can be generated, stored, and distributed electronically. Some of these forms include: annual evaluation, program review, academic audit, Delaware cost study, tenure and promotion review, and retention review. This will reduce time spent by faculty, clerical staff, department chairs, student workers, graduate assistants, etc.
2. The development of workload reports each semester should be "paperless" at all levels. A centralized database that includes all faculty data could facilitate the paperless reporting of workloads each semester.
3. Streamline and simplify the hiring paperwork (adjunct and full-time) for the academic year and summer.

Rule Changes for Workload Policy ([moved from Hold a Comprehensive Review Section Below](#))

Chairs who provide significant reassigned time for chair duties (nine hours or more) should have higher teaching loads unless the reassignments can be justified because of a large number of departmental faculty (45 or more). Departments with fewer than 20 faculty should not be allowed to have an assistant or associate chair.

A formal mentoring program should be provided for new chairs (first three years) that may allow for one faculty course reassignment (regardless of the department size) to assist the new chair in getting acclimated to chair duties.

In cases where faculty duties are necessary in administrative offices and reassigned time is not warranted, the administrative office should pay faculty a stipend (such as \$2,000) for the reassignment and NOT reduce the faculty member's teaching load.

Hold a Comprehensive Review of Departmental Reassigned Time and Justify all Continued Reassigned Time

Department chairs should review workload reassignments and determine whether they are necessary and should justify these reassignments to their dean and the provost. ***At least two of the following activities should be selected by departments*** to improve the efficiency and fair allocation of teaching duties and to ensure that enrollment levels can be maintained. Deans and the Provost may determine that some of these activities listed below will be required of their department chairs. In some cases, these efficiencies can lead to the reduction of faculty lines within a department. In other cases, these changes should lead to capacity to serve more students.

It should be noted that these are examples and not all of these strategies are acceptable for every department.

1. Review faculty reassigned time for department chair duties. In most cases, the department chair can handle duties where department reassigned time has been provided.

In cases where chairs can reduce reassigned time, dollars can be saved through reduction of faculty. For example, a chair who currently provides four reassignments for assistance with the chair role can take on these roles himself/herself and this will provide four additional class sections – and will allow the reduction of one faculty member. (Through this scenario, the department will be able to serve the same number of students with one fewer faculty member.)

2. Review faculty reassigned time for administrative duties outside the department. In many cases where reassignment is for an administrative office, current administrators in the office can take on the faculty assignments or the initiative can be abandoned.

In a situation where a faculty member has one course reassigned to work in an administrative office, paying the faculty member will allow the department to have that faculty member teach a full course load, saving the cost of one adjunct. If the workload policy were changed to require that this type of work by faculty were paid (rather than required through reassigned time), it is likely that managers would make more efficient use of faculty for administrative roles. This saves dollars paid for adjunct faculty.

4. Require that the *maximum* enrollment for each class during the academic year be set to at least 20 (or 25) students for each undergraduate class and to at least 15 for graduate classes.

For example, adding 5 students to 40 class sections will provide a means of serving 200 students – and will allow for the reduction of at least two faculty positions and the department could serve the same number of students. Another example, if 10 students were added to 8 class sections, one faculty position could be cut and the department could serve the same number of students.

5. Increase maximum enrollment for all undergraduate classes that are larger than 20 to 25 by five students (when classroom space allows).

If a department sets 30 as the enrollment cap and changes the enrollment cap to 35, this will allow the department to serve more students. For example, if there are 20 sections of classes offered by the department (and 5 students were added to each section), this would increase enrollment by 100 students and would allow the department to cut one faculty member and serve the same number of students.

6. Cancel classes that do not have the minimum enrollments required by the workload policy. This would be effective for all semesters, including summer sessions.

Canceling low enrollment classes could reduce adjunct costs and could provide the opportunity for departments to offer class sections that would fill more students' needs.

7. Require everyone to teach 12 hours (no exceptions for graduate classes).

If a department offers 4 graduate classes and provides reassigned time for each faculty member, requiring the faculty to teach 12 hours with a graduate course, the department could serve the same number of students with fewer faculty – allowing for one faculty position to be cut. This option is not likely to be selected by departments due to the need for graduate faculty to be active in research. – if a rule were added to the workload policy that requires faculty to be research active to receive the course reassignment, it is likely that some departments would require 12 hour loads due to faculty not being research active. At a minimum, some adjunct faculty could be cut.

8. Use large classrooms (those seating more than 150) to full capacity of times available.

For example, if a department schedules 40 students for two class sections, they teach 80 students. Offering a large class of 150 allows the department to teach 70 more students -- offering two of these class sections of 150 students would allow the department to serve the same number of students with fewer faculty – allowing for one faculty position to be cut.

9. Assign some graduate faculty two graduate classes for a nine hour load. (This saves one course reduction since two different faculty members are not teaching a graduate class.) This approach adds one undergraduate section back to schedule.

Six faculty members have a nine hour load and each is teaching one graduate class – 18 class sections. Schedule three of these faculty members to teach two graduate classes (9 hour load). This allows for 6 graduate classes to be taught by three people and the remaining three faculty would teach all undergraduate classes – allowing for three more sections to be scheduled – provides for the reduction of *almost* one faculty member or the reduction of 3 adjuncts.

10. Departments that are overstaffed should reduce the numbers of class sections (and faculty) to more fully utilize available faculty.

Many departments that are overstaffed have a significant number of courses offered by adjuncts. More fully utilizing the full-time faculty would save adjunct costs. For example, Elementary and Special Education was overstaffed in 2007-2008 by 2.83 faculty and the adjuncts as a percent of total faculty was 36%. Additionally, some faculty positions could be cut in departments that are significantly overstaffed.

11. Review course offerings to determine the major elective needs of current majors. Based on this review, offer fewer major electives so that it is more likely that courses are filled.

This analysis may help to reduce the number of adjunct faculty and may allow departments to determine a way to cut one faculty member.

Develop a Plan to Ensure that Summer School is Profitable

1. Return to the allocation approach for summer classes (Continuing Studies/Provost provide a number of regular classes that can be offered by each department based on previous summers' enrollment data). This policy does have a process to add classes above the allocation based on student demand. Note: Correspondence courses that are paid a different way do not count in this course minimum allocation.

OR

2. Apply the allocation policy mentioned above to departments that did not breakeven in summer 2008.

Previously, Continuing Studies set the allotment per college/department based on the previous year's summer offerings and enrollment levels. Departments that had low enrollments in a previous summer had their class allotment reduced with the idea that the department was offering more courses than were needed. Theoretically, the classes offered would be more likely to be filled since there were fewer options and the classes offered would more likely pay for themselves (or make a profit). In cases where departments could demonstrate demand that would at least pay for the class, the department was allowed to offered additional classes above the allotment. This approach will likely minimize the number of departments that lose a significant amount of dollars. While it does not assure profitability, it puts limits on departments that are obviously offering too many classes to breakeven and puts department chairs in the mindset of considering cost/profit issues.

Review Departmental Staffing Mix to Determine if there is an Appropriate Number of Tenure-track Faculty

1. When the workload formula justifies the continuing need for tenure-track faculty, temporary faculty positions should be converted to tenure-track. There should never be a department that has more temporary faculty than tenured and tenure-track faculty. Managing departments that have significant numbers of general education class sections with temporary faculty weakens the department. It is not possible for departments with large numbers of temporary faculty to meet the departmental needs for advising, committee work, curriculum development, and other duties.

We believe that these strategies offer departments a means of selecting activities to improve efficiency. In addition, the variety of options will allow departments and colleges to have flexibility in making decisions that will allow them to continue to serve students effectively and to maintain the mission of their department.