

Date: March 28, 2017

From: Joseph Urgo, Provost

To: Faculty

Re: Response to the Report from the Academic Affairs Task Force on Use of Non-Tenure Line Faculty for Curriculum Delivery

I have received and closely read the report of the Academic Affairs Task Force on Use of Non-Tenure Line Faculty for Curriculum Delivery, and endorse its findings. I want to thank Dean Jeff Konz for his adept leadership on this project, and Budget Director Douglas Luke for budgetary analysis that made the task force work possible. We are indebted to task force members Sarah Judson (FWDC, History), Lora Holland (IDC, Classics), Herman Holt (Chemistry), and Cathy Whitlock (Mathematics) for their time and contribution to this important project. Theirs has been a true example of shared governance, working under the guidance of the strategic plan direction of *organizational capacity*.

We deploy adjunct faculty in many ways that strengthen and add quality to the curriculum. We also hire adjuncts to assist with curriculum delivery, freeing up full-time faculty to teach in Humanities and other program. We rely on adjunct faculty to help pilot new program opportunities. Many adjunct faculty have taught for us for a long time and are highly valued members of our community. Nothing in this response is intended to diminish the important role played by these colleagues.

In terms of capacity, however, I am troubled by the unplanned increased use of our resources toward hiring of adjuncts, which has more than doubled in the last three years. We need to take steps toward managing our growing reliance on adjuncts to deliver the curriculum and also toward balancing our use of adjuncts across all areas of the curriculum. To those ends, I have asked or will ask the following bodies to take the following steps:

Academic Deans, in conjunction with Chairs and Program Directors

Review Fall 2017 and Spring 2018 class schedules for the necessity of

- adjunct usage (why is the course not offered by regular faculty)
- upper-level course offerings (e.g., do offerings outpace enrollment demand?)

Both should be tied closely and demonstrably to meeting graduation requirements.

Academic Departments and Programs

Consider increasing class sizes as appropriate and as classroom seating constraints allow, particularly in introductory courses.

Work closely with Academic Deans in adjusting class schedules and offering patterns in light of curricular and schedule analyses.

Manage requests for PDL, RAT, and FMLA without equivalent adjunct replacement.

Departments should manage such requests without additional adjunct support, but in the event that this is not possible, such support should be minimized. I realize that the number of faculty in the department will be a critical factor in managing these resources.

Academic Affairs

Take the Humanities Faculty Fellows program from pilot status to a standing initiative, beginning in 2018-19.

Implement a cap on PDLs to 8-10% of eligible tenured members of the faculty each year, with continuing analysis of our capacity for support at this level. At current levels, this would be approximately 12 per year

Assistant Provost (Pat McClellan)

Evaluate class schedules for departments where the curriculum has shifted from a 3ch to a 4ch basis to compare

- contact hours offered in the major relative to teaching outside of the major, and
- contact hours offered in upper-level courses.

In order for this shift to have been resource-neutral, both should show no change.

Work with APC to carefully review all proposed curriculum changes for potential effects on teaching resources and compliance with the APC 100-hour limit.

Undertake deeper review and analysis of:

- Curricular requirements and unnecessary concentrations in degree programs that may introduce constraints on utilization of teaching resources.
- Patterns of course offering in departments and programs, particularly at the upper level, with particular attention to offered seats and enrollments.
- Patterns of adjunct usage, focusing on their necessity for delivering the curriculum.

The work outlined above is critically important, particularly in a time of budget restrictions, as our increasing reliance on adjuncts has impacted our ability to support faculty work or carry out initiatives in other areas. The source of funding for adjunct faculty is also where we draw funds for such purposes as faculty development block grants, our May workshops, support for new programming, merit and promotion step-increases, as well as for one-time special projects and improvements. Not reining in our expenditures on adjunct faculty to deliver the curriculum severely constrains our capacity to innovate, to develop our capacities, and to reward successes. I offer guidance in this memo for purposeful action to meet our goal, and I welcome suggestions from faculty for additional measures.