Curricular Parameters Work Group  
Meeting Minutes  
November 20, 2009

1) The Work Group is still unclear as to the “parameters” of our own charge: Karen agreed to seek clarification from Provost Paul as to whether instructional work currently not included “in load” should include “learning experiences” that are not associated with a course. Examples: directing a play; curating a gallery show; coordinating a study skills lab in math or English.

2) Karen distributed documents showing various ways Music faculty load is calculated, including the Stetson analysis of “Types of Courses/Learning Experiences and Compensation” developed by Lloyd and Patrece, in collaboration with Jean West. It was noted that the National Association of Music Schools recommends no more than 18 clock hours/week for private studio instruction (at Stetson 20 clock hours is standard), and no more than 12 clock hours per week for classroom instruction in lecture/seminar format. Also provided were copies of an email from the VPAA-Dean at Macalester and a Music workload conversion table from Wooster (using units as measures), and the School of Music Workload Policy at the University of Utah (using FTE as measures).

- We discussed the complexity of calculating workload in the Music School, and the added complexities of understanding Music faculty load in relation to work in the CAS and SoB.
- In the CAS as in the SoM (and perhaps in the SoB as well), some teaching activities are not currently calculated in load—discussion focused on the difficulty of quantifying all the work faculty do.
- Some studies suggest that faculty, nationally, generally work 48-55 hours per week. The traditional 3-hour “course” was understood to take approximately 9-10 hours of a faculty member’s time: 3 hours teaching + 6 hours preparing. Is this formula based on older models of pedagogy (the lecture course)? We talked about the degree to which much of the work faculty do is “invisible” according to this formula. We considered the difficulty of measuring the time faculty spend, and how personality and other intangibles impact the amount of time and efficiency. We agreed that it would be best to use, when we can, national measures of faculty work (rather than surveying faculty and asking them directly how many hours they spend on various activities in an average week).
- Rather than try to quantify intangibles, or to make fine distinctions that ultimately may have very little impact practically, it was suggested that we look at broad “chunks” of types of faculty work, and focus our efforts on guidelines (rather than formulas) that will assist in future studies of equity among faculty and the “academic economy” at Stetson more generally.
- We agreed that target enrollments are a crucial piece in creating greater equity among faculty loads: course size is one factor that might impact load credit, creating equity between, say, natural scientists teaching large classes and those with much smaller enrollments. (As was noted later in the meeting, however, course size will eventually have to “work” not only pedagogically but economically.)

3) Discussion turned to refining the “Course Type Chart.” Corrections to the contact hours for labs and some music instruction were made, and the revised draft will be posted on the blog and distributed to the Work Group.
4) We agreed that we should develop very short (1-2 sentence) descriptions of the different course types listed in the chart. Various members of the committee agreed to work on descriptions of these different areas; we will compile into a separate document. **Draft descriptions should be submitted no later than December 4, so that we have time to edit the whole.**

5) We hope to interview the deans individually (or, ideally, with their respective associate deans) during finals week. Toward that end, we will also need to develop a handful of questions to ask each dean (acknowledging that conversation may lead in other directions as well). These meetings will be scheduled at times when most of the PWG can attend. **A draft list of questions will be developed collaboratively online.**

There will be no meeting of the PWG next week (Thanksgiving) or the final week of classes. We will collaborate on the two tasks listed in points 4-5 above, using the blog and email.

Minutes submitted by Karen Kaivola.