

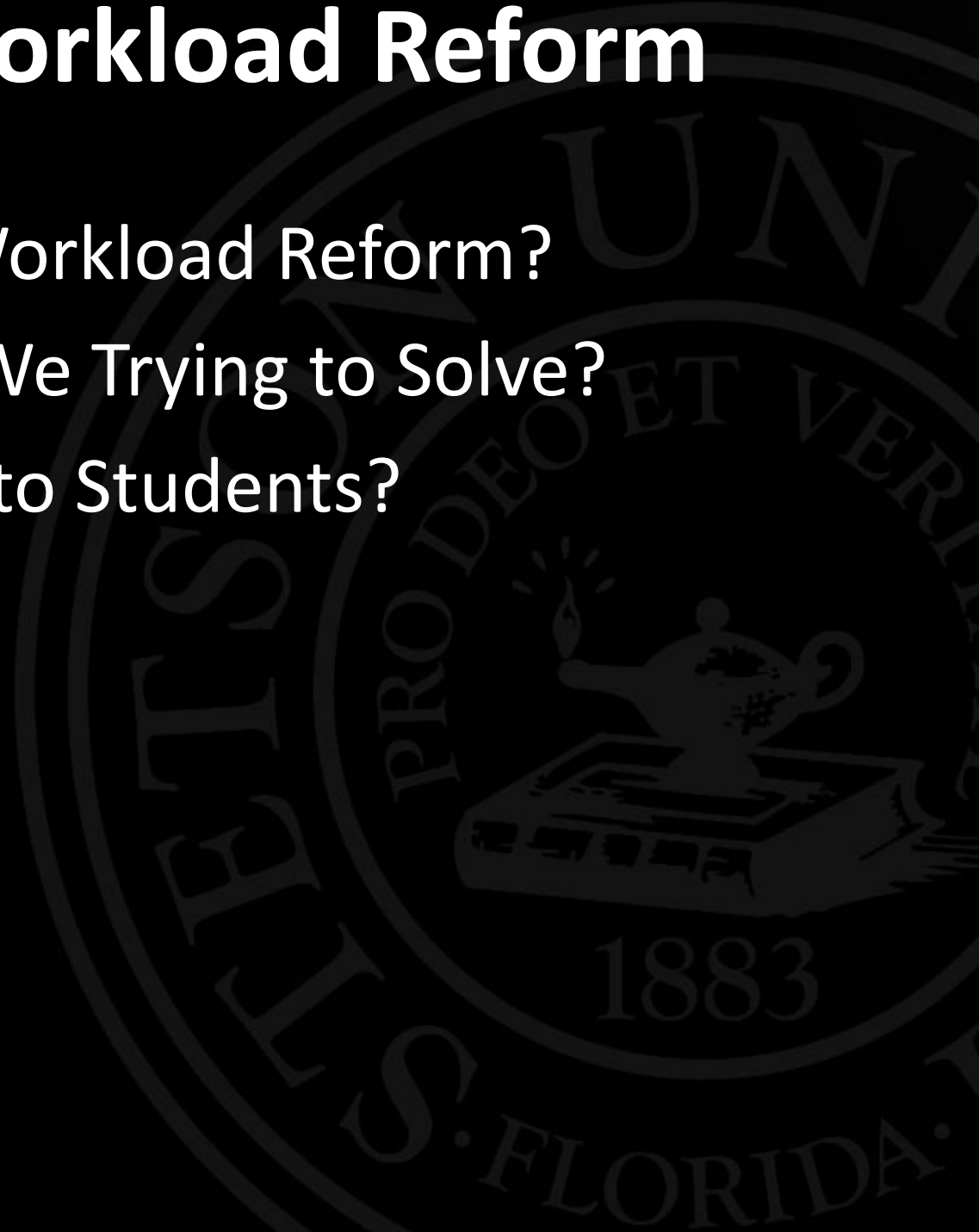
3:2 Plus 1 Workload Reform

Prepared by the Senate Chair, Vice-Chair, and Secretary
with Input from the Senate Academic Affairs Committee

Revised 10/26/2022

3:2 Plus 1 Workload Reform

- What is 3:2 Plus 1 Workload Reform?
- What Problem Are We Trying to Solve?
- What is the Benefit to Students?
- Why Now?



What is 3:2 Plus 1 Workload Reform?

- **Teaching Load Modification from 3:3 to 3:2**
 - This is a method to institutionalize and better leverage new and existing "high-impact" practices both inside and outside the classroom

What is 3:2 Plus 1 Workload Reform?

- **Teaching Load Modification from 3:3 to 3:2**
 - This is a method to institutionalize and better leverage new and existing "high-impact" practices both inside and outside the classroom.
- **Flexibly and Voluntarily Identify +1 Opportunities**
 - This change would not necessarily shift the number of courses (32 units) students are required to take to graduate, but it could substantially change the ways they achieve those units by introducing more curricular flexibility and new opportunities for gaining credit toward graduation

What Problem Are We Trying to Solve?

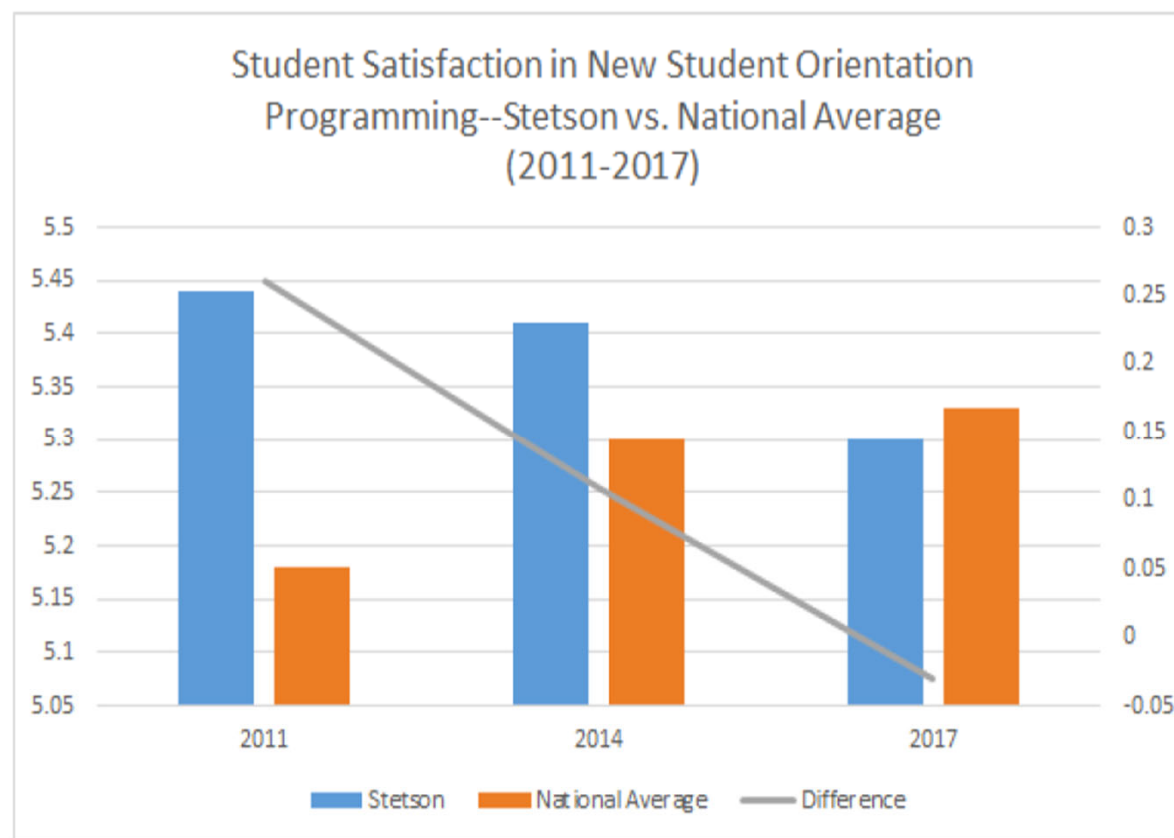
- What do students want and need from a Stetson education?
- What are students' perceptions of a Stetson education?
- To what degree do faculty have time and resources to meet those needs?

What do students want and need in terms of a Stetson education?

Essential	Current	Inquiring
Small, interactive classes	54%	18%
Accessibility of faculty	52%	30%
Career preparation	50%	43%
A strong major in your field	49%	55%
Preparation for graduate school	43%	34%
Excellent career services	43%	30%
Preparation for professional school such as medical or law school	43%	28%
Academically challenging	41%	35%
Attracts intellectually oriented students	39%	25%
Opportunities for internships	38%	33%
Excellent academic advising	37%	42%
Ability to personalize your education to meet your special interests and needs	34%	37%
Opportunities for independent study	34%	17%
A strong sense of community	33%	22%
Active social life	23%	22%

What are students' perceptions of a Stetson education?

Declining Student Satisfaction 2010-2017



What are students' perceptions of a Stetson education?

Declining First Year Yield Rate



To what degree do faculty have time and resources to meet those needs?

<i>Percentage of faculty teaching</i>	Stetson	Comp. Group 1	Comp. Group 2
One course in Spring 2020	5.4%	10.6%	10.5%
Two courses in Spring 2020	11.6%	30.9%	26.6%
Three courses in Spring 2020	55.4%	30.1%	25.5%

To what degree do faculty have time and resources to meet those needs?

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Three courses in Spring 2020	55.4%	30.1%	25.5%

<i>Advising Data</i>	Stetson	Comp. 1	Comp. 2	Difference with group 1
Percentage of Faculty with 1-5 Advisees	4.8%	13.6%	16.2%	-8.8%
Percentage of Faculty with 31+ Advisees	22.1%	14.1%	13.3%	8.0%
Faculty frequently do the following with advisees:				
Inform them of academic support options	69.7%	60.4%	55.6%	9.3%*
Help them plan their course of study	88.8%	81.5%	74.7%	7.3%
Discuss their academic performance	83.0%	63.4%	59.1%	19.6%***
Provide information on other academic opportunities	77.5%	66.9%	62.2%	10.6%
Discuss career and post-graduation goals	83.1%	72.6%	72.2%	10.5%*

Why Might 3:2 Plus 1 Workload Reform Enhance the Student Experience?

- **2019-2020 Vassar Workload & Curricular Reform**
 - Why did they do it?
- **2008-2009 Stetson Unit Curriculum Reform**
 - Why did we do it?
- **Student Outcomes**
 - What were the outcomes in 2008-2011?
 - Why were they not sustained after 2011?

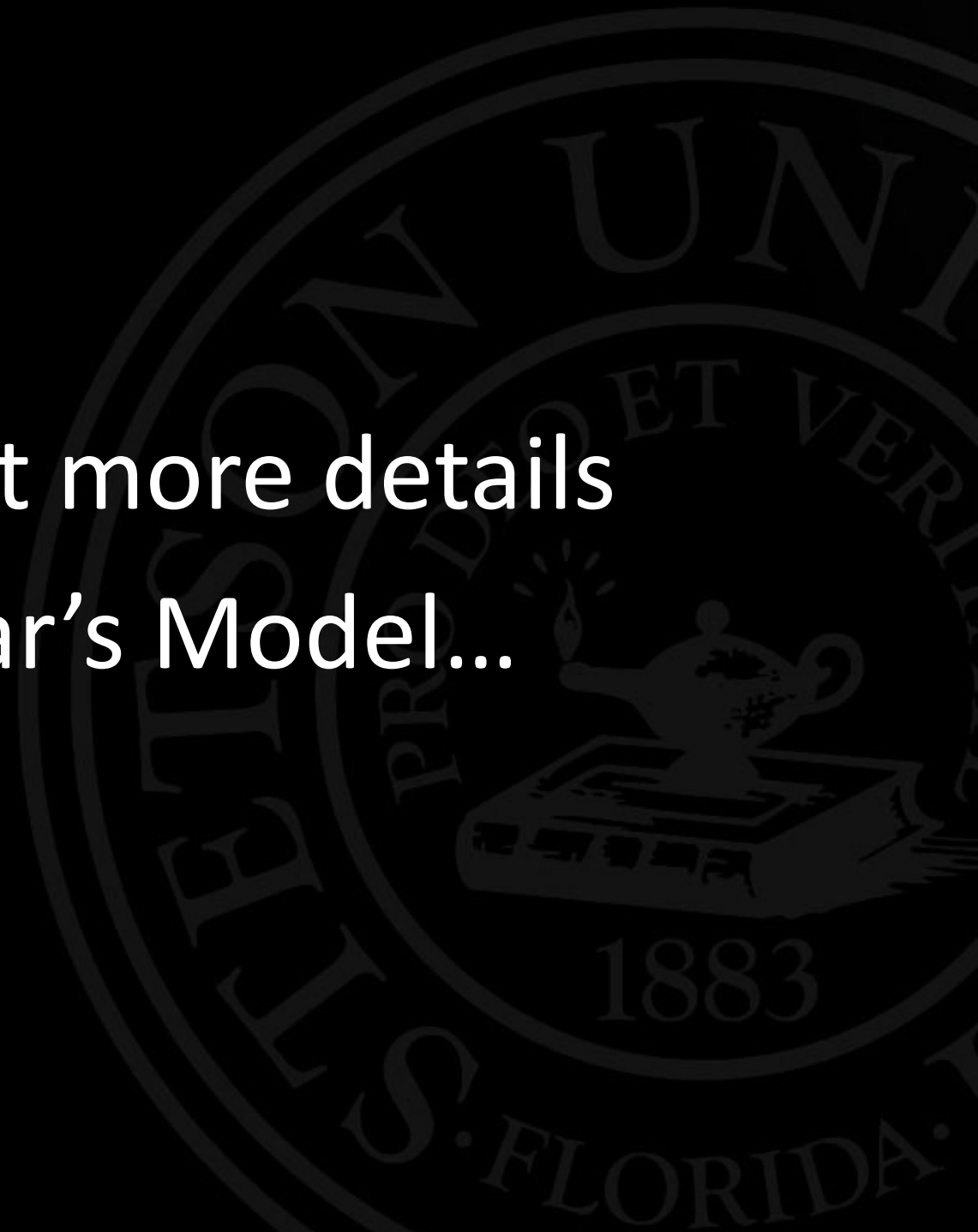
2019 Vassar Reform to 2-2-1



2019 Vassar Reform to 2-2-1

- **Why did they do it?**
 - **For Students**
 - Enhanced opportunity for different learning outcomes
 - More independent study
 - **For Faculty**
 - Make workload more manageable
 - Recognized pedagogical work that faculty already do
 - Provide time and opportunity to engage increasingly diverse students

If you want more details
on Vassar's Model...



Vassar Curriculum and Workload Reform

- Selected history
 - 1980s: Vassar moves from 3-3 to 3-2 teaching load
 - 2014-15: Intensive Mentored Experience (IME) initiative
 - Universal requirement for every student - initiative was unsuccessful by one vote
 - Rebalanced Curriculum (passed by the faculty in October 2016, implemented in Fall 2019)
 - Passed with 70% support - creative, open-ended, flexible, no new requirements

Rebalancing the student curriculum to fewer traditional courses and more opportunities to earn credits through a variety of other kinds of close work with faculty.

Rebalancing the faculty teaching load from 3 -2 to 2- 2- 1 and allowing departments and programs to determine how to use the “dash -1”, including the option to maintain a 3- 2 teaching load. These two changes complement and enable one another both in the benefits they provide and their effects on the curriculum.

Vassar Curriculum and Workload Reform

- Rationale for students from the proposal
 - Allow students to focus on fewer classes (4 units maximum) each semester.
 - Enhance student opportunities for different learning activities with faculty.
 - Respond more easily to student requests for independent studies, readings courses, etc.
 - Respond to the persistent student experience of overload.
 - Counter the growing pressure on students to credentialize (double and triple majors).
- Rationale for faculty from the proposal
 - Recognize the pedagogical work (for ex., independent studies, theses) that faculty already do with students that is not formally credited as part of our teaching load.
 - Eliminate the challenging 3 course semester.
 - Stimulate new forms of collaboration among faculty.
 - Provide more time to pursue teaching activities they are passionate about; and create space for imagining new possibilities, pedagogical models, and projects.
 - Provide time and opportunity to better engage the variety of learning styles of our increasingly diverse students.

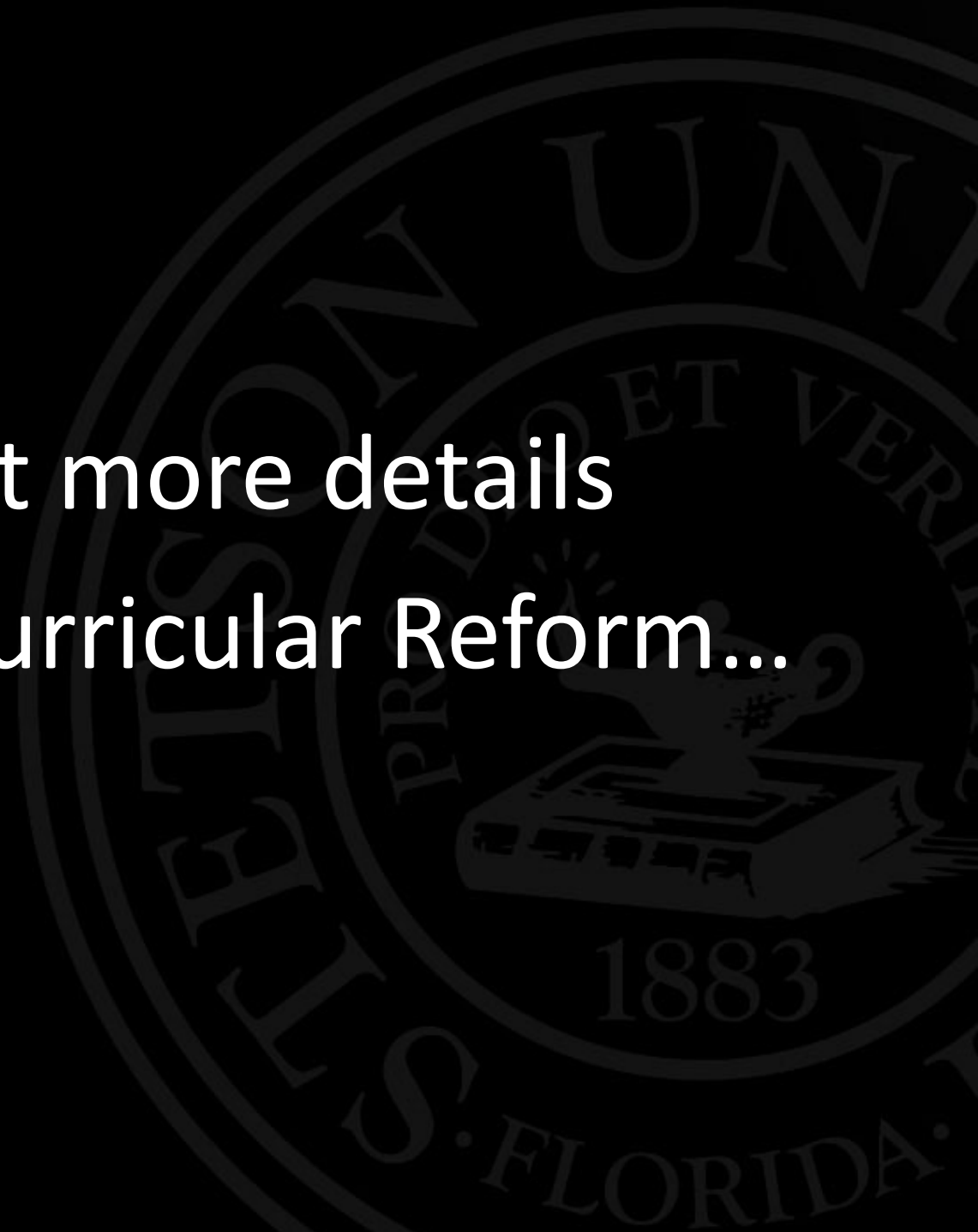
2008-2009 Stetson Curricular Reform



2008-2009 Stetson Curricular Reform

- **Why did we do it?**
 - **Course Unit Curriculum**
 - Newly energized curriculum conceived on the model of the best liberal arts colleges
 - 32-35 Courses
 - Disciplinary Major (10-11) Electives (10-11) Gen Ed (10-11)
 - **High Impact Pedagogy**
 - **Deliver Strong Programs with Fewer Classes**
 - **Workload Reform**

If you want more details
on Stetson's Curricular Reform...



The 2008-2009 Stetson Unit Curriculum Reform (2008 FAQ)

There are clear signs that our status quo, as good as it is in our eyes, may not allow us to compete with liberal arts colleges and universities (like Rollins or Furman, to name two) or with state universities. **A newly energized curriculum, conceived on the model of the best liberal arts colleges and their approach to pre-professional study, may help us to more forcefully establish our niche...** Since students will need fewer courses, we can use the “savings” to keep most of our courses at the optimal size for seminars and discussion classes.

What is a ‘Course Unit Curriculum’?

Most national liberal arts colleges and universities define their curriculum in terms of courses that students must complete, rather than in Credit Hours.....Typically, **32-35 courses are required**, and these are roughly evenly divided: **10-11 for general education, 10-11 for focused study (the disciplinary major), and 10 or so for electives, a second major, a minor, or a concentration.**

What does it Mean to “enrich” a class (2008 FAQ)

What does it mean to “transform” or “enrich” a class?

Through Faculty discussion beginning with divisional, disciplinary or departmental conversation as well as conversation about General Education, we would need to establish guidelines for a “transformed” or “enriched” course. ... The key is to foster serious engagement with the course’s ideas and skills and to establish high expectations for undergraduate work.

Transforming a ‘3 Credit Hour’ course into a ‘Course Unit’ course does not mean merely adding more books, assigned papers, quizzes, or exams. It means re-thinking and re-energizing the student’s experience in the course.... In general, Course Unit courses value regular written and oral analysis and reflection on the subject matter. Primary works are favored, where practical, over mass-produced and ‘pre-digested’ textbooks. **Special learning experiences—in the laboratory, field, or library or through simulation or ventures into the real world—are encouraged. Learning is also encouraged outside of class—through study groups or group projects, or service-learning, for instance....** Web investigation of course descriptions and syllabi at Course-Unit colleges is a good way of seeing how various disciplines have created enriched or transformed courses. [Link to Top 40 Liberal Arts Colleges]

Surely many important learning experiences don’t deserve a full course credit. What happens to those experiences now offered through courses valued at 1 or 2 credits?

Even in the pure model—32 courses over 8 semesters—colleges use fractional units. What we might now call a 1 credit hour course, in other words, might be listed as a .25 course unit. In other cases, work over a series of semesters will be transcribed as a course unit—four semesters of an ensemble, for instance, might be listed as one Course Unit.

Does this mean that a 3 credit course will overnight become worth 4 credits?

In the Course Unit curriculum, the emphasis is not **solely** on “seat time.” It is on the depth of learning, in various settings (laboratory, library, practice room, studio, field study, experiential learning, service learning etc.) Courses therefore are expected to be “enriched” or “transformed” into learning experiences that engage students in and out of class. To transform individual courses and to implement a Course Unit curriculum will not be overnight matters.

How can we deliver strong programs of study in our majors with fewer classes? (2008 FAQ)

Colleges and universities that are universally admired for the depth and rigor of their academic programs offer strong majors in a 32-35 course degree plan.... **How exactly to design 'enriched' majors will begin with departmental and divisional study and discussion. The key assumption from the beginning is that we would be emphasizing depth and engagement over breadth.**

Strategies to achieve outcomes

Adopt the Concept-oriented model for general education, described below.

Revise the system by which faculty teaching is assessed by the College. The move to a course unit system includes the promise of a more engaging pedagogy. The assessment of teaching must reflect this change.

Insure that the tenure and promotion system acknowledges, supports and rewards faculty work and creativity in developing and maintaining the course unit system and all of the changes it entails.

Foster learning communities through, for example, linked course, blocked courses, and residential assignments.

Encourage experiential learning through courses that emphasize student engagement and/or experiential learning off campus, including service learning, community-based research, travel courses, study away, and study abroad. Faculty who participate must be able to count a course taught for this purpose as a full course unit as part of the regular teaching load.

Increase the use of integrative, interdisciplinary, or multi-disciplinary approaches in our courses.

Conduct a regular and ongoing assessment of general education, which is reported to the faculty and the Dean of the College, and which is used for improvement.

Achieve Carnegie's Community Engagement classification:
<http://www.carnegiefoundation.org/classifications/index.asp?key=1213>

Majors and Minors

Distinctions between the B.A. and B.S. degree programs will occur within majors, including collateral major requirements.

Majors should generally require a minimum of 10 course units and a maximum of 12 course units within the department of the major.

Minors should generally require a minimum of 4 course units and a maximum of 5 course units.

Did Stetson Carry out Workload Reform to match Curriculum Reform (like Vassar, TCNJ, Rhodes, and others)? (2008 FAQ and Proposal)

Haven't some colleges used the change to course units to reduce faculty load? (2008 FAQ)

Yes. TCNJ, for instance, is moving from 4 courses a semester to 3 (under a complex state contract with the faculty union), with some additional course reductions available competitively to faculty with significant pedagogical, scholarly, or service responsibilities. Rhodes College has moved from a normative 3+3 load to a 3+2 load. Centenary College of Louisiana (10 in our US News group) is studying the course-Unit model as a way of moving from a 4+4 to a 4+3 or 3+3 load for most faculty.

This proposal does not envision maintaining the status quo with respect to the allocation of faculty time, and its distribution between course for general education and courses in support of majors. Once faculty time has been apportioned to successfully teach the courses which need to be taught, the College should prioritize further allocation of faculty time to help ensure that faculty sabbaticals are well supported, to reduce the College's dependence on adjuncts, particularly in courses for first-year students, and to move the College forward in giving release time for tenure-track junior faculty in order to assist them in meeting College's and the University's research requirements for tenure and promotion.

Will instructional savings be used to support enrollment growth? (2008 FAQ)

No.... *the Enrollment Growth Committee, Deans, and President's Staff are agreed that increased enrollment requires a staffing plan to maintain our 12:1 student-faculty ratio.*

What are some of the obstacles to this proposed curricular transformation? (2008 FAQ)

2. Faculty will be expected to teach 3 'enriched' or 'transformed' courses. Some argue that this will mean additional work for the same pay (which, furthermore, is below benchmark medians).
3. Faculty in the College especially are fearful of debate over General Education or a core curriculum. They remember unhappily the long discussions and unhappy compromises from the last attempt at reforming General Education....

2008-2011 Student Outcomes



2008-2011 Student Outcomes

Better Than Comparison Groups

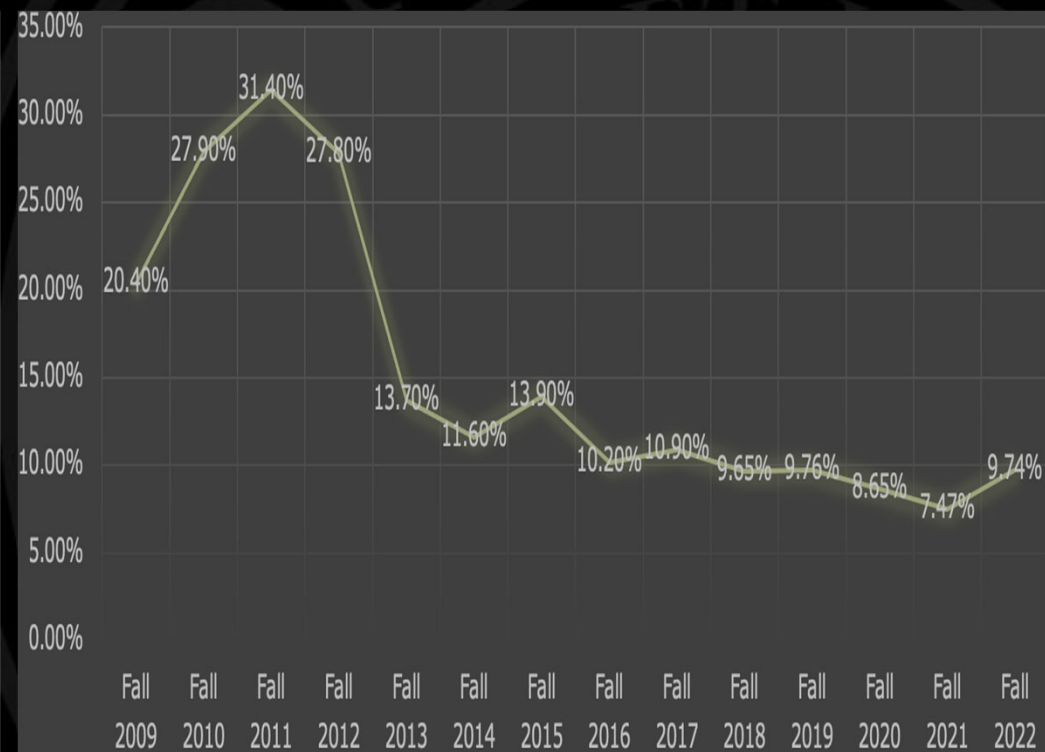
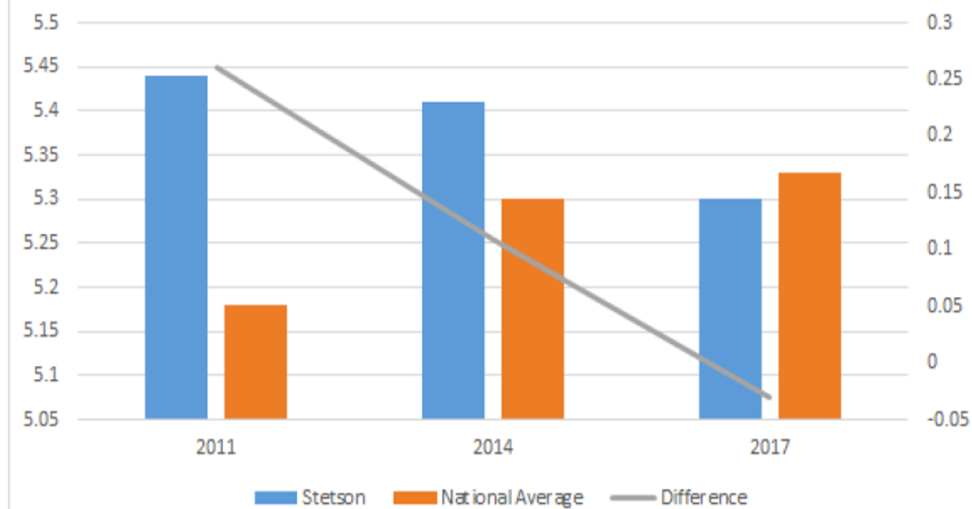
	<i>Class</i>	<i>Stetson</i>	Comparison Groups		
			NACU	Peers	Aspirant Peers
Level of Academic Challenge (LAC)					
<i>How challenging is your institution's intellectual and creative work?</i>	First-Year	60	+	+	
	Senior	61			
Active and Collaborative Learning (ACL)					
<i>Are your students actively involved in their learning, individually and working with others?</i>	First-Year	49			
	Senior	57			
Student-Faculty Interaction (SFI)					
<i>Do your students work with faculty members inside and outside the classroom?</i>	First-Year	41	+		+
	Senior	57	+	+	+
Enriching Educational Experiences (EEE)					
<i>Do your students take advantage of complementary learning opportunities?</i>	First-Year	34	+	+	
	Senior	56	+	+	
Supportive Campus Environment (SCE)					
<i>Do your students feel the institution is committed to their success?</i>	First-Year	68			
	Senior	65			

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2011-2021 Student Outcomes

Declining Student Satisfaction and Yield

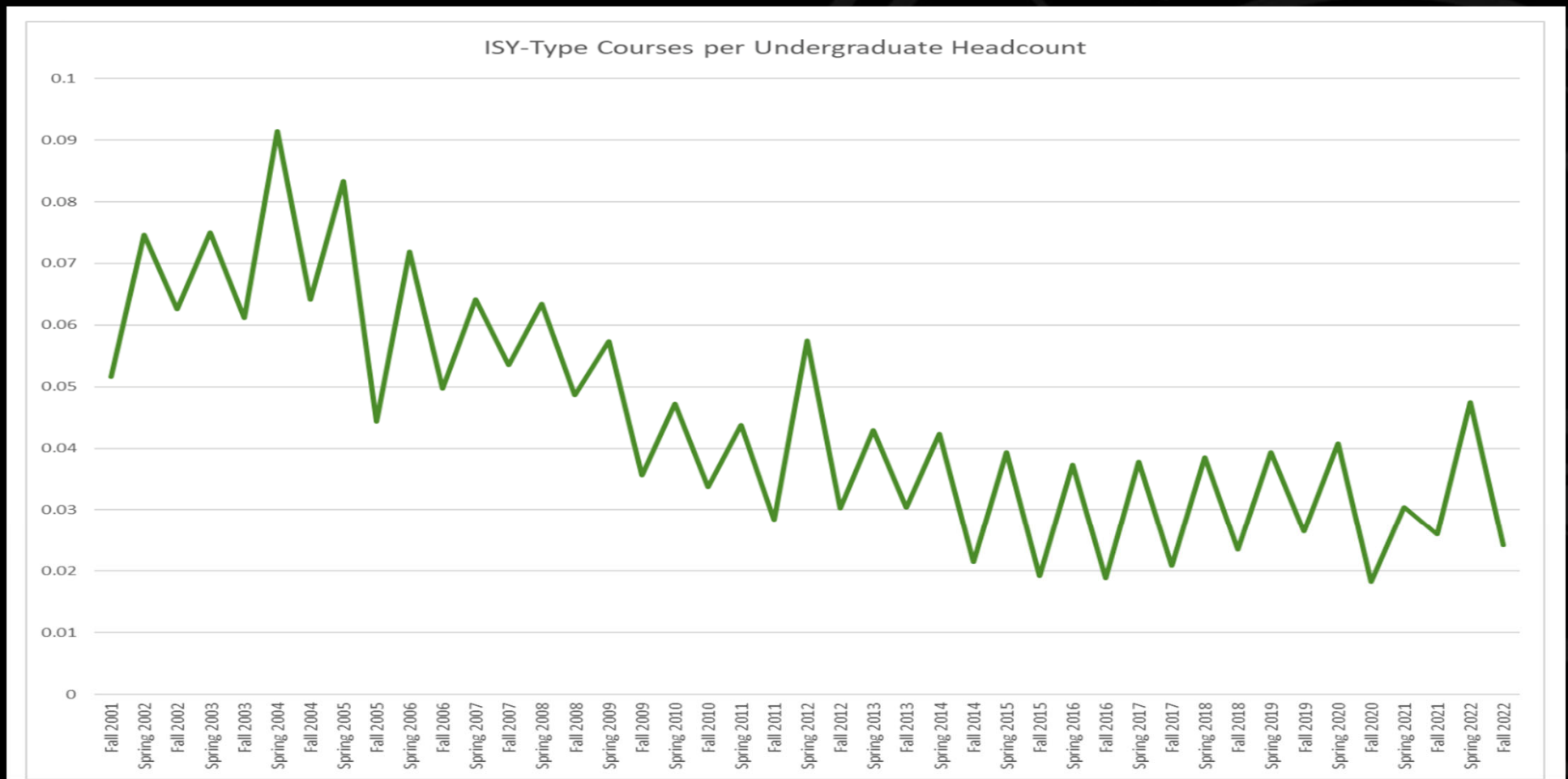
Student Satisfaction in New Student Orientation Programming--Stetson vs. National Average (2011-2017)



2011-2021 Student Outcomes

Why were they not sustained?

Fewer High Impact Practices (e.g. ISY)

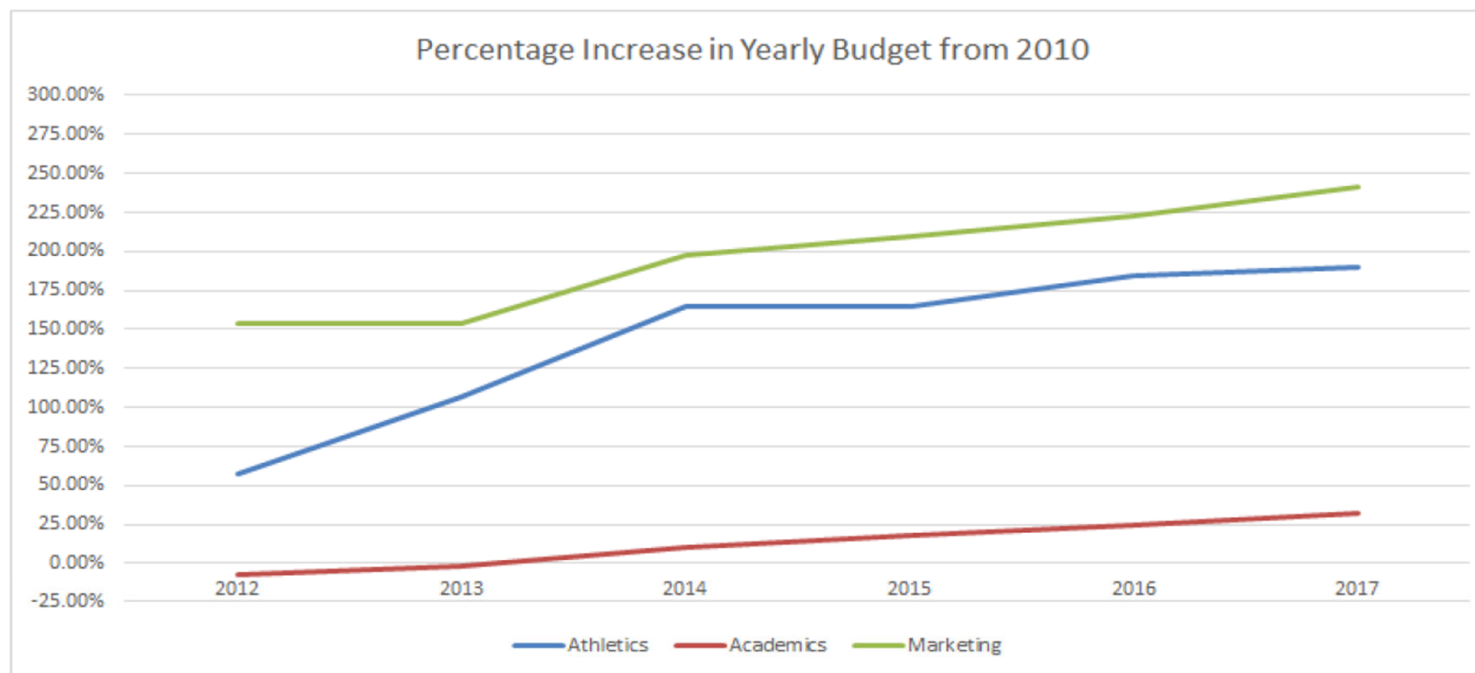


2011-2021 Student Outcomes

Why were they not sustained?

Declining Relative Resources for Academics

Percentage Increase in Yearly Budget from 2010



The graph above shows the estimated percentage increase in three various areas throughout campus: athletics (blue), academics (red), and marketing (green). The left axis shows the percentage increase from 2010 budget. For example, by 2015, the spending on academics had increased barely 25% since 2010, the athletic program over 150%, and the marketing budget over 200%.

2011-2021 Student Outcomes

Why were they not sustained?

Fewer TT Faculty per Student Across Time

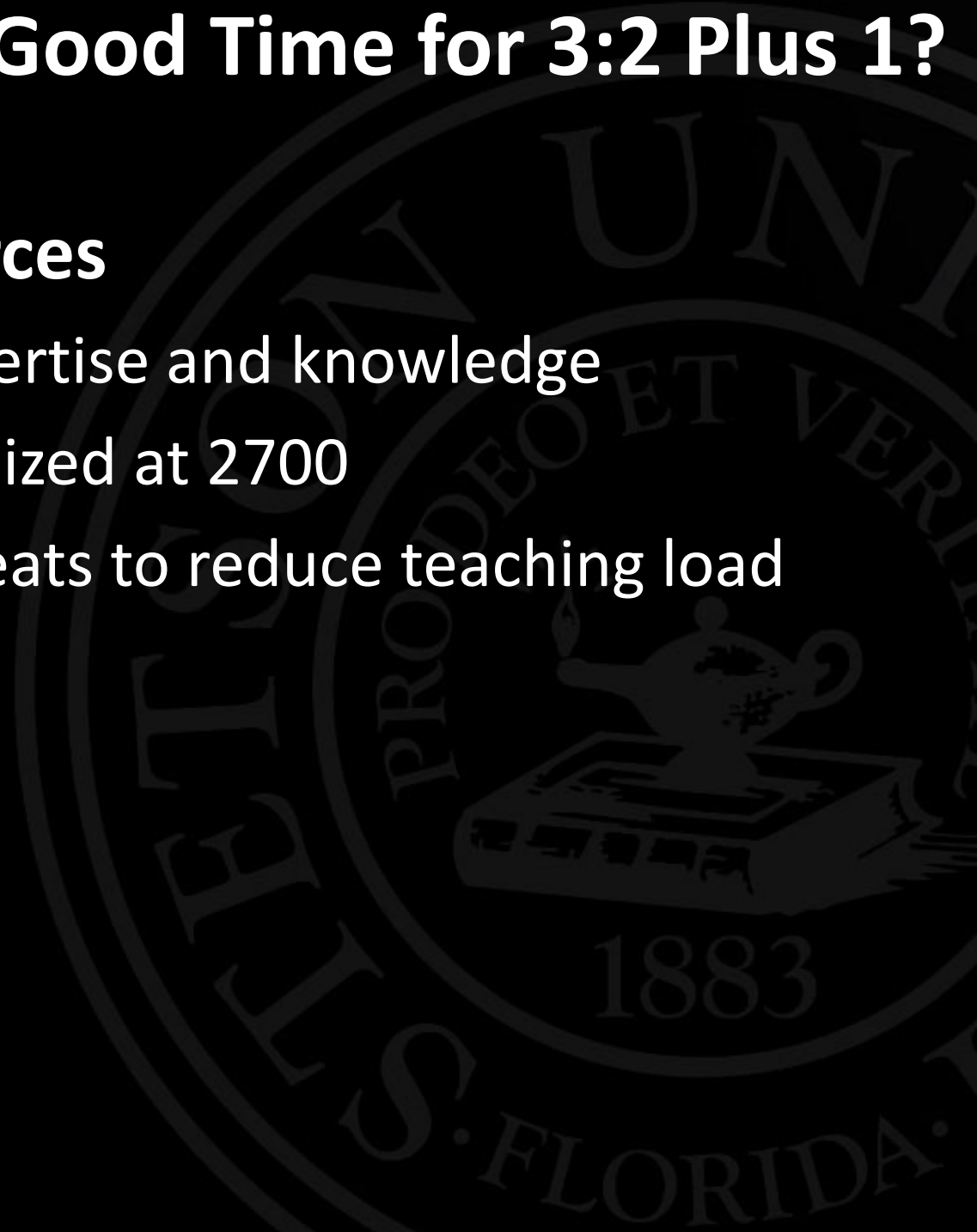
Year	TenureTrackFaculty	Assistant Professors	Fall Enrollment	Undergrad Tuition Revenue	Real Tuition Revenue ¹	Student: TT fac
2009-10	176	26	2162			12.3
2010-11	169	20	2134	\$ 36,912,000	\$ 42,506,795	12.6
2011-12	169	26	2291	\$ 39,460,000	\$ 44,050,530	13.6
2012-13	183	37	2516	\$ 40,350,000	\$ 44,130,802	13.7
2013-14	188	47	2729	\$ 45,183,000	\$ 48,703,270	14.5
2014-15	188	45	2841	\$ 49,290,000	\$ 52,282,137	15.1
2015-16	186	59	3084	\$ 52,962,000	\$ 56,110,443	16.6
2016-17	188	67	3089	\$ 54,517,000	\$ 57,038,338	16.4
2017-18	191	65	3081	\$ 53,437,000	\$ 54,742,187	16.1
2018-19	184	59	3150	\$ 55,027,000	\$ 55,027,000	17.1

What Are the Takeaways?

- **Vassar 2-2-1 Reform**
 - It worked well for them
- **Stetson Unit Curriculum Reform**
 - It met student needs and worked well for a time...
- **Stetson 3:2 Plus 1 Reform**
 - ...can leverage what worked well for us initially

Why Might This Be a Good Time for 3:2 Plus 1?

- **We Have the Resources**
 - Faculty have the expertise and knowledge
 - Enrollment has stabilized at 2700
 - We have sufficient seats to reduce teaching load

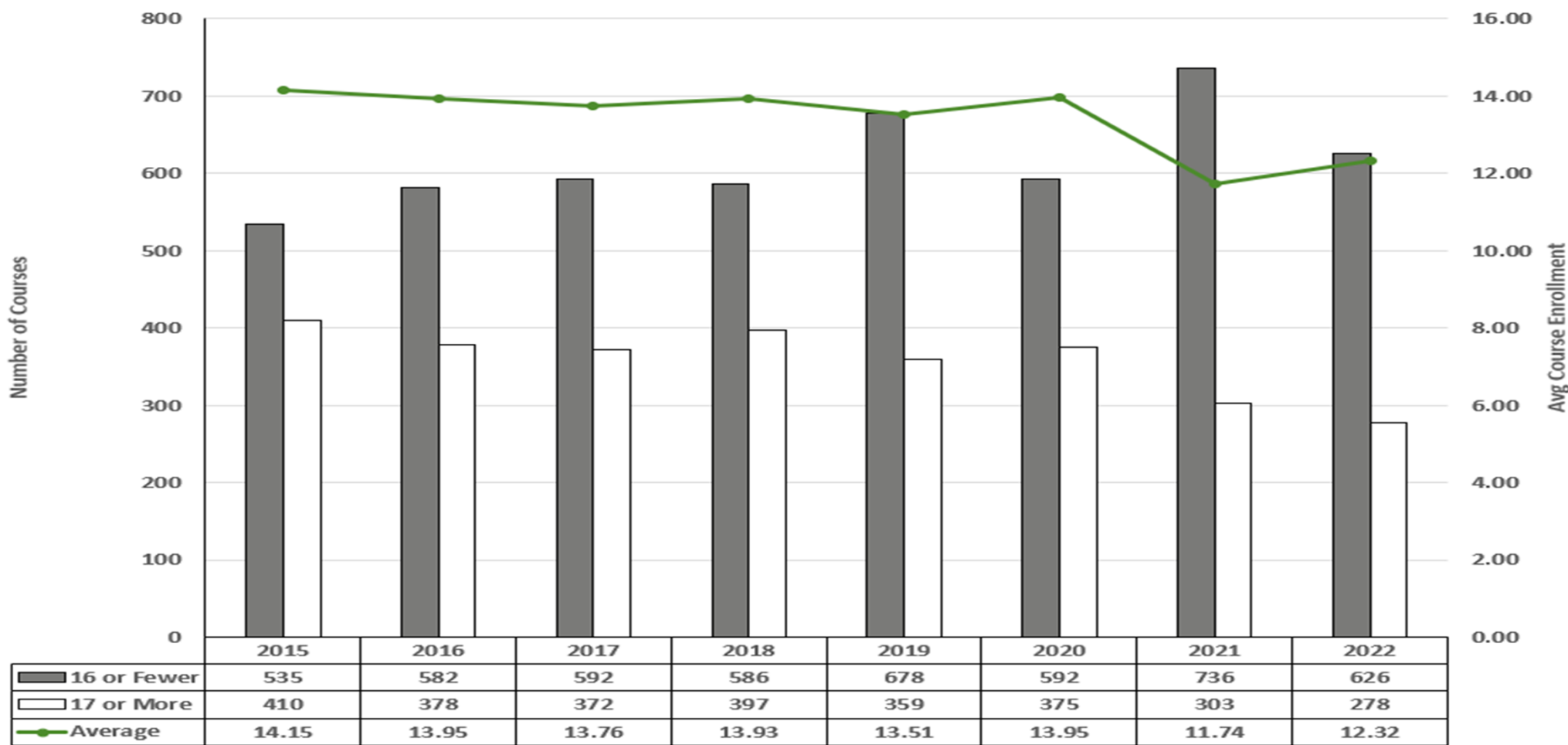


Enrollments Stabilizing Around 2700

	Fall 2022	Fall 2021	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013	Fall 2012
FTIC	669	637	859	934	819	867	811	983	773	854	735
Transfer	110	114	103	125	125	111	103	99	120	140	150
Total	2,572	2,884	3,125	3,183	3,150	3,084	3,088	3,084	2,841	2,729	2,516
FTIC Discount	67.34%	64.5%	67.5%	64.5%	63.2%	61.7%	59.7%	61.2%	59.6%	59.6%	59.4%
Pell Eligible - FTIC	42.9%	45%	41.1%	39.4%	36.6%	36.1%	33.3%	36.8%	36.6%	34.3%	34.2%
Net Tuition / FTIC Student	16,866	17,721	16,106	16,892	16,958	17,052	17,398	16,231	16,179	15,470	14,880

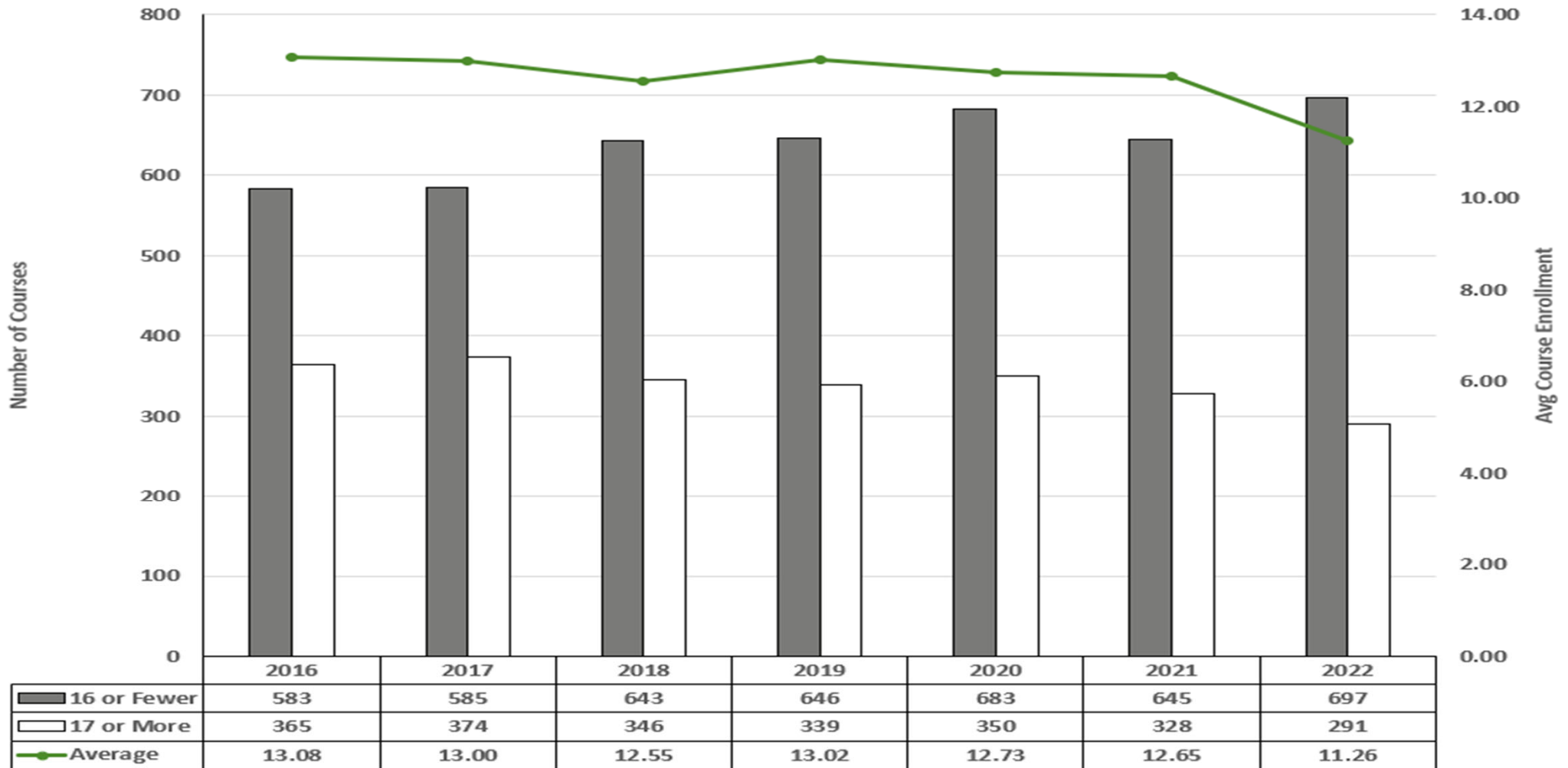
Sufficient Seats to Reduce Teaching Load

Fall Undergraduate Course Enrollment



Sufficient Seats to Reduce Teaching Load

Spring Undergraduate Course Enrollment



Why Might This Be a Good Time for 3:2 Plus 1?

- **We Have the Resources**
 - Faculty have the expertise and knowledge
 - Enrollment has stabilized at 2700
 - We have sufficient seats to reduce teaching load
- **We Have the Curriculum Structure**
 - We have already reformed to unit curriculum
 - Our curriculum is already similar to 3:2/unit schools
- **We Have Administration's Support**

We Have the Curriculum Structure

12+ total program required units: 62 of 71 (87.3%)

15+ total program required units: 40 of 71 (56.3%)

Unit	“Majors”	Average Total Program Requirements
College of Arts and Sciences	43	13.42
<i>Education</i>	<i>2</i>	<i>17.50</i>
<i>Humanities</i>	<i>11</i>	<i>11.82</i>
<i>Natural Sciences</i>	<i>18</i>	<i>14.56</i>
<i>Social Sciences</i>	<i>12</i>	<i>12.50</i>
School of Business Administration	16	15.72
School of Music	12	24.04

We Have the Curriculum Structure

Most of our curricula already has similar requirements to (former) peers with Unit Curricula and a 3:2 faculty workload

	Total	Gen Ed*	ENGL	EDUC	HIST	PSYC	BIOL	CSCI	MUSC	ACCT
Furman (U)	32	14	9	19	10	14	13	13	18.5	13
Richmond (U)	32	12	10		10	14	14	15	12	21
Wash & Lee (C)	35	14	11		12	14	13	12	12	
Siena (C)	38	12	15	23	16	12	16	15		21
Vassar (U)	32	11	11.5	9.5	11	10	11	11	11.5	
Average	33.8	12.6	11.3	17.17	11.8	12.8	13.4	13.2	13.5	18.33
Stetson (U)	32	11	12	20	11	12	13	15	25.5	17

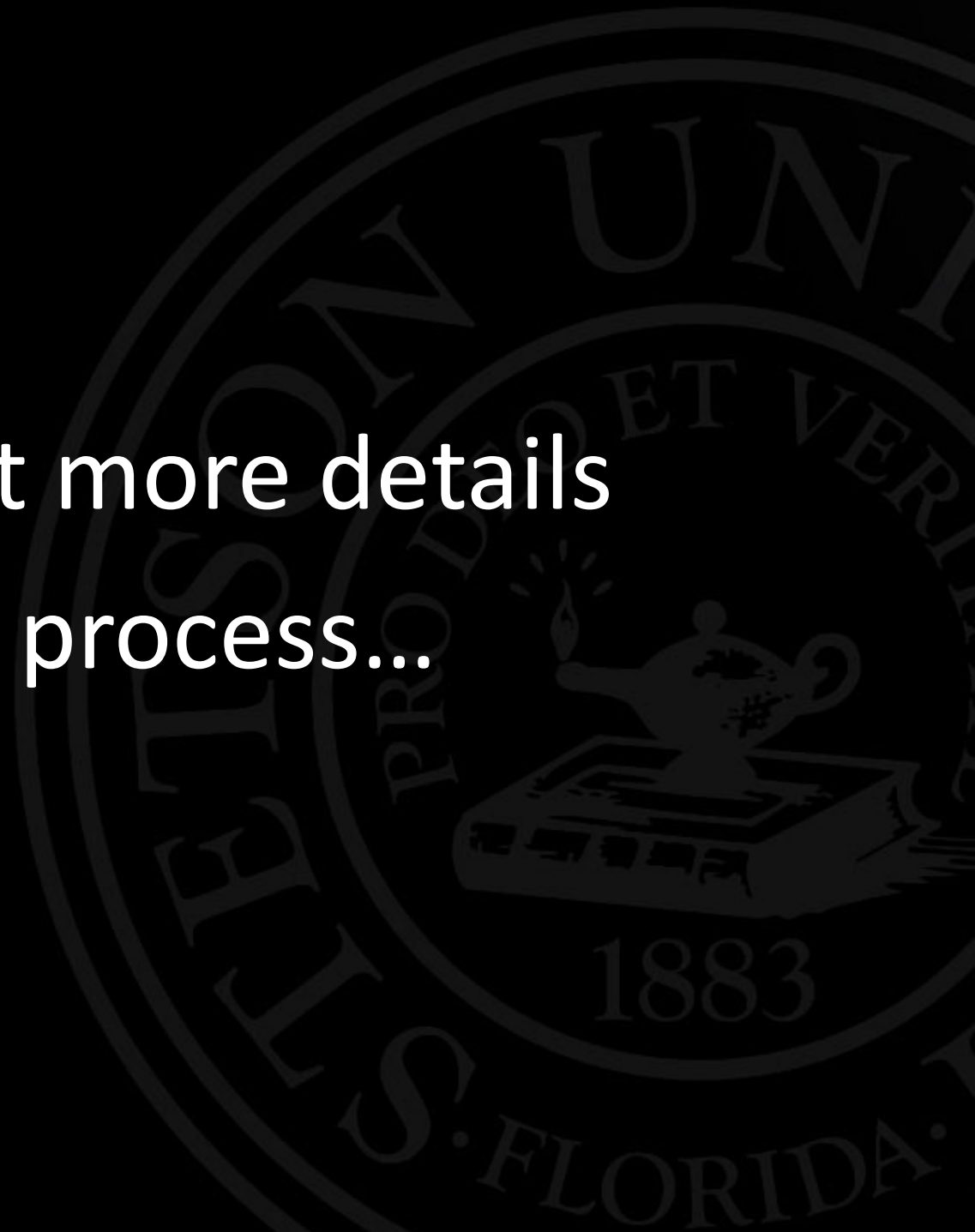
While there are exceptions, this might be resolved at the program level

*The Gen Ed number includes all hidden requirements, whether four semesters of language (Richmond) or additional WE (Stetson, Washington & Lee), so this number might appear higher than what is officially listed at Stetson (9) or comparison schools (10-12).

What Is the Process?

- **We Have Models to Consider**
 - Continue Stetson's Unit Curriculum Reform
 - Peers' and Former Peers' Models
 - Vassar's Model
- **Faculty Centered**
 - Senate Academic Affairs-Led Discussion
 - Area-Specific Challenges and Opportunities
 - Faculty-Articulated +1s
 - Follow curricular process for implementation

If you want more details
on the process...



The Stetson Model : A Focus on Workload Reform and (Re)committing to High-Impact Practices Inherent in Unit Curriculum

1. This model gives us an opportunity to carry out a substantial workload reform and (re)commit to the high-impact practices that we need to leverage our flexible, 32-Unit Curriculum, following many other institutions that have carried out a workload reform in the process of moving from 4:4 to 3:3, from 3:3 to 3:2, or from 3:2 to 2:2.
2. By moving to 3:2 Plus 1 we would be able to: a) institutionalize high-impact pedagogical and advising practices we began to implement successfully in 2008-2009 but had to abandon or cease implementing to contend with Enrollment Growth and underfunded academic programs; b) expand opportunities for faculty-student research, experiential learning, and more intentional advising; and c) enhance faculty professional development, including junior leave and more time for scholarship that informs our teaching and mentorship (as initially indicated in the 2008-2009 Curriculum Reform)
3. While some targeted curriculum reform and revision may be necessary, this model would not require any formal, university-wide structural reform to the 32-Unit Curriculum, but rely on Deans and Chairs to evaluate what needs to be done at the program level to facilitate a 3:2 plus 1

The (Former) Peer Model: Modest Curricular Reform (Recalibration) as Condition for Workload Reform

- 1) This model would require university-wide curriculum reform (recalibration) that better institutionalizes the 2008-2009 Unit Curriculum and better approximates other 3:2 institutions with Unit curricula (see above) by requiring departments to examine the number of classes in their respective programs at (Former) Peers (e.g. Richmond, Furman) and other LEAP institutions with 3:2 teaching loads and work to align their requirements proportionally.
- 2) While this might mean that some programs with 15 or more units would need to move to 12-15 units and some at 12-15 to 10-12, it would not require a radical restructuring of the curriculum, since the 3:2, 32-Unit Curriculum schools (former peers) listed above do have programs that require more 12 courses and, in a few cases, more than 15 courses, with collaterals.
- 3) Since our (Former) Peers have at least 10-12 General Education requirements that are often more prescriptive and less inclusive of all programs and schools than our General Education (9 courses), there would be no need to modify Stetson's General Education Program (although we could take this opportunity to replace or enhance some current requirements, for example, by integrating Diversity and Inclusion and/or Global Citizenship GLOs into the Personal and Social Responsibility and/or Junior Seminars)

The Vassar Model: Radical Curricular Restructuring as Condition for Workload Reform

- 1) Per above, this model would entail a much more radical curriculum restructuring, requiring all majors, regardless of discipline, norms at peer/aspiration schools, or accreditation requirements to move to 10-12 units.
- 2) It would also mean eliminating our current General Education Program and replacing it with a few “foundations” courses and perhaps something similar to Vassar’s eight course “outside of division/school” requirement”, which would increase curricular flexibility and student agency but also mean a radical reduction in our systematic emphasis on critical skills and knowledge areas for incoming students with increasingly large deficits in both regards.
- 3) While these curricular changes appear to be widely out of alignment with peers and (former) peers with 3:2 curricula (see above)—likely because Vassar is a 2:2 institution with a 1.4 billion endowment and vastly greater student selectivity/preparation—it *would* introduce a greater degree of curricular flexibility that is virtually unprecedented at schools in our peer, aspiration, or competitor group.

Additional Questions

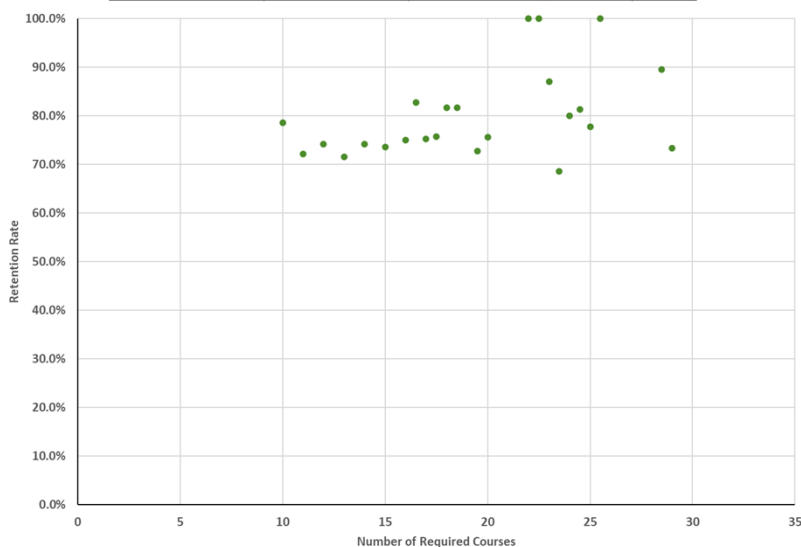
Does number of required units in an area/major relate to **retention** rates in that area/major?

After controlling for CI and 1st Term GPA, **No**

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1 ^a	Required Units	.013	.010	1.865	1	.172	1.013	.994	1.033
	CI Score	-.045	.020	5.190	1	.023	.956	.919	.994
	1st Term GPA	.816	.042	379.902	1	.000	2.261	2.083	2.454
	Constant	-1.125	.219	26.353	1	.000	.325		

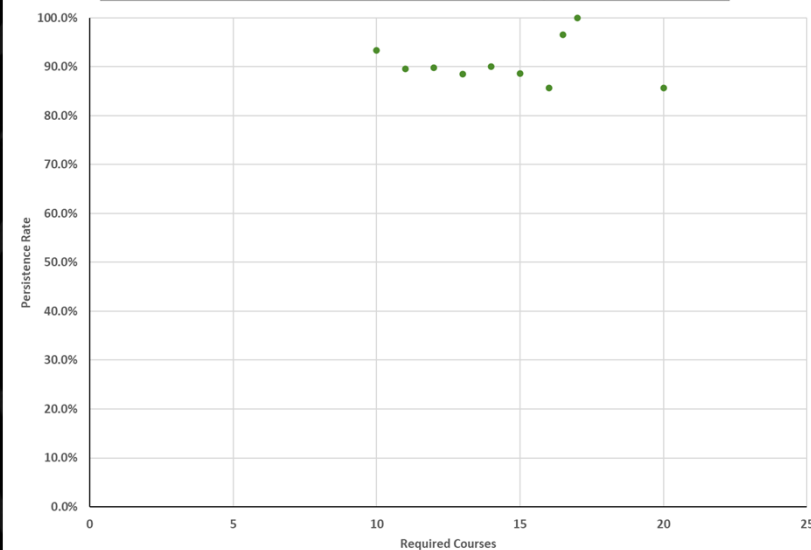
a. Variable(s) entered on step 1: Required Units, CI Score, 1st Term GPA.

Retention Rate by Number of Required Courses (University-wide)



No meaningful
correlation b/w
units and
retention in
← University
Or A&S →

Persistence Rate by Number of Required Courses (College of Arts and Sciences)



Questions and Discussion

- **Time Now**
- **Time Later**
 - Upcoming College/School Discussions
 - Upcoming Divisional Discussions



Guided Discussion

- **Discussion of +1s**

- We know there are many questions about what a +1 would be. We view this as being recognition of much of the work that we already do but are not recognized for, whether inside or outside the classroom (e.g., writing-intensive pedagogy; group projects; peer review; student conferences and scaffolded presentations; and other forms of experiential learning; HIPs like those envisioned by our QEP; mentoring student researchers in our lab, working with independent study students, managing art productions, individual music lessons, or many other student-focused work grounded in AAC&U best practices as employed at many of the best liberal arts universities), and can also be new engagements that faculty might choose to take on if they want to. It is intended to be flexible. It will be reported in a FAR initially as we transition and adjust to this new model. A list will be created collaboratively that is non-exhaustive and will continue to expand as we experiment with +1s.

Guided Discussion

- **Curricular Challenges**

- We know there are questions about how each department will handle several fewer courses a semester. For some majors this will be easy and for others there will be more challenges. For the challenging majors, we look to our peers who have transitioned to 3:2 or 2:2 to evaluate how they structure their majors. Some of our majors have more requirements than our peers and this could be handled through curricular reforms or through eliminating redundancies or combining lower enrolled courses. We want to engage those questions and challenges in discussion now. We also want to emphasize that workload reform cannot fix all our resource challenges. As the data in the power point makes clear, we went from 12:1 to 17:1 TT faculty to student between 2010 and 2019. While workload reform can help provide us more time, we will need more investment in full-time faculty as well.