

# **3:2 Plus 1**

## **A Proposal for Faculty Workload Reform at Stetson University**

Presented to the faculty by the Faculty Senate, in  
collaboration with the Academic Affairs Committee

*Last revised by Academic Affairs 12.06.22*

*Forwarded with endorsement to the full faculty by the  
University Faculty Senate 1.20.23*

### **I. INTRODUCTION**

The Faculty Senate presents here for consideration by the university faculty a proposal for implementation of a workload reform from a six-unit (3:3) teaching load to a five-unit (3:2) teaching load, premised on a (re)commitment to the kinds of high-impact practices and relationship-rich education initially envisioned by Stetson's Unit Curriculum and laid out in Stetson's Mission and Values.

What would this reform mean for the typical Stetson student? From the student perspective, faculty would be more readily available for meaningful engagement both inside and outside the classroom; learning outcomes related to their field of study would be met through increased high-impact practices toward which faculty would be able to dedicate more time; and, finally, in many areas, there would be more, and more flexible, opportunities for students to receive credit toward their major and credit toward graduation more generally, including the number of short-term, affordable study-away and service-learning experiences. Overall, the reallocation of faculty time would mean stronger relationships with faculty members who will be leading students through hands-on, skills-based experiences; this would often occur in smaller groups. Stetson's mission is to provide excellent education in a creative community where learning and values meet, and to prepare them to live and work as global citizens. Increased opportunities within their curriculum for deep engagement in relationship with content experts is aligned with this mission.

We begin by describing the principles that guide our thinking, the goals we seek to achieve, and the outcomes we expect to occur. We then list a series of recommendations to the University, including next steps and implementation. We base our recommendations upon: 1) consultations with the Faculty Senate; the university faculty; the President and Provost; and the Deans of the College of Arts & Sciences, School of Business, and the School of Music; 2) a thorough review of internal and external data drawn from IR, Enrollment Management, Academic Affairs, and the Faculty Finance Committee as well as workload models and curricula at peer and aspiration institutions with 3:2 teaching loads (we are influenced in particular by workload reforms made by The College of New Jersey, Rhodes College, and Vassar College and curricular models at Richmond, Furman, and Washington & Lee); and 3) A careful review of the principles, goals, and outcomes of the Unit Curriculum, as initially articulated and deployed.<sup>1</sup>

Should the university faculty elect to adopt this proposal, it is essential to recognize that its implementation will require significant additional work by faculty in its initial stages, and significant continuing work to implement the desired workload, scheduling, and pedagogical changes.

## II. PRINCIPLES AND GOALS OF WORKLOAD REFORM

### *Principles*

According to available data (see Appendix I), student outcomes appear to have peaked at Stetson University in 2011, three years after the initial implementation of the Unit Curriculum (see Appendix II). Review of relevant data also shows that student outcomes and engagement declined at Stetson after 2011, even as Stetson faculty report teaching substantially more classes and advising more students than similar institutions, seemingly due to a combination of rapid enrollment growth, without comparable tenure track hiring, and a lack of Workload Reform usually associated with Unit Curriculum reform along the lines of Rhodes, TCNJ, and Vassar (see Appendix II, Appendix III).

The decline in student outcomes since 2011 is no doubt linked in part to the decline in student selectivity, preparation, and ability to pay as measured by increasing acceptance rates, declining yield, declining CI, increasing Pell eligibility, declining persistence, retention, and graduation rates. There is nonetheless little doubt, based on the available evidence, that student outcomes and experiences could be substantially enhanced and persistence and retention improved if faculty had more time to invest in “high-impact” practices and a “relationship-rich education” (Felten and Lambert), as indicated by the successful outcomes in the period from 2008 to 2011. As illustrated below (Appendix II, Appendix III), most schools that carry out such a transformative Curriculum Reform grounded in high-impact practices and experiential learning do so in conjunction with a Workload Reform, either from 4:4 to 3:3 (e.g., Centenary), 3:3 to 3:2 (e.g., Rhodes, TCNJ), or 3:2 to 2:2 (e.g., Vassar). Stetson did not carry out such a Workload Reform and, indeed, did not maintain the 12:1 student to TT faculty ratio envisioned in the proposal, but instead moved to 17:1 by 2018-2019 (see Appendix IV). Fortunately, data on current enrollments, class sizes, and former peers with 3:2 teaching loads (Appendix V) indicate that we now have a unique opportunity to carry out such a Workload Reform by leveraging lower enrollments to improve student experiences.

### *Goals*

Research across higher education shows that what students “value most about college are the relationships they formed—the *people* who afforded them a sense of belonging, helped shape their professional and personal identities, and guided them in discerning their purpose in the world and values that are most meaningful to them”, first and foremost their relationships with faculty (Felten and Lambert, 147). This research is borne out in national studies, such as the National Survey of Student Engagement (NSSE). Indeed, according to NSSE data (Appendix I), Stetson’s own experiment in institutionalizing a “relationship-rich education” by moving to a Unit Curriculum (Appendix II) that incorporated a variety of “high impact” (NSSE/LEAP) pedagogies— Capstone Courses and Projects, Collaborative Assignments and Projects, Common Intellectual Experiences, Diversity/Global Learning, ePortfolios, First-Year Seminars and Experiences, Internships, Learning Communities, Service Learning/Community-Based Learning, Undergraduate Research, and Writing-Intensive Courses (see Appendix VI)— initially yielded exceptionally positive outcomes, as reported by our own students, far beyond those of similarly- and even better-resourced peers. But Stetson never fully institutionalized these practices or student experiences across the curriculum. Nor did we provide the time or resources for faculty to achieve these outcomes in the wake of rapid enrollment growth, since we did not provide proportional TT hiring (Appendix IV).<sup>1</sup>

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<sup>1</sup> Indeed, as Felten and Lambert argue, while Stetson adopted, for example, “first-year seminars in an effort to work against the tide [of enrollment growth]... these well-intentioned programs either fail[ed] to meet their full potential or [left] students with [insufficient] relationship-rich experience[s] in their first two years of college” (52). Nor was sufficient time provided for “mentoring” students outside the classroom (Felten and Lambert, 53), much less institutionalizing the “high-impact” practices

The goal of 3:2 plus 1 workload reform would be to allow faculty to support and guide the student outcomes initially envisioned and only partially realized by the Unit Curriculum by reallocating 5-6 hours a week of faculty time to a variety of high-impact practices, experiential learning, mentored research, the integration of faculty scholarship into the curriculum, and other forms of active engagement, both inside and outside the classroom, that are currently difficult to achieve under the status quo. These various forms of pedagogical engagement, which constitute the “plus 1” in the 3:2 plus 1 (see Appendix VI for examples), will be delineated by the faculty and reported upon annually in the FAR, until such time (initially three years) that we feel, based on qualitative and quantitative analysis, that the workload reform has indeed been institutionalized, as measured by the facilitation of a more robust and active pedagogy across our programs and schools. At that point, the reporting of plus 1s will be reevaluated, and we can choose to continue, discontinue, or reform reporting of plus 1s in FARs.

We recognize that some simplification of curricular pathways, following the parameters of the Unit Curriculum Reform and programs at other 3:2 institutions with Unit Curricula, may be necessary in several programs in order to implement such a reform. Perhaps, too, programs will envision +1s as alternatives or enhancements to existing program requirements. Along these lines, we also hope that we might leverage improved pathways to refine and recalibrate our learning outcomes in new or existing courses and/or integrate new courses into our majors and general education (see 3:2 plus 1 Planning Guide in Appendix VII). Some examples include reducing the number of units in programs that have more units than are typical at other 3:2 institutions with 32-35 Unit curricula (e.g., Furman, Washington & Lee, and Richmond); integrating essential learning outcomes and “high-impact” practices (e.g., research methods, scholarly writing, statistical training, or other critical skills) across multiple units within a major curriculum instead of relying on a single (or small cluster of) methodology and theory courses; utilizing more courses that might have similar learning outcomes in other programs; redistributing some general education requirements from higher enrolled programs to lower enrolled programs; creating a more intentional advising process that helps identify and advise students who are not succeeding, especially in high demand, highly-scaffolded majors, to find suitable alternatives; developing curricular pathways with fewer and/or mutual requirements that might facilitate the possibility of more double majors and dual degrees across the three schools; and enhancing our General Education program by embedding new GLOs for Diversity and Inclusion and Global Learning, possibly via the V and JSEM courses.

### III. RECOMMENDATIONS

We envision a five-year implementation process, which begins with faculty approval of this proposal and creation of a Steering Committee (Year One); continues with the planning and implementation of workload and associated curriculum reform (Years Two and Three); and then moves on to the assessment and evaluation of the outcomes of the reform (Years Three through Five).

1) *Steering Committee (Year One)*: Immediately after approval of this proposal by the faculty and administration, establish a steering committee composed of the Senate Academic Affairs Committee, the Chairs of University Curriculum Committees, the Deans, and additional faculty appointments and sub-committees as needed, to oversee and guide implementation of the proposal, per recommendations 2) through 6). The committee should work closely with the Deans and Provost to assess and ensure progress.

2) *Provide a broad list of “high-impact” practices that constitute a “plus one” (Year One)*. This list will draw on existing “high-impact” practices already delineated in Stetson’s T&P standards within and across divisions and schools, supplemented by additional best practices at other 3:2 schools with 32 Unit Curricula. The deployment of these practices will generally fall into two categories: “high-impact” practices that are embedded into one or more of a faculty members five full (or multiple half) unit courses; and/or “high-impact” practices that foster student engagement outside of the regular five-unit curriculum, such as independent studies, reading groups, mentored research, internships, and study-abroad. Since the kinds of “high-impact” practices and engagement envisioned by the “plus one” closely align with both the Unit Curriculum Reform (Appendix II), including the AAC&U and LEAP rubrics on which this curriculum and the curriculum at many liberal arts universities with 3:2 and 2:2 teaching loads, these rubrics might provide a guide for articulating some of these practices (Appendix VI). All tenure-track faculty will be expected to indicate the ways they are continuing or implementing additional versions of such practices in the FAR for the first three years after the workload reform (Plus 1).

3) *Develop a Plan (Year Two) and Implement (Year Three) 3:2 Workload Reform at the Program Level*. After the approval of the proposal in Year One, spend the next Academic Year (Year Two) developing a plan to reduce all full-time faculty teaching at least a 2:2 load, inclusive of course releases for service, by one additional course per year, beginning in the second academic year following the approval of the proposal (Year Three). While the planning process may indicate isolated cases where additional FTE are essential to implementation, the goal is to achieve this reform in a cost-neutral fashion, provided that Fall undergraduate enrollment does not exceed 2,750 students (at which point a proportional increase in TT hires has been promised). All faculty already on half time (2:1) or less will continue with that workload unless or until we have the resources to provide additional reductions in course load. We will also evaluate the structure of administrative course releases more generally to determine whether we can regain some FTEs from faculty in administrative roles (e.g. the President and Dean of A&S, already teach one course a year). While all junior faculty and new tenure-track hires will come in with a 3:2 teaching load, tenured faculty who choose to do so may continue with a 3:3 workload unless or until they retire or depart Stetson, at which point a 3:2 load would become the norm for their respective tenure track line. Full-time non-TT Professors of Practice and Visiting Assistant Professors should also receive a single course reduction in load to increase the opportunity for incorporating “high-impact” practices among non-TT faculty (e.g., moving from a 4:4 to 4:3 load wherever possible).

4) *Develop a Plan for (Year Two) and Implement (Year Three) Simplified Curricular Pathways and/or Additional Curriculum Reform, as needed, at the program level*: Following the initial goals of the Unit Curriculum Reform, all 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.” While it is expected that this number of units (10-12), which should include all collateral requirements and prerequisites, will be the norm across the

Humanities and Social Sciences Division, it is understood that the Natural Sciences, the School of Business, the School of Music, and some interdisciplinary majors may need to retain a more robust number of units (13+). Any majors that require 13 or more units will be encouraged to justify that number by pointing to programs and learning outcomes at peer and aspiration schools, most logically but not exclusively 3:2 schools with 32-35 Unit curricula (e.g., Furman, Washington & Lee, Richmond), and/or pressing accreditation needs that cannot be met in fewer units.

5) *Assessment (Years Three through Five)*: Ensure that programs and curriculum committees charged with assessment include the goals of the 3:2 Plus 1 Workload reform in subsequent program and general education assessment of learning outcomes and include a formal discussion of these efforts in their annual reports for the first three years after the reform. Some examples of successful outcomes, as suggested above, might include, but are not limited to: quantifying and valuing out of load high-impact pedagogies currently practiced by faculty; increase in high-impact practices and learning outcomes related to the QEP (GAP); recognizing remediation in faculty workload; more (and more flexible) opportunities for students to receive credit toward their major and toward graduation more generally, including the number of short-term, affordable study-away and service-learning experiences, etc.; a reduction in the bureaucracy around curriculum reform, whether in developing and implement new methods within existing courses or introducing new credit-bearing opportunities; integrating DEI and global learning outcomes more intentionally into General Education and programs. The positive outcomes for faculty and students are deeply integrated.

6) *Evaluation (Years Three through Five)*: The Faculty Senate should engage the University faculty and the Deans to examine the University's tenure and promotion process to ensure that the process is consonant with the teaching expectations implied by the change in workload.

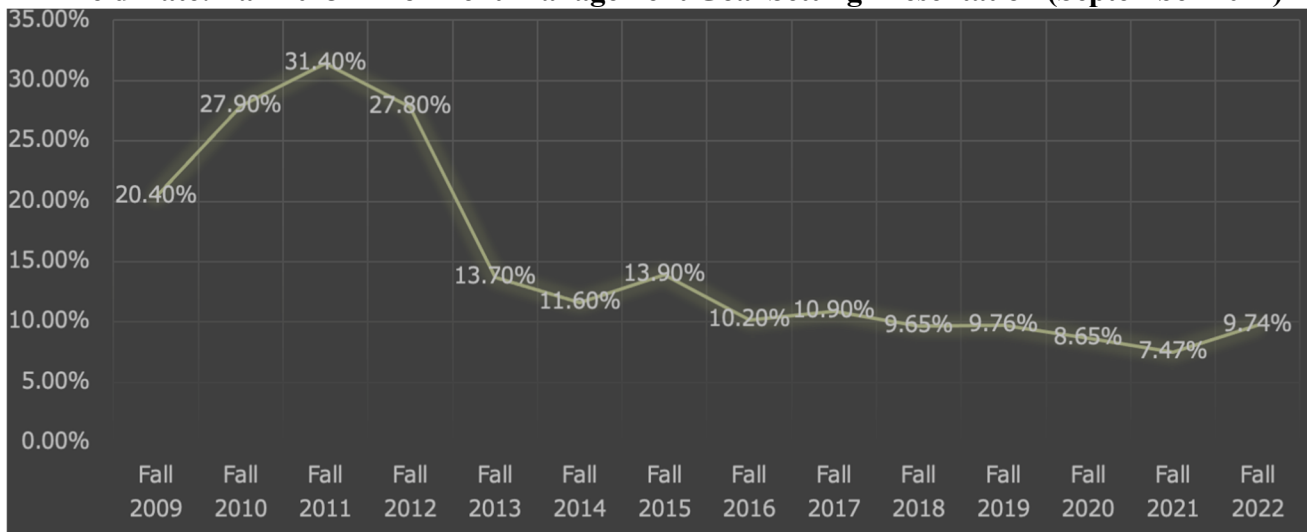
# Appendix I: Data on Student Engagement, Yield, and Faculty Workload

## Spring 2020 HERI Survey: Faculty Workload

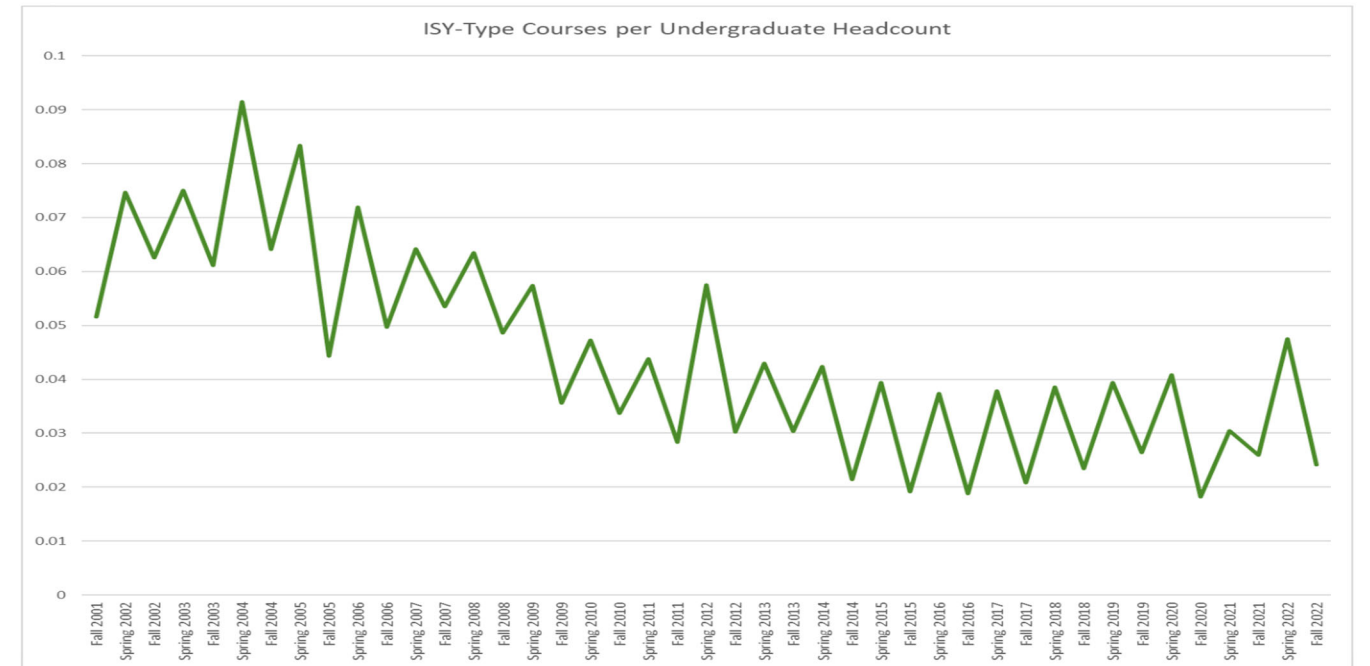
<i>Percentage of faculty teaching</i>	<b>Stetson</b>	<b>Comp. Group 1</b>	<b>Comp. Group 2</b>
<b>One course in Spring 2020</b>	5.4%	10.6%	10.5%
<b>Two courses in Spring 2020</b>	11.6%	30.9%	26.6%
<b>Three courses in Spring 2020</b>	55.4%	30.1%	25.5%

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

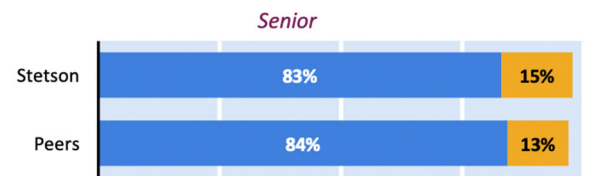
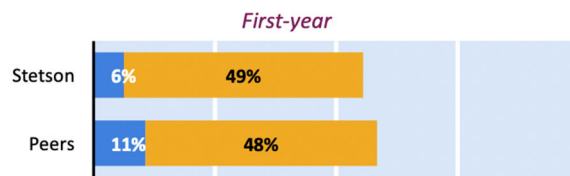
## Yield Rate: Fall 2023 Enrollment Management Goal Setting Presentation (September 2022)



## Declining Rate of Independent Study Courses Taught (IRE, 2022)



## 2017 NSSE High Impact Practices Compared to Peers



	Stetson	Peers	ES <sup>b</sup>
<i>First-year</i>	%	Difference <sup>a</sup>	
12. Service-Learning	53	+1	.03
11c. Learning Community	8	-7	** -.23
11e. Research with Faculty	2	-3	-.17
<b>Participated in at least one</b>	56	-3	-.06
<b>Participated in two or more</b>	6	-4	* -.16
<i>Senior</i>			
12. Service-Learning	68	+0	.00
11c. Learning Community	30	-0	.00
11e. Research with Faculty	54	+17	*** .35
11a. Internship or Field Exp.	62	-8	* -.16
11d. Study Abroad	23	-14	*** -.30
11f. Culminating Senior Exp.	80	+8	* .19
<b>Participated in at least one</b>	98	+1	.06
<b>Participated in two or more</b>	83	-1	-.04

## Appendix II: Principles and Goals of Stetson Unit Curriculum

### PRINCIPLES AND GOALS OF THE UNIT CURRICULUM

As indicated in the 2008-2009 Unit Curriculum reform, a “Stetson education is transformative. It extends students’ knowledge of human cultures and the natural world. It enables students to become more reflective about their beliefs and choices, more aware of different ways of understanding the world, and more prepared to respond creatively to challenges they will face in their lifetimes. It transforms students into informed, engaged, and empowered individuals and citizens.”

In pursuing this curriculum reform, we emphasized our commitment to the following five principles:

- 1) “Knowledge of Human Cultures and the Natural World: Students gain knowledge that enhances their understanding of the world they inhabit; makes them more reflective about their own and others’ beliefs; enables them to respond thoughtfully and flexibly to cultural, social, and environmental change; and gives them the opportunity to increase their capacity for aesthetic responsiveness and scientific inquiry. They become aware of themselves as members of distinct intellectual and cultural traditions.
- 2) “Personal, Social and Environmental Responsibility: Students gain a greater sense of responsibility and develop their capacities for ethical reflection and action in their personal, professional, and public lives. They are prepared for civic engagement and capable of analyzing the ethical dimensions of what they say, do, and believe.
- 3) “Intellectual and Practical Skills: Students acquire skills in analytical, critical, creative, and quantitative thinking; in written and oral communication; in problem-solving as individuals and as members of groups and communities. They can assess empirical and theoretical claims, interpret cultural expressions, evaluate competing ways of understanding the world, and respond creatively to challenges in both their personal and professional lives.
- 4) “Specialized Knowledge and Skills: Students develop a deeper knowledge of at least one subject, and acquire skills necessary for that knowledge, by the successful completion of a major.
- 5) “Integrative Learning”: Students gain the ability to synthesize learning and to think beyond the paradigms of any one disciplinary approach to the world, by applying knowledge and skills to complex questions that invite multi-disciplinary inquiry.

In order to carry out these five principles we emphasized the following goals:

- 1) “Significant improvements to the first-year experience, through small class size, pedagogy that emphasizes and fosters active engagement, and course content that provides multiple opportunities for focused exploration of enduring and contemporary questions from a range of disciplinary perspectives.”
- 2) A “curriculum that offers opportunities for experiential learning, to include study abroad, study away, service learning, community-based research, and out-of-classroom experiences that complement learning in the major, in general education, and in elective courses. Encourage experiential learning through courses that emphasize student engagement and/or experiential learning off campus... 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.”



- 3) A “new understanding of general education, starting with the assumption that it requires the development of new knowledge, new understandings, and more sophisticated skills in, for example, writing, speaking, and critical analysis, over all four years. The general education curriculum should become simpler and more coherent in its structure, more intentional, and more engaged with larger issues and challenges students are likely to face in the 21<sup>st</sup> century.”
- 4) To “implement courses, culminating in the senior project, that emphasize a student’s ability to develop independent understandings, through research or creative expression; these may well depart from received ideas and make unique contributions to what is known or understood about a topic.”
- 5) To “focus more of the academic experience on the values the university has already articulated as distinctive to a Stetson education: understandings of human diversity and difference, both globally and locally... commitments to human wellness; and environmental awareness, responsibility, and sustainability.”
- 6) To “enhance our students' capacity for active decision making, including their educational choices.”
- 7) To “increase our faculty's ability to offer a variety of engaging courses by lessening the rigidity of the general education curriculum.
- 8) A “curriculum that will encourage more students to complete their education here with us, increasing both retention rates and graduation rates. Our students will achieve greater success in terms of both job and graduate school placement. In turn, the quality of students we attract may also increase. The value of a Stetson education may increase as well.”
- 9) “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.”

## Appendix III: Principles and Goals of Unit Schools' Combined Workload and Curriculum Reforms

### Rhodes College

Our reasons for proposing a **32 course/128 credit curriculum** where each course is equally weighted go well beyond the simple observation that the majority of the top fifty liberal arts colleges (particularly those at the top of the list) follow this practice; indeed, they most likely reflect the reasons why this is the case. While we acknowledge that many of our students can divide their attention across more than four courses, we do not feel that it is pedagogically wise to ask them to do so.<sup>1</sup> Dividing some students' attention across five courses limits the depth of involvement that we can ask from all of the students in each course. Establishing four courses as the standard load per semester would allow for a more focused educational experience for all of our students.<sup>2</sup> Because this proposal would reduce the overall number of courses that we would need to offer, it promises to yield a more focused and less fragmented experience for faculty, as well. Two years ago, the FEC recommended that the College consider as part of its strategic plan moving from a 3/3 to a 3/2 faculty teaching load. At the time, the FEC's proposal noted that curriculum reform was essential to realizing this goal. Changing to a 32 course/128 credit curriculum moves us forward toward that goal.

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### The College of New Jersey

#### 1. Full-time Faculty Teaching Load and Academic Year Load -

In the transformed system, the teaching load of all tenured and tenure track full-time faculty shall be 18 faculty weighted hour (FWH) for an academic year. The College and Union consider this eighteen (18) FWH teaching load and the additional six (6) FWH as specified for advising, mentoring, course enhancement and scholarship to be equivalent to the base "academic year teaching load for full-time faculty of twenty-four (24) teaching credit hours" specified in Article XII, Section B.1. of the 2003-2007 State-Union Agreement ( "Agreement" ). For purposes of clarity, the full 24 FWH will be referred to hereafter as the base "academic year load" and the eighteen (18) FWH as the base "teaching load." The College shall compensate any such faculty member teaching more than eighteen (18) FWH in an academic year at the overload rate specified in Table 2 and Item # 5 below.

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### Vassar College

#### 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 Faculty Presentation to Stetson BoT 26 May 2022

#### 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.

## Appendix IV: Data on outcomes of Unit Curriculum 2008-2011 and negative trends after 2011

### 2012 IR report on 2011 NSSE Data

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

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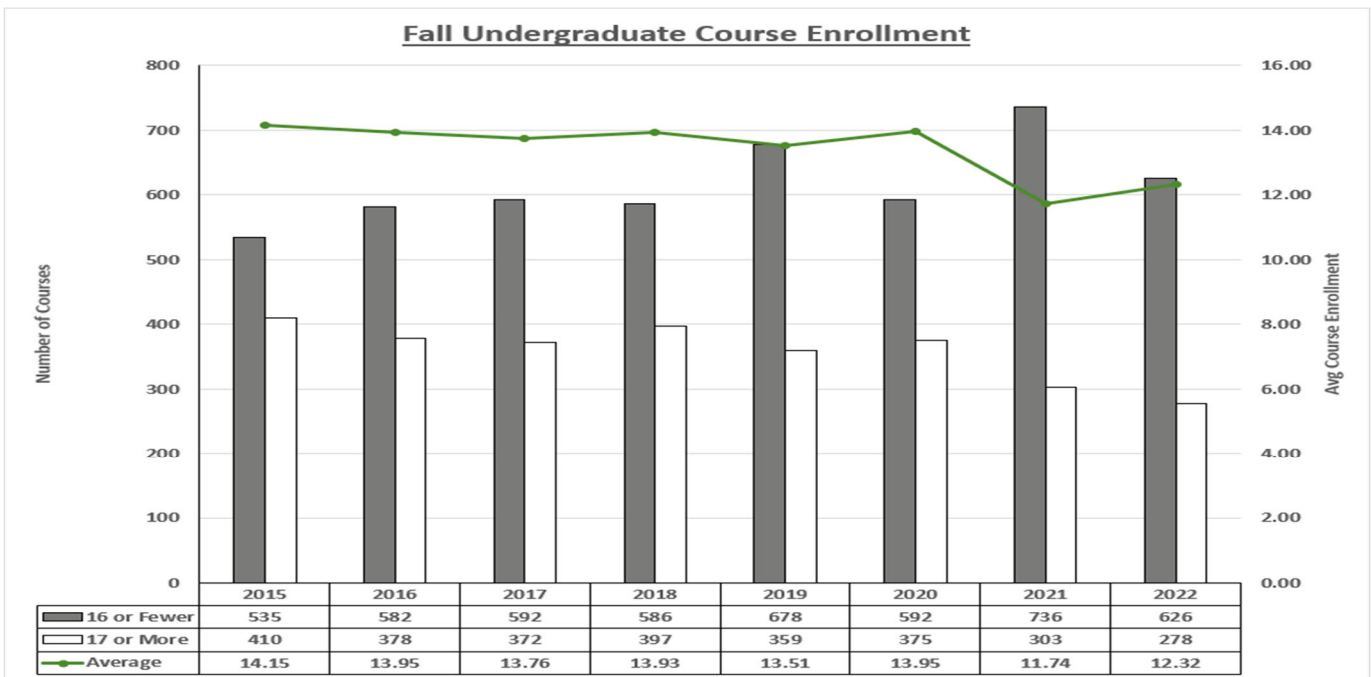
Year	TenureTrackFaculty	Assistant Professors	Fall Enrollment	Undergrad Tuition Revenue	Real Tuition Revenue <sup>1</sup>	Student: TT fac
2009-10	176	26	2162			<b>12.3</b>
2010-11	169	20	2134	\$ 36,912,000	\$ 42,506,795	12.6
2011-12	169	26	2291	\$ 39,460,000	\$ 44,050,530	13.6
2012-13	183	37	2516	\$ 40,350,000	\$ 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	<b>17.1</b>

## Appendix V: Data indicating Workload Reform is possible

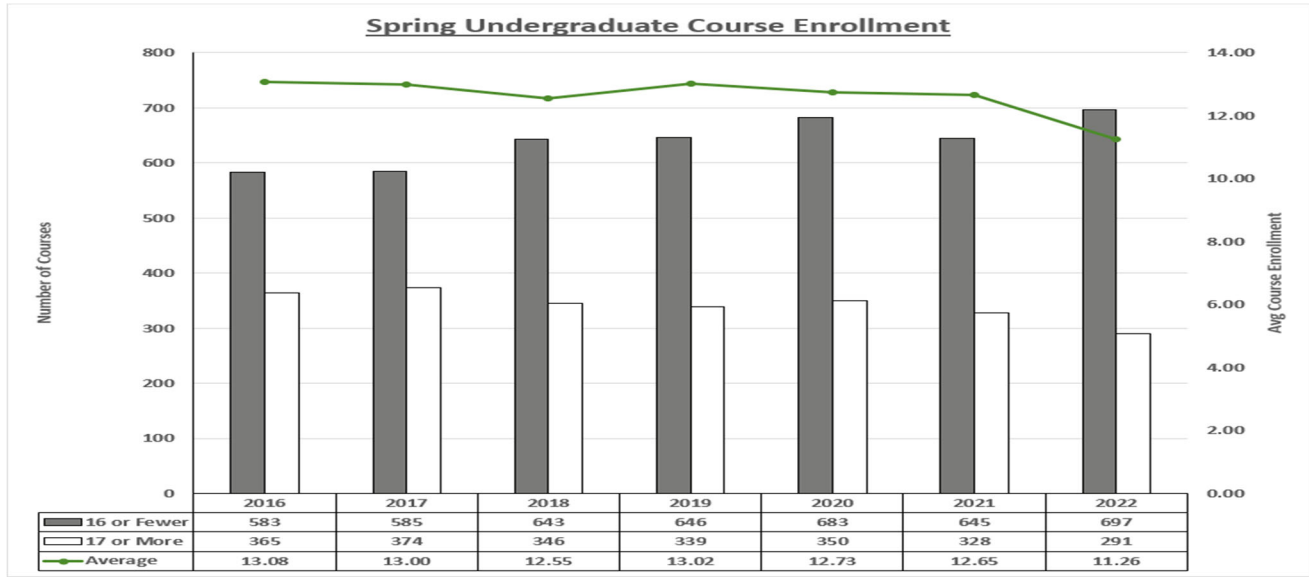
### Enrollment Numbers from Fall 2023 Goal Setting (September 2022)

	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

### More Open Seats in Fall Classes (IRE, 2022)



## More Open Seats in Spring Classes (IRE, 2022)



### Current Stetson 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

### Stetson Curriculum Structure Compared to Peers

	Total	Gen Ed*	ENGL	EDUC	HIST	PSYC	BIOL	CSCI	MUSC	ACCT
<b>Furman (U)</b>	32	14	9	19	10	14	13	13	18.5	13
<b>Richmond (U)</b>	35	13	11		11	15	15	16	13	23
<b>Wash &amp; Lee (C)</b>	35	14	11		12	14	13	12	12	
<b>Siena (C)</b>	38	12	15	23	16	12	16	15		21
<b>Vassar (U)</b>	32	11	11.5	9.5	11	10	11	11	11.5	
<b>Average</b>	34.4	12.8	11.5	17.17	12	13	13.6	13.4	13.75	19
<b>Stetson (U)</b>	<b>32</b>	<b>11</b>	<b>12</b>	<b>20</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>25.5</b>	<b>17</b>

\*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).

# Appendix VI: Examples of “High Impact” Practices, including Sample “Plus Ones”

## From AAC&U and LEAP High Impact Practices

- + Capstone Courses and Projects

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- + Collaborative Assignments and Projects

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- + Common Intellectual Experiences

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- + Diversity/Global Learning

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- + ePortfolios

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- + First-Year Seminars and Experiences

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- + Internships

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- + Learning Communities

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- + Service Learning, Community-Based Learning

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- + Undergraduate Research

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- + Writing-Intensive Courses

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Figure 2

### High-Impact Practices: Eight Key Elements and Examples

#### Performance expectations set at appropriately high levels

*Example:* A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities—such as multiple short papers, problem sets, or project—challenge students to achieve beyond their current ability levels as judged by criteria calibrated to students’ precollege accomplishment evidenced by placement tests or ACT or SAT scores.

#### Significant investment of time and effort by students over an extended period of time

*Example:* A multiple-part class assignment on which a student works over the course of the academic term—beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used; followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper, concluding with demonstration or performance evaluated by an independent third party or faculty supervisor.

#### Interactions with faculty and peers about substantive matters

*Example:* Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event—such as a lecture by a visiting dignitary and/or a discussion of common readings and assignments facilitated by an upper-division peer mentor.

#### Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

*Example:* A service-learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

#### Frequent, timely, and constructive feedback

*Example:* A student–faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of students’ contributions up to and through the completion of the project.

#### Periodic, structured opportunities to reflect and integrate learning

*Example:* Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses, supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students submit a portfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study.

#### Opportunities to discover relevance of learning through real-world applications

*Example:* An internship, practicum, or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor-mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

#### Public demonstration of competence

*Example:* An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum, or field placement by the work setting supervisor and/or supervising faculty or staff member.

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O’Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see [www.aacu.org/leap](http://www.aacu.org/leap).



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

#### ★ KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring

#### ★ INTELLECTUAL AND PRACTICAL SKILLS, INCLUDING

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced* extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

#### ★ PERSONAL AND SOCIAL RESPONSIBILITY, INCLUDING

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges

#### ★ INTEGRATIVE AND APPLIED LEARNING, INCLUDING

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

*Note:* This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for Quality of the Baccalaureate Degree* (2004), and *Liberal Education Outcomes: A Preliminary Report on Achievement in College* (2005).

### Chart C

## Achieving the Goals of Liberal Education:

### CONNECTING ESSENTIAL LEARNING OUTCOMES WITH HIGH-IMPACT PRACTICES

#### FOSTERING BROAD KNOWLEDGE OF HUMAN CULTURES AND THE NATURAL WORLD

- Common intellectual experiences (exploring “big questions” in history, cultures, science, and society)
- Undergraduate research
- Learning communities (multiple courses linked to a “big question”)
- Diversity, civic, and global learning
- Capstone courses

#### STRENGTHENING INTELLECTUAL AND PRACTICAL SKILLS

- First-year seminars and experiences
- Writing-intensive courses (across the curriculum)
- Skill-intensive courses (quantitative reasoning, oral communication, and information literacy across the curriculum)
- Collaborative assignments and projects
- Undergraduate research
- Internships

#### DEEPENING PERSONAL AND SOCIAL RESPONSIBILITY

- Common intellectual experiences (exploring “big questions” in history, culture, science, and society)
- Diversity, civic, and global learning
- Ethics-intensive courses
- Collaborative assignments and projects
- Service and community-based learning

#### PRACTICING INTEGRATIVE AND APPLIED LEARNING

- Learning communities (multiple courses linked to a “big question”)
- Undergraduate research
- Service and community-based learning
- Internships
- Capstone projects and culminating experiences

<http://ts3.nashonline.org/wp-content/uploads/2018/04/AACU-LEAP-High-Impact-Practice-Characteristics.pdf>  
<chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://provost.tufts.edu/celt/files/High-Impact-Ed-Practices1.pdf>

## Scale of Educationally Purposeful Activities (From NSSE)

### SCALE OF EDUCATIONALLY PURPOSEFUL ACTIVITIES

A summative scale of nineteen NSSE items measuring student interaction with faculty, experiences with diverse others, and involvement in opportunities for active and collaborative learning

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Prepared two or more drafts of a paper or assignment before turning it in
- Come to class without completing readings or assignments
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as part of a regular course
- Used an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment
- Used e-mail to communicate with an instructor
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked harder than you thought you could to meet an instructor's standards or expectations
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

- Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)
- Had serious conversations with students of a different race or ethnicity than your own
- Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

Cronbach's Alpha Coefficient for Internal Consistency: .818

NSSE Response Set: 2000 = 'Very often,' 'Often,' 'Occasionally,' 'Never'; 2001-2003 = 'Very often,' 'Often,' 'Sometimes,' 'Never'

Source: George D. Kuh, Jillian Kinzie, Ty Cruce, Rick Shoup, and Robert M. Gonyea, *Connecting the Dots: Multi-Faceted Analyses of the NSSE, and the Institutional Practices and Conditions that Foster Student Success* (Bloomington, Indiana: Center for Postsecondary Research, 2006). [nsse.iuh.edu/pdf/Connecting\\_the\\_Dots\\_Report.pdf](http://nsse.iuh.edu/pdf/Connecting_the_Dots_Report.pdf)

<chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://provost.tufts.edu/celt/files/High-Impact-Ed-Practices1.pdf>

## Sample Plus Ones

### *Outside Regular Five Unit (3:2) Load*

Mentored Research with Faculty (RA, ISY, 499)

Mounting Senior Exhibition

Mentored Research with Faculty in non-498/499 courses

Linked and co-taught courses

Department Research Colloquia

Career/Skills Colloquia/Workshops

Teaching Assistantships

Study Abroad Class

Service-Learning (RA, Internship, ISY)

Public History/Art Projects

Mentoring Honors Project (ISY)

Reading Group, Tutorial, or Half/Full Unit ISY

Mentored Internships (ISY)



Developing Department level E-Portfolios  
Scholarly/Creative Projects that enhance curriculum/pedagogy  
Technical work like firing kilns, repairing equipment, supply management  
Maintaining open studio/office/lab hours in areas that need extra supervision  
Mounting an exhibition with students outside of a class  
Planning a Visiting Artist/Lecture Series

*Within Regular Five Unit (3:2) Load*

Introducing High-Impact Practices related to the QEP (Information Literacy)  
Introducing Theory and/or Methodology  
Introducing Opportunities for Primary research  
Introducing Travel/Study Abroad Components  
Introducing Experiential Components  
Introducing DEI pedagogies  
Introducing Oral Presentation, including preparation for academic conferences  
Introducing Group Activities and Projects, including peer review  
Integrating co-curricular lectures, discussions, and other out-of-class opportunities  
Integrating conferences, outlines, and drafts  
Integrating Service-Learning and Community Engagement  
Introducing Writing-Enhanced Pedagogy  
Integrating General and Discipline Specific-Information Literacy  
Mentoring Research in non-498/499 context (100/200 level classes)

## Appendix VII 3:2 Plus 1 Planning Guide

**1. Compare Enrollment and FTE (Enrollment per class) in AY 21-22 and AY 22-23 to AY 18-19, AY 19-20, and AY 20-21 (which was a class largely recruited pre-COVID). To what degree has the decrease in enrollment over the past two years been matched by a proportional decrease in FTE? If not, how much of those enrollment “savings” can be put toward implementing a 3:2 plus 1.<sup>2</sup>**

For example, if your average class size over 35 courses offered by 6 full-time faculty (1 course release for chair) was 14.5 through AY 20-21 (508 students typically served) and is now 12.7 over 35 courses since AY 20-21 (445 students typically served) offered by 6 full-time faculty (1 course release for Chair), could you now offer 29 courses for those 455 students (15.3 per class), or .8 more students per class, not including any additional credit-bearing “plus ones”, and still serve your majors?

**2. Compare your Major Requirements to Furman, Richmond, Washington & Lee and, if necessary, other 3:2 institutions with 32-35 Unit Curricula (e.g. Reed, Grinnell, etc.). Does your major require a similar number of units?**

For example, if Furman and Richmond average 12 units, counting all prerequisites/corequisites in your major, and your major requires 14 units, could you reduce your major requirements by two units and embed those learning outcomes in existing courses (or “plus ones”, see below)?

**3. Are there any Major Requirements, elective or otherwise, that might easily be fulfilled by targeted, credit-bearing “plus ones”?**

For example, if you cannot reduce the number of units in the major, could you offer a cluster of tutorials or special topic courses or mentored research or experiential learning opportunities for majors that might count toward a typical elective or methods requirement, but have rotating subject matter and smaller enrollments?

**4. Are there Major or General Education Requirements beyond prerequisites and co-requisites that could be fulfilled in other disciplines?**

For example, some programs at 3:2 and 2:2 liberal arts universities permit or even require 2 units of intermediate and/or advanced coursework in cognate disciplines, whether as electives or major requirements. In terms of General Education, if your department or program has pressure to deliver certain courses or has pressure on course caps, despite a decrease in enrollment, it might be possible to remove General Education designations and permit those outcomes to be serviced by cognate departments with lower enrollments and/or fewer majors.

**5. Are your FTE’s considerably below the threshold typical of Stetson programs relative to former peers like Richmond and Furman?**

	ENG	EDU	HIST	PSYCH	BIO	CSCI	MUST	ACCT	Overall FTE <sup>3</sup>
Richmond	18	6	16	15	21	7	2	9	94

<sup>2</sup> Note that enrollment in AY 21-22, initially bolstered by CARES ACT funding (a 72% discount), already began to falter in Spring 22, a trend that continued into AY 22-23, although PowerBI does not include the specific Fall 2022 numbers.

<sup>3</sup> FTE based on TT (Assistant, Associate, Full) and, if discernible, Full-time Visiting Professor/Lecturer; no emeritus, full-time deans, adjunct, or lab assistant positions included

Furman	12	11	12	11	15	7	3	7	78
<i>Former Peer Average</i>	<i>15</i>	<i>8.5</i>	<i>14</i>	<i>13</i>	<i>18</i>	<i>7</i>	<i>2.5</i>	<i>8</i>	<i>86</i>
Stetson	11	15	8	10	11	4	2	6	67
Stetson percentage	.73	1.76	.57	.77	.61	.57	.80	.75	.78

If so, then perhaps there is a case for making 3:2 plus one contingent on one or two additional FTE, whether TT or contingent.

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<sup>i</sup> In format, language, and content, this proposal draws substantially on the College of Arts & Sciences 2008-2009 Unit Curriculum Reform.