

ADHOC SCHEDULING MEETING ISSUES
Faculty Senate Action Item: March 13, 2015

Committee Chair: Dr. Mary Krome

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PROPOSED FACULTY STATEMENT
REGARDING COURSE SCHEDULING

We, the faculty, proudly affirm our dedication to the university and our responsibility for academic integrity of our programs. We recognize that the needs of a growing institution require change. We see involvement in recent scheduling decisions as part of the shared governance process that enables us to focus on our role in curriculum design and delivery as we continue to grow. The need for scheduling changes is integral to our growth and sustainability. Faculty involvement in the implementation of such changes is equally integral to maintaining and improving the learning environment for our students; an environment that enables our programs to achieve their learning outcomes and ensures that students complete their degree requirements in the six year time period required under performance-based funding initiatives.

We propose some common agreement within and across colleges as to how scheduling decisions should be planned and implemented, especially at the college and department levels.

1. The faculty affirm our responsibility for the content and delivery of the curriculum which includes determining how to deliver a quality education in our area of expertise. As such, faculty should be involved in the planning, refinement, and implementation of these schedules at the College and Department levels.
2. We affirm that individual faculty assignments, as part of our responsibility for the content and delivery of our curriculum, should not be arbitrarily assigned by college or department administration. Since the University administration has not mandated specific teaching times for faculty, departments, or colleges, we propose that each faculty member should determine the optimal schedule (MWF, TR, one day a week) for courses in their area of expertise. Faculty schedules, both in terms of course assignments and times offered, should continue to follow the process set forth in the collective bargaining agreement.
3. We further propose that the college and department administration work with the faculty to plan and implement a curriculum schedule that 1) meets the needs of their students, 2) accommodates the research and service requirements and other obligations faculty have to the university, 3) fulfills the learning requirements in our programs, 4) satisfies the enrollment concerns of the colleges, and 5) falls within the general framework of the University's available time slots.
4. To maintain academic integrity in our programs, special consideration should be given to offering upper level and special courses at times other than 50 minute blocks since

classroom instruction typically requires a learning activities that supplements or replaces lectures. There are also implications in these courses on students' ability to fulfill their optional research opportunities, internships and service learning requirements.

5. Monetary and practical issues of the support staff need to be considered. Adequate coverage and costs of support functions such as the library, computer help desk, academic technology, writing center, adaptive testing services, lab time, childcare and other relevant support services should be considered.
6. Prior to major scheduling changes, we propose that:
 - a. Faculty, collectively and individually, should evaluate the implications in light of program integrity and their research and service obligations to the university.
 - b. Student representation should evaluate the implications on optional research opportunities, internships, and service learning requirements, among other things.
 - c. Support staff and administration should evaluate the monetary and practical issues associated with such changes.