

ADHOC SCHEDULING MEETING ISSUES
Faculty Senate Discussion: January 23, 2015
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IT IS FOR DISCUSSION PURPOSES WITH EACH COLLEGE

Committee Chair: Dr. Mary Krome

Committee Members: Dr. Susan Cooper, Dr. Elizabeth Elliott, Dr. Thomas Felke, Dr. Penny Finley
Ian Campbell, Nicholas Gallo, and Steve Rokusek

PROPOSED FACULTY STATEMENT
REGARDING COURSE SCHEDULING

We, the faculty, proudly affirm our dedication to academic integrity and are concerned that recent scheduling decisions may have impacted the quality of our programs. We affirm that faculty is responsible for both the content and delivery of curriculum and emphasize that delivery is an integral part of our responsibility for maintaining a high quality learning experience for our students; a learning experience that enables the program to achieve its learning outcomes for its course offerings and ensure that students complete their degree requirements in the six year time period required under performance-based funding initiatives.

We recognize the legitimate need to fill classrooms to justify new capital improvements such as buildings for classrooms and faculty offices. Regardless of whether these capital improvement initiatives require early morning, late afternoon, Friday and/or Saturday classes, many faculty across the university have not been involved in the planning and implementation of such decisions. Therefore, we propose that we come to some common agreement across colleges as to how any scheduling decisions should be implemented.

1. The faculty of the colleges is responsible for the content and delivery of the curriculum and best at determining how to deliver a quality education in their area of expertise. Therefore, faculty need to be involved in the planning of these schedules at the University level and the implementation of these schedules at the College level.
2. Since the University administration has not mandated that any college require all faculty to teach all courses at early morning or late evening hours or on a MWF or Saturday schedule, we propose that the faculty of each college, not the administration of each college work together to design a flexible schedule that 1) meets the needs of their students, 2) the learning requirements of the programs, 3) the enrollment concerns of the colleges, and 4) the general framework of the University's available time slots.
3. To ensure that faculty have time to meet their research and service requirements, all faculty with these requirements should be on a two day a week teaching schedule. Two day block schedules can include TH, MW, MF, WF, which would enable colleges to fill the classrooms and still provide faculty with time for conference presentation and service requirements and students time to complete their internships and service requirements.

4. To maintain the academic integrity of the program, no 3000 and 4000 level courses should be offered on a MWF schedule unless instructor chooses to do so. Implication for courses at this level go beyond academic integrity to the students' ability to fulfill their internship and service requirements, among other things.
5. Monetary and practical issues of the support staff need to be considered. Adequate coverage, cost, among other things of support functions such as the library, computer help desk, academic technology, writing center, adaptive testing services, lab time, day care and other relevant support services must be considered
6. Prior to major scheduling changes, the following should be considered
 - a. University Administration needs to consider how other colleges in Florida System are addressing any mandated change that affects scheduling.
 - b. College administration is best at evaluating enrollment implications
 - c. College faculty needs to evaluate the implications of changes in course delivery in light of program integrity and other faculty obligations to the university.
 - d. A student representation should evaluate the implications on student schedules, internship and service requirements, among other things.
 - e. Support staff should evaluate the monetary and practical issues.