

5-26-1989

Faculty Personnel 4-28-89 (received 5-3-89)

Marshall University

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Marshall University, "Faculty Personnel 4-28-89 (received 5-3-89)" (1989). *Recommendations*. 1723.
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Rec'd 6-14-89

Faculty Personnel
4-28-89 (received 5-3-89)

RECOMMENDATION #1

To endorse the Ad Hoc Committee on Summer School's statement on summer school (statement attached)

Background: When President Nitzschke disapproved "A Modest Proposal II" among the issues he believed still needed resolution was the definition of summer school. The attached statement represents the committees efforts to provide such a definition.

Faculty Senate President:

Approved Rainey Duke Date 5/26/89

Disapproved _____ Date _____

University President:

Approved _____ Date _____

* Disapproved Dave Tuttle Date 6/6/89

* The document still has items in it which are unworkable ... in my opinion!

In order to find a solution which will be mutually beneficial I've asked the Provost & Asst Provost to meet with the Pres. of the Faculty, the Pres.-Elect & Dr. Palmer to develop a final proposal.

Statement on Summer School

The following statement represents an attempt by the Ad Hoc Committee on Summer School to clarify the faculty's position on summer school.

Summer school is an established feature of Marshall University, which students and faculty have come to expect and depend upon, and the institution should make every effort possible to provide as wide a range of courses and services as possible. The needs of both Marshall University and the state of West Virginia are served through summer school. Substantial numbers of students depend upon summer school in order to achieve their educational goals, and a majority of the faculty is employed for at least one summer term during the year. Summer school also allows fuller use of the university's permanent faculty and facilities, and reduces the burdens on an already overenrolled university and an already overworked faculty. In addition, the summer term provides an opportunity to offer many courses and programs which cannot be offered during the regular terms or are more effective if they are offered during the summer. Summer school further satisfies significant student demand for courses and programs outside the regular academic year. Many graduate students, especially those employed as part-time school teachers, are only able to take classes in the summer. Students whose work obligations prevent them from taking a full load during the year or students with academic deficiencies use summer school to make normal progress toward their degrees. Moreover, during the summer term, faculty deliver a wide variety of instructional services beyond regular classroom and laboratory teaching. These services include meeting with students, advising, direction of theses, independent study, maintenance of office hours, freshman and transfer student advising, comprehensive examinations for graduate students, committee service, and the hiring of new faculty and staff members. Research, writing, and other creative activities are not ordinarily expected of the faculty while they are engaged in summer teaching, but some faculty members still find time to do it.

The criteria used to determine the retention of summer school offerings should be the same as the criteria used for Fall and Spring offerings. When the level of enrollment is not sufficient to justify retaining a course, the faculty member should remain on the payroll with other responsibilities or alternative assignments, which shall be agreed upon in consultation with the faculty member, chair, and dean. A report on the results obtained by the faculty member, college, or university from other responsibilities or alternative assignments shall be sent to the Provost at the completion of the summer term.

Summer school, in the judgment of the faculty, is an established and essential component of Marshall University, and the faculty see no reason why it should not continue as such. Both high enrollment and programmatic courses should be part of the summer school curriculum. Several years ago the Office of

the Vice President for Academic Affairs attempted to identify courses which were required and could only be offered during the summer. The results were ambiguous (some departments, fearing cut, listed all their courses) and the total number of courses which actually met the requirement was extremely low. If only programmatic courses are offered during the summer, the number of courses actually offered would be reduced by 84% (figure obtained from the Office of Institutional Research). The committee does not think that anyone would consider this a wise use of available resources. Thus, there must be room for both high enrollment and more specialized course offerings.

MAY 03 1989

FPC (April 28, 1989)

Recommendation #1:

~~Motion:~~

To endorse the Ad Hoc
Committee on Summer School's
statement on summer school
(statement attached)

Background:

When President Nityschke
disapproved "A Modest Proposal II,"
among the issues he believed
still needed ~~the~~ resolution
was ~~the~~ ~~definition~~ ~~of~~ ~~summer~~ ~~school~~
the definition of summer school.
The attached statement
represents the committee's
efforts to provide such a
definition.

(10)

Received

5/12

5/5 Rec #2

That the Faculty Senate
adopt the Institutional
Hearing Panel Procedures,
effective ~~to~~ Fall 1989
(in Senate Office)

* (4/14)

That a Faculty Development
Committee be established
as a new standing
committee of the Faculty
Senate

FPC Recs