

Austin Peay State University
Faculty Senate Meeting
Meeting of Thursday, March 23, 2023
Morgan University Center, UC 307 | 3:00 pm
Minutes

Call to Order: Senate President Perry Scanlan

Recognition of Guests: Senior Vice Provost and Associate Vice President of Academic Affairs Tucker Brown, Sam Mynhier, Scott Shumate, and Chief Diversity Officer & Title IX Coordinator LaNeeça Williams

Roll Call of Senators: Senate Secretary Gina Garber

Absent Senators: Lisa Barron, Kakali Chakrabarti, Shani Collins-Woods, Mike Dunn, Eva Gibson, Christina Hicks-Goldston, Alice Lin, Tasha Ruffin, Saeid Samadidana, Sumen Sen, Jennifer Snyder, James Thompson, and Jennifer Thompson

Approval of Today's Agenda:

Motion made to add to the Agenda a Vote of No Confidence and or Censure of the Senate Vice President/President Elect to be discussed today and voted on at the April meeting.

Senate Vice President/President Elect Banerjee called a Point of Order and read from Article I "Meeting Procedures," Section B "Before Full Senate Meetings," Number 4 from the Bylaws, to ensure that Senator Garber complied.

"Senators who wish to debate or discuss any matter shall prepare a written item. Items must be in an appropriate format such as paper or in an appropriate electronic format. These items shall be sent to the Executive Committee for scheduling at least four (4) working days before the Senate meeting. If a senator wishes the Senate to consider an item after the agenda has been prepared, the senator may bring it in paper or an appropriate electronic format to a full Senate meeting and file it with the chair before the opening of business. Then, when the chair moves for the acceptance of the agenda, the senator should propose an amendment to the agenda to include the new agenda item."

Senate President Scanlan said that Senate Garber complied with the Bylaws as they were filed with the President prior to the start of the meeting.

There are 43 Senators that make up the full Senate: 34 Senators were in attendance at the time of the vote; 16 Senators were absent; 18 votes constituted a majority. Two votes were taken via paper ballots.

First Vote Results: 34 votes (1 vote missing in the count)
16 Yes – to amend the Agenda
17 No - not to amend the Agenda

Considering the importance of getting this vote accurate and to assure process was followed correctly, a second roll call was done to check the Faculty Senate attendance. A third roll call was done to collect the Faculty Senate votes of those in attendance through anonymous voting collected with a roll call vote. Ballots were collected after each senator was called.

Second Vote Results: 34 votes

14 Yes – to amend the Agenda

17 No - not to amend the Agenda

3 Abstain

Motion failed to add to the Agenda a Vote of No Confidence and or Censure of the Senate Vice President/President Elect to be discussed today and voted on at the April meeting.

Approval of Minutes from March 16, 2023 Called Meeting: motion made, seconded, and passed to approve the minutes for March 16, 2023

Remarks:

1. Senate President Perry Scanlan (5 minutes)
Senate President Scanlan decided to forgo his remarks and gave his time to Guest Sam Mynhier from Alumni and Annual Giving.
2. Assistant Director of Annual Giving, Sam Mynhier
Sam Mynhier is an alumnus of Austin Peay and came back to work at Austin Peay. He shared information about two campaigns that are happening:
 - The SHAPE Faculty and Staff Campaign spotlights *how* our faculty and staff are shaping the lives of students with their talents and gifts. We tell your stories and the great things you are doing in your departments and then share those stories with the entire university community.
 - The GOVSGIVE Campaign (April 18 and 19) is an opportunity to give to the university monetarily and to the area that you want to support. Sam said Alumni and Annual Giving is trying to reach at least 30% of our employees. Currently, they are at 10.4% so they are on their way.

The payroll deduction form has been revised. Even a small amount makes a big difference. Gifts for your donation to the SHAPE Campaign are a door hanger and a puzzle. Please tell your colleagues about our campaigns.

Questions:

Q: What happened to the bricklaying?

A: The last group of bricks were bought during February 2022. We must have at least 100 orders that we do with our senior gift giving. Look for announcements about purchasing the bricks.

3. Reports from University Committees

- a. University Curriculum Committee (UCC) Report, UCC Representative, Kristen Butler (5 minutes) [[See Appendix A](#)]

UCC Representative Butler reported that Jasmine O'Brien and her team finished updating the *APSU Bulletin* in time for early registration and now the UCC is looking at the 2023-24 academic year. She invited everyone to look at the report that was posted on the Faculty Senate website. Highlights included the following:

Gen. Ed./Core Items:

- First read of LING 2020 – *Dialects of English*
This course will come back for a second reading.
- Academic Affairs:
Policy 2:001 *Curricular Development and Modification Process*
The Committee updated the language of the policy but it still needs to be approved by the Policy Committee.

- b. Board of Trustees Faculty Representative, Elaine Berg (5 minutes)
Trustee Berg reported on the Board of Trustees (BOT) March 17, 2023 meeting. This information can be found on APSU's website under Board Meeting Schedule and Materials at this link:

<https://www.apsu.edu/president/board-of-trustees/index.php>

Meeting highlights:

- Eleven (11) faculty members were approved for tenure.
- The University College proposal was approved.
- The Business and Finance Committee approved the Harvill food venue renovations with an increase from \$3.8 million to \$7 million. This is for equipment and construction costs, but Sodexo will be paying for the renovations.
- Parking rates for community members will increase at APSU. This is for the anticipated traffic that the F&M Bank Arena will bring to the area. The increase will assist us with the maintenance and tax burden that we have on the property.
- A housing rate increase was approved.
- Don Jenkins will continue to serve as Board Chair and Mike O'Malley will continue to serve as Board Vice-Chair for the next two years.
- Jacob Knight was elected to serve as the next BOT Student Trustee.

Motion to extend time by 5 minutes made, seconded, and passed to allow for questions.

Questions:

Q: About the housing costs; do we need more money? At what point are we increasing the cost of housing? There was a point when we didn't have enough people in housing.

A: There were comments about the increase of housing fees made by the Student Trustee that will be in the minutes under the Business and Finance area.

C: We try very hard not to increase these fees and look closely when we have to increase them.

4. Diversity Equity and Inclusion Highlights (10 minutes)

Senator Atkinson spoke on behalf of LaNeeça Williams Chief Diversity Officer & Title IX Coordinator, about the Bridge Initiative. The Bridge Initiative Committee is a group of faculty and staff from all of the colleges who share the same mission.

The Bridge Initiative facilitates opportunities for deep listening and thoughtful conversations as it relates to issues of diversity among faculty, staff, and students at Austin Peay State University. In addition, through collaborative programming, the Bridge Initiative seeks to challenge the use of divisiveness by promoting constructive learning, unlearning, and relearning within the university and larger community.

Senator Atkinson described how this program began and gave examples. He also said they recently had their first event. Additionally, he noted that Dr. Jalesa Parks from the College of Education led the meeting.

Old Business:

1. Faculty Senate Staff Award Voting – Dr. Ibukun Amusan (Action Item - 10 minutes)

Senator Amusan thanked the Staff Service Award Committee (Ibukun Amusan, Terri Clark, Eugene Donev, Megan Kienzle, and David Rands) for their work. He said there were eight outstanding nominations that were narrowed to four. The final four staff Service Award recommendations are listed on the Documents to Review page in alphabetical order (Kimberly Coates, Greg Lane, Patty Mason, and Gena Shire). The winner will be announced at the April 27, 2023 Faculty Senate meeting.

2. Faculty Senate Election Results – Dr. Soma Banerjee (Information Item – 5 minutes)

Senate Vice President/President Elect Banerjee reported that the following were elected to the Faculty Senate:

CoAL: (Vacancies 6) - Nominations: 2

- Kathy Heuston
- Jessica Morris

CoSTEM: (Vacancies 8) - Nominations: 5

- John Blake
- Allen Chaparadza
- Manisha Gupte
- Sam Ligo
- Mahesh Pallikonda

CoBHS: (Vacancies 5) - Nominations: 5

- Philip K. Elike
- Kristen Hershey
- Cindy Meyer
- Tyler Nolting
- Heather Tillewein

CoB (Vacancies: 1) - Nominations: 1

- Matt Hampton

CoE (Vacancies: 1) - Nominations: 1

- Charles H. Gonzalez

Adjunct (Vacancies: 1) - Nominations: 1

- Chesley Thigpen

New Business:

1. Constitutional Amendments to the Constitution – Dr. Soma Banerjee (Action Item – 10 minutes)

Senate Vice President/President Elect Banerjee thanked the Rules Committee (Wes Atkinson, Soma Banerjee, Benita Bruster, Kathy Lee Heuston, and Robin Reed) for their work on the Constitution and Bylaws. [\[See Appendix B for the proposed changes to the Constitution of the Faculty Senate of Austin Peay State University\]](#).

Motion to vote on the changes to the Constitution made, seconded, and passed. To pass, the vote needs to be 22 in favor to change, including absent senators. Results were by paper ballots:

- 27 Yes
- 2 No
- 4 Abstain

The vote will go before the entire APSU faculty, needing 2/3 of the faculty to approve the changes to the Constitution.

2. Policy 6:001 *Equal Opportunity, Harassment, and Nondiscrimination* Policy for all Faculty, Students, Staff, Applicants and Third Parties – Corey Harkey Associate General Counsel (Information Item – 10 min)

Corey Harkey presented the change on pages 25-26 pertaining to Consensual Relationships. She said the change is to go to a prohibition on relationships between supervisor and subordinates and faculty/staff and students (undergraduate and graduate) in which the faculty/staff person has actual or perceived authority over the student. This is the second reiteration that we have reviewed.

Questions:

Q: What is the definition of *perceived*?

A: That is a great question and there not a definition written into this policy. There are

situations where the student perceived that faculty and staff has some level of authority over them. There is a perception.

Q: My question is not the student's perception, because we should support and protect students. What would the arbitrator's perception of that relationship be as an outsider?

C: On behalf of staff and faculty, we have voted against this policy because of the language and the issues about the relationships. It doesn't assess the ideas of the relationships that are already in existence. Also, what is perceived is very vague. There are multiple concerns about this section of the policy. This policy has been tabled several times.

C: In this policy you can see that with undergraduate and graduate students you are trying to come up with ways to remove a conflict. It is like having your child in your class.

There is some clarification. There are some situations that could come up, if you have ideas for us to consider language to address the inappropriate relationship, share it with us.

Motion to extend time by 5 minutes made, seconded, and passed to allow for questions.

Q: Who started this?

A: I don't know exactly where it came from, I don't know the specifics. There wasn't just one instance of this, it has happened over and over.

C: If you already have a relationship, you shouldn't let this person into your class. You need to go to your chair and let them know there is a conflict of interest. It puts us at risk. Discussion ensued about this policy with examples and arguments to consider.

Motion to extend time by 2 minutes made, seconded, and passed to allow for questions.

C: We need to think about a staff member who falls in love with a person living in the dorms. Let's craft something that is a little more thought-out. I want something that is thought-out situationally and carefully crafted.

C: This is an employee and student policy.

General Civil Advice Clinic! You are invited to attend the free legal advice clinic from the Legal Aid Society scheduled for March 29, 2023 from 3-5 p.m. in the Morgan University Center.

3. 2023-2024 Faculty Senate Officer Nominations, Senate Past President Jane Semler (Information Item - 10 minutes)
The Nominations Committee (Jane Semler, Notashia Crenshaw-Williams and Bing Xiao) selects the slate of officers that will be presented for the next term beginning in May. Nominations will be accepted until April 4, 2023 at 4:30 pm. You can email Senate Past President Semler at semlerj@apsu.edu.
4. Academic Red Committee – Dr. Osvaldo Di Paolo Harrison (Information Item - 15 minutes) Dr. Di Paolo Harrison thanked Amanda Estep, Andrew Kostakis, Cheryl Lambert, Gloria Miller, and Saeid Samadidana for serving on this committee and contributing to the report. [\[See Appendix C Academic Red Committee Report\]](#) Their charge was:

“Academic Red will examine summer and intersession teaching load and provide recommendations to the Faculty Senate for a fair and equitable way to assign summer teaching opportunities consistent with expertise.”

The Committee could not get enough participation from the chairs to decide one way or the other. They decided to ask for university information from the Decision Support and Institutional Research Office; however, there still was missing information.

The committee recommends the following:

- A rotation system should be utilized for allocating off-contract courses, with equitable credit hour consideration, when the ratio of courses to faculty are not aligned. The committee recognizes that each department should develop their own rotation system.
- Chairs should also review their faculty’s TLCs, DFW rates, and current enrollment statistics when planning their off-contract schedules.
- Faculty qualifications should be a deciding factor when assigning off contract courses. The committee recognizes that each department should determine the definition for “faculty qualifications.”
- Where there are enough courses available to be assigned to all faculty desiring to teach during off-contract periods, each faculty member should receive one course assignment before assigning a subsequent course to the same faculty member

Questions:

Q: Can you add something about study abroad? If you do a study abroad, it impacts your hours and those can get in the way of rotations and other things. Maybe add something about addressing things like this.

A: I recommend looking within your department to see how this affects you.

Adjourn: 5:07 p.m.

Appendix A

University Curriculum Committee Report (March 13, 2023)

Faculty Senate Meeting – March 23, 2023

Information Items: None

Old Business: None

Consent Agenda Items

All items were approved by the University Curriculum Committee. All items require final approval by the Provost/SVP Academic Affairs.

Action	Description	Implementation Date
Course Description Update	<ul style="list-style-type: none">LDSP 5160 – Organizational Strategy for Leaders<ul style="list-style-type: none">Old Description: Examines the strategic nature of leadership: how leaders create form and focus out of chaos to achieve goals. Drawing from diverse disciplines, topics include the evolution of strategic thinking, application of strategy, game theory, and relationship of strategy to systems, information, and execution.New Description: Examines the strategic nature of leadership: how leaders create form and focus out of chaos to achieve goals. Drawing from diverse disciplines, topics include strategic thinking, application and execution of strategy, and agile leadership.	Spring 2024
Course Prerequisite Updates	<ul style="list-style-type: none">BIOL 5650 – Field Studies in Biogeography and Biodiversity<ul style="list-style-type: none">Updating the prerequisite to Admission to M.S. Biology or permission of instructor. This update will allow the bulletin and banner to match.	Spring 2024
	<ul style="list-style-type: none">MGT 3640 – Business Modeling<ul style="list-style-type: none">Removing MGT 3610 (Entrepreneurship) as a prerequisite.	Fall 2024
	<ul style="list-style-type: none">MGT 4640 – Venturing<ul style="list-style-type: none">Removing 3630 (Creativity and Ideation) and 3640 (Business Modeling) as prerequisites.	Fall 2024
Course Co-Requisite Update	<ul style="list-style-type: none">BIOL 5000 – Research Methods<ul style="list-style-type: none">Adding the BIOL 5001 (Methods of Biological Research Lab) as a required co-requisite	Fall 2023
Course Credit Hour Changes	<ul style="list-style-type: none">MLS 4500 – Research<ul style="list-style-type: none">Updating the credit hours to variable 1-4 to allow more flexibility for students.	Fall 2024
	<ul style="list-style-type: none">RLTN 4110 – Special Topics<ul style="list-style-type: none">Making the course variable hours (1-16) to assist with deleting duplicate course titles.	Fall 2024
Course Deletions	<ul style="list-style-type: none">EDUC 3090 – Elementary School Curriculum, Methods, and Philosophy<ul style="list-style-type: none">This course has not been taught in the past 6 years.MATH 530A -Special Topics<ul style="list-style-type: none">Updated course to MATH 5330 and this course is no longer needed.	Spring 2024

	<ul style="list-style-type: none"> • RLTN 4120 – Special Topics <ul style="list-style-type: none"> ○ This course is currently a duplicate title, it is being deleted and RLTN 4110 (Special Topics) is being made variable and repeatable. • RLTN 4130 – Special Topics <ul style="list-style-type: none"> ○ This course is currently a duplicate title, it is being deleted and RLTN 4110 (Special Topics) is being made variable and repeatable. 	
	<ul style="list-style-type: none"> • MKT 3610 – e-Commerce I <ul style="list-style-type: none"> ○ The course is outdated and no longer relevant for the major. 	Fall 2024

Action Agenda Items

Gen. Ed./Core Items: Represented by Jasmine O’Brien and Andrew Kostakis. First read. Will bring back to April UCC meeting and vote. Approved by Gen Ed committee. Moved to 2nd reading. UCC tasked with reviewing Curriculog information and comments.

- LING 2020 - Dialects of English
 - As elaborated in the syllabus (see subsections of the semester overview on p. 6), the course relates to skills in: linguistics (dialect differences occur at the level of sounds, words, sentences, and meanings), geography (e.g. New Yorkers have a sound that is distinct from Tennesseans; or where Germans settled in the U.S., there are different grammar constructions from where the Scots-Irish settled), sociology (there are dialect difference based on ethnicity, socioeconomic status, level of education, gender, etc.), and history (older speakers do not speak similarly to younger speakers; or dialect features like “a comin” are actually retentions from Middle English, which used ‘on coming’). In short, the skills are extraordinarily broad and interdisciplinary, even though the topic of dialects may seem narrow to some. Dialects simply offer a nice way to frame the broad array of content that pertains to the behavioral science core.
 - Whether y’all drink pops or sodas, or reckon that indubitably is an every-day word, the way we speak reveals an awful lot about us: our home base, educational background, social affiliations, and much more! This course explores as a social science such details in English varieties spoken across the globe.

All items were approved by the University Curriculum Committee. Department representatives provided context, with committee members and representative discussing items as needed for clarification. Final approval required by the Provost/SVP Academic Affairs.

Dept./Rep.	Action	Description	Implementation Date
Academic Affairs	Policy Revision	Policy 2:001 Curricular Development and Modification Process <ul style="list-style-type: none"> • Updating verbiage for clarity of what each committee responsibilities are and the flow of the approval process 	
Martha Dickerson Eriksson College of Education			

Dept of Teaching & Learning – Benita Bruster	Undergraduate Program Modification	Teaching M.A.T. <ul style="list-style-type: none">Removing the GRE requirement as an admissions requirement for the program.	Spring 2024
College of Arts and Letters			
Dept of Languages and Literature – Dr. Di Paolo Harrison	Graduate Program Modification	English, M.A. <ul style="list-style-type: none">Adding an option for the major to be completely online.	Spring 2024
		Creative Writing Concentration in English M.A. <ul style="list-style-type: none">Adding an option for the major to be completely online.	Spring 2024
		Linguistics Concentration in English M.A. <ul style="list-style-type: none">Adding an option for the major to be completely online.	Spring 2024
College of Business			
Department of Management & Marketing – Mickey Hepner	Undergraduate Program Modification	Human Resources Management Minor <ul style="list-style-type: none">Adding a new minor in Human Resource Management. This minor will provide theoretical and practical knowledge in a variety of HR areas, including Human Resources management, employment law, and diversity.	Fall 2024
		Human Resources Management Concentration, B.B.A. <ul style="list-style-type: none">A concentration in Human Resource Management (HRM) will include core BBA courses to give students broad knowledge in management challenges, including principles of management, marketing, accounting, finance, and economics. With this knowledge, students with a concentration in HRM will learn to apply and design human resources (HR) practices legally, ethically, and in a socially responsible manner. Graduates of this concentration will develop theoretical and practical knowledge in a variety of HR areas, including HR management, employment law, and diversity. Electives will give students exposure to additional facets of HR.	Fall 2024

College of Science, Engineering and Mathematics

<p>Dept of Allied Health Sciences – Jennifer Thompson Notes/Comments: Added 54 credits so that they transfer from Vanderbilt. Degree in Absentia Program. Streamlines flow of credits between institutions, and allows for more transparency.</p>	<p>Undergraduate New Courses</p>	<p>RLTN 4510 – Clinical Education 1 in Nuclear Medicine</p> <ul style="list-style-type: none"> This course is designed to be taught in parallel with the Basic Sciences course and focuses primarily on the technical and operational aspects of performing clinical nuclear medicine procedures-including verification of orders, patient preparation and contraindications, explanation of procedures, administration of appropriate radiopharmaceutical by the proper route, preparation of proper instrumentation and auxiliary equipment as indicated by protocol, processing of images or data, and analysis of quality. Various clinical procedures useful in the diagnosis of pathological conditions in each primary organ system will be identified. In addition to diagnostic procedures, techniques and applications of radionuclides for radiotherapy procedures are also covered. <p>RLTN 4512 – Patient Care in Radiology</p> <ul style="list-style-type: none"> This course provides an overview of the basics of patient care including aseptic techniques, intravenous catheter placement and injections, blood drawing, urinary catheters, moving and lifting patients, ECG monitoring and gating, use of infusion pumps (i.e., gravity IV and syringe pumps), fasting blood sugar and use of glucometers, obtaining and assessing patient history and condition, communication with patients and staff, and the handling of emergencies. Within this course, students obtain venipuncture competencies. Topics related to organizational structure of healthcare teams, medical ethics, patient confidentiality, and HIPPA responsibilities are presented. The course also includes discussions of health records and health information management. <p>RLTN 4513 – Physics and Instrumentation 1</p> <ul style="list-style-type: none"> This course begins with an overview of the basics of nuclear medicine physics, 	<p>Spring 2024</p>
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including the structure of the atom, radioactive decay processes and laws, and interactions of radiation with matter. This is followed by a discussion of the topics related to radiation exposure and absorbed dose. The next sections discuss the concepts of radiation detection including gas-filled ionization detectors and scintillation detectors. The remaining sections are devoted to in-depth discussions of imaging instrumentation including scintillation cameras, single photon emission computed tomography (SPECT), positron emission tomography (PET), and x-ray computed tomography (CT) systems. The final section covers the theory and performance of quality assurance of dose calibrators, scintillation counting systems, and planar, SPECT, PET, and CT systems with emphasis on identifying and solving problems.

RLTN 4517 – Clinical Procedures

- This clinical nuclear medicine experience/training consists of a series of clinical rotations using the clinical nuclear medicine facilities at Vanderbilt University Medical Center, Vanderbilt Children's Hospital, and the VA Medical Center. Rotations include nuclear pharmacy, and in vitro lab, patient care, cardiac stress testing, general nuclear medicine and positron emission tomography imaging procedures in adults and children, and quality assurance. The imaging rotations are established so that each student is assigned to a single independent work assignment supervised by a board-certified technologist, a radiopharmacist {radiopharmacy rotation}, or a radiology registered nurse {nursing rotation}. Rotations may be modified as needed during the second set of rotations to address noted deficiencies of specific students. Students receive written evaluations weekly from the supervisory staff. Proficiency testing is accomplished during later rotations in

the form of clinical competency requirements.

RLTN 4520 – Clinical Rotations II

- This course is designed to be taught in parallel with the Basic Sciences course and focuses primarily on the technical and operational aspects of performing clinical nuclear medicine procedures-including verification of orders, patient preparation and contraindications, explanation of procedures, administration of appropriate radiopharmaceutical by the proper route, preparation of proper instrumentation and auxiliary equipment as indicated by protocol, processing of images or data, and analysis of quality. Various clinical procedures useful in the diagnosis of pathological conditions in each primary organ system will be identified. In addition to diagnostic procedures, techniques and applications of radionuclides for radiotherapy procedures are also covered.

RLTN 4521 – Physics and Instrumentation II

- This course begins with an overview of the basics of nuclear medicine physics, including the structure of the atom, radioactive decay processes and laws, and interactions of radiation with matter. This is followed by a discussion of the topics related to radiation exposure and absorbed dose. The next sections discuss the concepts of radiation detection including gas-filled ionization detectors and scintillation detectors. The remaining sections are devoted to in-depth discussions of imaging instrumentation including scintillation cameras, single photon emission computed tomography (SPECT), positron emission tomography (PET), and x-ray computed tomography (CT) systems. The final section covers the theory and performance of quality assurance of dose calibrators, scintillation counting systems, and planar, SPECT, PET, and CT systems with emphasis on identifying and solving problems.

RLTN 4524 – Research Methods II

- This course provides an overview of common research methods in the health sciences. Throughout the course, students will identify a salient research topic in the field of nuclear medicine, design and complete their own research project, and prepare their projects for presentation. Projects will be presented at an annual professional society conference in either poster or oral format.

RLTN 4525 – Advanced Clinical Practice

- This course is designed to be taught in parallel with the Basic Sciences course and focuses primarily on the technical and operational aspects of performing clinical nuclear medicine procedures-including verification of orders, patient preparation and contraindications, explanation of procedures, administration of appropriate radiopharmaceutical by the proper route, preparation of proper instrumentation and auxiliary equipment as indicated by protocol, processing of images or data, and analysis of quality. Various clinical procedures useful in the diagnosis of pathological conditions in each primary organ system will be identified. In addition to diagnostic procedures, techniques and applications of radionuclides for radiotherapy procedures are also covered.

RLTN 4530 – Clinical Rotations III

- This course is designed to be taught in parallel with the Basic Sciences course and focuses primarily on the technical and operational aspects of performing clinical nuclear medicine procedures-including verification of orders, patient preparation and contraindications, explanation of procedures, administration of appropriate radiopharmaceutical by the proper route, preparation of proper instrumentation and auxiliary equipment as indicated by protocol, processing of images or data, and analysis of quality. Various clinical procedures useful in the diagnosis of pathological conditions in each primary

		<p>organ system will be identified. In addition to diagnostic procedures, techniques and applications of radionuclides for radiotherapy procedures are also covered.</p> <p>RLTN 4531 – Board Review</p> <ul style="list-style-type: none"> • This course provides a thorough content review of major topic areas in the field of nuclear medicine technology with the intent of preparing students to take national board certification exams. In addition, multiple practice board exams are included within this course. 	
Dept. of Biology – Gilbert Pitts	Graduate Program Modification	<p>Biology, M.S.</p> <ul style="list-style-type: none"> • Updating the elective hours to reflect the intent of the department. This update will clarify Degree Works and assist with student financial aid issues. 	Fall 2023

Constitution of the Faculty Senate of Austin Peay State University

Article I

Section I: The Faculty Senate shall investigate, consider, and act on any matter the Senate deems appropriate by virtue of relevance to the concerns of the University faculty. The Faculty Senate shall report fully to the University faculty, and to other elements of the University when appropriate, on all deliberations and actions of the Faculty Senate. The Senate shall be an advisory body to the President of the University. The President of the University may refer matters to the Senate and expect a response from that body.

Section II: The University faculty for purposes of this document shall consist of all full and part-time university employees holding the rank of instructor, adjunct, assistant professor, associate professor, or professor ~~In order to meet this definition of University faculty, at least fifty percent of the individual's appointment must be in any combination of the following areas: teaching, scholarly research, library service, or academic departmental administration~~ in alignment with APSU policy for the definition of faculty.

Section III: The Faculty Senate shall be empowered to organize itself, its own by-laws and discipline its own members, except as restricted by this constitution.

Article II

Section I: Elected Members.

Eligibility: Any members of the University faculty shall be eligible for election to membership in the Faculty Senate, except that a member of the Faculty Senate shall not succeed himself or herself to the Faculty Senate until he or she has been out of office for one (1) year.

Term of Office: The term of office for an elected member of the Faculty Senate shall be three (3) years. If a senator is elected Vice President/President Elect in their third year, they shall serve a fourth year as President.

Election: Each area listed in Section II below shall elect the number of Senators specified for that area. Each eligible voter may vote for as many candidates as there are positions, or for any number less than that. The candidates receiving the highest vote totals will be elected Senators, up to the number of positions available. If a tie in the vote total results in more potential Senators than there are positions, the tie shall be

broken by a vote of the senate in like fashion. All elections for Senate seats shall be conducted by the Executive Committee of the Faculty Senate by a process of secret balloting. Regular elections shall be held during the spring semester of each year. The term of each Senator shall commence on May 1 and terminate on April 30 of each year. Members of the Executive Committee have duties extending through the regular meeting in May of each year. In case of vacancies for any reason, special elections may be conducted for the unexpired term. Special elections to fill vacancies shall normally be conducted during November of each year, but may be conducted at other times as the Executive Committee deems necessary.

Nominations: Written nominations must be submitted by a second member of the University faculty at least four (4) days prior to the election. The nomination must be signed by both the nominator and the nominee. The Executive Committee shall confirm the eligibility of both.

Section II: Representation

Representation in the Faculty Senate will be proportional based on the number of faculty in the various disciplines. Since the numbers of faculty change over time, representation will be addressed in the by-laws so that necessary and appropriate adjustments might be more easily made.

Section III: Officers of the Faculty Senate

The officers of the Faculty Senate shall be Senators, elected by a majority of the entire Faculty Senate for one year at the regularly scheduled meeting in May, except that any officer may be removed from office by a vote of no confidence by a majority of the entire Faculty Senate whereupon a new officer must immediately be chosen to complete that term of office. The officers of the Faculty Senate shall be [the following](#):

- 1: **President of the Faculty Senate.** The President of the Faculty Senate shall be the presiding officer of the Faculty Senate. The Senate President shall meet and confer regularly with the President of the University and apprise him/her of relevant investigative studies of the Senate.
- 2: **Vice President/President Elect of the Faculty Senate.** The Vice President/[President Elect](#) of the Faculty Senate shall be the presiding officer of the Faculty Senate in the absence of the President.
- 3: **Secretary of the Faculty Senate.** The Secretary of the Faculty Senate shall be responsible for recording and distributing the minutes of Faculty Senate meetings, and whatever other duties that are agreed on by the Executive committee.
- 4: **Treasurer of the Faculty Senate.** The Treasurer of the Faculty Senate shall be responsible for the finances of the faculty senate. The Treasurer will oversee the Faculty Senate budget and make financial recommendations to the Executive Committee. The Treasurer will also oversee all Faculty Senate financial transactions. When deemed necessary by the Executive Committee, the Treasurer will form a budget committee comprised of two current senators and two former senators.

- 5: ***The Executive Committee of the Faculty Senate.*** The Executive Committee of the Faculty Senate shall be ~~composed~~ comprised of the President, Vice President/President Elect, the Secretary of the Faculty Senate, a Faculty Senate Representative on the ~~Deans/Provost's~~ Council, a Faculty Senate Representative on the Curriculum Committee, ~~and~~ one Executive Committee person selected by the Faculty Senate [Member-at-Large], and Treasurer. In addition, the immediate Past-President of the Faculty Senate, Board of Trustees Faculty Member, and Parliamentarian, provided such persons currently serves as ~~a~~ faculty members at Austin Peay State University, will be ~~a member~~ nonvoting ex-officio members, ~~with voice but no vote~~ on the Executive Committee. The responsibilities of the Executive Committee shall be as follows:

- A: To propose the agenda for Faculty Senate meetings.
- B: To conduct the elections to the Faculty Senate.
- C: To recommend to the Faculty Senate, for its advice and consent, individuals to serve on the various committees of the Faculty Senate.
- D: To advise, the President of the Faculty Senate.
- E: To act on behalf of the Faculty Senate ad interim and to report such actions to the next meeting of the Faculty Senate for its approval or disapproval.

- 6: ***Parliamentarian of the Faculty Senate.*** The Executive Committee of the Faculty Senate shall appoint a Parliamentarian from the full-time faculty at the beginning of each academic year. The purpose of the Parliamentarian is to assist the President in conducting orderly and efficient Senate meetings.

Article III

Meetings of the Faculty Senate

~~Senate~~ Faculty Senate meetings shall be held at a regular time each month as determined by the Faculty Senate. Additional meetings may be called by the President of the Faculty Senate, by a majority of the entire Executive Committee, or by a majority of the Faculty Senate. The Faculty Senate may convene the University faculty at its discretion.

Article IV

Amendment

Amendments to the Faculty Senate Constitution shall be made under the following provisions executed in sequence:

- 1: Initiation of amendments shall be made by the University Faculty upon petition of twenty (20) percent of the full-time University Faculty; or by the Executive committee; or by the Faculty Senate.

- 2: Amendments shall be submitted to the Faculty Senate at a Regular meeting.
- 3: Action on proposed amendments shall be delayed until at least the next regular meeting of the Faculty Senate, whereupon a majority of the entire Faculty Senate must approve the amendment.
- 4: Ratification of amendments shall be sufficient upon approval by a majority of the entire [full-time](#) University faculty.

Article V

Ratification

The Faculty Senate constitution shall become effective upon a vote of two-thirds of the [full-time](#) University faculty. If this Constitution is ratified on or before September 15, 1975, the first elections shall be held beginning October 7, 1975. The Executive Committee of the Faculty Council shall have responsibility to conduct the first elections for the Faculty Senate.

Latest amendments:

- Presented to Faculty Senate at January, 2004 meeting.
- Approved by Faculty Senate at February, 2004 meeting.
- Newest amendments ratified by full faculty as of July, 2004.
- Newest amendments referenced in Spring 2007 minutes; document corrected April 21, 2009.
- Presented to Faculty Senate at January 2019 meeting.
- Approved by Faculty Senate at February 2019 meeting.
- Ratified by full faculty as of March 2019.

Appendix C

Faculty Senate

February 3, 2023

From: Academic Red Committee

Oswaldo Di Paolo Harrison, CoAL (Chair)

Amanda Estep, CoBHS

Andrew Kostakis, CoAL

Cheryl Lambert, CoE

Gloria Miller, CoB

Saeid Samadidana, CoSTEM

To: APSU Faculty Senate

President Perry Scanlon

Charge

Academic Red will examine summer and intersession teaching load and provide recommendations to the Faculty Senate for a fair and equitable way to assign summer teaching opportunities consistent with expertise.

Introduction

As mentioned on the interim report (*see Appendix*), the committee requested a report from the Office of Decision Support and Institutional Research (DSIR). This information includes off-contract courses taught by professors (assistant, associate, and full), instructors, and adjuncts in each department by term (Wintermester, Maymester, and Summer) for three academic years (2019, 2020, and 2021).

Committee Work

The committee ran the data to examine the distribution of summer and intersession teaching courses across ranks and departments.

Data Analysis

Table 1A:

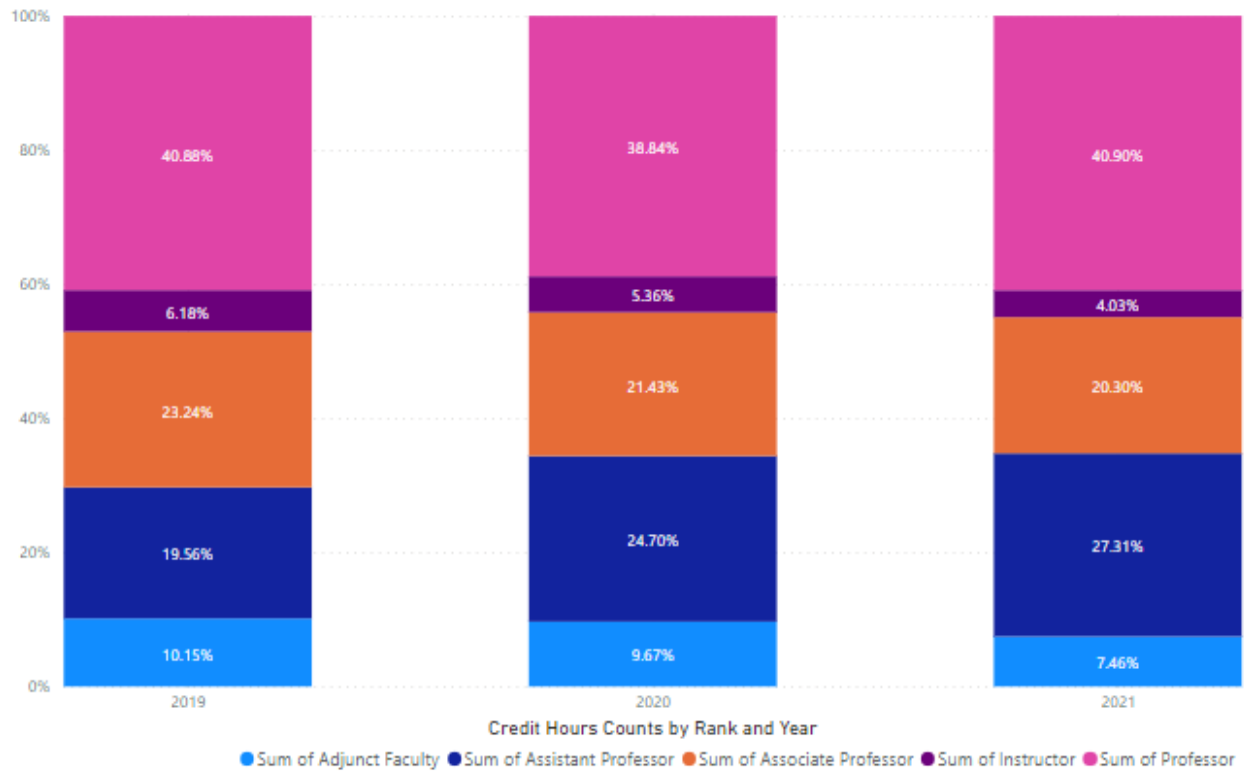


Table 1B:

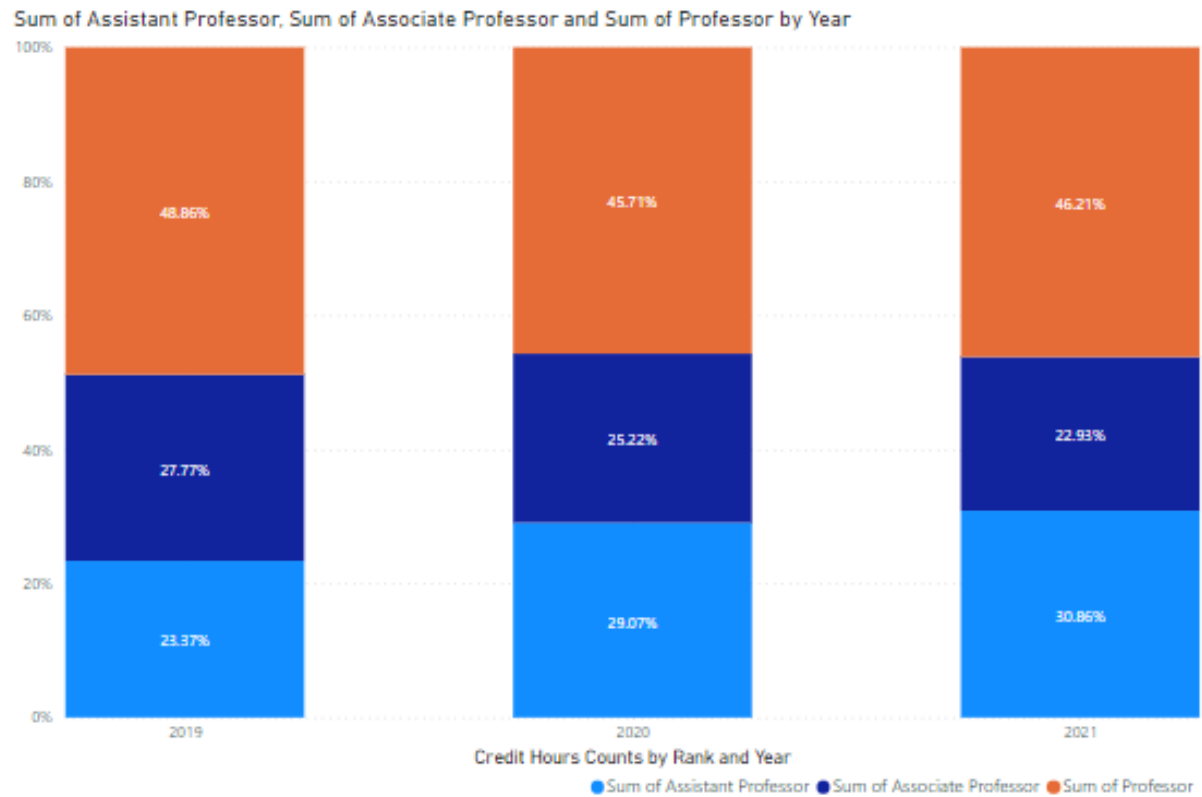


Table 2A:

Sum of Assistant Professor, Sum of Associate Professor, Sum of Professor, Sum of Instructor and Sum of Adjunct Faculty by Period

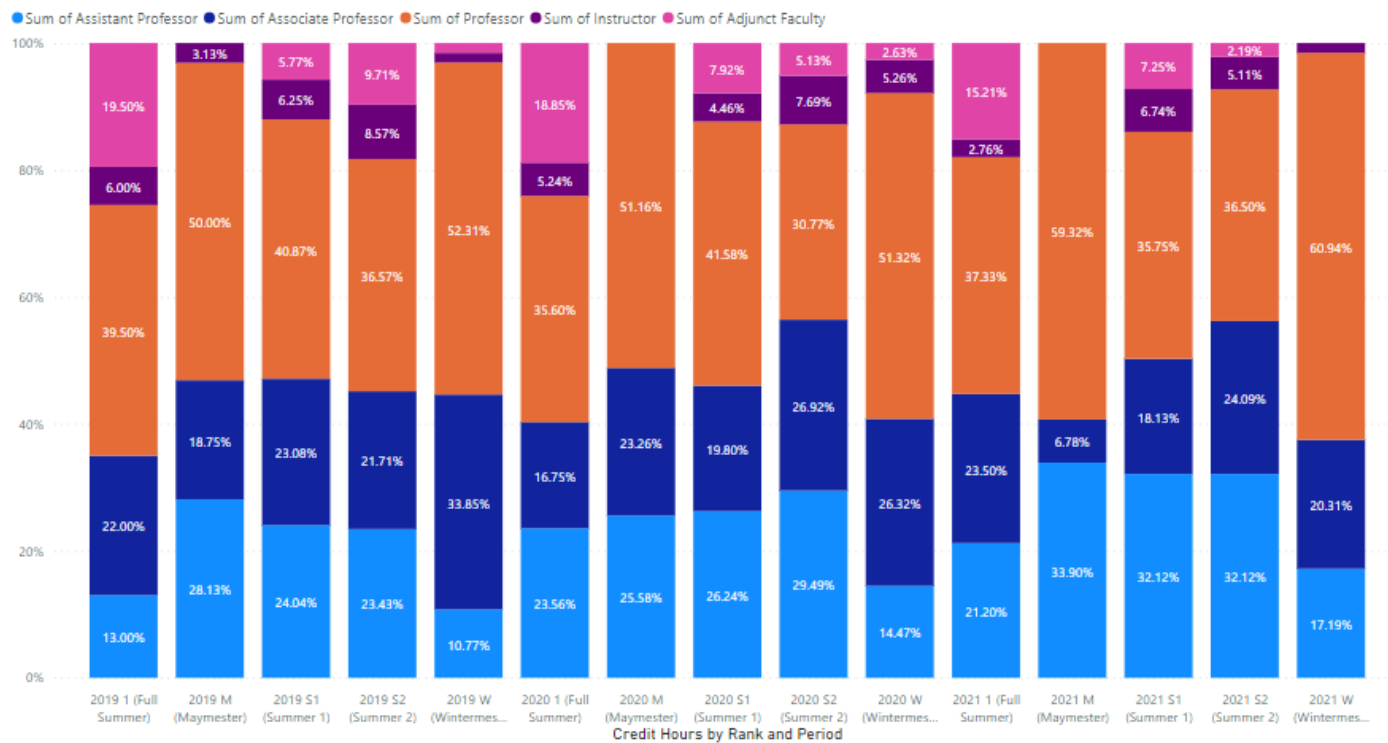
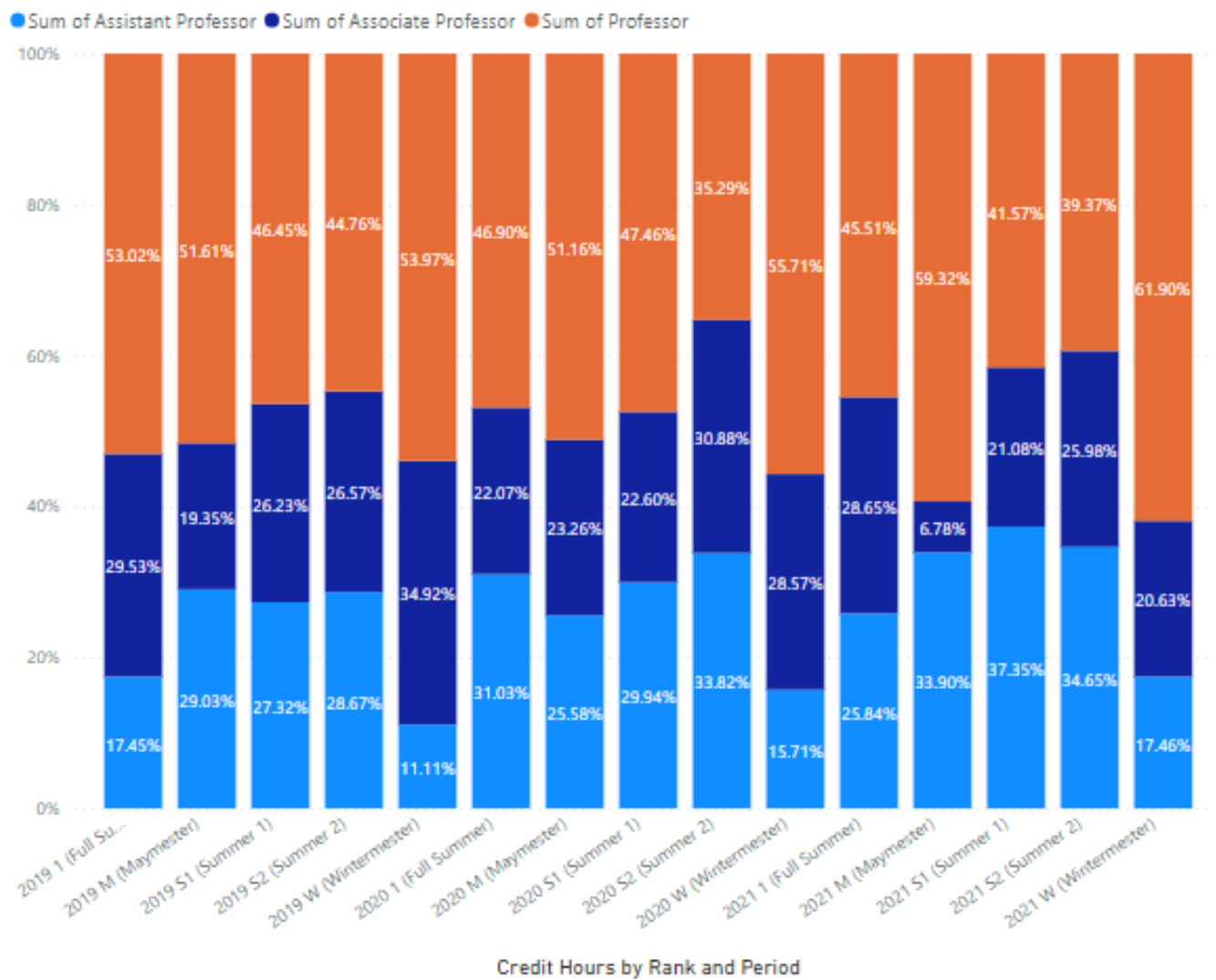


Table 2B:

Sum of Assistant Professor, Sum of Associate Professor and Sum of Professor by Period



Off-contract Analysis Report

Table 3:

Count of Course_cr_hrs	Column Lab						Percentages				
	Adjunct	Assistant	Associate	Graduate				Assistant	Associate		
Row Labels	Faculty	Professor	Professor	Assistant	Instructor	Professor	Grand Total	Professor	Professor	Professor	
2019	69	133	158	2	42	278	682	23.37%	27.77%	48.86%	
1 (Full Summer)	39	26	44		12	79	200	17.45%	29.53%	53.02%	
M (Maymester)		9	6	1	1	16	33	29.03%	19.35%	51.61%	
S1 (Summer 1)	12	50	48	1	13	85	209	27.32%	26.23%	46.45%	
S2 (Summer 2)	17	41	38		15	64	175	28.67%	26.57%	44.76%	
W (Wintermester)	1	7	22		1	34	65	11.11%	34.92%	53.97%	
2020	65	166	144	5	36	261	677	29.07%	25.22%	45.71%	
1 (Full Summer)	36	45	32		10	68	191	31.03%	22.07%	46.90%	
M (Maymester)		11	10			22	43	25.58%	23.26%	51.16%	
MIN	3				1		4	0.00%	0.00%	0.00%	
S1 (Summer 1)	16	53	40	3	9	84	205	29.94%	22.60%	47.46%	
S2 (Summer 2)	8	46	42	2	12	48	158	33.82%	30.88%	35.29%	
W (Wintermester)	2	11	20		4	39	76	15.71%	28.57%	55.71%	
2021	50	183	136	3	27	274	673	30.86%	22.93%	46.21%	
1 (Full Summer)	33	46	51		6	81	217	25.84%	28.65%	45.51%	
M (Maymester)		20	4			35	59	33.90%	6.78%	59.32%	
S1 (Summer 1)	14	62	35	2	13	69	195	37.35%	21.08%	41.57%	
S2 (Summer 2)	3	44	33	1	7	50	138	34.65%	25.98%	39.37%	
W (Wintermester)		11	13		1	39	64	17.46%	20.63%	61.90%	
Grand Total	184	482	438	10	105	813	2032	27.81%	25.27%	46.91%	

Count of Course_ Column La

Row Labels	Adjunct Faculty						Grand Total	Percentages		
		Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor		Assistant Professor	Associate Professor	Professor
2019	69	133	158	2	42	278	682	19.50%	23.17%	40.76%
1	39	26	44		12	79	200	13.00%	22.00%	39.50%
AFE		1	1			4	6	16.67%	16.67%	66.67%
AGRI	2	4			3		9	44.44%	0.00%	0.00%
AHS			3			3	6	0.00%	50.00%	50.00%
ARTD			2				2	0.00%	100.00%	0.00%
BIOL	8		1			4	13	0.00%	7.69%	30.77%
COMM	2	2	2		1	7	14	14.29%	14.29%	50.00%
CRIM			1				1	0.00%	100.00%	0.00%
CSCI	2	3	3		3	9	20	15.00%	15.00%	45.00%
EDSP			2			5	7	0.00%	28.57%	71.43%
ENGT	1	2	4		1	9	17	11.76%	23.53%	52.94%
GSCI	2						2	0.00%	0.00%	0.00%
HIST	2	1	5			5	13	7.69%	38.46%	38.46%
LALI	5				2		7	0.00%	0.00%	0.00%
LPQA	4		2			5	11	0.00%	18.18%	45.45%
MATH			4		2	13	19	0.00%	21.05%	68.42%
MMGB		4	4			1	9	44.44%	44.44%	11.11%
MUS	4	1				1	6	16.67%	0.00%	16.67%
NURS	2	6	5			9	22	27.27%	22.73%	40.91%
PSPM			1			3	4	0.00%	25.00%	75.00%
PSYC		2	3			1	6	33.33%	50.00%	16.67%
SOC			1				1	0.00%	100.00%	0.00%
SW	5						5	0.00%	0.00%	0.00%

Count of Course_ Column Labels							Percentages			
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
M		9	6	1	1	16	33	27.27%	18.18%	48.48%
AFE						1	1	0.00%	0.00%	100.00%
AHS						4	4	0.00%	0.00%	100.00%
ARTD			1				1	0.00%	100.00%	0.00%
COMM		2	1			1	4	50.00%	25.00%	25.00%
CRIM		1					1	100.00%	0.00%	0.00%
CSCI						2	2	0.00%	0.00%	100.00%
EDSP						1	1	0.00%	0.00%	100.00%
HHP		1	1			1	3	33.33%	33.33%	33.33%
HIST		1				2	3	33.33%	0.00%	66.67%
LALI					1		1	0.00%	0.00%	0.00%
LPOA			1				1	0.00%	100.00%	0.00%
MATH		1					1	100.00%	0.00%	0.00%
PSPM						3	3	0.00%	0.00%	100.00%
SOC			2				2	0.00%	100.00%	0.00%
SW		1					1	100.00%	0.00%	0.00%
THDA		1				1	2	50.00%	0.00%	50.00%
TL		1		1			2	50.00%	0.00%	0.00%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S1	12	50	48	1	13	85	209	23.92%	22.97%	40.67%
AFE		2	2		3	2	9	22.22%	22.22%	22.22%
AGRI		1	1				2	50.00%	50.00%	0.00%
AHS	2	2	1			3	8	25.00%	12.50%	37.50%
ARTD		1	3			1	5	20.00%	60.00%	20.00%
BIOL	2	2				11	15	13.33%	0.00%	73.33%
CHEM		2	3			1	6	33.33%	50.00%	16.67%
COMM		2			3		5	40.00%	0.00%	0.00%
CRIM		1	2				3	33.33%	66.67%	0.00%
CSCI	4	8	4		1	5	22	36.36%	18.18%	22.73%
EDSP		3	4			2	9	33.33%	44.44%	22.22%
GSCI			1			2	3	0.00%	33.33%	66.67%
HHP	1	1	4		3	12	21	4.76%	19.05%	57.14%
HIST		1	1			7	9	11.11%	11.11%	77.78%
LALI	1	2	4		3	4	14	14.29%	28.57%	28.57%
LPOA			2			1	3	0.00%	66.67%	33.33%
MATH			2			7	9	0.00%	22.22%	77.78%
MMGB		1	5			5	11	9.09%	45.45%	45.45%
MUS		1	1			3	5	20.00%	20.00%	60.00%
PHYS						7	7	0.00%	0.00%	100.00%
PSPM		2				5	7	28.57%	0.00%	71.43%
PSYC	2	3	2	1		6	14	21.43%	14.29%	42.86%
SOC		5					5	100.00%	0.00%	0.00%
SW		2	1				3	66.67%	33.33%	0.00%
THDA			2				2	0.00%	100.00%	0.00%
TL		8	3			1	12	66.67%	25.00%	8.33%

Count of Course_ Column Labels							Percentages			
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S2	17	41	38		15	64	175	23.43%	21.71%	36.57%
AFE		3	1			6	10	30.00%	10.00%	60.00%
ARTD		1					1	100.00%	0.00%	0.00%
BIOL	6	2			6	10	24	8.33%	0.00%	41.67%
CHEM		2				2	4	50.00%	0.00%	50.00%
COMM		3	1		1		5	60.00%	20.00%	0.00%
CRIM		1				3	4	25.00%	0.00%	75.00%
CSCI		1	3			3	7	14.29%	42.86%	42.86%
EDSP		4	4			3	11	36.36%	36.36%	27.27%
EDUC		1					1	100.00%	0.00%	0.00%
GSCI			1			2	3	0.00%	33.33%	66.67%
HHP					3	2	5	0.00%	0.00%	40.00%
HIST			4			2	6	0.00%	66.67%	33.33%
LALI	1	1	1		1	5	9	11.11%	11.11%	55.56%
LPOA			1			3	4	0.00%	25.00%	75.00%
MATH		6	4		2	1	13	46.15%	30.77%	7.69%
MMGB	4	3	1			4	12	25.00%	8.33%	33.33%
MUS	4	1				1	6	16.67%	0.00%	16.67%
NURS						2	2	0.00%	0.00%	100.00%
PHYS			5				5	0.00%	100.00%	0.00%
PSPM		1	3				4	25.00%	75.00%	0.00%
PSYC	2	1	3			9	15	6.67%	20.00%	60.00%
SOC			2			2	4	0.00%	50.00%	50.00%
SW		1			1		2	50.00%	0.00%	0.00%
THDA		1				1	2	50.00%	0.00%	50.00%
TL		8	4		1	3	16	50.00%	25.00%	18.75%

Count of Course_ Column Labels							Percentages			
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
W	1	7	22		1	34	65	10.77%	33.85%	52.31%
AFE						1	1	0.00%	0.00%	100.00%
ARTD			1				1	0.00%	100.00%	0.00%
BIOL						4	4	0.00%	0.00%	100.00%
COMM		1	1			1	3	33.33%	33.33%	33.33%
CRIM			3			1	4	0.00%	75.00%	25.00%
ENGT			1				1	0.00%	100.00%	0.00%
GSCI			1			2	3	0.00%	33.33%	66.67%
HHP			1		1	5	7	0.00%	14.29%	71.43%
HIST		2	1			2	5	40.00%	20.00%	40.00%
LALI			1			2	3	0.00%	33.33%	66.67%
LPOA			2			3	5	0.00%	40.00%	60.00%
MATH			1			2	3	0.00%	33.33%	66.67%
MMGB			1			1	2	0.00%	50.00%	50.00%
MUS	1						1	0.00%	0.00%	0.00%
NURS						2	2	0.00%	0.00%	100.00%
PHYS						2	2	0.00%	0.00%	100.00%
PSPM						3	3	0.00%	0.00%	100.00%
PSYC			3			3	6	0.00%	50.00%	50.00%
SOC		1	1				2	50.00%	50.00%	0.00%
SW			1				1	0.00%	100.00%	0.00%
THDA			3				3	0.00%	100.00%	0.00%
TL		3					3	100.00%	0.00%	0.00%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
2020	65	166	144	5	36	261	677	24.52%	21.27%	38.55%
1	36	45	32		10	68	191	23.56%	16.75%	35.60%
AFE			1			3	4	0.00%	25.00%	75.00%
AGRI	1	2			2		5	40.00%	0.00%	0.00%
AHS			2			3	5	0.00%	40.00%	60.00%
ARTD	1		1				2	0.00%	50.00%	0.00%
BIOL	6					4	10	0.00%	0.00%	40.00%
COMM		5	3		3	5	16	31.25%	18.75%	31.25%
CRIM		2					2	100.00%	0.00%	0.00%
CSCI	2	4	2			10	18	22.22%	11.11%	55.56%
EDSP		4	3				7	57.14%	42.86%	0.00%
ENGT		6	4			3	13	46.15%	30.77%	23.08%
GSCI	2						2	0.00%	0.00%	0.00%
HHP	2						2	0.00%	0.00%	0.00%
HIST	2	3	3			4	12	25.00%	25.00%	33.33%
LALI	4				3	1	8	0.00%	0.00%	12.50%
LPOA	4	1	2			5	12	8.33%	16.67%	41.67%
MATH		4	3		2	11	20	20.00%	15.00%	55.00%
MMGB		2	1			4	7	28.57%	14.29%	57.14%
MUS			1			1	2	0.00%	50.00%	50.00%
NURS	6	9	3			13	31	29.03%	9.68%	41.94%
PSPM			1				1	0.00%	100.00%	0.00%
PSYC	1	3	1			1	6	50.00%	16.67%	16.67%
SOC			1				1	0.00%	100.00%	0.00%
SW	5						5	0.00%	0.00%	0.00%

Count of Course_ Column Labels							Percentages			
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
Ⓜ		11	10			22	43	25.58%	23.26%	51.16%
AFE			1			1	2	0.00%	50.00%	50.00%
AHS						3	3	0.00%	0.00%	100.00%
ARTD		1	1			2	4	25.00%	25.00%	50.00%
COMM		3	1			1	5	60.00%	20.00%	20.00%
CRIM		1					1	100.00%	0.00%	0.00%
EDSP						1	1	0.00%	0.00%	100.00%
GSCI						1	1	0.00%	0.00%	100.00%
HHP		1	1			1	3	33.33%	33.33%	33.33%
HIST			1			2	3	0.00%	33.33%	66.67%
LALI						1	1	0.00%	0.00%	100.00%
LPOA			1			2	3	0.00%	33.33%	66.67%
MATH		1	1				2	50.00%	50.00%	0.00%
NURS		2				2	4	50.00%	0.00%	50.00%
PSPM						4	4	0.00%	0.00%	100.00%
SOC			2				2	0.00%	100.00%	0.00%
SW		1					1	100.00%	0.00%	0.00%
THDA			1			1	2	0.00%	50.00%	50.00%
TL		1					1	100.00%	0.00%	0.00%
Ⓜ MIN	3				1		4	0.00%	0.00%	0.00%
PASS	3				1		4	0.00%	0.00%	0.00%

Count of Course_ Column Labels							Percentages			
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S1	16	53	40	3	9	84	205	25.85%	19.51%	40.98%
AFE		1	3		3	3	10	10.00%	30.00%	30.00%
AGRI	1						1	0.00%	0.00%	0.00%
AHS	1		1			6	8	0.00%	12.50%	75.00%
ARTD		1	2				3	33.33%	66.67%	0.00%
BIOL	8				2	4	14	0.00%	0.00%	28.57%
CHEM			5			4	9	0.00%	55.56%	44.44%
COMM		3					3	100.00%	0.00%	0.00%
CRIM		2	1			2	5	40.00%	20.00%	40.00%
CSCI	2	7	3			7	19	36.84%	15.79%	36.84%
EDSP		6	3	1		2	12	50.00%	25.00%	16.67%
EDUC		1					1	100.00%	0.00%	0.00%
GSCI						3	3	0.00%	0.00%	100.00%
HHP	2	5	4		2	11	24	20.83%	16.67%	45.83%
HIST			1				8	0.00%	11.11%	88.89%
LALI	1	2	1	1		4	9	22.22%	11.11%	44.44%
LPOA			2			2	4	0.00%	50.00%	50.00%
MATH		1	2			3	6	16.67%	33.33%	50.00%
MMGB		2	6		1	1	10	20.00%	60.00%	10.00%
MUS			1			1	2	0.00%	50.00%	50.00%
PHYS						9	9	0.00%	0.00%	100.00%
PSPM						2	2	0.00%	0.00%	100.00%
PSYC	1	4		1		10	16	25.00%	0.00%	62.50%
SOC		3					3	100.00%	0.00%	0.00%
SW						1	1	0.00%	0.00%	100.00%
THDA		1	1				2	50.00%	50.00%	0.00%
TL		14	4		1	1	20	70.00%	20.00%	5.00%

Count of Course_ Column Labels							Percentages			
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S2	8	46	42	2	12	48	158	29.11%	26.58%	30.38%
AFE		6				5	11	54.55%	0.00%	45.45%
ARTD	1					1	2	0.00%	0.00%	50.00%
BIOL	2				2	9	13	0.00%	0.00%	69.23%
CHEM		2				4	6	33.33%	0.00%	66.67%
COMM		2			1		3	66.67%	0.00%	0.00%
CRIM			1			1	2	0.00%	50.00%	50.00%
CSCI		2	4			1	7	28.57%	57.14%	14.29%
EDSP	1	3	4			3	11	27.27%	36.36%	27.27%
ENGT		1					1	100.00%	0.00%	0.00%
GSCI			1			1	2	0.00%	50.00%	50.00%
HHP		1			1	2	4	25.00%	0.00%	50.00%
HIST			5			1	6	0.00%	83.33%	16.67%
LALI		2	3	2	1	3	11	18.18%	27.27%	27.27%
LPOA						2	2	0.00%	0.00%	100.00%
MATH		5	1		2	3	11	45.45%	9.09%	27.27%
MMGB		3	3		5		11	27.27%	27.27%	0.00%
MUS	4	1					5	20.00%	0.00%	0.00%
NURS						2	2	0.00%	0.00%	100.00%
PHYS			3				3	0.00%	100.00%	0.00%
PSPM		1					1	100.00%	0.00%	0.00%
PSYC		3	7			3	13	23.08%	53.85%	23.08%
SOC		1	3			2	6	16.67%	50.00%	33.33%
SW		3	3				6	50.00%	50.00%	0.00%
THDA		2				1	3	66.67%	0.00%	33.33%
TL		8	4			4	16	50.00%	25.00%	25.00%

Count of Course_ Column Labels							Percentages			
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
W	2	11	20		4	39	76	14.47%	26.32%	51.32%
AFE						1	1	0.00%	0.00%	100.00%
AGRI					1		1	0.00%	0.00%	0.00%
ARTD						1	1	0.00%	0.00%	100.00%
BIOL						3	3	0.00%	0.00%	100.00%
COMM		3	2				5	60.00%	40.00%	0.00%
CRIM		1	2			1	4	25.00%	50.00%	25.00%
EDSP		2					2	100.00%	0.00%	0.00%
GSCI						5	5	0.00%	0.00%	100.00%
HHP			1		2	5	8	0.00%	12.50%	62.50%
HIST		1	3			4	8	12.50%	37.50%	50.00%
LALI		1	3		1	1	6	16.67%	50.00%	16.67%
LPOA			2			4	6	0.00%	33.33%	66.67%
MATH			2			1	3	0.00%	66.67%	33.33%
MMGB	1	1	1				3	33.33%	33.33%	0.00%
NURS						2	2	0.00%	0.00%	100.00%
PHYS						2	2	0.00%	0.00%	100.00%
PSPM						4	4	0.00%	0.00%	100.00%
PSYC			1			4	5	0.00%	20.00%	80.00%
SOC		1	1			1	3	33.33%	33.33%	33.33%
SW			1				1	0.00%	100.00%	0.00%
THDA	1						1	0.00%	0.00%	0.00%
TL		1	1				2	50.00%	50.00%	0.00%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
2021	50	183	136	3	27	274	673	27.19%	20.21%	40.71%
1	33	46	51		6	81	217	21.20%	23.50%	37.33%
AFE		1				1	2	50.00%	0.00%	50.00%
AGRI			3		2		5	0.00%	60.00%	0.00%
AHS		2	2			3	7	28.57%	28.57%	42.86%
ARTD			2				2	0.00%	100.00%	0.00%
BIOL	4					3	7	0.00%	0.00%	42.86%
CHEM						1	1	0.00%	0.00%	100.00%
COMM	1	5	2		1	10	19	26.32%	10.53%	52.63%
CRIM		2	2			2	6	33.33%	33.33%	33.33%
CSCI		8	5			9	22	36.36%	22.73%	40.91%
EDSP		1	7			1	9	11.11%	77.78%	11.11%
ENGT	1	8	2			4	15	53.33%	13.33%	26.67%
HHP		1					1	100.00%	0.00%	0.00%
HIST	3		5			7	15	0.00%	33.33%	46.67%
LALI	11				1	3	15	0.00%	0.00%	20.00%
LPOA	4	1	2			5	12	8.33%	16.67%	41.67%
MATH		4	5		2	12	23	17.39%	21.74%	52.17%
MMGB	2	2	1			4	9	22.22%	11.11%	44.44%
MUS			1			1	2	0.00%	50.00%	50.00%
NURS	4	6	5			12	27	22.22%	18.52%	44.44%
PSPM			1				1	0.00%	100.00%	0.00%
PSYC	2	4	4			3	13	30.77%	30.77%	23.08%
SOC		1	2				3	33.33%	66.67%	0.00%
SW	1						1	0.00%	0.00%	0.00%

Count of Course_ Column Labels							Percentages			
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
M		20	4			35	59	33.90%	6.78%	59.32%
AFE		2				1	3	66.67%	0.00%	33.33%
AHS						4	4	0.00%	0.00%	100.00%
ARTD						1	1	0.00%	0.00%	100.00%
COMM		5				2	7	71.43%	0.00%	28.57%
CRIM		1					1	100.00%	0.00%	0.00%
CSCI						1	1	0.00%	0.00%	100.00%
EDSP						1	1	0.00%	0.00%	100.00%
HHP			1			1	2	0.00%	50.00%	50.00%
HIST						3	3	0.00%	0.00%	100.00%
LALI		1				14	15	6.67%	0.00%	93.33%
LPOA			1			2	3	0.00%	33.33%	66.67%
MATH		1					1	100.00%	0.00%	0.00%
MGMK		1					1	100.00%	0.00%	0.00%
MMGB		3					3	100.00%	0.00%	0.00%
NURS		3				1	4	75.00%	0.00%	25.00%
PSPM						3	3	0.00%	0.00%	100.00%
SOC			1				1	0.00%	100.00%	0.00%
SW		1					1	100.00%	0.00%	0.00%
THDA			1			1	2	0.00%	50.00%	50.00%
TL		2					2	100.00%	0.00%	0.00%

Count of Course_ Column Labels							Percentages			
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S1	14	62	35	2	13	69	195	31.79%	17.95%	35.38%
AFE		3	1		3	3	10	30.00%	10.00%	30.00%
AGRI			1				1	0.00%	100.00%	0.00%
AHS	1	3	1			3	8	37.50%	12.50%	37.50%
ARTD	1		1				2	0.00%	50.00%	0.00%
BIOL	4				2	5	11	0.00%	0.00%	45.45%
CHEM		4	4		2		10	40.00%	40.00%	0.00%
COMM		1			1		2	50.00%	0.00%	0.00%
CRIM		2	1			1	4	50.00%	25.00%	25.00%
CSCI	1	5	3			2	11	45.45%	27.27%	18.18%
EDSP	2	9	2			3	16	56.25%	12.50%	18.75%
EDUC		1					1	100.00%	0.00%	0.00%
ENGT		1					1	100.00%	0.00%	0.00%
GSCI			1			2	3	0.00%	33.33%	66.67%
HHP	2	6	2		1	8	19	31.58%	10.53%	42.11%
HIST						6	6	0.00%	0.00%	100.00%
LALI		4	2		1	3	10	40.00%	20.00%	30.00%
LPOA		1	2			2	5	20.00%	40.00%	40.00%
MATH		3	1			2	6	50.00%	16.67%	33.33%
MMGB		2	4		3	2	11	18.18%	36.36%	18.18%
MUS	1						1	0.00%	0.00%	0.00%
PHYS		1				6	7	14.29%	0.00%	85.71%
PSPM			1			5	6	0.00%	16.67%	83.33%
PSYC	1	3	1	2		11	18	16.67%	5.56%	61.11%
SOC		3				2	5	60.00%	0.00%	40.00%
SW		1				1	2	50.00%	0.00%	50.00%
THDA		2	1				3	66.67%	33.33%	0.00%
TL	1	7	6			2	16	43.75%	37.50%	12.50%

Count of Course_ Column Labels								Percentages		
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
S2	3	44	33	1	7	50	138	31.88%	23.91%	36.23%
AFE		2				7	9	22.22%	0.00%	77.78%
ARTD						1	1	0.00%	0.00%	100.00%
BIOL		3				6	9	33.33%	0.00%	66.67%
CHEM		2				4	6	33.33%	0.00%	66.67%
COMM						1	1	0.00%	0.00%	100.00%
CRIM		3	1			1	5	60.00%	20.00%	20.00%
CSCI		2	1			1	4	50.00%	25.00%	25.00%
EDSP		4	3			1	8	50.00%	37.50%	12.50%
ENGT		3					3	100.00%	0.00%	0.00%
GSCI						5	5	0.00%	0.00%	100.00%
HHP		1	1		2	1	5	20.00%	20.00%	20.00%
HIST			2			1	3	0.00%	66.67%	33.33%
LALI		4			2	3	9	44.44%	0.00%	33.33%
LPOA						2	2	0.00%	0.00%	100.00%
MATH		1				1	2	50.00%	0.00%	50.00%
MMGB		6	3		2	2	13	46.15%	23.08%	15.38%
MUS						2	2	0.00%	0.00%	100.00%
NURS		2					2	100.00%	0.00%	0.00%
PHYS			3				3	0.00%	100.00%	0.00%
PSYC		2	6	1		6	15	13.33%	40.00%	40.00%
SOC		1	3			2	6	16.67%	50.00%	33.33%
SW		1	1				2	50.00%	50.00%	0.00%
THDA		1				1	2	50.00%	0.00%	50.00%
TL	3	6	9		1	2	21	28.57%	42.86%	9.52%

Count of Course_ Column Labels		Percentages								
Row Labels	Adjunct Faculty	Assistant Professor	Associate Professor	Graduate Assistant	Instructor	Professor	Grand Total	Assistant Professor	Associate Professor	Professor
W		11	13		1	39	64	17.19%	20.31%	60.94%
AFE						1	1	0.00%	0.00%	100.00%
AGRI			1		1		2	0.00%	50.00%	0.00%
AHS						1	1	0.00%	0.00%	100.00%
BIOL						6	6	0.00%	0.00%	100.00%
COMM		4				1	5	80.00%	0.00%	20.00%
CRIM		1	2			1	4	25.00%	50.00%	25.00%
GSCI						3	3	0.00%	0.00%	100.00%
HHP		2	2			4	8	25.00%	25.00%	50.00%
HIST			3			2	5	0.00%	60.00%	40.00%
LPOA			2			4	6	0.00%	33.33%	66.67%
MATH						2	2	0.00%	0.00%	100.00%
MMGB		3				2	5	60.00%	0.00%	40.00%
NURS						2	2	0.00%	0.00%	100.00%
PHYS						2	2	0.00%	0.00%	100.00%
PSPM						2	2	0.00%	0.00%	100.00%
PSYC			1			4	5	0.00%	20.00%	80.00%
SOC			1			1	2	0.00%	50.00%	50.00%
Sw		1	1				2	50.00%	50.00%	0.00%
THDA						1	1	0.00%	0.00%	100.00%

Conclusion

Originally, the committee reached out to all department chairs to gather information for this analysis. Unfortunately, the committee did not receive enough complete response to conduct a meaning analysis of off-contract teaching by rank. Therefore, the committee requested data from the university's Office of Decision Support and Institutional Research (DSIR). The above information is the product of the analysis the committee conduct on said data. From the tables included, it appears that full professors receive less than half the off-contract course assignments in comparison to assistant and associate professors with a couple of exceptions.

The committee recognizes numerous limitations of this analysis due to the lack of variables that are necessary to make a more concrete assessment of off-contract course assignments. For example, we lack information on the number of professors (at each rank) per department, the number of faculty opting out of off-contract teaching loads, faculty qualifications for courses, etc.

Recommendations

1. A Qualtrics survey should be sent to all faculty that assesses their perspective on the following recommendations:
2. A closer look at each department: number of professors (at each rank) and instructors, number of faculty opting out of off-contract teaching loads, faculty qualifications to teach available off-contract courses to see how these situations affected the distribution of off-contract loads for the 2019, 2020, and 2021 academic years. Upon receipt of this information, any adjustments necessary should be made to these recommendations.
3. A university policy delineating a uniform procedure for assigning off-contract courses should be written. This policy should provide clarification on potential exceptions that allows for flexibility for department chairs when facing specific situations (i.e. higher number of a specific rank in the department, number of faculty who opt out to teach during off-contract periods, a limited number of faculty qualified to teach the courses).
4. A rotation system should be utilized for allocating off-contract courses, with equitable credit hour consideration, when the ratio of courses to

faculty are not aligned. The committee recognizes that each department should develop their own rotation system.

5. Chairs should also review their faculty's TLCs, DFW rates, and current enrollment statistics when planning their off-contract schedules.
6. Faculty qualifications should be a deciding factor when assigning off-contract courses. The committee recognizes that each department should determine the definition for "faculty qualifications."
7. Where there are enough courses available to be assigned to all faculty desiring to teach during off-contract periods, each faculty should receive one course assignment before assigning a subsequent course to the same faculty member.

Appendix

Academic Red Committee Interim Report

Committee Members:

Oswaldo Di Paolo Harrison, CoAL (Chair)

Amanda Estep, CoBHS

Andrew Kostakis, CoAL

Cheryl Lambert, CoE

Gloria Miller, CoB

Saeid Samadidana, CoSTEM

Charge:

Academic Red will examine summer and intersession teaching load and provide recommendations to the Faculty Senate for a fair and equitable way to assign summer teaching opportunities consistent with expertise.

Methodology:

The committee collected information from each department chair to give insight about the distribution of off-contract courses. The committee generated a questionnaire (see Appendix I) and sent it to all chairs via email. Out of 28 department chairs, the committee received feedback from 15 chairs in varying forms of completion (see Appendix II). The committee reviewed and summarized the information collected. Subsequently, the committee met to derive the below recommendations.

Recommendations:

We recommend a Qualtrics survey to be sent to all faculty that assesses their perspective on the following recommendations. Upon receipt of this information, any adjustments necessary should be made to these recommendations.

The committee recommends the following:

1. A rotation system should be utilized for allocating off-contract courses, with equitable credit hour consideration, when the ratio of courses to faculty are not aligned. The committee recognizes that each department should develop their own rotation system.
2. Chairs should also review their faculty's TLCs, DFW rates, and current enrollment statistics when planning their off-contract schedules.
3. Faculty qualifications should be a deciding factor when assigning off-contract courses. The committee recognizes that each department should determine the definition for "faculty qualifications."
4. Where there are enough courses available to be assigned to all faculty desiring to teach during off-contract periods, each faculty should

receive one course assignment before assigning a subsequent course to the same faculty member.

Possible Additions to the Final Report:

The committee has requested a report from the Office of Decision Support and Institutional Research (DSIR). This information would include off-contract courses taught by professors (assistant, associate, and full), instructors, and adjuncts in each department, by term (Wintermester, Maymester, and Summer). The purpose of this request is to gather more data allowing the committee to make more thorough and accurate recommendations.

Appendix I: Off-contract Assignment Survey

1. How many faculty members do you have currently in your department?

Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total

2. How many sections of off-contract (Wintermester, Maymester and Summer session) courses are available to teach in your department?

(2a)	Wintermester 2021	
(2b)	Maymester 2022	
(2c)	Summer 2022	
	Total	

3. For each of your responses in (2), labeled (2a)-(2c), provide a course distribution by rank. For example, if the number in (2a) is 5, state how many of those 5 were full, associate, assistant professors, etc. In (2d)-(2f), provide the same course distribution by rank, but utilize TLCs and not course counts.

Course Counts

	Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
(2a)							
(2b)							
(2c)							

TLC Counts

	Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
(2d)							
(2e)							
(2f)							

4. By rank, how many faculty members have explicitly opted out of teaching off-contract

Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total

5. Describe the procedure used to assign the off-contract courses in (3). Did you consider rank? seniority? Other processes? Is there a set rotation? Are specific qualifications important to the decision-making process? Is one class assigned to each faculty member before a second course is assigned?

6. How do you handle courses that do not make? For example, can full professors bump another faculty member of lower rank to keep their number of off-contract courses?

7. What are your challenges, as a chair, to distribute off-contract course load equitably?

8. Please provide any feedback that you deem important.

Appendix II: Consolidated Survey Results with Comments

1. How many faculty members do you have currently in your department?

Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
82	38	67	26	139	16	368

2. How many sections of off-contract (Wintermester, Maymester and Summer session) courses are available to teach in your department?

(2a)	Wintermester 2021	37
(2b)	Maymester 2022	20
(2c)	Summer 2022	290
	Total	347

3. For each of your responses in (2), labeled (2a)-(2c), provide a course distribution by rank. For example, if the number in (2a) is 5, state how many of those 5 were full, associate, assistant professors, etc. In (2d)-(2f), provide the same course distribution by rank, but utilize TLCs and not course counts.

Course Counts

	Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
(2a)	16	3	6	4	1	0	30
(2b)	8	2	8	0	0	0	0
(2c)	94	29	54	21	23	0	221

TLC Counts

	Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
(2d)	48	9	12	17	3	0	89
(2e)	15	6	18	0	0	0	0
(2f)	207	52.78	118.43	55.5	66.5	0	500.21

4. By rank, how many faculty members have explicitly opted out of teaching off-contract courses?

Full	Associate	Assistant	Instructor	Adjunct	Other (Please Specify)	Total
23	10	14	4	0	0	51

Describe the procedure used to assign the off-contract courses in (3). Did you consider rank? seniority? Other processes? Is there a set rotation? Are specific qualifications important to the decision-making process? Is one class assigned to each faculty member before a second course is assigned?

Student need drives the courses offered. I pull a DFW report for the previous year and use that to guide the courses that are offered. My intent from this to make sure students have a pathway to graduate on time. Then I decide who is teaching based on the following criteria (in this order) (1) subject matter expertise (2) number of TLC's for prior year (3) I try to assign each faculty one class before a second class is assigned, (4) if two faculty are equally matched at this point, then I allow rank to make the decision, (5) if two faculty are equally ranked, then the faculty member that has taught the class the most is assigned the course.

We are different in Army ROTC, the Army sends the faculty here and pays them, as well as promoting them.

I communicate with the entire full faculty in a department meeting and via email to solicit interested teachers for summer courses. I give everyone a period of time in which to email me to express their interest. Conveniently, in the last two summers the numbers of interested full faculty has exactly or nearly aligned with the number of available courses. Last summer we had one more course than interested professors. I asked an adjunct who I know is eager to teach our general education sections and she took the class.

It's hard to answer question 3, because we use a set rotation system in the department of Theatre and Dance. Each faculty member in the department wants to teach off-contract courses, so when the faculty member's name comes up as next on the list for off-contract teaching, the course is assigned to them and there's no question about the equality of off-contract teaching.

This is a non-issue in our department. I do not have enough full-time faculty to offer the courses we normally offer in intersession, and I have to rely on adjuncts.

The summer schedule (Summer, Summer III, and Maymester) is prepared when the Fall schedule is prepared and the Wintermester scheduled is created when the Spring schedule is created. I ask each full time faculty member if they want to teach in the off term and what class they would like to teach. There has almost always been enough opportunities for all of those who want them and I often hire adjuncts to teach the other sections that are still available after the full time faculty are given the opportunity to request off term courses.

In the college, allocation of summer classes is based first on student need. I inherited a procedure where in almost all cases, faculty are allocated the same sections they taught in the previous summer. Except for a few cases, that is the procedure I follow.

There is a departmental summer rotation plan that we have been using for about 10 years. We are asked if we want 1 or 2 courses. The courses that only certain faculty can teach (like specific graduate courses) are assigned first. Once everyone gets their first class, a second class is assigned if the faculty ask for it and there are classes left over. Then anyone whose class doesn't make or doesn't get a second summer course has priority for the few winter and May classes that we have.

A consideration of qualifications is used. Program coordinators help inform me which courses are needed and who would be the best fit for each course. Once all full-time professors are assigned the number of courses they want, the rest are assigned to adjuncts.

Every faculty member, regardless of rank is able to teach at least 2 courses per summer. We have graduate courses that must be taught in summer and our undergraduate courses always make, with the exception of the occasional special topics elective. We typically have 4-5 faculty who request a Winter term class and we have no problem with this number of courses making for this term. We could offer more courses in Winter term if there was faculty interest. We do not offer may mester courses.
Other Process - Summer Schedule is based on student need and department rotation plan of courses offered in Fall, Spring of each year. Specific expertise in the concentration is also a deciding factor on which faculty member teaches the course. The department has multiple concentrations and not every faculty member can teach all the courses that are scheduled and offered. Every effort has been made to offer atleast one course to FT faculty member who is available, has the expertise and interested to teach summer courses.
Faculty as assigned courses based upon requests. Faculty ask for summer teaching assignment with their Fall Term teaching requests. The summer schedule is built upon these requests.
We have 6 UG concentrations and 4 graduate programs, and within each concentration/graduate program we have specific faculty who teach in each area. Although there is some course overlap across programs, typcially the courses offered in each area are unique. We leave it up to the faculty who teach in each concentration/graduate program to discuss and decide how winter/summer teaching is distributed. There is, however, one course that is a 1000 level class that any of our faculty can teach and when the opportunity to teach the course (e.g. winter 2021/2022) has come up volunteers were solicited. To answer your question, our process is 1. faculty is provided the winter/summer schedule based on the classes taught in the past, 2. faculty will agree to teach courses or faculty will propose to teach a new or another course, 3. faculty discuss/decide if/when the course should be offered with other faculty within their discipline, 4. course is based on the decision of the faculty within the discipline
When I put out the call for Fall 2022 classes, faculty are asked to also request any summer teaching. As long as I have been chair, everyone who has requested has been given a class. The only circumstances in which the requester does not teach in the summer is if the class does not make. Summer 2022, 1 Associate Professor and 1 Assistant Professor requested classes that did not make.
1. Expertise of the faculty member 2. Even distribution of WLC 3. Classes rotate through Maymester, Summer I and full summer depending on programs

How do you handle courses that do not make? For example, can full professors bump another faculty member of lower rank to keep their number of off-contract courses?

No, full professors can not bump an associate, assistant, or instructor. However, full-time can bump adjunct. Adjuncts are only used when subject matter faculty have met or exceeded off-contract TLC's.
NA
Faculty typically want to teach in a certain summer term to suit their availability. I assign the classes based on their preferences. I keep the faculty members in the loop as numbers come in, and if a class doesn't make I let them know. We try to offer the right number of summer classes so that they all make, and that has been successful in the last couple of years.
When an off-contract course does not make, the faculty member assigned is moved to the next session. (For instance, if I am assigned to teach Winter term, but the course doesn't make, then I am will automatically be moved to Maymester)
NA
I wait to assign adjuncts until after we ensure courses will make enrollment and if needed, full time faculty can switch to a section that does not have someone assigned that does make enrollment. If it is right before classes start and adjuncts are already assigned, faculty who have sections that do not make will just have their course cancelled with no other option. There is no bumping of faculty from their courses once they are assigned.
If a class does not make, and the number of students is too low to the point where the dean does not approve it, it is cancelled. No, full professors do not bump another faculty member of lower rank to keep their number of off-contract courses.
The faculty with cancelled summer courses get priority for winter and May.
This is rare. If a course does not make, we usually have another course (in our department or the other department in the college) the faculty member can teach.
In the event of a special topics course not making, the faculty member may have the option of teaching it as an independent study or prorated based on the enrollment, or cancel the course. Typically, instructors requesting to teach a special topics elective do so with the understanding that they will need to recruit for enrollment and are assuming the risk that it may not make. We have enough courses that routinely make in summer for any faculty who wants to teach 2 classes to be able to do so. We have never had to bump another faculty member.
We only schedule a few summer courses and bumping has not happened in the recent past / nor is a concern.
If a course does not make it is canceled. Faculty have the option of taking an unassigned section of a summer course if any are available.
No
Faculty are assigned sections and their names are attached to the classes in the schedule as students register. If someone's class does not make, they cannot bump another instructor regardless of rank or how long it has been since they have taught an off-contract class.
We do not have classes that do not make, but generally the policy would be that the faculty member would lose the course

What are your challenges, as a chair, to distribute off-contract course load equitably?

It is tough to equally distribute courses between faculty when a few faculty members can only teach one or two courses. Some faculty are limited based on subject matter. For example, not all faculty are qualified to teach statistics. We have two statistics courses and two faculty members. Another example, one faculty member can teach hospitality courses and only one other course in the College of Business. If the hospitality courses are not needed, then this faculty member may not be assigned a course.
NA
The full-time faculty have ample opportunities to express their interest in teaching summer courses, and I have been able to accommodate those requests.
Because of the rotation system that has been in place for many years, there has not be any issue with distributing off-contract teaching in an equitable manner.
NA
I have enough people wanting to teach and also not wanting to teach that I don't typically have faculty who are not able to teach off term.
The challenge is, everybody wants to have two classes, but there aren't so many classes to go around.
From conversations with previous chairs (I just started this week), it seems to work out the way faculty want most of the time.
My challenge is to find qualified instructors for some of the courses (matching the right adjuncts with the remainder of the courses that need to be covered once all full-time faculty have been assigned their off-contract course load.
Currently, I have no challenges with an equitable distribution of off-contract course loads. We have no difficulty accommodating 2 courses per summer and 1 course per Winter term to all faculty who desire, regardless of rank.
The department had 3 faculty retirements in 2 years and new faculty members have been hired. Generally speaking the focus of new faculty members has been to teach Fall and Spring courses and work on Research / Grants. However, one of the new faculty member did teach one course in Summer 2022 and the other opted out as he went on a cruise.
Faculty that don't request summer teaching. It's hard to offer something to someone that does not ask to be included.
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I do not offer any one individual more than one off-contract course in an acadmic year with one exception. Whoever is assigned our internship class during Full Summer semester will also be offered an online Gen Ed course because if only two students register for the summer internship, I need them to teach it for the greatly reduced pay. This is compensated by the online Core class that will make at full pay. However, if the internship class gets to 10, that instructor has two classes during the summer. That is my only concern with equity.
In my department workload can generally be distributed by expertise and evenly divided. In some programs there are accreditation standards that require a faculty to be there full time.

Please provide any feedback that you deem important.

We have several one hour classes that make it appear the section distribution is random. However, for Winter and Summer sections, all full-time faculty were scheduled for at least six TLC's. The count of faculty in row three is not the same as the number of faculty we had in the 2021-2022 school year. We added three full-time faculty this fall. Everyone getting at least six TLC's may not be possible in the future.
NA
We generally offer general education classes over the summer. We are looking to offer some graduate courses, and those particular courses are only taught by one professor in the department. She is willing to teach them during the summer, and it would be useful for low-residency and online students to take them at that time. That will change our numbers slightly, but those classes can only be taught by this one professor, unlike the gen ed courses.
One step that we have in the Department of Theatre and Dance is that new tenure-track faculty members are not assigned off-contract teaching until after their first year.
NA
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I don't have the TLC data at this point. Also, the numbers are a little off since we hired and lost faculty this fall.
It would seem to me to let individual departments determine the best way to distribute off-contract course loads, as the needs, challenges, and operations of each department may be different.
I did not complete table because we are a large department with 3 graduate programs that have required offerings during off-contract times, as well as a large undergraduate major that offers much of the curriculum during the summer to support students' progression through the major. It would be a lot to tally for the table. The bottom line is that we could stand to offer more than we are already offering if we had more faculty. We did assign some courses to adjuncts over the summer in order to meet student demand. This is not an issue for our department and we would prefer not to be constricted by any new institutional guidelines.
The department will continue to schedule and assign faculty members to teach courses on a rotation basis. We will make every effort to offer one course to each faculty member that is interested to teach in summer, if they meet the concentration qualification. An Adjunct is hired for a course where the FT faculty does not have the expertise (example - Construction).
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I hope that the work of this committee is not so prescriptive that the system that is already working in my department has to be altered. Sometimes in an effort to create equity in all units on campus, the policy change creates more resentment than it does solutions.
It is important to consider the number of credit load given and not just the same number of courses as some can be 1cr and others 3 cr. There may not be a simple way to be completely fair however a formal document in each department that explains the procedure as indicated in 5. would at least make it clear to all faculty how this is assigned, who is likely to be assigned in the future, and why.