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Degree Program Instructional Delivery

We, the members of the McNeese State University Faculty Senate, in order to improve instructional quality do hereby move to explore, discuss, and potentially endorse the Degree Program Instructional Delivery policy

In the McNeese State University Faculty Senate

February 1, 2017

MOTION

Whereas, McNeese State University offers degree programs necessitating both theoretical and practical knowledge, and

Whereas, some knowledge experts are not and do not seek to be full-time faculty, and

Whereas, the University must employ faculty capable of conveying the necessary knowledge, skills, and abilities in order to meet professional organization as well as accreditation requirements, and

Whereas, the University had a practice, but no official policy, regarding the percentages of full- versus part-time faculty teaching these courses, and

Whereas, a policy specifying ideal percentages of full- versus part-time was introduced at the January 9th Academic Advisory Council Meeting (http://www.mcneese.edu/policy/degree_program_instructional_delivery_full-time), and

Whereas, the McNeese State University administration has stressed that policy documents are “living documents” and are actively seeking feedback on them

Now, therefore, be it moved by the McNeese State University Faculty Senate, that

1. The Faculty Senate open discussion on the Degree Program Instructional Delivery (Full-Time/Part Time Faculty) Policy
 - a. The text of the policy reads as follows:

“McNeese State University relies on the expertise of qualified faculty to ensure the academic quality of the curricula and to fulfill the institution’s educational mission. The institution seeks to have adequate faculty committed full-time to McNeese to provide excellent instructional delivery and accomplish out-of-class responsibilities necessary for a thriving University community.

McNeese strives to have at least 60% of the major courses for each baccalaureate and graduate degree program taught by full-time faculty (tenured, tenure track, visiting, non-tenure track, or other full-time status). Post-baccalaureate, post-master’s, graduate, or other similarly labeled certificate programs may call for specialized faculty credentials for effective classroom knowledge transfer. Such post-baccalaureate programs strive to have at least 30% of the required courses delivered by full-time faculty, and up to 70% of the courses may be taught by appropriately credentialed part-time faculty who

specialize in the field or hold specific credentials related to the course content. Exceptions for full-time faculty requirements for the certificate programs may be considered when academic credentials and specific certification or unusual expertise of part-time faculty enhances the classroom experience. In unforeseen circumstances, such as when a full-time faculty member vacates a position with short notice, the institution strives to keep students on track toward program completion and may offer courses temporarily (no more than one academic year) with appropriately credentialed part-time faculty at a rate higher than the normal guideline.

Instructional delivery by full-time faculty in accordance with this policy is reviewed annually and exceptions are documented and filed with the Office of Institutional Research and Effectiveness. The policy is reviewed periodically and revisions are made as necessary.

Communicated through Academic Advisory Council, Senior Staff and the University Policy Page.”

2. The Faculty Senate either endorse, reject, or assign a committee to review the policy and provide recommendations to the Faculty Senate.