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TO: Dr. Marc D. Cyr, Chair, Senate Executive Committee
FROM: Bruce Grube, President 
DATE: May 4, 2009
SUBJECT: **March 24, 2009, Faculty Senate Recommendation
Increased Teaching Load for Temporary Faculty**

Following review of the motion presented to the Faculty Senate at the March 24, 2009, Faculty Senate meeting, as provided in your memo of March 25, 2009, I have not approved the motion below presented to the Senate by Dr. Sonya Huber-Humes.

It is the practice of Georgia Southern University to employ temporary faculty to manage teaching responsibilities that cannot be either tenured or tenure track faculty. The primary role of temporary faculty, therefore, is devoted to teaching, rather than either research or service. Therefore, the expectation that temporary faculty will commit the entirety of their 15-hour workload in the instruction of students is appropriate. It is not the intention of the University to reduce this expectation at some later date.

MOTION:

We move for the Faculty Senate to request a formal declaration from the Administration stating the increase in teaching load for temporary faculty is one forced solely by the current and temporary budget woes of the state and will be reduced when the present budget situation improves.

RATIONALE:

It is our understanding that the increase in teaching load for temporary faculty--over 150 individuals or more than 18% of full-time faculty overall--is occurring University-wide effective Fall 2009. This will affect many students, especially since the two departments hosting the largest number of temporary faculty, Writing and Linguistics and Mathematical Sciences, also teach the Core Curriculum Course Requirement's Essential Skills classes (Area A).

An increase in teaching load will be a detriment to the quality of education received by students of these affected teachers, who will be separated from the professional development which the University's Mission Statement states is essential for effective classroom performance. This document describes the "University's hallmark" as "a culture of engagement that bridges theory with practice" and its faculty as "teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities," offering a "student-centered environment" that "promotes student growth and life success." Furthermore, the 2008-2009 Faculty Handbook asserts that the "faculty's professional and moral right to teach rests upon mastery of their subject and/or competent scholarship," and that faculty members "have an obligation to keep abreast of main currents in their fields." It also places "high priority [on] allotting time to students," a practice that would regrettably be compromised if teaching loads are increased above the standard teaching load of 12 credit hours as prescribed by the Faculty Handbook.

This change could also set a dangerous precedent: an increase in teaching load for all faculty. In addition, if the increased teaching load eliminates the need for several temporary positions, the hypothetical increase for all could result in the elimination of some permanent lines as well.

gm

c: Dr. Linda Bleicken
Dr. Amy Heaston
Ms. Candace Griffith