

**Faculty Senate Minutes**  
**Friday, October 16, 2015**  
**3-6pm DSU Board Room**

**In Attendance:** Jana Adamitis, Linda Manning, John Nichols, Harry Grau, Chris Kennedy, Linda Waldron, Hussam Timani, Bob Winder, Betsy Jelinek, Jessica Thompson, Rachel Holland, Costa Gerousis, Edward Brash  
**Absent:** William Donaldson, Lynn Shollen

President Adamitis reported that Provost Doughty's father had recently passed away. The Faculty Senate, as representative of the full faculty of Christopher Newport University, wish to offer the Provost our condolences and our thoughts for him and his family.

The Faculty Senate meeting was called to order at 3pm. Grau moved that the minutes of the September 18, 2015 be approved electronically; Adamitis seconded. Passed unanimously.

**I) Reports**

- A) **President's Report** – On October 7, 2015, the Senate Executive Committee met with Provost Doughty, and Deans Colvin, Ebbs, Guajardo, and Underwood. First, we would like to thank the Provost and Deans for taking the time to meet with us during a busy time of year and for their willingness to engage the faculty in an open, collaborative exchange of ideas. The SEC, Deans, and Provost engaged in a discussion on the relationships between dissertation, dissertation research, and publication and scholarly endeavors leading toward tenure at Christopher Newport University. In the spirit of transparency, the Provost made available his reasoning and research on this matter, (see "Thoughts on Evaluation," attached) which formed the basis for the conversation. This conversation is going to continue with the Deans and Senate to address disciplinary and/or college translation of the value of research begun in the dissertation process through the vehicle of the Departmental EVAL-4. The SEC also addressed faculty concerns about the DRC and its composition – especially in those instances of highly interdisciplinary faculty who would benefit from DRC representation from outside one's college. The SEC will work with Vice Provost Kidd on any clarification that might be needed with the *Handbook* to address this issue. The SEC also discussed with the Provost and Deans its initiative for Departments to develop five year strategic plans and the valuable relationship between quantitative university goals with qualitative goals that effect departmental resources. Finally, the SEC addressed the efficient circulation of time sensitive paperwork, particularly with regard to visa, study abroad, and parental leaves, a discussion that will continue at a later date.

## **B) Board of Visitor Subcommittee Reports**

- 1) Academic Affairs (Nichols) – The Provost acknowledged Christopher Newport University’s continued rise in the *U.S. News and World Report* rankings [see “US News Best Regional Universities” attached]. He also noted ongoing efforts to raise faculty salaries into the 60<sup>th</sup> percentile among our aspirant and SCHEV peers [see “AAUP Aspirant Peer List” and “SCHEV Group” attached]. The Provost also reviewed the strategies toward achieving the 300 total instructional faculty, 75% of whom are tenured/tenure track [See “The 300-25-15 Plan” attached]. Vice Provost Kidd outlined plans to increase the study abroad opportunities for students. Vice Provost Duncan Raines described increasing trends in higher graduation rates [See “10 Year Graduation” and “10 Year Retention” attached].
- 2) Advancement (Grau) – Much of discussion centered on the ongoing, active campaign which ends on June 30, 2017. The Advancement Committee expressed appreciation for the tremendous faculty and staff participation in the campaign, which is up to 87% participation. Alumni participation, President’s Circle, and Senior Class Gifts have also increased from prior years. Goals for the campaign include: scholarship, study abroad, need based and diversity scholarship, financial aid, support for STEM professorships, research, and the Luter School of Business.
- 3) Buildings (Adamitis) – This meeting was to initiate the composition of the committee, which will address issues in building and grounds, consistent with other universities. Formal approval of this committee is pending upon final Board of Visitor vote.
- 4) Finance (Adamitis): The University continued to meet our established targets for revenues and expenditures for the fiscal period ending June 30, 2015, with the single exception of the Ferguson Center, which ended the year at a deficit. The primary reason was a disconnect between the types of programming offered and actual community interest, though the number of shows offered was also a concern. To address this problem, the Ferguson Center will target local interests to a greater degree and offer fewer shows for which the Center assumes primary responsibility. External agencies will still be able to use the facilities, so we will not see a terribly drastic reduction in the overall number of performances.

Internal Audit has completed a review of the study abroad program and has made several suggestions for enhancements.

Christopher Newport continues to meet internal targets for SWaM and to exceed state-level expectations. We tend to utilize women-owned businesses less than small and minority businesses, but this may be due to overlap among all three

categories, e.g., a woman-owned business filed for formal status as a small or minority business.

Our capital projects plans are moving forward and include: Library Phase II, Fine Arts Center and Band Rehearsal Hall, Regatta's Dining Expansion, Greek Village Phases I and II, and Alumni House. The target completion date for Regatta's and the first phase of the Greek Village is July 2016, with the other projects slated for 2019, pending funding approvals from the state.

Finally, the committee reviewed the Six-Year Plan, the details of which are included in the August Senate report.

- 5) Student Life (Manning) – Manning summarized Rob Lange's, Director of Admissions, perspective on admissions trends (see attached document). Primary, among these, is that the number of potential undergraduates from which state universities will draw will remain stable, but will not increase, so that more effort will be needed to reach out to a pool widely sought after. Meeting potential students and their parents at Open Houses, for instance, will remain a key opportunity, as well as addressing questions about the "return on investment" (ROI) from attending liberal arts universities. Senators acknowledged this interest in "ROI" and noted that liberal arts universities stand in contrast to technical schools which train students for one career path which, in a global economic structure, is not guaranteed. Instead, cultivating in students a variety of marketable skills through creative combinations of majors and minors as well strong foundations in critical thinking, reading, writing, and other forms of expressions remain a strong preparation for a dynamic labor market and for crafting a socially conscious, scientifically astute, and aesthetically attuned mind. Accordingly, the Senate has been and continues to believe in this liberal arts mission and fully supports the Board of Visitors' efforts to advance this mission in the 21<sup>st</sup> century, in which a liberal arts education continues to be of major utility and worth.

**C) Senate Subcommittee Reports**

- 1) Curriculum Committee (Shollen) – Holland reported that the subcommittee had begun the process of addressing streamlining and possible redundancies. Investigation will continue on the LLC and UCC relationship, and, moving forward, what their roles and curricular charges can become. The College Curriculum Committees (CCC) is an additional site to explore with regard to possible redundancies. Team-taught, interdisciplinary course approval process, which

currently proceeds from chair to dean to provost, might need examination to align it with current handbook curricular approval process, particularly as such sources must count as an elective with the majors represented by the faculty teaching the course. Finally, the committee is interested in policies of appeal, when there is a disjunct between administrative and faculty committee curricular decisions.

- 2) Instructional Faculty Personnel Regulations: Adamitis (Chair) – The subcommittee has begun working through *Handbook* to provide updates in response to actual practices. Language on faculty searches, lecturer rank streams and the conversion process need to be added; evaluation and promotion and composition for DRC's will also be considered as that issue is resolved later by the Senate.
- 3) Final Exam Committee: Nichols (Chair): The subcommittee has begun a comparative analysis of final exam language with other peer, aspirant institutions for consideration of changes to the language in the handbook.

D) **IDEA Best Practices Report from CISS** – Adamitis reviewed the CISS report (see attached), noting that the committee took up the Senate's charge in May to address the question of, if IDEA were to constitute anywhere from 30-50% of one's teaching evaluation (as urged by IDEA: see <http://ideaedu.org/research-and-papers/editorial-notes/response-to-wieman/> and <http://ideaedu.org/road-holistic-approach-faculty-evaluation/> ) what might the remaining 50-70% consist of? Such additional components are listed on the last page of the report. Senators expressed their appreciation to the committee for their thorough and swift response to the Senate's charge. With such information, Senators noted, individual faculty, chairs, and consequently deans would have additional measures (and thus, urge the creation of additional teaching rubrics by chairs and deans in line with this information) to assess the quality of faculty teaching at CNU. Some Senators noted that while this additional information is noted in some aspects of Digital Measures, it might be necessary to either highlight this further in Digital Measures, or, with Chair and Dean teaching rubrics, be able to draw more attention to innovations in teaching. While IDEA provides a range of information (and not just summary scores) that faculty, chairs, and deans can look at, the additional information provided by CISS suggests a "teaching portfolio" approach to evaluation. Jessica Thompson, Director for the Center of Effective Teaching, noted that workshops on fashioning such portfolios will occur in the Spring 2016.

4:25 break; resume 4:35.

## II) **Unfinished Business**

- A) **Annual Review Proposal from the Council of University Chairs** At its last meeting, the Senate briefly reviewed the proposal and sought to review it again at its November meeting. Independent of the Senate, the Provost reviewed the proposal and remains confident that all concerns can be resolved. Consequently, the Senate will look forward

to hearing from the Provost, and as it is the University Chairs proposal, will wait to hear the Chairs response to the Provost as well. Senators suggested that one area of concern might be how, in relying upon the z score, the mean of the distribution will be understood by faculty, i.e. that it is possible that a faculty member might have a “negative” z score, which would constitute being slightly below the mean. Some Senators expressed concern that some faculty would not know what a “z score” would mean in the abstract without further context; other faculty queried whether knowing one’s “z score” and/or the formula to arrive at it was necessary for all faculty to know. Additionally, some Senators expressed interest in whether a “z score” that was based upon one college’s distribution would be understood as different from the same “z score” from a faculty member from another college – that would have, in other words, a different distribution from which to arrive at the mean. Nonetheless, the Senate will wait to hear back from Provost and continue this discussion.

- B) **Lecturer Rank Stream Proposal** – The Senate has approved the proposal but a new question arose: should we grandfather in Lecturers so that they could apply for Senior Lecturer status (which a lecturer can apply for with no less than 7 years at CNU and in the first year of second three year contract). Keeping in mind that the Lecturer position is only five years old for most who currently hold the title of Lecturer (i.e. one must have a PhD), the rank of Master Lecturer might not need grandfathering, as a one can only apply for it after 14 years of service and in the second year of their second five year contract as a “Senior Lecturer.” Senators expressed that years of service to the university should be acknowledged (as well as the excellence of that service), but that the added criteria of applying in certain years of a contract might need attention for some faculty. Senators noted that regardless of how many (or few) Lecturers this might affect, it was still a matter of fairness to acknowledge years of excellence service. However, other Senators noted that applying directly to “Master Lecturer” status without application to “Senior Lecturer” first might be necessary. Consequently, the Senate decided to explore the possibility of allowing Lecturers to negotiate time as served as an Instructor (provided that they held the terminal degree during that period) toward promotion.

### III) **New Business**

- A) **Memo to the Budget Advisory Committee** – This will proceed by an electronic vote.
- B) **Fx Grades** – An Fx grade was a grade designation that was tabled from a prior Senate in 2008 that indicates that a student failed the class because of evidence of cheating. Adamitis asked whether we wish to enact this tabled grade designation, and if so, what would be the mechanism for its possible removal. Senators noted that because this would be an instructor-only designation on the student’s transcript it would blur the line between instructors and CHECs, for whom transcript matters of this sort are generally

assigned. Senators also noted that this would put added pressure on faculty with regard to grade appeals, uniformity (and enforcement of this) across the university by all faculty to use Fx even in a diversity of plagiarism cases (plagiarism in one minor assignment or a major assignment, for instance), and whether an “x” should be applied to students who might have plagiarized a small assignment but whose overall performance was unblemished (i.e. resulting in a Cx or a Bx grade). Thus, there was consensus not to employ the Fx grade and let CHECs handle transcript notations as they already do.

- C) **IDEA Incentives**: Adamitis asked whether the Senate needs to develop a policy to address the presence and degree of faculty incentives to students to complete IDEA ratings. Senators then debated the conundrum of the current reliance on IDEA that forces a concern for nearly total student participation, while honoring one intention of online student ratings not to interfere with the daily work of class instruction. Senators posited various other ways to generate participation, such as holding grades, denying access to email, making donations to charity, enlisting outside donor support for achieving certain levels of student participation, and simply reserving time in class for students to complete the survey without the faculty member present and with a student proctor. Some senators noted that no incentives should be given at all, particularly ones that result in potential changes in grades (i.e. that those who still don’t participate might get extra credit if enough other student do participate). The Senate charges the CISS committee to examine this issue further with research from IDEA; Manning so moved, with Waldron seconding. Unanimous.
- D) **Civic and Democratic Engagement**: Adamitis distributed materials (see attached) about the 2013-14 and 2014-15 curricular approval process with regard to the CDE Area of Inquiry. Some patterns exist in 2013-14. Courses outside of Government, American Studies, and History have not been approved and in a few instances, when all faculty committees and deans have approved the course, only to be denied by the provost. Senators noted that there seems to be a disconnect between the Provost’s and the curricular committees and Dean’s understanding of the definitional parameters of this course which is leading to uncertainty as to the scope of this Area of Inquiry and, more philosophically, to the definition of “democracy” that should, as an point of “inquiry,” be afforded a measure of diverse scrutiny (given that, Senators noted, democracy is notable for its invitation to freely express a range of points of view). The materials also raised questions about why proposals that had been tabled by the UCC were then taken up by the Provost and decided without further UCC action. Some Senators noted that resource allocation and management might be an issue. Nonetheless, the Senators argued, academic best practices suggest that curricular reviews should primarily involve adherence to transparent, commonly held definitions and in the case of the CDE, the

perception seems to be that the limited representation of courses within the Area of Inquiry (particularly in comparison to other Areas of Inquiry that represent a diverse set of approaches), makes the "Area" look more like a Foundations of Learning requirement. The SEC will continued to address this issue.

E) **Campus Safety**: In light of recent events elsewhere, some faculty have questioned what are our safety procedures on campus, even if all doors lock from the inside. The Senate will reach out to Bill Brauer, Executive Vice President, for more information.

IV) **Senate Website Public/Private**: The University has embarked upon a process to build an entirely new website with a separate between material used internally and material that can be accessed by the public. With regard to Senate materials, it was decided that Senate membership and mission statements would be made public; minutes, agenda, and archives would be made part of the internal CNU website. Kennedy asked if on the private site, material could be made "more" private by password protection. It was not yet clear as to that possibility. Maggie Vaughan and Adamitis are working to ensure that a Start Page for faculty is only "two clicks" away from the material a faculty member needs. An Internal Website would also allow for better tracking and reporting of committee business to the Senate.

V) **Question**: Waldron brought a question from a faculty member about an instance in which an assignment submitted by a student resulted in an 8% plagiarized rating by Safe Assign but a 100% plagiarized rating by Turn It In. Senators noted that the plagiarism checking sites are only as good as the database of assignment they contain. The Senate will query ATAC question about this concern.

VI) **Adjournment** -- 5:59 adjourned.

## **Thoughts on Evaluation**

I want to begin my comments by commending a paper to you. It is titled, "Getting Tenure at a University," and it is written by Neal Wagner, a member of the Computer Science Department at the University of Texas San Antonio. It offers a lot of sage advice, and while some of it is a bit more targeted at R1-type schools, and some of it deals with political intrigue, which I haven't seen much of at CNU (nor would I stand for it...), much of its content is applicable anywhere.

What are some of the most important points? Let me read a few of them:

"There is no substitute for quality."

"Be a good researcher."

"Make time for research."

"Get your research started right away."

"Publish scholarly work."

"Obtain research grants."

Wagner's Law of Grants – "The awarding of grants is a random variable that must be sampled often for success."

"Be perceived as a good teacher." Note the contrast with the previous...research is more quantifiable.

"Don't be too hard."

"Don't be too easy."

"Make students think you are fair."

"Get good student evaluations."

"Be a winner." "Don't moan about how hard things are."

It is a great article and I commend it to you.



When I interview candidates for positions here at CNU, I typically talk about the fact that many schools say that teaching is highly valued, but it really isn't. Many of you in this room have heard that talk.

I then go on to say that at CNU it really is true - teaching is of first importance, and you can't be successful here at CNU without being a good teacher. So in putting together your dossier you want to think about, and stress, those things that demonstrate that you are a great teacher and mentor to our students.

In talking with candidates I then move on to a discussion of scholarship, and talk about how at CNU scholarship is highly valued as well. I want to take a few minutes, as I do each year, to talk about scholarship in a bit more detail, because this seems to be where most of the questions arise.

## **Thoughts on Scholarship**

The university Eval-4, talking about the 4th-year review, states:

"The fourth year review expects a strong teaching record whereby the candidate has addressed any significant instructional problems in adapting to the University's expectations. The University also expects evidence that a scholarly or creative agenda has come together and that products of a peer-review status are beginning to emerge and also that the scholarly agenda has promise to meet the expectations for a tenure and promotion review."

Then in the section under Research, Scholarship and Creative Activity it says:

"Faculty are expected to maintain an independent research or creativity agenda and to maintain disciplinary expertise in their primary fields of teaching for the department of their appointment. In scholarly or creative activity, a faculty member develops work through iterative stages of inquiry, design and distribution, such that the activity cumulatively results in completed, interrelated, peer-reviewed products. Peer reviewed work is expected for tenure and promotion."

Taken together, I believe these statements lay out, in a fairly clear way, the research expectations for tenure:

1. An independent research agenda of new scholarship. That is, while some early publications may be based on prior work (i.e. the dissertation), there is an expectation that new scholarship resulting in substantially new publications will be produced by the time of the tenure review.
2. Peer reviewed products, which can include grants, are required

### **3. This research will continue past tenure**

**In a sense one could argue that these standards are true at any school, the only difference being the number of peer reviewed products, or the dollars brought in, or whatever.**

**These thoughts are not mine alone. The American Philosophical Association has written a statement about research production in the field of Philosophy. After beginning with a statement saying that "It is common for an assistant professor's initial publications to be drawn from his or her dissertation." this document continues, "There is an expectation that one's published research will by tenure time have advanced beyond transforming dissertation chapters into articles. Some schools explicitly state the expectation that although the candidates' early work may be based upon the Ph.D. thesis, there should be evidence of progress well beyond it by the time of the fourth year review."**

**The College of Charleston, one of the public universities just ahead of us in the Regional Universities-South rankings, writes the following under "Evaluation of Faculty:" Because teaching is the primary responsibility of any faculty member, evidence of effective teaching is expected for tenure and for promotion. Because research and professional development are essential to the mission of the College, evidence of a sustained research program and a continuing scholarly commitment must be provided for tenure and promotion."**

**Baruch College of the CUNY system is currently ranked 25<sup>th</sup> by U.S. News and World Report in the Regional Universities – North, a position very analogous to CNU's rankings in the Regional Universities - South. In**

addition, the normal teaching load at Baruch was, in 2007 at the time their P&B guidelines were revised, was 21 hours (7 courses – it may have changed since then).

In Baruch's P & B (Promotion and Budget) Guidelines (revised in 2007-2008) we read, "Highly regarded articles from the dissertation do count, but not as much as highly regarded articles reflecting scholarship beyond the dissertation. For those disciplines where a book is considered standard for tenure, a book based on the dissertation that shows significant extensions and revisions is regarded more highly than one that does not."

Baruch's statement continues, "The scholarly record should provide clear evidence of independent thinking and research performance. Thus, although many junior scholars continue to do some collaborative work with a former doctoral or post-doc advisor, it is important to establish a record of growing independence from former advisors."

In an article in the Chronicle of Higher Education by Perlmutter we read, "As the author now of about 30 outside evaluations for tenure, and a participant in innumerable discussions about tenure standards, I think it is generally agreed that a key marker that you deserve promotion and tenure is the near certainty of scholarly productivity after tenure. Simply publishing the minimum number of articles...is not enough."

I believe that all of these references I have cited simply reinforce what I have just said about the research expectations for tenure:

1. An independent research agenda of new scholarship.
2. Peer reviewed products, which can include grants, are required
3. This research will continue past tenure

I want to say a few words about books, or more specifically what is sometimes called the “tenure monograph.” The Modern Language Association did a report in 2007 titled, “Report of the MLA Task Force on Evaluating Scholarship for Tenure and Promotion.”

The essence of this report is that universities should NOT require a monograph for tenure. Indeed in the executive summary the most salient recommendation is, “The profession as a whole should develop a more capacious conception of scholarship by rethinking the dominance of the monograph, promoting the scholarly essay, establishing multiple pathways to tenure, and using scholarly portfolios.”

The rise of the Internet has had its effect in this arena, as one increasingly finds statements such as this one, from Manchester University Press, “Because Ph.D. theses are increasingly freely and widely available in digital repositories, our policy is that we will not consider books based on theses for publication. In a small number of cases, where the research is of exceptionally high quality and broad appeal, we can consider a book that takes thesis research as its starting point and expands upon it significantly, on the strict understanding that it must have been entirely rewritten and restructured for a wider audience. Please do not send unrevised thesis materials for consideration.” Many publishers have similar policies, although they are not always stated this bluntly.

The rise of internet publishing has indeed been so disruptive to the traditional process of “converting” a dissertation into a tenure monograph that recently the American Historical Association has made a controversial recommendation that dissertations be “embargoed” for a period of three years to allow for publications based on the dissertation.

The good news is that CNU has never set "hard and fast" rules, such as requiring a monograph for tenure, or grants totaling over \$400,000 or whatever. Rather we have consistently looked to the dossier for evidence of scholarly productivity, productivity that will continue after tenure is awarded.

Given these twin realities, the fact that monographs are NOT required at CNU (and indeed most tenure cases in the last few years have not had monographs), and the difficulty of publishing a monograph in the digital age, my advice to young scholars is to not obsess over the tenure monograph. Rather realize that the challenge, during the probationary period, is to demonstrate a commitment to scholarship, one that is productive, and one that will continue over a life-long career here at CNU. Work to get articles published in significant peer-reviewed journals in your field. Given the fact that most publishing houses will NOT publish a dissertation without substantial modifications, then publishing a monograph with a reputable press will normally demonstrate new scholarship beyond the dissertation, and so will strengthen a candidacy. But it can be a high-risk high-reward strategy.

I'll close by quoting our own handbook..."An appointment with tenure is granted to a faculty member only after the grantee has demonstrated excellence of professional performance during a probationary period and only upon clear and compelling demonstration of a continuing need by the University for the faculty member's services."

Strive for "excellence of professional performance." There simply is no substitute for quality.

# BEST REGIONAL UNIVERSITIES

## NORTH

School (State) (*Public)	Peer assessment score (5.0=highest)	Average freshman retention rate	2014 graduation rate		% of classes under 20 (14)	% of classes of 50 or more (14)	Student/faculty ratio (14)	SAT/ACT 25th-75th percentile (14)	Freshmen in top 25% of HS class (14)	Acceptance rate (14)	Average alumni giving rate
			Predicted	Actual							
SECOND TIER CONTINUED (SCHOOLS RANKED 139 THROUGH 183 ARE LISTED HERE ALPHABETICALLY)											
Edinboro Univ. of Pennsylvania*	2.5	71%	41%	49%	27%	10%	20/1	820-1050	24%	99%	4%
Felician College (NJ)	2.0	74%	40%	35%	75%	0%	14/1	790-960	23%	84%	3%
Fitchburg State University (MA)*	2.4	76%	51%	57%	42%	0.2%	16/1	900-1110	N/A	72%	4%
Framingham State University (MA)*	2.5	74%	54%	51%	43%	1%	16/1	920-1100	26%	62%	4%
Franklin Pierce University (NH)	2.4	65%	52%	45%	62%	2%	12/1	850-1050	28%	84%	5%
Husson University (ME)	2.2	73%	41%	40%	56%	0%	16/1	860-1050	45%	72%	4%
Johnson State College (VT)*	2.2	N/A	42%	34% <sup>4</sup>	N/A	N/A	N/A	N/A <sup>2</sup>	N/A	N/A	N/A
Kean University (NJ)*	2.4	75%	43%	48%	35%	0%	17/1	820-1000	26% <sup>5</sup>	70%	2%
Kauka College (NY)	2.3	73%	45%	47%	62%	0.4%	14/1	875-1050 <sup>9</sup>	26%	83%	12%
Lincoln University (PA)*	2.1	71%	35%	43%	43%	0%	14/1	772-940	23% <sup>3</sup>	27%	9%
LIU Post (NY)	2.3	71%	55%	40%	64%	3%	13/1	840-1053	N/A	83%	2%
Lock Haven U. of Pennsylvania*	2.4	69% <sup>8</sup>	44%	47%	29%	12%	21/1	850-1050	30%	93%	5%
Medaille College <sup>1</sup> (NY)	1.9	65% <sup>4</sup>	42%	49% <sup>4</sup>	52% <sup>4</sup>	1% <sup>4</sup>	18/1 <sup>4</sup>	760-970 <sup>4</sup>	N/A	54% <sup>4</sup>	N/A
Metropolitan College of New York	1.9	42% <sup>4</sup>	53%	36%	87%	0%	11/1	N/A <sup>4</sup>	N/A	43%	N/A
Monroe College (NY)	2.0	75%	52%	71%	43%	0.1%	15/1	710-960 <sup>2</sup>	N/A	40%	2%
Neumann University (PA)	2.3	72%	49%	54%	57%	1%	14/1	760-950	N/A	94%	9%
New England College (NH)	2.4	60%	36%	35%	73%	0%	19/1	770-1000 <sup>2</sup>	14%	96%	6%
New Jersey City University*	2.3	70%	35%	32%	55%	0%	14/1	800-980	33% <sup>3</sup>	77%	3%
Nyack College (NY)	2.1	67%	38%	42%	77%	2%	12/1	760-1010 <sup>2</sup>	27% <sup>3</sup>	99%	7%
Rivier University <sup>1</sup> (NH)	2.1	77% <sup>4</sup>	49%	49% <sup>4</sup>	N/A	N/A	17/1 <sup>4</sup>	860-1020 <sup>4</sup>	N/A	89% <sup>4</sup>	N/A
Salem State University (MA)*	2.5	77%	49%	46%	43%	1%	15/1	883-1080	N/A	71%	5%
St. Joseph's College <sup>1</sup> (ME)	2.5	72% <sup>5</sup>	55%	56% <sup>4</sup>	N/A	N/A	12/1 <sup>4</sup>	870-1050 <sup>4</sup>	N/A	78% <sup>4</sup>	N/A
Touro College (NY)	1.8	73%	56%	55% <sup>4</sup>	87%	1%	16/1	830-1180 <sup>9</sup>	N/A	37%	2%
Trinity Washington University <sup>1</sup> (DC)	2.7	55% <sup>4</sup>	31%	36% <sup>4</sup>	N/A	N/A	11/1 <sup>4</sup>	N/A <sup>2</sup>	N/A	52% <sup>4</sup>	N/A
University of Bridgeport (CT)	2.1	62%	42%	28% <sup>3</sup>	60%	0.4%	17/1	820-980	30% <sup>3</sup>	61%	2%
Univ. of Maryland-Eastern Shore*	2.5	70%	36%	37%	54%	3%	14/1	760-930	N/A	61%	3%
University of Southern Maine*	2.6	66%	52%	31%	45%	4%	15/1	880-1110	30%	84%	1%
Univ. of the District of Columbia*	1.9	54% <sup>4</sup>	51%	16% <sup>4</sup>	57%	0%	8/1	700-910 <sup>9</sup>	22% <sup>3</sup>	93%	N/A
Western Connecticut State Univ.*	2.5	74%	52%	42%	34%	1%	14/1	890-1080	24%	57%	2%

## SOUTH

Rank	School (State) (*Public)	Overall score	Peer assessment score (5.0=highest)	Average freshman retention rate	2014 graduation rate		% of classes under 20 (14)	% of classes of 50 or more (14)	Student/faculty ratio (14)	SAT/ACT 25th-75th percentile (14)	Freshmen in top 25% of HS class (14)	Acceptance rate (14)	Average alumni giving rate
					Predicted	Actual							
1.	Elon University (NC)	100	4.0	90%	80%	81%	49%	0%	12/1	1130-1320	62%	54%	21%
1.	Rollins College (FL)	100	3.9	83%	72%	71%	73%	0.2%	10/1	1100-1280	64%	57%	14%
3.	The Citadel (SC)*	90	3.9	84%	61%	69%	39%	2%	13/1	990-1190	33%	76%	26%
4.	Samford University (AL)	87	3.8	87%	72%	66%	63%	1%	13/1	23-29	56%	82%	10%
5.	Belmont University (TN)	86	3.8	81%	73%	70%	41%	0.3%	13/1	23-29	60%	83%	22%
5.	Stetson University (FL)	86	3.6	78%	68%	61%	61%	0.2%	12/1	1070-1275	58%	61%	11%
7.	James Madison University (VA)*	84	3.9	88%	71%	82%	34%	11%	16/1	1050-1230	43%	66%	7%
8.	Mercer University (GA)	83	3.7	82%	69%	63%	62%	3%	13/1	1090-1290	70%	67%	10%
9.	Embry-Riddle Aeronautical U. (FL)	79	3.6	77%	54%	52%	24%	2%	14/1	980-1240	49%	73%	2%
10.	Appalachian State University (NC)*	78	3.6	88%	64%	70%	36%	8%	16/1	1060-1240	56%	63%	8%
11.	College of Charleston (SC)*	77	3.7	82%	69%	67%	36%	4%	15/1	1030-1230	55%	78%	8%
11.	Loyola University New Orleans	77	3.5	78%	71%	62%	50%	1%	11/1	22-28	39%	90%	8%
13.	Bellarmine University (KY)	76	3.3	30%	65%	67%	55%	1%	12/1	22-27	93%	83%	17%
14.	Christopher Newport Univ. (VA)*	74	3.2	85%	68%	68%	57%	3%	15/1	1060-1250	54%	56%	14%
14.	Union University (TN)	74	3.1	92%	65%	66%	72%	0.3%	10/1	22-29	57%	69%	8%
16.	Univ. of Mary Washington (VA)*	72	3.3	82%	70%	70%	57%	3%	15/1	1020-1200	45%	77%	14%
16.	Univ. of North Carolina-Wilmington*	72	3.3	86%	65%	70%	30%	9%	17/1	1110-1270	69%	59%	6%
18.	Hampton University (VA)	70	3.0	77%	58%	67%	62%	3%	9/1	910-1100	52%	29%	13%
18.	Lipscomb University (TN)	70	3.0	76%	64%	62%	55%	6%	12/1	23-29	51%	56%	13%
20.	Queens University of Charlotte (NC)	69	3.0	71%	60%	62%	68%	0%	10/1	920-1160	46%	78%	25%
21.	Spring Hill College (AL)	66	2.9	75%	63%	58%	57%	0%	13/1	22-27	55%	52%	17%
22.	Harding University (AR)	65	3.0	82%	63%	63%	54%	7%	16/1	22-28	55%	99%	11%
22.	University of Tampa (FL)	65	3.1	74%	60%	62%	39%	3%	17/1	990-1160	48%	52%	19%
24.	Campbell University (NC)	64	3.1	75%	56%	51%	61%	7%	16/1	802-1248	53%	68%	10%
25.	Converse College (SC)	63	2.7	69%	60%	60%	81%	0%	12/1	930-1150	48%	54%	9%
26.	Winthrop University (SC)*	62	3.2	74%	57%	52%	45%	2%	14/1	940-1170	55%	71%	7%

# Last Year

## 2013-2014 AAUP to Aspirant Peer List Salary Averages

Institution	Professor ALL	Associate Professor ALL	Assistant Professor ALL
Johns Hopkins	N/A	N/A	N/A
Carnegie Mellon	150,700	104,200	104,400
Princeton University	206,200	129,600	101,700
University of Richmond	147,700	98,800	93,300
Williams College	140,000	92,500	78,200
Bucknell University	115,000	91,800	77,700
Davidson College	124,600	92,000	73,500
College of the Holy Cross	122,600	87,100	72,500
Washington and Lee	130,300	97,400	69,500
James Madison University	91,000	71,100	64,200
UNC-Wilmington	95,800	71,700	63,700
Appalachian State	90,800	71,700	62,900
University of Mary Washington	82,900	66,300	62,600
College of Charleston	86,800	68,600	61,300
Christopher Newport University	101,800	77,100	61,100
The Citadel	90,500	74,100	60,500
Average	118,433	86,253	73,807
Std Div	32,279	16,690	14,336



# This year (relative to aspirant peers)!

14-15 AAUP to Aspirant Peer Averages (by Asst Prof)

Institution	Professor ALL	Associate Professor ALL	Assistant Professor ALL
Carnegie Mellon	155,000	108,300	106,100
Princeton University	215,900	133,000	104,600
Johns Hopkins	154,700	107,500	90,000
University of Richmond	150,000	101,300	83,500
Williams College	141,200	94,400	80,000
Bucknell University	118,200	92,700	78,800
Washington and Lee	134,600	101,900	74,600
College of the Holy Cross	124,000	89,300	74,100
Davidson College	128,500	94,900	73,300
Christopher Newport University 15-16 Salaries	107,400	83,000	67,300
College of Charleston	92,300	73,100	65,100
James Madison University	90,800	70,100	64,800
Appalachian State	91,000	71,300	64,200
The Citadel	90,600	75,400	63,700
UNC-Wilmington	93,200	72,300	62,000
University of Mary Washington	81,100	65,200	61,800
Average	123,031	89,606	75,869
Std Div	34,322	17,730	13,740

# This year (relative to SCHEV group)

14-15 AAUP to SCHEV Peer Averages (by Asst Prof)

UnitID	Institution	Professor ALL	Associate Professor ALL	Assistant Professor ALL
	University of Richmond	150,000	101,300	83,500
21057	Ramapo College of New Jersey	121,400	95,300	81,000
129216	SUNY College at Old Westbury	103,500	83,100	77,200
214157	Roger Williams University	120,400	96,700	76,700
188201	Washington and Lee University	134,600	101,900	74,600
188950	Trinity University	118,600	80,400	72,900
238220	Shippensburg University of Pennsylvania	108,200	87,500	71,500
189371	Salisbury University	116,900	92,700	70,900
217519	Clarion University of Pennsylvania	109,000	88,000	70,500
18385	Salisbury University	93,100	76,500	68,100
209829	Valparaiso University	105,700	70,900	67,900
196231	Christopher Newport University 15-16 Salaries	107,400	83,000	67,300
195526	University of Puget Sound	106,500	80,300	66,700
233374	University of Portland	89,800	73,700	66,500
123572	Sonoma State University	87,900	70,700	66,100
19616	Eastern Connecticut State University	99,300	80,200	65,100
14286	The University of Tampa	97,500	84,500	64,300
22026	Rollins College	97,500	75,900	61,900
13784	Pacific Lutheran University	83,900	68,900	61,200
17801	Moravian College and Moravian Theological Seminary	84,000	66,500	60,100
236338	SUNY College at Geneseo	92,100	71,700	58,200
23420	Berry College	87,700	66,800	57,500
152903	Albright College	81,900	69,200	56,400
21001	Truman State University	73,400	60,100	53,100
13614	Savannah State University	N/A	N/A	N/A
24000	Rutgers University-Camden	N/A	N/A	N/A
	Average	102,938	80,242	67,492
	Std Dev	17,522	11,301	7,841

## **The 300 – 25 – 15 Plan**

### **The Goals of the 300-25-15 Plan**

1. Grow to a total instructional faculty size of 300 over the next six years (4/year).
2. Have no more than 25% (i.e. 75) of the total faculty be non-tenure track (NTT).
3. Have 60% of our classes be 19 or fewer students, at least for the fall semester.
4. Have no more than 15% of the credit hours taught by adjuncts

### **Where were we last year (2014-2015)?**

1. We had a total instructional faculty of 273.
2. We had 96 (35.2%) Visiting Assistant or Associate Professors, Lecturers and Instructors (NTT).
3. 21.4% of our credit hours were taught by adjuncts.
4. 23.1% of our course sections were taught by adjuncts. The actual numbers for the academic year 2014-2015 are as follows: 1871 course sections were taught by regular faculty and 563 course sections were taught by adjuncts, yielding an adjunct rate of 23.1%. Note that this number is higher (by 1.7%) than the percent of credit hours taught because of labs (adjuncts teach lots of lab sections which are typically only one credit hour).
5. For the academic year 2014-2015 57.19% of our classes had 19 or fewer students in them.

**We assert that 300-25-15 is a coherent plan that will allow us to get very close to all four goals enunciated in the plan, with a clear tradeoff between the percentage of small classes and the adjunct percentage.**

Below we perform an analysis to verify the truth of this assertion. Note that, in this analysis, no growth of students is projected (our SCHEV numbers project a slight decrease), and thus no new class sections are needed, except to increase the small class percentage.

The analysis presented below also assumes no dramatic changes in the number of sabbaticals, FMLA cases, etc.

To verify the truth of this assertion we pose and answer five questions.

**1.) How do we grow the faculty from 273 to 300?**

We add 27 tenure track (TT) lines.

**2.) How do we get down to 25% non-tenure-track (NTT) faculty?**

We convert 21 NTT lines to TT. Some by "conversions," some by searches.

**3.) With these two adjustments, how many more course sections will be taught by our regular faculty?**

If we add 27 TT lines we can cover 81 additional course sections each semester, or 162 for the year.

If we convert 21 NTT lines to TT we lose 21 course sections each semester or 42 for the year.

The net gain is then 60 course sections per semester or 120 for the entire year, which reduces the number taught by adjuncts by the same amount.

**4.) With these changes, what will the actual adjunct usage rate be?**

Using the numbers given above, we would expect the number of course sections taught by regular faculty to increase to 1991, and the number taught by adjuncts to be reduced to 443. Thus the percentage of course sections taught by adjuncts would drop to 18.2%, a reduction of 4.9%. To convert this number to percentage of student credit hours we reduce this by the same factor of 1.7% from above, yielding an adjunct rate of 16.5%.

**5.) How does moving the percentage of small classes from 57.19% to at least 59.5% (60%) affect this calculation?**

The analysis thus far depends on keeping the percentage of small classes at the point they were at last year (57.19%). To increase the number of small classes will mean increasing the number of sections. Comparing data from Fall 2015 with Fall 2014, the number of undergraduate sections was increased from 939 to 957 (+ 18), the number of small course sections increased from 537 to 568 (+31), and the percentage of small classes increased to 59.35%.

Note that an overall increase of 20 classes, from 939 to 959 (+2 from this fall), with a commensurate increase in the number of small classes from 537 to 570 (+2 from this fall) will yield a small class percentage of 59.56%. Thus by adding two more small course sections to what was done this fall, the percentage of small course sections rounds to 60%.

Revisiting our calculation above, the number of course sections taught by our 300 regular faculty remains the same at 1991. The number of course sections taught by adjuncts increases by 40 (we have added added twenty courses each semester) to 483. The percentage of courses taught by adjuncts would then increase from 18.2% to 19.5%, which when corrected to percentage of student credit hours (subtract 1.7%) would yield 17.8%.

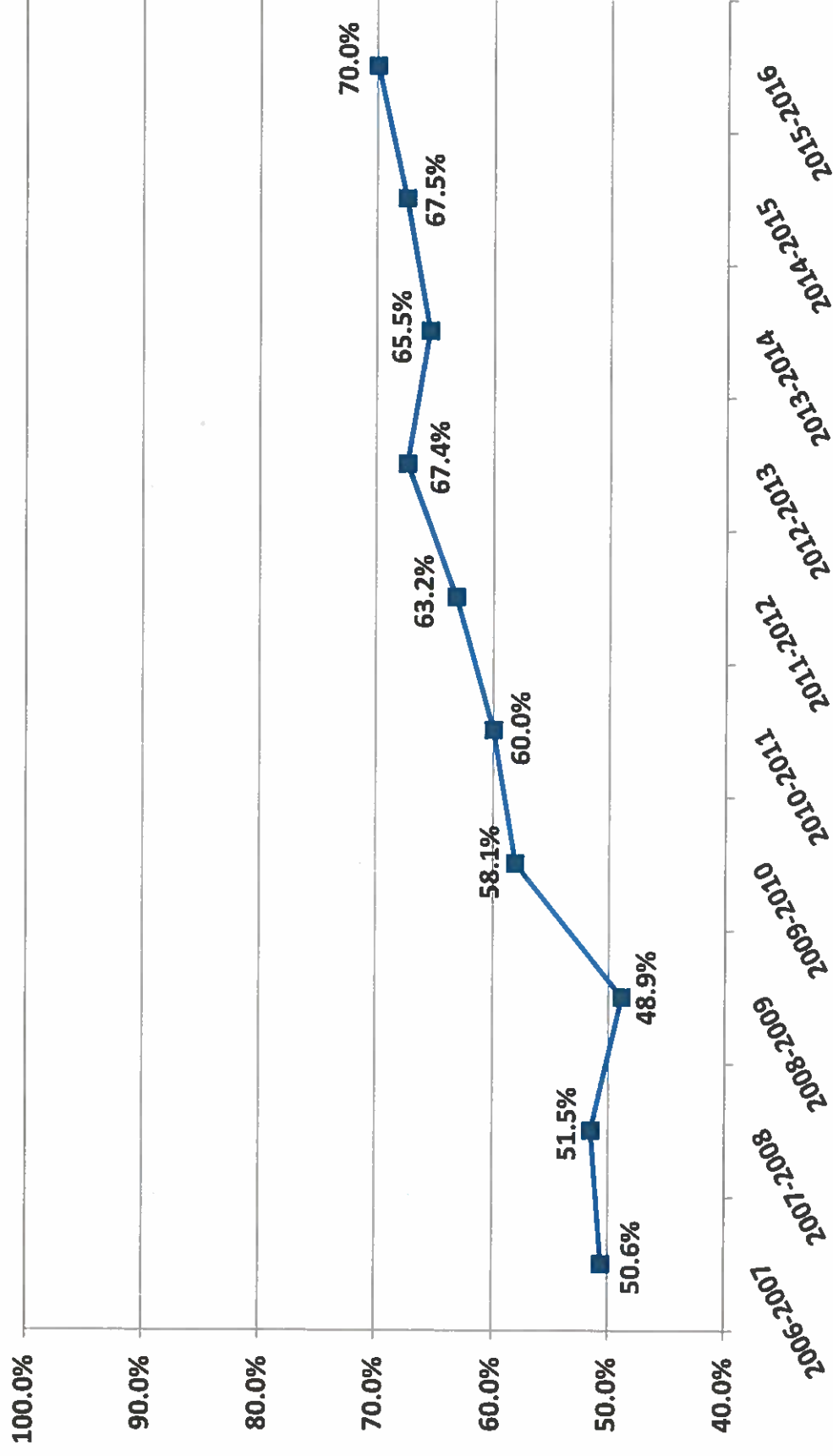
### **Summary**

With a faculty of 300, 25% of whom hold non-tenure track lines, a small class percentage of 57.19% yields an adjunct usage rate (computed using student credit hours) of 16.5%. If the small class percentage is increased to 59.56% the adjunct usage rate will increase to 17.8%. This is the tradeoff mentioned above - the adjunct percentage and the small class percentage directly compete with each other.

Thus the 300-25-15 plan cannot simultaneously hit all four goals, but it comes close. We can meet the first three goals, while keeping the adjunct percentage below 18%.



## 10 Year Comparison of Six Year Graduation Rates



## 10 Year Comparison of Retention Rates

