

FACULTY SENATE RESOLUTION 2005-2006-5:

Implementing the Change to a 3-4 Faculty Teaching Load in 2007-2008

(**Ed. Note:** this is the amended version, which was approved by the Faculty Senate on 4/21/06. For the earlier version, see http://facultysenate.cnu.edu/05_06/resolutions/5old.doc.)

Vision 2010 promises students a vital curriculum, a culture of student learning and engagement, and an inspired faculty. In order to help transform this vision into a reality, Christopher Newport University's Restructuring Plan calls for a reduction in the faculty teaching load by one course per year in 2008-2010, specifically to provide faculty increased time for fostering student scholarship and research (Part B, Goal 4). In an effort to bring this important component of the Restructuring Plan to fruition as soon as possible, Provost Summerville has created several models, one of which will allow the first reduction in the faculty teaching load to come into effect in 2007-2008. The Faculty Senate has drafted this resolution in full support of the proposal to move the faculty teaching load from 4-4 to 3-4 in 2007-2008.

WHEREAS a 3-4 load would enhance the faculty's ability to "sustain and promote a climate of university-wide undergraduate and graduate intellectual engagement" by giving the faculty the time necessary for effectively engaging students in scholarly productivity, for guiding them individually as they pursue their research interests, and for collaborating in faculty-student research, as promised in Vision 2010 (Priority II, Goal C); and

WHEREAS a 3-4 load would give faculty the time to provide each student the individualized instruction that is a necessary prerequisite for success in the new Liberal Learning Core, which is fundamental for successful scholarship and research, for preparation for the rigors of graduate and professional school, and for effective leadership within the community; and

WHEREAS the increased opportunities for personal contact between faculty and students provided by a 3-4 load will help to improve student retention and graduation rates by giving faculty the time needed to integrate underclassmen into the academic community as efficiently as possible, to identify at-risk students quickly, and to give at-risk students individualized attention; and

WHEREAS all of the aforementioned benefits of a 3-4 load will also enhance the faculty's ability to mentor students in their preparation and application to preeminent graduate and professional schools; and

WHEREAS several of our aspirant peer institutions, both public and private, and the top-ranked liberal arts institutions in U.S. News and World Report do not commit their faculty to a 4-4 teaching load (see attachment); and

WHEREAS a 3-4 load will enhance the university's ability to recruit and retain exceptional faculty (for whom we compete with institutions that offer lower teaching loads) and will help to ameliorate the current difficulties in faculty recruitment and retention, as evidenced by the rejections of invitations for campus visits and job offers by multiple candidates who hold

Ph.D.'s from prestigious institutions as well as the loss of multiple recent hires; and

WHEREAS the faculty at Christopher Newport University is committed to outstanding teaching, promoting individual student research and collaborative research between faculty and students, preparing students for graduate and professional school, and recruiting and retaining exceptional students and faculty,

THEREFORE BE IT RESOLVED that Christopher Newport University implement the movement from a 4-4 faculty teaching load to a 3-4 teaching load in 2007-2008.

Respectfully Submitted by the 2005-2006 Faculty Senate:

Tracey Schwarze (President)
Gary Whiting (Vice President)
Peter Knipp (Secretary)
Quentin Kidd (Executive Committee Member)
Don Hicks (Executive Committee Member)
Lori Underwood (Parliamentarian)

Jana Adamitis
Steven Breese
Kelly Cartwright
Dave Doughty
Harold Grau
Nicole Guajardo
Nigel Sellars
Michelle Vachris
Walter Wymer