

Minutes for CNU Faculty Senate Meeting
FRIDAY, NOVEMBER 15, 2013
Madison Room, David Students Union

Senators present: Redick, Martin, Keeling, Connell, Selim; Barnello, Depretis, Grau, Hasbrouck, Holland, Hunter, Manning, Puaca, Thompson, Winder.

Guests: Vice Provost Laura Deiulio, Dean Robert Colvin, Dr. Quentin Kidd, Dr. Michelle Vachris

1. Call to order at 3:05.

2. President's update

- President Redick welcomed the Senate's guests and informed the Senate that President Tribble was planning to announce the members of the Provost search within the hour and that the announcement would arrive during the meeting.
- He told the Senate that he had attended a meeting with the Alumni Association on improving relations between faculty and alumni, which he thought was a good idea. He had told them that department chairs were especially good first contacts, and they had discussed ways to increase opportunities for alumni to connect with their former professors, such as open houses with individual departments and "restudy" abroad trips with faculty, particularly for alumni who had not had a chance to study abroad as students.
- He mentioned that the Senate would take up at the December meeting the recommendation from ATAC on adopting Canvas vs. continuing to use Blackboard, and advised Senators to talk with their constituents about the possible change.
- He noted that he had met with Provost Doughty to discuss the hiring lists, particularly for disciplines and subdisciplines that were not represented well in the various national rankings. He reported that the Provost had said that if the hiring committee could show that an institution was top in its field that he would listen to that, and that a new, more open set of lists was being used by search committees this year.
- He had also discussed the 30/20 non-tenure-track faculty membership with the Provost, who had reinforced the move to an average of 25%, that would involve some departments closer to 30% and others closer to 20%. The Provost is trying to get departments who have over 30% down below that, and those departments with fewer than 20% will move up. The Provost had noted the connection between tenure lines (which are more expensive) and faculty raises. The average CNU faculty salary is at \$70,000, and the university is hoping to raise that to \$79,000 over the next several years, but that growing the number of the faculty, another major aim, slows down the overall salary increase. But the Provost suggested that he and the Senate remain engaged on the issue in future conversations.
- He announced that parking policy had been adjusted for adjunct faculty, so that faculty teaching one course or earning less than \$5000 could park for free. Dean Colvin noted at this point that the policy had just been changed, raising the salary cap to \$6200, so that adjuncts teaching two classes could still park for free. Senators greeted this good news with great approbation.

- He reported that Provost Doughty was enthusiastic about a teaching award for adjunct faculty, and that money would be available (between \$500 and \$1000), if the Senate would establish criteria and set up the mechanism for awarding it.
- He had also spoken with Provost Doughty on the Senate's discussion of the faculty development and evaluation committee. Provost Doughty offered to create a Center for Effective Teaching, overseen by one respected faculty member and an evaluation board, that would have resources for formative evaluation. The prevailing opinion was that good universities have them, so CNU should also.

3. Affirmation of Senate minutes

Motion 11/15/13.1 That the minutes of the October 25, 2013 Senate Meeting be approved. Moved Brian Puaca. Seconded Linda Manning. Passed unanimously.

4. Curriculum Revision

President Redick again welcomed the guests invited to speak on the curricular revisions under consideration. He had invited Dr. Vachris, as the chair of the Economics Department, to speak on the proposed addition of an economics requirement to the Liberal Learning Core, and Dr. Quentin Kidd as the leader of the initial task force that had explored adding an Area of inquiry based on American civic institutions. He had also asked Dr. Robert Colvin, as the Dean of the College of Social Sciences, since his college was most affected by the proposed changes, and Dr. Laura Deiulio as Vice Provost to speak about the proposal to eliminate the Identities, Institutions, and Societies Area of Inquiry.

Dr. Vachris spoke first, about the proposal to add economic modeling into the Liberal Learning Core. She noted that last year it had been proposed as a foundation, but as it worked its way through the curricular process several groups thought that it might work better as an Area of Inquiry, so for this fall she had reworked the proposal and submitted that way. She gave a handout on economic literacy to the Senate, and quoted from it the concerns of the National Council on Economic Literacy (NCEE) that the "global economy has become so complex that the gap between what people know about economics and personal finance, and what they need to know, is widening every day. Americans are increasingly responsible for their financial future, yet an alarming number lack even basic economic awareness." She also cited from handout that the NCEE points out that the combination of an economic slowdown and an absence of a general understanding of economics can result in a situation where political rhetoric overwhelms facts in the public debate, and that the result is disinterest or, worse, disillusionment. She argued that when our economic system is so misunderstood, the underpinnings of our democratic system are challenged. She noted that the proposal is not about educating students on personal finance, but so that they can understand public debates on issues such as deficits. She underscored her argument by citing the NCEE's statistics on Americans' lack of economic literacy according to national surveys, including that only 42% of high school seniors had a proficient understanding of economics, and wide misunderstandings among the American public of issues such as the federal deficit and inflation. She noted that students would have a choice of three different courses to fulfill the requirement: ECON 201 and 202, which many students already take, and a proposed course for non-majors, ECON 200. She noted that some faculty had worried that the math requirements for an economics course might be beyond the math skills of non-science and business majors, but she assured the Senate that ECON 200 would not be heavily math based;

the only math skills needed would be what are already required for admission to CNU. She handed planned textbooks for the course around for senators to look at, to show the intended level of discussion. ECON 200 would emphasize basic decision making, economic learning, opportunity costs, and an understanding of supply and demand. A supplementary text would introduce public policy issues, such as the environment, health care, and the graying of America. Senators asked a number of questions, such as where she would prefer to see it in the curriculum, as a Foundation or an Area of Inquiry. Dr. Vachris said her department sees it as a skill set, and thus fitting the Foundations better, but that they were happy to leave its final positioning to the faculty bodies doing the review. Senators brought up the lack of other classes within the proposal, which made it seem more like a foundation, and Dean Colvin agreed, particularly since he recalled from serving on the task force that developed the current curriculum a decade ago that the Foundations were designed to introduce students to habits of mind, and were very skill driven, whereas Areas of Inquiry were designed to be broad. Senators asked if she preferred it to be called “Economic Modeling” or “Economic Literacy,” and she said she and her department preferred the latter title.

Dr. Elizabeth Kaufer Busch, who was attending the Senate meeting as an observing faculty member, asked permission to speak at this point. She noted that the UCC, which she is chairing this year, recommended that they had received a list of assessable goals rather than a description for an Area of Inquiry, for the proposed American Experience Area of Inquiry. They thought the goals were misplaced, and they recommended that the original description of the proposal as an Area of Inquiry be restored.

Dr. Quentin Kidd spoke next, reviewing the history of the proposed new area of inquiry on American civic engagement. He said that two years ago Provost Padilla had charged a task force that he and Dr. Deulio headed to review the Liberal Learning Curriculum, to consider where it was working and where it was not, what places needed adjustment, what contemporary issues needed addressing that the curriculum as it stood did not cover. Dr. Kidd reported that his philosophy had been that the Core Curriculum is where students learn practical things, thus it needs to be as contemporary as possible to prepare students. The task force spent a year studying the curriculum and then made several recommendations, including one for a new area of inquiry in civic and democratic engagement. The following fall, Dr. Kidd was asked to head a small committee to develop a concrete proposal for such an Area, and produced a draft proposal. His part of the curricular process was completed at that point, and Provost Padilla tasked the deans to move their proposals forward. Dr. Kidd noted that he had not been a part of the deliberations since then, but had re-engaged when requested three weeks ago. He reported that the original idea for the new area of inquiry had focused on civic engagement and education, to address the problem that contemporary American citizens are not engaged as much as they should be. He cited "The Crucible Moment," a study of the importance of the political system produced by the AAC&U and the Global Perspective Institute at the invitation of the U.S. Department of Education. His 2012 committee had proposed an efficient area of inquiry with intellectual coherency that would draw on a number of different departments, though with a large set of courses from Government and History, that would educate students on their civic responsibilities. Provost Padilla wanted it to be assessable, so the task force tried hard to formulate clear outcomes for assessment. They also worked to make it consist of courses from the current catalogue, so that it would not cost more. He noted that he preferred the original title of Civic and Democratic Engagement to the proposed title of The American Experience, because courses that compared U.S. systems with others would be useful for students (comparative

analysis can be more revealing) and such courses could get knocked out by an exclusively American focus. The former title seemed to allow more flexible courses than the latter, courses that could examine the political system in which our students live, but that wouldn't exclude courses that compare systems across geographical and cultural boundaries, or across time. Provost Doughty changed the title in the summer of 2013 when preparing the proposal for resubmission.

The discussion then became more general. Vice Provost DeJulio noted that several administrators had taken the recommendations and worked on them over the summer, looking for courses that would fit, to show that the proposed Area of Inquiry was broad. The 2012 task force had noted that a minimal knowledge of American institutions is necessary for civic engagement. The senators questioned and debated the problems inherent in the reshaped exclusively American focus, concerned that the suggested "American Experience" title implied jingoism and excluded single focus or comparative courses on other constitutional democracies in the world, which narrowed students' opportunities to better understand American institutions within a wider context. Vice Provost DeJulio noted that the original impetus came from "The Crucible Moment" which reported that not enough Americans have enough knowledge from their own government. She had also observed some confusion around the word "civic" in the original title, which some people thought implied that the courses had to be service learning courses—which they did not. Various iterations for the title were put forth: "Informed Citizens," "American Engagement," etc. Dean Colvin quoted the report written by the 2011-12 task force, which stated:

These courses explore the role of citizens in the foundational, institutional, political, and economic structures of the United States, and may also explore their links to other nations through the dynamics of globalization. Students are encouraged to grapple with the original ideas of the founding of the United States and how those ideas have evolved in practice. Students will also examine political levers for effecting change, including civic problem solving.

Senators responded very positively to that description, praising its comparative elements.

Dean Colvin reported on the Association of American Colleges and Universities (AACU), which is fighting the current push in education away from liberal arts, towards job training. They wish to educate students to become moral and ethical, a commitment they see as having faltered in practice and been pushed to the edge of the curriculum. The AACU wants to anchor curriculum to democratic engagement, democratic principles, and the important role of a liberal education, with a purpose of creating good citizens. By instituting this Area of Inquiry CNU would be one of the universities leading the curve.

Senators then questioned why the proposed Area of Inquiry should replace the Identities, Institutions, and Societies (IIS) Area of Inquiry, asking what it was doing that IIS wasn't. Dr. Kidd replied that his group had not proposed cutting it; they had proposed expanding the core by three hours. Dean Colvin responded that his college believed in the need to keep core at 40 hours. Vice Provost DeJulio confirmed her office's belief in keeping the core at 40 hours rather than expanding to 43. She noted that 600 students take ECON 201 or 202 to fulfill their IIS requirement, and that removing those two courses from IIS into Foundations or their own Area of Inquiry would overload the other courses in IIS, if 1250 students each year had to get the requirement through those courses without the economics courses in the mix. AMST 200, GOVT 101 and GOVT 240 are also likely to migrate from AIII to the new Area. It could cause course caps to rise in AIII, or require more lower level classes at the expense of upper level

courses. Dr. Kidd noted that Provost Padilla had reported having to sign more waivers for IIS than other Areas of Inquiry, that parents and students didn't understand it, it lacked intellectual coherency, and that Provost Padilla believed it needed to be radically reformed and narrowed, or eliminated. Vice Provost Deulio noted she had made a list of courses that could migrate to other Areas of Inquiry out of IIS, particularly to GMP, though she noted that Provost Doughty had not agreed with her on all of them. Senators expressed concerns that some departments depend on courses in that Area of Inquiry to recruit majors and would lose that opportunity. Dean Colvin responded that we had too many students in some of those majors, a comment that puzzled some senators on why the administration felt that some departments should have fewer majors than they were recruiting. Other senators worried that the impact of removing the IIS would negatively affect MAT students, who depend on the double dips between state requirements and university A of I requirements.

The guests left at approximately 4:20..

President Redick suggested that the Senate take the proposals one at a time to vote on approval or disapproval, and the Senate agreed.

Motion 11/15/13.2 That Christopher Newport University approve a requirement in economics as part of the Liberal Learning Core. Moved Robert Winder. Seconded Robert Hasbrouck. Passed unanimously.

Motion 11/15/13.3 That the requirement in economics as a part of the Liberal Learning Core be put into the Foundations section. Moved Harry Grau. Seconded Rachel Holland. Passed unanimously.

Motion 11/15/13.4 That the Liberal Learning Foundation in economics be titled Economic Literacy. Moved Harry Grau. Seconded Raouf Selim. Passed with one abstention (Bill Connell).

Senators requested a rereading of the task force language defining the proposed Area of Inquiry on American civic engagement (quoted above), then debated the title further. Several objected to the concept of American exceptionalism that they felt was built into the title "The American Experience." President Redick told the Senate that Provost Doughty had assured him that he would carefully consider all the committees' and the Senate's recommendations before making his decision on the curricular change. President Redick conducted a straw poll on three iterations of the title: "Civic and Democratic Engagement," "American Civic and Democratic Engagement," and "U.S. Civic and Democratic Engagement." The last of the three was by far the most popular.

Motion 11/15/13.5 That the proposal for a new Area of Inquiry with the recommendation of a name change to U.S. Civic and Democratic Engagement, incorporating the task force's description be approved. Moved Harry Grau. Seconded Laurie Hunter.

After some discussion about the relationship between the proposal to add a new Area of Inquiry and the proposal to cut another, the Senate decided to table the motion on the premise that the cutting of IIS should be considered independently on its own merits, rather than just as an adjunct to adding another Area of Inquiry.

Motion 11/15/13.6 That Motion 11/15/13.4 be tabled. Moved Bill Connell. Seconded Linda Manning. Passed with one abstention (Harry Grau).

The Senate considered the proposal to eliminate the IIS Area of Inquiry. Senator Connell noted that voting to reject the proposal was voting to keep IIS as an Area of Inquiry.

Motion 11/15/13.7 That the Identities, Institutions, and Societies Area of Inquiry be eliminated. Moved Harry Grau. Seconded Bob Winder.

Several senators argues that they believed that courses within the IIS Area of Inquiry teach critically important concepts about the individual human experience and that no case had been made for why studying the place of individual experience should be taken out. Senators also pointed out the fundamental place of self-understanding within the liberal arts, that “Know Thyself” is an integral “inquiry” of our culture stretching as far back as the Delphic Oracle, and that eliminating the IIS Area of Inquiry would leave a gaping hole in the foundation of liberal learning. Senators noted that many courses in the IIS Area of Inquiry explore the development of identity in relationship to many kinds of broader social institutions and traditions that are not covered by other current and proposed Areas of Inquiry (childhood, family systems, media, gender, sexuality). Senators made the point that the administrative argument that the Area of Inquiry would have difficulties with staffing went against President Tribble’s point to the Senate in September that we should not let staffing decide curricular priorities. Senator Connell called the question.

Motion 11/15/13.7 vote: Yes (Winder, Holland, Grau, Selim). No (Barnello, Connell, Depretis, Hasbrouck, Hunter, Keeling, Manning, Martin, Puaca, Redick, Thompson). The motion failed.

Motion 11/15/13.8 Return Motion 11/15/13.5 to the table. Moved Brian Puaca. Second Jaime Martin. Passed unanimously.

President Redick asked if there was further discussion of the motion. Senator Puaca called the question.

Motion 11/15/13.5 That the proposal for a new Area of Inquiry with the recommendation of a name change to U.S. Civic and Democratic Engagement, incorporating the task force’s description be approved. Moved Harry Grau. Seconded Laurie Hunter. Yes: Barnello, Connell, Grau, Hunter, Keeling, Martin, Puaca, Redick, Selim, Thompson, Winder. No opposed. Abstentions: Depretis, Hasbrouck, Holland, Manning. The motion passed 11-0-4.

At 5:11 the Senate went out of order.

5. Family Medical Leave Act Report (FMLA)

Senator Hunter noted that FMLA was brought up at the September Senate meeting and still needed address. President Redick noted that Provost Doughty wants to be as

accommodating as possible and requested that Senator Hunter run through the proposal for the Senate. She informed the Senate that Provost Doughty favors giving a full semester's leave at full pay for faculty, rather than the current 12 weeks. In the past, faculty members on leave have been requested to do four weeks of work during the semester they are on leave, in various forms such as advising, committee service, or scholarship. She noted that the decision on a full semester with full pay will rest with the Board of Visitors, but that Provost Doughty had said he would ask for it, though the BOV might choose the full semester at 75% pay instead. He wishes the Senate to help in deciding on a cut-off date for fall semester, so that it is clear when a faculty member should request fall leave versus spring leave for a pregnancy. Summer and early fall births make it clear that fall is the appropriate semester for leave, but late fall births (such as in November) are more difficult. A clear policy would help departments and faculty members make plans. She observed that the Senate has two tasks: 1) to create a cut-off date for fall term, and 2) to create a resolution to change the current policy and put the new one in the handbook. The Board of Visitors will vote on it when they vote on the handbook.

Several senators asked questions, including whether some professors might prefer the current situation of working four weeks for full pay if the Board did not approve the full semester at full pay. They noted that for families with a single provider, a full semester at 75% pay might be too much of a financial loss. Senator Hunter also noted that Provost Doughty insists that a faculty member on leave sign a notarized document that s/he is the primary caregiver. Senators questioned how this fit with the federal requirements, and thought that a comparison would be useful. Several senators expressed satisfaction that a clear policy was being created, to make application more uniform than it has been in the past, and so that faculty members needing leave know what to ask for without having to negotiate, which some find intimidating, especially those in junior or restricted faculty positions.

At 5:25 the Senate took a much-needed break.

The Senate returned to session and order at 5:37.

6. Deborah Campbell emeritus resolution

Motion 11/15/13.9 That Dr. Deborah Carter Campbell be granted emeritus status on her retirement at the end of the 2013-14 academic year. Moved Bill Connell. Seconded Abbe Depretis. Passed unanimously.

7. Email access for life for CNU faculty

Senators discussed the option of allowing CNU faculty members who leave the university to retain their CNU email accounts. Senator Connell made a motion, seconded by Senator Hasbrouck, to allow it for faculty who had been here for twelve years, matching the requirement for having their name put on the exedra. Senators initially debated the length of time a faculty member might need to serve in order to qualify, but then noted that students have the privilege and that keeping the accounts active does not cost the university anything since they are Google accounts. Senators felt that it would benefit faculty who leave in making arrangements to do so, and would benefit students who want letters of recommendation from them later. One member expressed concerns that faculty who did not get tenure or contracts renewed might misuse their access, but others pointed out that such decisions occur mid-year and the faculty member must have access for months after such a decision any way. Senator Puaca proposed a friendly

amendment to give email for life to all faculty who leave the university in good standing, which Senator Connell accepted.

Motion 11/15/13.10 That all CNU faculty who leave the university in good standing be allowed to keep their CNU email accounts for life. Moved Bill Connell. Seconded Bob Hasbrouck. Yes (Barnello, Connell, Depretis, Hasbrouck, Holland, Hunter, Keeling, Manning, Martin, Puaca, Redick, Selim, Thompson. No opposed. Abstentions: Grau, Winder. The motion passed, 13-0-2.

8. Status of childcare taskforce

Senator Hunter informed the Senate that she and Senator Thompson had talked to department chairs, as recommended in the past Senate meeting, and they now had the names of four interested faculty, and one staff member. She believes the next step is to address the Senate resolution proposed by former Senator Tom Hall in 2012 that was never voted on, and asked if the current Senate could vote on it? Senator Connell, as parliamentarian, said yes. Senator Hunter then reread the resolution:

Whereas there is keen interest among the members of the faculty at Christopher Newport University for a high-quality child care center,

Whereas such a center would facilitate CNU's efforts to attract and retain talented workers,

Whereas child care benefits (including on-campus facilities) are predominant among our peer universities, whether in the category of selective Liberal Arts universities or in the category of public universities in the commonwealth of Virginia,

Whereas CNU is large enough, and has a young enough faculty, that there is little doubt sufficient demand for a high-quality child care facility exists,

Whereas CNU students would benefit from having access to training in early childhood pedagogy,

Whereas CNU staff members could also benefit from having access to high-quality care for their children offered on or near campus,

Whereas child care centers have been demonstrated to be cost effective, and even able to return a small profit to the university,

Whereas there are numerous other good reasons for CNU to provide a child care facility as detailed in the faculty senate child care committee's final report,

Therefore be it resolved that:

1. The CNU administration should no later than August 31, 2012 convene a task force that would as necessary study and assess the following issues related to the construction and maintenance of a child care facility located on or near campus: location, physical attributes (size, security), staffing, quality control, supervision (e.g., management of the

facility either outsourced or done in-house), student participation (e.g., for the MAT program), and date to open the facility, and

2. The task force will by the end of AY 2012-13 make recommendations on those issues to the administration.

Motion 11/15/13.11 That the Senate adopt the previous resolution on child care to create an ongoing task force to explore the options and make recommendations to the administration. Moved Linda Manning. Seconded Bill Connell. Yes (Barnello, Connell, Depretis, Grau, Hasbrouck, Holland, Hunter, Keeling, Manning, Martin, Puaca, Redick, Selim, Winder. No opposed. Abstention: Thompson. The motion passed, 14-0-1.

9. BAC priorities

Secretary Keeling read the revised BAC recommendations, as submitted by Senator Connell.

CHRISTOPHER NEWPORT UNIVERSITY FACULTY SENATE

Draft October, 25 2013

Philosophy of the Faculty Senate, 2013-2014

This document presents the priorities of the Christopher Newport University Faculty Senate related to management of this educational academy in a time of severe financial challenge within the Commonwealth of Virginia and the Nation.

The Faculty Senate wishes to underscore its wish to support and nurture existing faculty (tenured, probationary and restricted) of all three university colleges. This philosophy undergirds all points made in this document. We firmly believe that a cohesive and protected body of instructional faculty is essential to the continued success of our University as we grow and develop as a first-rate academic institution. In accordance with learning outcomes specified by the American Association of Colleges and Universities (AAC&U), our priorities are not based on faculty opinion but rather on the University's existing mission and goals. It is necessary for the University to support faculty so that the faculty may support university principles of excellence as effectively as possible. A stellar liberal learning university must have outstanding teaching and scholarship in the classroom, and we believe this is contingent upon faculty belief that we are well-supported and appreciated by the University administration. We continue to believe this is the case and wish to continue in full partnership with all University colleagues. Furthermore, the University faculty firmly supports the tenure system as a key element that distinguishes CNU as a preeminent Liberal Arts institution. The University's historic commitment to tenure has aided it in recruiting and retaining faculty dedicated to the core mission of the University. The Faculty Senate understands that the temporary rebalancing of faculty to average 20-30% restricted appointments was brought on by economic exigency, and should be abandoned with the abating of the emergency. The Faculty Senate, furthermore,

encourages the administration to convert such appointments to tenure-track lines as when appropriate.

Faculty Contributions from 2008-2013

The Faculty Senate wishes to emphasize that university instructional staff have made many contributions and have demonstrated exceptional support of the university during the last three academic years when cutbacks were necessitated across the university.

- Faculty members have participated willingly in making suggestions for more efficiency in the curriculum
- Faculty members have agreed to teach larger numbers of students in many classes
- Faculty members have willingly restructured degree requirements in several colleges and departments
- Faculty members have gone without merit pay or monetary increase in salary for a five year period which ended this academic year.
- Faculty members have consented in the temporary expansion of contingent faculty appointments

In short, the Senate highlights that all faculty members have been willing to do more with less in recognition of the fact that we are all in this challenging economic environment together, and faculty will continue to do so in 2013-2014.

Senate Priorities for 2013-2014

The Faculty Senate would like to acknowledge and express its collective appreciation that BAC actions in the last five years have supported our faculty colleagues across the curriculum.

The Faculty Senate continues to support the objectives laid out in previous memos to the Budget Advisory Committee and reiterates those priorities for 2013-2014. The Faculty Senate requests that the administration continue its customary practice to make only necessary cuts and to do so in such a way so as not to inhibit the faculty's ability to perform the core mission of the University. The Faculty Senate further expresses its expectation of continued dialogue and consultation regarding any cutbacks or changes to the structure of the academic affairs of the university including the curriculum and composition of the faculty that may be necessary as we move forward during the ongoing budget challenges. The Faculty Senate expects that all budget decisions made will continue to honor the policies and procedures of the University Handbook as approved by the University Board of Visitors and the University President.

The Faculty Senate, as a representative body for the University faculty, first wishes to maintain all current faculty lines (tenured, probationary and restricted) as previously allocated by the Provost of the University. In conjunction with support of faculty lines, the Senate firmly supports the preservation of University programs; this is to support our students who have chosen this University for specific programs and majors, and to the faculty that were recruited for specific responsibilities within our curriculum.

The Faculty Senate firmly believes that in all future academic hires the University is best served by hiring tenure-track faculty over restricted faculty. In the event that the University sees fit in the short term to make use of restricted positions the Faculty Senate implores the administration to convert these lines from restricted status to tenure-track at the earliest possible time.

The Faculty Senate unconditionally supports the base 4-3 teaching load for tenured faculty members. The Faculty Senate also supports the current course load reductions that are guaranteed for probationary faculty and available by application to tenured faculty. Finally, the Faculty Senate encourages the University to change the nominal teaching load for all probationary and tenured faculty from a 4-3 to a 3-3 as soon as possible.

The Faculty Senate unequivocally supports the continued investment of University funds in support of faculty professional development. If cuts to this area become mandatory, the Senate requests cutbacks in the following order:

1. Sabbaticals
2. Grants for faculty development (Faculty Development Grants, Dossier Grants, and Faculty Incentive Grants).
3. Travel for conferences and research

Motion 11/15/13.12 That the Senate adopt the revised BAC priorities and submit them to the Budget Advisory Committee. Moved Rachel Holland. Seconded Raouf Selim. Passed unanimously.

10. Faculty Development Grants

At 6:03 the Senate went into closed session to consider the recommendations of the Faculty Development Grant subcommittee. Senators Connell and Depretis left at that time, since they had grant proposals in the pool.

Motion 11/15/13.13 That the Senate accept the recommendations of the Faculty Development Grant subcommittee. Moved Raouf Selim. Seconded Rachel Holland. Passed unanimously.

Senators Connell and Depretis returned at 6:09.

11. Teaching awards for adjuncts

President Redick reported that Provost Doughty was willing to fund the award, up to \$1000, so that the Senate needed to come up with criteria. Senator Barnello agreed to chair a subcommittee with Senators Connell and Hasbrouck, to develop the criteria.

12. Requiring the Honor Code on all syllabi

The senators discussed the results of surveying their constituents on the proposal put forward by Professor Pam Pringle. Several noted strong objections from constituents, including a belief that Honor Code applications should come from the students, doubts about efficacy, and belief that faculty should have control of and autonomy over syllabi content. It was noted that faculty who desire the Honor Code on their syllabi may put it on, and that many do. Senator Puaca called the question on the motion tabled from last time and the motion failed.

New Business

Senator Barnello noted that the Library Advisory Committee is developing a structured interview/survey for faculty, so that the Library can better serve faculty needs, and that she would present it on the December 6 meeting of the Senate. She also noted that she had constituents raising the question of why Annual Reviews are ARs compressed to artificial 0.5 increments, and asking if the administration might consider other increments of measure. Senator Connell suggested that the Senate revisit the question of supersections as a needed means of curricular efficiency. Senator Depretis offered the percentages of restricted faculty that departments in the College of Social Sciences have.

13. Movement to Adjourn. Moved Laurie Hunter. Seconded Michelle Barnello. Passed unanimously.

The Senate adjourned at 6:23 p.m.