

CHRISTOPHER NEWPORT UNIVERSITY FACULTY SENATE

Recommendations for the Budget Advisory Committee 2016-2017

On behalf of the faculty, the Senate would like to recognize the University administration for actively and willingly engaging in shared governance by consulting with the faculty regarding budgetary decisions, through both including them as voting members of the Budget Advisory Committee and taking recommendations from the Faculty Senate. 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.

Philosophy

The Faculty Senate wishes to underscore its wish to support and nurture existing faculty of all ranks from all academic areas: College of Arts and Humanities, College of Natural and Behavioral Sciences, College of Social Sciences, and the Luter School of Business. 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 encourages the administration to continue progress toward achieving our goal of reaching a 75/25 tenure-stream/non tenure-stream faculty ratio by 2022 and to convert lecturer appointments to tenure-track lines as when appropriate.

Recommendations Regarding Budget Shortfall

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 priorities during a budget shortfall are as follows:

1. **Faculty Lines:** The Senate recommends that we maintain all current faculty lines (tenured, probationary and restricted) as previously allocated by the Provost of the University.
2. **Academic Programs:** 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 support the faculty who were recruited for specific responsibilities within our curriculum.

3. **Tenure-Track Hiring:** 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.
4. **Teaching Loads:** 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.

Recommendations Regarding Additional Funding Priorities

When we have moved past the budget shortfall and can once again move forward on our funding priorities, the Senate identifies the following as essential for our next PBK application:

1. **Faculty:** In order to meet the high academic standards set by both Christopher Newport and PBK, we must recruit and retain a stable, high-quality faculty. This will entail:
 - a. offering competitive salaries and benefits packages, inclusive of parental leave;
 - b. increasing funding to support research, scholarship and creative activity; and
 - c. maintaining a high percentage of tenure-stream faculty lines, with the goal of reaching a 75/25% tenure-stream/renewable contract target by 2022.
2. **Student Financial Aid:** Seek a balance of merit-based and need-based scholarships for students, with special attention devoted to
 - a. first-generation students; and
 - b. under-represented student groups, including but not limited to groups characterized by race, national origin, and socio-economic class.
3. **Academics:** Building on our existing foundation, we should enhance the following:
 - a. Honors Program;
 - b. grants or other material support for students engaging in undergraduate research and creative activities;

- c. outbound success initiatives, inclusive of both careers and post-graduate work; and
 - d. library resources.
4. **Academic Co-Curricular Activities:** These should focus on experiential learning connected to the academic curriculum:
- a. study abroad, with primary focus on semester and year-long programs;
 - b. internships and practica; and
 - c. service learning.