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UNIVERSITY OF NEW HAMPSHIRE
2022-2023 FACULTY SENATE XXVII

The fundamental function of the approved minutes of the Faculty Senate is to accurately document actions taken by that body. Additionally, the minutes traditionally seek to provide context by capturing some statements of Senators, faculty in attendance, and guests. The minutes do not verify the veracity, authenticity, and/or accuracy of those statements.

Meeting called to order at 3:10 PM on October 17, 2022, via ZOOM

MINUTES SUMMARY

- I. Roll: The following senators had notified the administrative coordinator s/he would be absent: Lyon (on sabbatical), Stocz (proxy Scott McNamara), Nedyalkov (proxy Juan Carlos). Absent: Harvey, Magnusson, Grandy, Karaivanova. The following were guests: UNH-M Dean Decelle, Provost Wayne Jones, SVPAA Kate Ziemer, Kathy DesRoches, GSC; Christian Lipovsky, UNH Student Senate; Catherine Peebles, UNH Honors Program; Barbara White, Interim Director Discovery Program, Caroline Kanaskie, GSS President; Karen White

- II. Comments by and questions to Provost Jones
 - Board of Trustees Meeting: This is the meeting where the board looks closely at R30. Provost Jones shared data that is publicly available on the USNH Center for Data website. The university's census data can be found on this site and is tracked in real time. Provost Jones shared a slide showing enrollment on the Durham campus is down. This was not unexpected and is due in part to a large graduating class this past spring. Durham's enrollment of full time, first time freshman is up. This group surpassed expectations and helped to offset weak transfer numbers. Readmit numbers were low due to COVID. COLA did well in enrollments this year. The bottom line for budgeting purposes is the university is about on target. At the graduate level, the enrollment is flat. Deposits were up, but due to international students declining to come to campus the expected bump in graduate student enrollments did not materialize.
 - COVID: As of this morning there are 17 active cases. The number got up as high as 32 but is now back down to 17. Due to no testing on Friday through the weekend, there is a wave of cases earlier in the week that dissipates as the week progresses. Anticipating a Halloween bump, there will be messaging going out to students this week.
 - Two Communications: 1.) There is a memo coming out today from the System's Office regarding sexual assault and sexual harassment training. This is required by state law RSA 188. The university was supposed to start doing this about a year and a half ago. Students have been receiving the training. Last year, some members of the Faculty Senate met with Laura Buchs director of the Title XI office and helped to identify software. Last week, members of the senate did some beta testing for what will be an online required course for all faculty and staff. 2.) As some may recall, last year an outside reviewer was brought in to review the circumstances related to the hiring of COLSA professor Dan Howard. The report has come in. It's a large document with a significant amount of

confidential information. The confidential information is being redacted and once ready, the report and resulting recommendations will be distributed and made available on Laura Buch's website. Dan Howard's hiring took place in 2015-2016 and the university has made significant improvements in hiring practices since then. Roughly 60% of the recommendations in the report have already been put in place, 40% are still being worked on. The memo will be out this week with a link to the website where the report can be found.

Question: Chair Matthew MacManes asked about regulations related to the motorized scooters that are all over campus. They are dangerous.

Answer: Provost Jones isn't aware of any regulations related to scooters. Student Life and Parking put out general recommendations, but he is unaware of any related to scooters. Provost Jones offered to further investigate and will contact Chief Dean and see if he can find more information related to regulations.

Question: In revisiting the enrollment slides presented earlier in the meeting, a Paul College senator shared he was struck by the noticeable drop in male undergraduate students. Any insights as to why?

Answer: This is a national trend. Females are going to school in higher numbers. The issue isn't that males are remaining stagnant, and females are increasing, it's that males are declining. Another interesting point in the data shows that 63% of freshman this year are non-UNH residents. Resident numbers remain flat. All enrollment growth this year is related to non-resident students.

Question: A COLSA senator asked about Chief Dean's comments on WMUR related to the Clery report. In looking at this year's Clery Report, incidences of rape were considerably higher this year over last year. Chief Dean shared with WMUR that this was encouraging as it meant more students are comfortable reporting sexual assaults. Does UNH have data to back up this statement? In addition, also troubling in the Clery report is that incidences of stalking and fondling have increased across campus.

Answer: Provost Jones was careful not to speak for Chief Dean. That being said, prior to his visit with senate, Provost Jones and President Dean had been meeting with the SHARP team discussing this very issue. SHARP shared reporting data that showed the numbers from last year were up from the year before, but this was thought to be COVID related. If you compare 2021-2022 to 2019, the numbers are up, but only slightly. SHARP shared that students are seemingly more comfortable coming to them for support. The SHARP supports provided by the university are stronger too. This is a complex topic. UNH does comparatively well to national data, but Provost Jones acknowledges that even on sexual assault is one too many. Right now, there are six different organization on campus that are working on sexual assault prevention and education, but these groups are not coordinating with one another. The campus climate team has prioritized unifying these groups.

Question: In referring to the slides presented earlier in the meeting related to female/male enrollment numbers, a COLA senator asked if there was a category for "other". In talking about gender there need to be other choices.

Answer: Yes, there are other choices. The numbers are not enough to change the general percentages, but the application gives students an option of “other” and “would prefer not to say”.

III. UNH-M Dean Decelle presentation and questions

Dean Decelle began his presentation with the sharing of 2 slides. Dean Decelle commented that the BOT developed 3 overarching goals related to the UNH/GSC merger and for the purposes of today’s presentation, he would be focused on merger goal number one. This is the most complex goal related to this endeavor and involves the greatest number of people.

There is a new college being formed as a result of the merger. The purpose of this new college is to expand the online enrollment of non-traditional learners. The typical GSC student has an average age of 33 and has already attended between 1-3 prior institutions. This is a very competitive market nationally. Currently GSC students are almost exclusively from New Hampshire. The hope is to build off the UNH brand and build the online student population not only throughout NH but also across the region and nationally.

In addition, the merger is aimed at supporting the existing student body, especially at UNH-M. Because UNH-M is small, students have limited choices in courses, particularly discovery courses. GSC has over 500 courses, 100 of which are not part of the UNH-M course catalogue. The intent is to provide UNH-M students more access to online courses. This access is something UNH-M students have requested. The average age of a UNH-M student is 24. Most are commuters and have either full or part time jobs. By bringing these two colleges together the goal is to better serve both populations. In addition, the merger can better serve veterans who have access to more education benefits if they take a certain number of face-to-face classes.

Dean Decelle then briefly touched on the BOT goals 2 and 3. Goal 2 is related to expanding online access for UNH courses, particularly in the graduate school. Goal 3 is related to the expansion of continuing and professional education (non-credit) requirements. GSC already runs a strong adult education program called OLLI, the Ocher Lifelong Learning Institute. The intent is to bring OLLI into UNH under the continuing education program run by Ken La Valley. This will better serve the large population of non-credit adult learners across New Hampshire.

Dean Decelle shared a second slide with several bulleted points. The first bullet stating that idea of the merger is to substantially bring GSC into UNH-M. The finances of GSC have already been brought under Marcel Vernon, Human Resources under Kathy Neils.

All of GSC will land within UNH-M in a new college called the UNH College of Professional Studies. Because GSC serves a distinct population, there will be two divisions with the CPS. In essence there will be two colleges within the CPS. Because of the distinct needs that a GSC student has today and the relatively distinct needs that a UNH Manchester student has, there will be a common academic governance structure. A single integrated academic curriculum committee has been formed with a goal towards optimizing and maximizing the benefits that can accrue by having a richer, deeper, broader online portfolio.

GSC will continue to offer online courses. UNH-M will continue to offer in person classes. There will be graduate programs in both the GSC and UNH-M divisions. These courses will be governed by the UNH Grad Council.

GSC currently has an unusual calendar, even by traditional online standards. They currently have three 12 week terms during the academic year and a single 10 week term during the summer. Because the goal is to allow UNH-M to take GSC courses and vice versa, it is necessary to align the GSC calendar with the UNH calendar. Currently the process is underway to migrate the GSC calendar to 4 eight week terms and a single 8 week term in the summer. This involved the scaffolding of 500 GSC courses.

The merger aims to maintain the current GSC admission standards, tuition rates, and academic requirements. They serve GSC students well. These standards are what is required of this type of online learning market. The tuition rates are very competitive in terms of the affordability of students. There are instances where changes were necessary to GSC. These changes were jointly reviewed by faculty from both institutions. GSC students will continue to earn degrees GSC up through May of this year.

The merger has resulted in the creation of new faculty classification for Granite State College faculty. These faculty are now considered Online Professional Faculty. There is an Online Professional Faculty job description. There will be two levels of Online Professional Faculty, regular online professional faculty and a senior level. There will also be an Academic Center Director position. This position is still being finalized as to whether that will be a separate classification or whether it will be a stipend position.

Dean Decelle shared a summary of merger progress that has been made over the past 8 months when he last presented to Faculty Senate. He shared:

- There has been a great collaboration between UNH and GSC. Through this work it has been determined that UNH and GSC serve complimentary markets with minimal overlap. Changes to some GSC programs have been made to accommodate similar programs at UNH. The purpose being to eliminate confusion between the two. The example shared was GSC offered a BS in Psychology. That program will now be a BS in Applied Psychology. The process includes changing all prefixes that overlapped with existing UNH course prefixes. There is also significant work being done on discovery course equivalencies. The goal is to expand course choice for UNH-M students.
- The merger has legally taken place. The Governor signed the merger legislation on May 8, 2022. GSC is now a legal entity of UNH but is authorized to offer diplomas through May 2023 and federal financial aid through June 2023.
- The merger plan was submitted to NECHE in April and in July UNH received word from NECHE that the plan was approved.
- Other good news included that the accrediting body that accredits the business programs at Paul College have approved Paul having unit level accreditation status. This means, AACSB standards will not be imposed on either the existing business programs at UNH-M or the existing business programs at GSC. Applying AACBS accreditation standards to both CPS divisions would have had a significant impact on both those programs and a financial impact on the university. The CPS is now going to be able to continue those programs without being subject to AACSB standards.
- The name of the College of Professional Studies has been approved by President Dean and will be voted on by the BOT at this week's upcoming meeting.
- This merger has moved beyond the planning and policy changes to the implementation phase. There are now many dozens of people working to integrate the organizations. This

includes the necessary reclassifications and also looking in a detailed way at the work processes that exist in GSC and how these will migrate over to UNH.

- Work is being done to align the ERP systems between the two schools. July 1, 2023 is the date at which UNH-M and GSC will students will be able to register in a unified banner program.

Question: A COLA senator asked what the financial impact to UNH would be if the traditional residential Durham student were to decide to take online courses through GSC. This might be particularly true in discovery courses. The impetus for a student might be the lower tuition rate.

Answer: There are no short-term plans to make GSC courses available to Durham students. Only select classes will be available for cross registration between UNH-M and GSC students. These opportunities will require strong input and guidance from the student advisors. The reason for some flexibility for UNH-M students is to accommodate a student with scheduling limitations. The reason for some flexibility is not financially driven as GSC is a high margin institution, but rather to provide UNH-M students more options for discovery courses.

The questioner then asked for clarity on a statement Dean Decelle made regarding adjunct professors teaching courses and he clarified that 50% of required courses at UNH-M are taught by adjunct professors. Because nearly all GSC courses are taught by adjunct professors, UNH-M students taking a discovery course through GSC will be trading one adjunct professor for another.

Question: A CHHS senator asked for an update about the status of programs that might overlap within CHHS, nursing specifically.

Answer: Nursing is an area where the merger has yet to put together a finalized academic strategy. One reason being there is not a direct overlap with existing programs. There is a BSN program at GSC, but it is only available to students that are already RNs. This is an RN to BSN program. RN to BSN programs have nationally migrated to an online modality. For this reason, the GSC nursing program does not compete in a meaningful way with a residential BSN program on the Durham Campus. Other examples where GSC and UNH nursing programs do not align include two online master's degrees. However, the merger team wants to be very intentional about how the nursing portfolio is shared with the outside world. To this end, there has been some preliminary discussions about the prospect of a UNH School of Nursing which would have an obvious need to harmonize the GSC nursing options within that brand. Discussion around the nursing program continues.

Question: A CEPS senator shared that CEPS already has articulation agreements with GSC as well as other community colleges in the state about automatically accepting transfer credits. How should CEPS deal with the change in academic schedule if GSC courses are being altered so that the new schedule drops the course length by about 50%? How is CEPS going to do the transfer credit on a course by course basis or sequence by sequence basis?

Answer: Dean Decelle shared the migration of GSC courses from 12 to 8 weeks will still maintain GSC courses at 4 credits apiece. This will be a change for GSC students, but in the world of online education, 8 weeks is the norm. Nothing else about the pathways should change substantially. GSC is the largest acceptor of transfer students from the community college system of New Hampshire. There are detailed articulation agreements that include credit for prior

learning experiences. This is a very important feature of the adult online learning market and one the merger aims to maintain.

Question: A COLSA senator asked where the job description for the Online Professional Faculty could be found for review?

Answer: Dean Decelle shared he does not think this job descriptions have yet been posted it to the provost site. However, given that the reclassifications have already occurred and online faculty already having their new job descriptions, this should be uploaded and available on the faculty classifications page.

Question: A CEPS senator asked if you have students who are taking regular semester length courses, who will also be taking Discovery courses that are half the length, but the same amount of work, content, it seems there an imbalance of work between differing semesters.

Answer: There are no changes to the time demand within a classroom setting. All of the GSC classes are delivered asynchronously. Online courses do to not present a face-to-face scheduling challenge, but rather a workload profile challenge. Currently, a fair number of classes at UNH-M are half-term classes, and the merger will be adding substantially more of these courses. The merger will create an opportunity for a little bit of a slower pace allowing students to take two or three classes and transition into that fourth class midway through the traditional semester. You could argue that that presents a different kind of challenge, but the recommendation is not that students take more than a standard 16 credit load. Dean Decelle acknowledge that the eight-week period could present more challenges than having courses spread more uniformly throughout the semester.

Dean Decelle left the meeting.

IV. Approval of the September 26, 2022 minutes

The minutes were approved by unanimous consent.

V. Remarks by the Chair

- November 7 Caucus Meetings with the College Deans: All caucus meetings have been scheduled. These meetings provide an opportunity for senators to share with your deans the work within Faculty Senate and to elicit any feedback from them. The conversations can range from formal to informal.
- There is a standing committee motion template available under the Standing Committees' folder on the Team site. This template is available for use by committee chairs seeking to bring motions to the floor of Faculty Senate.

VI. AAC Motion regarding changes to Spring Break calendar

Chair of the Academic Affairs Committee Rosemary Caron introduced a motion relating to the academic calendar and spring break. Rosemary shared that as Dean Decelle alluded to earlier in the meeting there is a need to align the academic calendars between GSC and UNH. Both calendars need adjusting to minimize the impact on business operations and to ensure that all UNH students benefit from spring break. Rosemary shared that the AAC met with SVPAA Kate Ziemer in working through the alignment of the two calendars. Rosemary went on to share the rationale for the motion including:

- GSC will rename their existing half-term 1 and 2 that exist in Banner, to term one and term two for the fall semester and term three and four for the spring semester. This will align GSC to UNH's calendar.
- All term dates will be expanded to encompass the full eight weeks for both fall and spring. Because half term courses at UNH today run for seven weeks, this will require a change in the current cutover dates from term one to term two. This will shift the timing of spring break by one week allowing break to sit between the two terms. This will allow for a full eight weeks before spring break and a full eight weeks following spring break.
- Lastly, GSC will offer one summer session lasting eight weeks that will be aligned with either the full UNH Summer start or the start of the eight-week summer term at UNH. This will be decided once the discussion of E-term and terms over all is complete.

The motion put forward by the committee would move spring break beginning in 2023-2024 such that spring break would fall between the 8 weeks of term 3 and the eight weeks of term 4. The committee consulted with the UNH registrar's office to see how this change in spring break would impact future UNH academic calendars. The registrar's office reported back that between AYs 2023-2024 and 2026-2027 there would be only two years impacted by a change in original spring break week.

Question: A CEPS senator asked for clarification on the dates in question.

Answer: Rosemary shared that the first year impacted is the 2023-2024 academic year with spring break being moved from 3/11-3/15 to 3/18-3/22. In AY 2026-2027, spring break would be moved from 3/15-3/19 to 3/22 -3/26.

Question: the same CEPS senator clarified that GSC is starting the same week as UNH, and if so, has it been considered that GSC start a week earlier than UNH so as to not require changes to the UNH calendar.

Answer: Committee Chair Rosemary referred the question to SVPAA Kate Ziemer who shared the intent is to align the calendars to the extent possible because mechanisms go into place every time the university starts a term. This is true whether it's a law of term, a half-term, j term, etc. These processes go into effect in the registrar's office and in the student accounts offices. Aligning all of these processes reduces the chance for error and also streamlines the manpower that's needed to enable the university to run as a business.

The questioner reiterated he did not understand why GSC couldn't start term 3 a week earlier. SVPAA answered because the university would need to repeat the same steps 2x. There will be one registrar, one financial aid office, one ERP system, and one student information system. Different start dates results in more complex operations and additional manpower to operate effectively.

Question: Vice Chair Vidya Sundar asked if one of the goals for the NECHE accreditation was to have unified start dates for the different facets of the university.

Answer: Kate shared that NECHE isn't so concerned with a unified calendar. NECHE cares that the university has the resources to operate as proposed. The efforts to align the calendar are driven by resources rather than accreditation.

Rosemary shared that the question came up within the committee as to how these changes would interact with Saint Patrick's Day? In response, Kate Ziemer reached out to Chief Dean who responded that he believes the university is in a different time. The students are different and there are more support systems in place. Chief Dean felt if the change was deemed to be academically beneficial, his office was not opposed to this change.

Question: a senator from the law school asked if these changes impact the law school as well. The answer was no.

Question: A COLA senator asked how these changes benefit UNH-D students? The senator also referenced the conversation with Chief Dean and suggested changes to the calendar that incorporate St Patrick's Day include looking at arrests or misbehavior in public versus a focus on academics.

Answer: Rosemary shared that Chief Dean placed academics ahead of concerns related to St. Patrick's Day. The group did not feel that moving spring break two times in four years would cause harm to either UNH or GSC students. SVPAA Ziemer added that with the expanded access of UNH-M students to classes through GSC, if the calendars were not aligned, UNH-M students would have a break from their UNH-M courses, but not the GSC courses, thus not really have a spring break.

Vice Chair Vidya invited Student Senate representative Christian Lipovsky to share his thoughts. Christian shared that this would impact UNH students. He too saw no benefit this change brings to the UNH-D students and was concerned about the St. Patrick's Day issue. He planned to solicit feedback from Student Senate.

A Paul College Senator shared he is the former director of the MBA program for online and part-time students. This program follows the term 1, 2, 3, 4 schedule. These are eight-week courses in which spring break is used for travel. If these programs start one week earlier than Durham, that would create a huge disadvantage to graduate students who are on campus, but can't use university facilities or have impaired use of university facilities because campus is not fully open yet. Unifying the calendar really does matter. In addition, the Senator shared the university has been pretty effective at changing the attitude around Cinco de Mayo and thus the university can be very effective at doing the same around St. Patrick's Day. Fear around this issue should not drive decisions.

Jim Connell the Faculty Senate parliamentarian suggested the committee bring back new language to the next senate meeting that clarifies language around the law school. Rosemary said they would be happy to.

Question: a CEPS senator asked for a point of clarification. The Faculty Senate has the right to set the academic calendar, so is the motion to change the dates of these particular spring break weeks and thus fix this issue for the next five years? Should there be a motion which automatically sets the spring break week? From here on out, spring break is after week 8 of term 4 thus fixing the problem indefinitely.

Answer: Rosemary differed to Kate Ziemer who shared that from an administration and registrar's office standpoint, the hope was the calendar changes would be going forward. Rosemary acknowledged that the motion states that spring break would be between term 3 and 4 but appreciated the language could be clearer as to incorporate the CEPS senator's suggestion.

A CEPS senator shared that St. Patrick's Day is not impacted by these changes until 2027.

Chair Matt thanked Rosemary and the AAC and reminded senate that this motion will be put to a vote at the next senate meeting.

VII. CCLEAR Constitutional Amendment

Vice Chair Vidya shared her screen and the language surrounding the motion. She first shared the current language in the senate constitution. She then shared the faculty size of departments represented in the senate.

The floor was opened for discussion.

Question: a senator from the Manchester shared that in a recent faculty meeting, the UNH-M faculty agreed that for a long time they have felt in terms of responsibility, there is little difference between what lectures do and what the tenure track faculty do. For this reason, the sense in their faculty meeting was all levels should be eligible to serve on Senate, even as the first senator. Secondly, in thinking about their GSC colleagues, it was pointed out that no GSC faculty will have tenure. Perhaps GSC faculty will merge with UNH-M for Faculty Senate representation, but if GSC becomes its own department for the purposes of senate, having no tenure track faculty will preclude them from have senate representation.

Answer: Vice Chair Vidya shared that as the senate constitution is currently written it is true that GSC faculty would not be eligible for senate. However, the constitution also does not recognize the new faculty title of Online Professional. To address both of these issues will require a constitutional amendment. It is the desire of Faculty Senate to include GSC faculty and as the July merger date draws near, a constitutional amendment addressing this issue will be necessary.

A Paul College professor shared she wanted to revisit a point she made at a previous senate meeting around the issue of status. Recognizing status is a touchy issue, her point was that within the hierarchy of the academic communities, people with tenure traditionally have more power. The issue is power rather than status. Power equates more resources. Status equates perhaps more attention. She went on to share, if there is not a tenure-track faculty member requirement, then departments will ask non-tenure track faculty member to take over the role. This is because in most departments, it's research that gets you promoted. Research, teaching second and service is third. Thus, faculty are most concerned about their research and if they can pass off some service, especially a time-consuming service like Faculty Senate as it's well-known to be, then a faculty member will very likely try to do that. This senator worried this will result in having not very many tenure track faculty members on senate. This in turn will weaken the power of Faculty Senate in the eyes of the administration. In addition, non-TT faculty and TT faculty have different issues. Lastly, the senator shared that because of research obligations, TT faculty must work through the summer.

A COLA senator relayed a message from her department where there was a lengthy discussion. The majority of the department requested postponing the motion to allow for more time for considering better alternatives for equity and inclusiveness. In a discussion within the department, lecturers voiced their concerns about having an increased load of work put on them without having any sort of compensation.

Another COLA senator responded to the earlier senator's concern over prioritizing research. She shared this is a complicated issue, but if there's a faculty member or groups of faculty members who are concerned with their research, they're going to prioritize their research regardless of who is on Senate. Additionally, if they don't want to be on Senate because they feel that their research is more important, then they don't have to accept to be recognized as their department representative on Senate. The senator went on to share if someone is concerned so much with their research and that's the thing that they want to focus on then why would they want to be on senate and potentially be an ineffective Senator? Departments should be thinking about who they would most want to be their representative. Who possesses the skills and the attributes, regardless of their faculty designation. Who is best positioned to be a good representative for the department? She pointed out that if administration won't listen to faculty because they are not tenured, then there is a bigger problem within the university community. Lastly, this senator shared that everyone in academia works through the summer whether as program coordinators, advisors, doing research or securing grants.

The earlier Senator from Paul College was offered the opportunity to respond. She shared that non-tenure track faculty don't always understand the work of a tenured professor. Both committees she has served on looked at issues related to research and P and T. Faculty members without the requirement of research may not be equipped to address these issues. As someone who has studied social systems, this senator shared that certain aspects of social systems are well known. Powerful people, people with status, get heard more, get paid attention to more. For this reason, there is nothing about the UNH administration that makes them any different than any other leader in most organizations in the world.

A CEPS senator shared there was a lengthy discussion in his department regarding the motion and they are opposed. Several issues were raised, but one in particular stood out. Over the years, one of the things faculty in his department have seen is the loss of tenure track lines, often replaced by lecturers but also adjuncts. As a result, many people increasingly see lecturers and tenure track positions as interchangeable. This is the message coming down from the Board of Trustees. This department is concerned that with this motion Senate is unintentionally supporting that view. The motion lends credence to that view.

A COLSA senator remarked that the concern surrounding lecturers and workload is union issue. The union can protect union members from being assigned workload that overloads them. In addition, he shared many CCLEAR faculty have PhDs, have done or are doing research. Most have written grants. This experience lends itself to being able to advocate for these causes. In addition, the majority of credit hours being taught on campus are by CCLEAR by faculty. Considering the importance of the academic mission of the institution, teaching classes is a major portion of that academic mission. Currently, faculty that spend the majority of their time teaching classes don't have equal representation on Faculty Senate. Lastly, how much power does Faculty Senate currently have? Faculty Senate was not consulted with regards to the merger of UNH and GSC nor the Knack tutoring. It is important that faculty stand as one.

Another senator from Paul offered this is a very tricky issue. He wanted to offer support to his Paul colleague and continued he comes from a department where none of the lecturers have engaged in research, nor have any ambition to engage in research. He felt everyone was making assumptions. His view is he does not want lecturers in his own department to be exploited. Their department would prefer service on Faculty Senate remain in house.

A senator from CEPS wanted to respond to the previous comment that those faculty whose research is a priority don't have to accept the seat on senate. In response he shared he has been an effective senator and has a large research portfolio. Research or not, when elected it is hard to turn down because if everyone turned down their seat, there would not be a senate. The debate of research versus teaching is a moot point because what departments need to do is select those who will best represent the goals of their department.

Another senator from Paul College pointed out the contradiction between the arguments being made. One argument is that Faculty Senate representation will be forced on lectures because it is rejected by TT faculty as a lower status position or a less desirable service position. Conversely, Faculty Senate runs the risk of too many lectures thus watering down the status of Faculty Senate. This senator asked "So which is it?" Is Faculty Senate going to be sloughed off to the lectures because tenure-track faculty don't want to do it, or is it something that tenure track faculty care a great deal about?

The COLA senator who shared early in the meeting that the lecturers in her department were not in favor of this motion reiterated their feelings were unrelated to status and research. The concern was really coming from within the department and from lectures themselves, as to whether this was something that they wanted and would be pushed on them. There's a lot of debate. It seems like this is an issue that needs to be talked about more. Is there any option for continuing the discussion?

Chair Matt answered the senator could make a motion to postpone the vote.

The COLA senator made a motion to postpone the vote. It was seconded by a senator from the law school.

Faculty Senate parliamentarian Jim Connell clarified if the motion was moving the vote to the next senate meeting. The answer was yes.

The motion passed with 34 in favor, 17 opposed and one abstention.

VIII. Changes to the Library Committee

With only two minutes left in the meeting, Chair Matt did not feel there was adequate time to discuss proposed changes to the Library Committee. He encouraged senators to review the materials in the Teams folder for discussion at next Faculty Senate meeting.

A COLA senator asked for a point of clarification. He asked if there were a vote threshold related to the upcoming vote on the constitutional amendment. Matt responded two-thirds. Two-thirds of all voting and present senators would need to vote in the affirmative for the amendment to pass.

The meeting was adjourned.