

**Faculty Senate Meeting**

Mississippi Illinois Rooms

Morris University Center

Approved Minutes

December 5, 2013

The regular meeting of the Faculty Senate was called to order at 2:30 p.m. on December 5, 2013 in the Mississippi Illinois Rooms, Morris University Center, by Susan Yager, President.

**Present:** Agustin, Anop, Banker, Melodie Rowbotham for Bell-Scriber, Celik, Chleboun, Comrie, DeMeo, Durbin, Evrensel, Foster, Gillespie, Goebel-Parker, Heil, Hester, Hildebrandt, Hunt, Jack, Johanna Schmitz for Jarrell, Kerber, E. Kirk, S. Kirk, Ko, Leem, Liebl, Littmann, Carly Hayden Foster for Moffett, Kathleen Tunney for OG. O'Brien, L. O'Brien, Ozcan, Sabby, Santanello, Staples, Taylor, Thornton, Wrobbel, Yager, Yu

**Excused:** Carstens-Wickham, Cheah, Gaehle, Msengi, Pettibone, Springer

**Absent:** ~~Anop~~, Berger, Cairo, Carr, Demirer, Ferguson, Fuchs, Fujinoki, Guehlstorf, Suman Mishra for Ibroscheva, Jain, Nieto,

**Guests:** David Werner, David Ault, Steven Hansen, Denise Cobb

Susan Yager introduced Dave Werner and Dave Ault and gave the floor to them.

**Guest Speakers:** Dave Werner, Dave Ault and Steven Hansen, Emeriti Faculty Association. The Association will be supporting projects proposed by faculty. Bylaws of the SIUE Foundation, Emeriti Faculty Association and a Memorandum of Understanding between the Faculty Senate and Emeriti Faculty Association was provided and posted on SharePoint. Dave Warner took questions:

1. Is this an ongoing activity or only related to the \$10,000 donation from the Faculty Senate-?  
  - a. The Association will have a flexible approach and not everything has been finalized yet. If it is decided that it's not working the monies donated will remain with the Faculty Senate.

Dave Ault added that one of the purposes of the Association is to raise the awareness of the institution in a variety of places, here and in the region.

2. How faculty will be able to apply for a project.  
  - a. An announcement will go out in January for proposals. All the details are still being worked out.

Susan Yager thanked Werner and Ault for attending the meeting and answering questions and will follow up with the Senate.

Susan Yager introduced and gave the floor to Denise Cobb.

**Guest Speaker:** Denise Cobb, Assistant Provost and Associate Professor gave an update about where SIUE is in regards to institutional accrediting. Denise provided a handout, which is filed with the minutes.

SIUE is accredited by the Higher Learning Commission and requires a self-appraisal portfolio, systems appraisal, team attendance at a strategy forum, and a quality check-up. In addition to requirements for financial aid, credit hours, student complaints, and federal credit hour review, accreditation by the Higher Learning Commission includes a federal compliance portion. A committee on federal compliance has been meeting every two weeks to work on topics, such as credit hours based on seat time and a credit hour definition; and a final draft will probably be ready in February, according to Susan Yager, committee member. The site visit from the Higher Learning Commission will be in March. They will be verifying that what is in the systems portfolio addresses the elements listed on the handout Denise provided. Open meetings will be held during the visit, and faculty are encouraged to attend. Presently, work continues as adjustments are made to the concerns expressed in appraisal. Please contact Denise with any questions.

Questions were asked about whether plus/minus grades would be considered an issue and whether SET still serves its original purpose - if it is viable and helpful. A short answer to the questions was that credit hours seem to be the main concern.

### **Announcements**

Susan Yager made the following announcements:

- OMA certificate – send copy to Governance secretary.
- Campus Wi-Fi: Susan Yager reported that the President of Staff Senate had a conversation with Jennifer Vandever about Wi-Fi access and was informed that access reached its limits immediately after expansion for fall. Plans are to expand more. Peck Hall was built with metal walls, making it difficult to gain wireless access, especially in the basement. \$300,000 was approved in upgrades for next year. Jennifer Vandever will visit Faculty Senate, if needed. It was agreed to invite Jennifer for an update on technology in February.
- Susan Yager requested an IBHE-FAC volunteer to begin in spring for monthly meetings, usually third Friday of the month leaving on Thursday evening through about 3:30 p.m. on Friday. Person would be reimbursed for travel. The governance secretary will make sure the schedule is posted as a link on the Faculty Senate web site.
- Search for School of Nursing Dean is being formed now. One faculty member chosen by Faculty Senate president in consultation with the Provost will serve. Please inform Susan Yager if interested. Work begins very soon.
- University of Illinois at Urbana-Champaign will become smoke free on January 1, 2014. Is there interest in a group of faculty getting together and drafting something? Tom Foster volunteered to form a committee.

- Susan asked if anyone was interested in leading a group about Pension reform. Please, contact Susan Yager if interested. A letter is posted on SharePoint from IBHE-FAC to Mr. Madigan about concerns of inactivity on the pensions.

**Consideration of Minutes:** November 7, 2013 minutes were filed as submitted.

**Action Item:** Rules and Procedures Council Chair Shelly Goebel-Parker, on behalf of the Rules and Procedures Council, **brought forth** revisions to the operating papers regarding the Illinois Open Meetings Act. The revisions were **approved**.

### **Reports from Standing Committee**

**UPBC:** Morris Taylor reported that the budget will either be reduced or flat. Morris met with Denise about the RAMP, (Resource Allocation Management Program) process and accomplishments. SIUE is looking at the possibility of there not being any money for these.

**IBHE-FAC:** Chris Durbin submitted a report, which is filed with the minutes.

**Faculty Development Council:** Faith Liebl submitted a report, which is filed with the minutes.

**Graduate Council:** Steffany Chleboun submitted a report, which is filed with the minutes.

**Curriculum Council:** E. Duff Wrobbel submitted a report, which is filed with the minutes. Duff added that the School of Education Elementary Education “bundle” with the program change pertaining to accreditation is now approved and moving to the Provost’s Office.

**Rules and Procedures:** Shelly Goebel-Parker provided handouts for the follow-up documents regarding the change of department/unit/school/college, including a change on Form 91A that is listed under New Business. Work is continuing on the definition of faculty.

**Welfare Council:** Mark Hildebrandt submitted a report, which is filed with the minutes. Mark added that the status of the Social Media Policy is posted on SharePoint and to please send questions to Mark or Tim Ozcan. It is still in Welfare Council and has not had a second read. There was a question and concern about grading students on social media use. A Senator will send Mark suggested language revisions for page 7.

**Past President:** Rhonda Comrie reported that at the Enrollment Management Council meeting some tuition rates were adjusted for children of alumni and students from outer lying states (paying in-state rates). Rhonda added that increased enrollment will hopefully offset the difference.

**President Elect:** Tom Foster made a request for volunteers who are interested in serving on the new committee for not smoking on campus.

**President:** The CD funds totaling \$15,631.12 are now transferred to the Faculty Development fund at the Foundation. The challenge grant of \$10,000 could be matched by the Emeriti Faculty Association. Steve Kerber asked if the funds are included under a Council, such as Welfare or Faculty Development.

There was a discussion. Faculty Development Council Chair Faith Liebl welcomed the opportunity for funds to be housed in the FDC.

Susan Yager shared the letter from the Chancellor on her response to the Campus Wide Calendar Committee Report. The letter is filed with the minutes.

Federal compliance working group proposes revisions to Policy 1C1. It will possibly go to the February Faculty Senate meeting for a first read, but there is a question whether it go to Curriculum Council first.

Digital Scholarship: Welfare Council Chair Mark Hildebrandt provided a document on SharePoint of the change to a segment in the Faculty Handbook to include digital scholarship as publications. A first read brought many comments and suggestions. The input will go back to the Welfare Council for consideration of a revision.

Susan Yager requested that if anyone has feedback for Rules and Procedures Council Chair Shelly Goebel-Parker in regards to the department/unit/college/school name change documents to please contact her.

**Adjournment:** The meeting was adjourned at 3:51 p.m. (Liebl/Comrie).

*February 6, 2014 approved as corrected (typos) by the Faculty Senate  
Vicki Kruse/University Governance*



### Planning for SIUE's Quality Check-Up

Denise Calkb  
20201@siue.edu




### Accreditation Timeline

- Systems Portfolio Fall '12
- Systems Appraisal Spring '13
- Strategic Forum Fall '13
- Quality Check-Up Spring '14

Reaffirmation




### Quality Check-Up

- Final All-Campus General Session
- Quality Program Summary (due later than 10 pages pdf)
- Self Study in Spring 2014 - \$10,000 Quality Accreditation (1/22) or April 2nd
- SIUE's 2014-2015 Self Study

The current quality self-study:

- 1. Self-study report
- 2. Self-study report summary
- 3. Self-study report summary
- 4. Self-study report summary
- 5. Self-study report summary
- 6. Self-study report summary
- 7. Self-study report summary
- 8. Self-study report summary
- 9. Self-study report summary
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- 20. Self-study report summary




### Federal Compliance Review

- Review of Federal Compliance Summary on 8/1
- Code Identification
- 2. Policy, or Standard/Code
- 3. Code, or Standard/Code
- 4. Code, or Standard/Code
- 5. Code, or Standard/Code
- 6. Code, or Standard/Code
- 7. Code, or Standard/Code
- 8. Code, or Standard/Code
- 9. Code, or Standard/Code
- 10. Code, or Standard/Code
- 11. Code, or Standard/Code
- 12. Code, or Standard/Code
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- 20. Code, or Standard/Code



## IBHE FAC Report for Faculty Senate

December, 2013

IBHE meeting on November 15, 2013, Jacksonville, IL, MacMurray College

- I. Common Core and PARCC. Presentation on the Common Core Standards (Common Core) and the Partnership for the Assessment of Readiness for College and Careers (PARCC). In 2010, Illinois adopted the Common Core Standards, which aim to develop a comprehensive understanding of key concepts in English language arts and math in the K-12 population. Common Core was implemented in the 2013-2014 academic year. It places emphasis on the application of knowledge to real world situations.

Illinois is one of 11 states serving on PARCC's governing board for test creation. Nineteen states who have adopted Common Core are pooling resources for this assessment system. It is an online assessment to be implemented in the 2014-2015 academic year. It aims to engage students in more meaningful demonstrations of their knowledge and understanding.

[www.isbe.net/commoncore](http://www.isbe.net/commoncore)

There are two summative assessments, one of which is performance-based and one that occurs at the end-of-year. There are two diagnostic assessments that are optional and currently unavailable. There is one non-summative assessment, also unavailable, that focuses on speaking and listening skills. The outcomes will label students related to certain performance level descriptors that will describe the projection for "on track" for college (or high school) reading; complex text reading; and writing.

Anecdotally, the math example was complex and did assess critical thinking, much higher than the "Algebra I" label would have suggested, and was met with surprise by several of the "math people" in attendance. The English example was a reading regarding Daedalus, whom we were assured, was a piece that the students would have already covered in their own curricula.

- II. Pension. Included with this report is a draft of a letter to be sent to the Illinois State Legislature from the Faculty Advisory Committee, four-year public university caucus.
- III. Student Debt. Also attached to this report is the resolution drafted by the Student Advisory Council to IBHE in support of Illinois Senate Resolution 0640 related to student debt.

Respectfully submitted,

Christine Durbin, SIUE IBHE FAC representative

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2 IBHE-SAC Resolution 1

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**4 ILLINOIS BOARD OF HIGHER EDUCATION**

**5 STUDENT ADVISORY COUNCIL**

6

7 SPONSORED BY: Access and Diversity Subcommittee

8 CHAIRED BY: Debbi Rodriguez

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**10 APPROVAL FOR ACTION:**

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12 *Resolution in Support of Illinois Senate Resolution 0640*

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14 WHEREAS, Student loan debt is the only type of consumer debt in our nation's history to

15 be categorically excluded from protection under our bankruptcy code; and

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17 WHEREAS, Less than 1% of federally guaranteed loans were actually discharged in

18 bankruptcy prior to the enactment of this exclusion; and

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20 WHEREAS, Both the Consumer Bankers Association and the American Bankers

21 Association openly opposed such discriminatory treatment of student loans; and

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23 WHEREAS, The federal government has stripped away numerous other consumer

24 protections from borrowers of student debt, such as statutes of limitation on the collection

25 of such debt, the ability to refinance interest rates, and protection under the federal Truth

26 in Lending Act; and

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28 WHEREAS, The federal government presently generates a substantial profit from the  
29 origination of student loans, while countless borrowers default on their repayment  
30 obligations, because such loans are not protected under standard bankruptcy and  
31 consumer law; and

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33 WHEREAS, The removal of these basic consumer protections has coincided with an  
34 exponential growth in the cost of attending many of our State colleges and universities;  
35 and

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37 WHEREAS, The return of these standard consumer protections will require the United  
38 States Department of Education to take its oversight role seriously, reduce the cost of  
39 college, and decrease the current default rate; therefore, be it

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41 RESOLVED, BY THE ILLINOIS BOARD OF HIGHER EDUCATION STUDENT  
42 ADVISORY COUNCIL, that we urge the Illinois Board of Higher Education to pass a  
43 resolution in support of Illinois Senate Resolution 0640, which calls upon the United  
States Congress to provide equality 44 of treatment under the law for all students by  
45 restoring full bankruptcy protections for student loans, both private and federally  
46 guaranteed, and to restore other standard consumer protections to student borrowers, such  
47 as statutes of limitation on the collection of student loan debt, protection under the federal  
48 Truth in Lending Act, and the ability to refinance interest rates on student loans; and be it  
49 further

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51 RESOLVED, That suitable copies of this resolution be delivered to Lindsay Anderson,  
52 Chairwoman of the Illinois Board of Higher Education, Doctor Harry J. Berman,  
53 Executive Director of the Illinois Board of Higher Education, and Professor Abbas

54 Aminmansour, Chairman of the Illinois Board of Higher Education Faculty Advisory  
55 Council.

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November 16, 2013

Speaker of the Illinois House Michael Madigan  
300 State House  
Springfield, IL 62706

Speaker Madigan,

The Public Universities Caucus of the Faculty Advisory Council to the Illinois Board of Higher Education urges you to consider the following as the conversations related to pension reform continue and as time draws near for the December 3 legislative session.

First and foremost, it needs to be stated and restated that a promise made must be a promise held. The State of Illinois has promised its public employees, including the faculty constituency our group represents, that years of service to the State will result in earned benefits for security in their post-service years. Thus, this issue is not merely a contractual and constitutional one, but more than anything else, an ethical one.

Also, we hope that legislators recognize the consequences to the entire state, both with regard to legislative action *and* continued legislative inaction. At present, we have already observed a mass exodus of valuable university professionals. The situation will only worsen as more and more of our colleagues opt for retirement out of fear of a crumbling system, and as fewer and fewer strong professionals opt to take positions at Illinois institutions.

We hope that you will keep these key points in mind and share them with others as legislative conversations unfold.

Sincerely,

Members of the Public Universities Caucus of the Faculty Advisory Council to the Illinois Board  
of Higher Education

Sonya L. Armstrong, Representative from Northern Illinois University

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**From:** E. Duff Wrobbel [mailto:ewrobbe@siue.edu]  
**Sent:** Tuesday, November 26, 2013 3:52 PM  
**To:** Vicki Kruse  
**Cc:** Susan Yager  
**Subject:** CC Report

Please see separate UPC and UCC reports.

After hearing the final report from David Cluphf regarding dual credit, the CC **recommends that the FS create a task force and charge it with developing a plan to create a dual credit program at SIUE.**

Issues arising from the 120-hour conversion were discussed. CC members were reminded of **policy 1Q8**, Annual Implementation and Administrative Responsibility Policy, which includes the provision that "changes in policies, standards, procedures and regulations related to admissions, testing, graduation requirements, academic standards and performance, grading and examinations shall take effect once per year, at the beginning of regularly scheduled classes in the fall semester," and that, in addition, "for the implementation of changes in courses and programs taking effect at the beginning of a fall semester, the changes must be fully approved by January 3, i.e., approximately eight months prior to the effective date." Thus, given that the 120 hour conversion was approved in May 2013, posting it as standing policy to the SIUE web site in June 2013 was premature.

The CC explored the possibility of using the 120-hour fast-tracking procedure as a model for a more generic fast-tracking procedure.

Results of open meetings on the proposed Integrative Studies program were discussed.

CC had a discussion regarding certain aspects of the adding of new courses. One aspect concerned letters of collation. The Provost's Office provided a definition indicating that such letters are an opportunity for a stakeholder group to express their support or concern for a proposal, but that such letters have no binding force. This is particularly relevant when adding new courses with content similar to existing courses. There was additional discussion regarding the use of experimental courses (form 89) and "special topics" courses and the degree of oversight of the Curriculum Committee for these types for courses when they are proposed. **The CC welcomes input from the FS regarding how to differentiate between an experimental course, a special topics course, and the proper use of both categories.**

Memo

To: Curriculum Council

From: Stacie Kirk, UPC Chair

Date: November 21, 2013

Re: Approved form 91s

The following are the form 91s that have been approved by the Undergraduate Programs Committee between the dates of October 18 – November 21, 2013.

- Physics bundle – CAS 12-48, 12-40, 12-32, 12-13
- CAS 10-105 – Rhetoric and Writing Minor
- CAS 12-58 – Interdisciplinary Urban Studies Minor
- CAS 13-35 – Meteorology and Climatology Minor
- SOE 12-895 – termination of Exercise Science Minor and Coaching Minor (KHE)

Forms currently under review:

- CAS 12-143 – BA/BS Anthropology change in requirements (discussed at 11.21.13 CC meeting)
- BA/BS in Integrative Studies (open hearing held on 11.20.13)
- CAS 12-88 – Minor in Geographic Information Systems
- CAS 12-237 – BA/BS Speech Communication major option, Public Relations

Respectfully,

Stacie Kirk

UCC Report on Packet B, Nov 2013, Kay Gaehele					
Date	Form	Routing #	Name	Long Name	Comments
9/9/2013	90A	SOE-13-935	CIED 100	Introduction to Education	approved with updates 11/27
9/9/2013	90A	SOE-13-936	CIED 301	Field Experience 1	approved with updates 11/27
9/9/2013	90A	SOE-13-937	CIED 302	Field Experience 2	approved with updates 11/27
9/9/2013	90A	SOE-13-938	CIED 303	Field Experience 3	approved with updates 11/27
9/9/2013	90A	SOE-13-939	CIED 304	Field Experience 4	approved with updates 11/27
9/9/2013	90A	SOE-13-940	CIED 310	Planning for Diverse Learners	approved with updates 11/27
9/9/2013	90A	SOE-13-941	CIED 311	Planning for Differentiated Instruction	approved with updates 11/27
9/9/2013	90A	SOE-13-942	CIED 312	Language and Communication in Multiple Context	approved with updates 11/27
9/9/2013	90A	SOE-13-943	CIED 313	Introduction to Educational Assessment	approved with updates 11/27
9/9/2013	90A	SOE-13-944	CIED 314	Creating and Managing Learning Environments	approved with updates 11/27
9/9/2013	90A	SOE-13-945	CIED 321	Primary Literacy Assessment and Instruction	approved with updates 11/27
9/9/2013	90A	SOE-13-946	CIED 322	Literacy Composition and Comprehension	approved with updates 11/27
9/9/2013	90A	SOE-13-947	CIED 441	Learning and Teaching Mathematics at the Elementary Level	approved with updates 11/27
9/9/2013	90A	SOE-13-948	CIED 442	Learning and Teaching Science at the Elementary Level	approved with updates 11/27
9/9/2013	90A	SOE-13-949	CIED 443	Learning and Teaching Social Studies at the Elementary Level	approved with updates 11/27
9/9/2013	90A	SOE-13-950	CIED 451	Student Teaching at the Elementary Level	approved with updates 11/27
9/9/2013	90A	SOE-13-951	CIED 452	Senior Seminar in Professionalism and Ethics of Teaching	approved with updates 11/27
9/9/2013	90A	SOE-13-952	IT 300	Digital Learning/Communication for Educators	approved with updates 11/27
9/9/2013	90A	SOE-13-953	KIN 330	Curriculum Strategies For Elementary PE	approved with updates 11/27
					SEE COMMENT BELOW
<p>The other concern of a few committee members focuses on students who are out of sequence. Will old prereq numbers be allowed as substitutes or will all old courses be removed and students who have dropped or slowed progression have to start with the new sequence?</p>					<p>classes into the new program during the transition phase. The transition to the new program should not slow progress for any student. We have also worked with SWIC and LCCC to ensure a seamless transition of our transfer students. We will drop the</p>

## **Faculty Development Council Report, November 2013**

The FDC met Thursday, November 21 to discuss the Teaching Excellence Award, Continuous Improvement Conference, and ways the FDC can facilitate faculty development.

### **Teaching Excellence Award**

Discussions about increasing the amount of the Distinction Awards (from \$500 to \$1000) and eligibility for the Teaching Excellence Award went unresolved during the previous two meetings. Therefore, the Teaching Excellence Award Committee (TEAC) will discuss these items and make a recommendation to the FDC after the TEAC meeting in the spring.

### **Teaching Talks: Shifting Pedagogy Towards the New Reality**

The FDC will organize a series of short presentations on effective teaching practices. The workshop will take place on February 21, 2014 in the Dunham Hall Theater. The presentations will center around experiential learning, international programming, e-learning, and enhancing learning in face-to-face and online and blended formats. There was also discussion of including a session on millennial students possibly with student presenters. The Associate Provost will be invited to conclude the workshop with some concluding remarks.

### **FDC's role in Faculty Development**

Currently, the FDC organizes a yearly faculty development workshop and reviews EUE proposals. Although the FDC is interested in expanding its role in faculty development, it also does not want to replicate the work other groups are doing on campus. According to recent surveys administered by both FDC and the Office of Innovation and Effectiveness, the majority of faculty view faculty development as teaching- and research-related. Since most aspects of faculty development are addressed by a combination of the Office of Innovation and Effectiveness and the Graduate School, the FDC sought to identify additional ways it could promote faculty development. FDC could assist the Emeriti Association with the review of faculty development proposals. The FDC could also identify needs that emerge from the REALITY teams to develop initiatives. Finally, the FDC needs to continue to promote the Faculty Development Workshops offered by the Office of Innovation and Effectiveness.

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## Graduate Council Report

mtg from November 21, 2013

The Graduate Council reviewed 1 program change request and reviewed 3 interim program review reports. Details of the work appear below.

D) Program changes: The following program change was approved.

1) Form 91A – Education Leadership (SOE-13-973)

The graduate program wishes remove the requirement of GRE score from admissions requirements for the following reasons: 1) not helpful during admissions review process,

2) target population is individuals who have not taken the exam, and 3) local competition from other institution not requiring the scores. The program feels that they are currently using several other good indicators of applicant potential during the admission review process.

II) Program Interim Review Reports:

1) Program: Psychology

The Psychology program provided a thorough interim report addressing concerns raised by internal and external reviewers. The Psychology program is continuing to work with students and the university to increase availability of assistantships, improve diversity/recruitment, and maximize school and departmental resources related to physical space.

2) Program: Speech Communication

The Speech Communication program continues to work toward offering more 500-level courses and provide more real world work opportunities for students. The program is focused on improving the existing program as a priority to developing others (i.e., post-baccalaureate certificate program). The improvement of the quality of faculty instruction was identified by an external review and warrants continued attention from the program. The program was also encouraged to align department goals with the Graduate School's goals in their assessment rubric.

3) Program: Music

The Music program reported the greatest area of improvement since full review being in storage space availability, cleanliness, and maintenance. As the program continues to struggle with the lack of appropriate performance space, they continue to be innovative and are developing an online Master of Music Education degree. The Graduate Council expressed frustration on behalf of the Music program related to the continued lack of appropriate performance space and progress towards securing such space. The Music program has a solid reputation, well respected faculty, and is a key program and resource to the university and larger community; yet, there has been no improvement in providing (or working toward securing) appropriate performance space.

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**Welfare Council Update from the Nov 21 Meeting**

- 1.) The Chancellor has approved the Sabbatical Policy.
- 2.) Call for a new Ombuds has been circulated via email; application processing begins in mid January.
- 3.) The Emeritus Policy, that the FS approved, needs slight revisions in order for it to be compliant with new SURS policy.
- 4.) Social Media: Revisions are being made, and a second read should be held at the January meeting,

- 5.) Digital Scholarship: approved new language to address digital scholarship and interdisciplinary work. First read in FS upcoming.
- 6.) Accepted the Fall 2013 Faculty Salary Equity Committee report. It should be noted that revisions/updates to this draft have been made by the FS Equity committee since the submission of this report.
- 7.) Tom Jordan will attend the January WC meeting to update us on Family Friendly Leave.
- 8.) Mary Sue Love, Ombuds, will attend the January WC meeting to provide insight into the Ombuds interviewing and hiring process.