

NTC Faculty Meeting Minutes  
April 19, 2017

Associate Dean Molly Travis opened the meeting with two **MOTIONS** to approve the minutes (distributed electronically) from both the 11/18/2016 and the 3/22/2017 NTC Faculty Meetings. Both of these were **APPROVED**.

Associate Dean Tom Luongo then introduced a **MOTION** to repeal the Honors Program requirement that Honors Theses may only be completed in the 4<sup>th</sup> year of undergraduate study. Under this requirement, students who plan to write a thesis before their 4<sup>th</sup> year have to undergo a petition process. Since the Honors Thesis is no longer a requirement for students to graduate with High Latin Honors, students demonstrate their motivation and preparedness for the projects by choosing to complete them. Thus, the Honors Department does not see a need to uphold the 4<sup>th</sup>-year requirement, or its supplementary petition process. This motion was **APPROVED**.

Dean Travis then led a **SECOND READING** and discussion of the following proposed changes to the NTC Faculty Constitution:

1. A proposal has been introduced to extend the voting membership in the NTC Faculty meeting body to full-time Professors of Practice (PoPs), and Administrative Faculty members.
  - a. Administrative Faculty includes some faculty whose primary appointment is not attached to the school in which they teach (example: Newcomb College Institute or the Stone Center). In order to include these faculty in this voting membership extension, the language of the proposal should be revised.
  - b. An amendment re: Administrative Faculty appointed to a Center instead of a School can be added in later. A **VOTE** to approve the current proposal – “Full-time, tenured, tenure-track, non-tenure track, and administrative faculty members whose primary appointment is in one of the schools that grants undergraduate degrees to full-time students” be granted voting membership in the NTC Faculty – may be held presently.
  - c. The proposal was **APPROVED**.
2. The NTC Faculty meeting quorum would be raised from 25 to 40. The revised quorum also takes into account the Professors of Practice who would now attend Faculty Meetings in order to participate in voting practices.
  - a. With only 25 voting members present at the current meeting, it was suggested that the faculty wait to change the standing quorum until the aforementioned voting membership proposal is amended and enacted.
  - b. A **VOTE** was held to approve a new quorum of 40 voting members at Faculty Meetings, and the proposal was **DENIED**.
3. Added to the Constitution would be the ruling that “a majority of voting members present at a Faculty Meeting may authorize an electronic vote.”

- a. A brief discussion of this proposal clarified that this decision is to be made under the assumption that the process of conducting an electronic vote would be carried out correctly.
  - b. A **VOTE** to approve the addition of “a majority of voting members present at a Faculty Meeting may authorize an electronic vote,” to the Constitution was held, and the proposal **APPROVED**.
4. The Committee on Academic Requirements has proposed the addition of a non-voting member to represent Academic Advising. This individual would inform the committee of student petitions and other ways in which students pursue required courses set by the committee.
  - a. A **VOTE** to approve the addition of a non-voting representative of the Academic Advising Center was **APPROVED**.
5. A new Committee on Major Advising has been proposed. This body would work with Academic Advising to inform/guide Major Advising. The committee would investigate ways to synchronize record-keeping between Advising and major departments, as well as work to improve the consistency of available information from major to major.
  - a. The committee would be made up of [8] members (one representative from each school except SLA and SSE, which would be represented by two individuals each), and would be tasked with addressing a general unevenness and lack of coordination with Academic Advising when it comes to Major Advising within departments.
  - b. The committee would potentially set forth guidelines and provide reference materials and tools for major advisors.
  - c. A **VOTE** to approve the creation of a Major Advising Committee was conducted, and the proposal was **APPROVED**.

Judie Maxwell of the NTC Curriculum Committee was given the floor to present some informational agenda items.

1. For the programs and departments which submitted lists of courses to satisfy the new Gen-Ed requirements, approved courses have been made available via circulated document. These approvals are based on the latest rubric that clarifies “Race and Inclusion” as the language of the new diversity requirement.
2. The reorganization of the TIDES Program has brought forth the following changes:
  - a. TIDES courses are now to incorporate *anchors*, including race/inclusivity topics, active faculty mentorship, peer mentorship, assignments with oral and written components, and team collaboration.
  - b. Two new *anchors* being added to this design are “campus resources for academic success” and “Tulane culture and community,” both of which may utilize mentors available from the TIDES office itself.
  - c. Each new TIDES course will have peer mentors available from the inception.

3. A **MOTION** to approve the items presented by the NTC Curriculum Committee: **APPROVED**.
4. A **VOTE** was held, at the request of the Honors Program to change the 3-credit course COLQ 2010 into a variable-credit course (adjustable according to the needs of the program). The new range of credit assigned to COLQ 2010 would be from 1.5 credits to 3 credits. This change was **APPROVED**.

Judie Maxwell turned the floor over to Jenna Burt, from Newcomb-Tulane College Academic Programs, to present some changes to the Reading Project.

1. Starting with the Fall 2017 semester, Reading Project discussions will no longer take place in TIDES classes, but in small-group breakout sessions during Fall Welcome instead. The Office of Student Programs is looking for faculty members to lead these sessions (15-20 students each, from 12-6pm on August 27<sup>th</sup>, for a \$500 stipend).
2. Faculty members are also invited to serve on a committee charged with developing questions and content for these sessions.
3. Next year (2018-2019) will follow a different model for the Reading Project, so the current model will only apply for this year.

END OF MEETING.