

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

FACULTY SENATE MEETING
Monday, October 21, 1991

NOTE! CAFE AB&C
3 p.m.

- I. Call to Order
- II. Approval of Minutes of September 23, 1991 meeting
- III. Additions to and/or deletions from the agenda
- IV. Senate President's Report - J. Michael Thomson (15 minutes)
 - A. Faculty Salary Policy (Update)
 - B. Enrollment 2000 Response (Voting item, enclosed)
 - C. Strategic Planning (Update)
- V. Committee Reports
 - A. Benefits - Gary Scott (5 minutes)
 - 1) Grants Reports
 - B. Budget & Commonwealth Affairs -Dennis Lye (5 minutes)
 - C. Curriculum - Mack Osborne (30-40 minutes)

(NOTE: Curriculum Material for Departmental Representatives has been forwarded by the Curriculum Department's Representatives. Voting items are from the September 26 & October 10 UCC meetings)

 1. Arts & Sciences Department
 - a. Art:
 - i) Program Change: BFA Graphic Design (Catalog, pp56)
Course changes: ART 225,321,325,326,390, 392, 393, 394, 427
(all 3 cr)
New Courses: ART 226, 322, 323, 420, 428 (all 3 cr)
Degree Hours: 75 (no change)
 - ii) Program Change: BA Graphic Design (Catalog, pp56)
Course Changes: ART 240, 340, 442 (all 3 cr)
New Courses: None
Degree Hours: 60 (no change)
 - b. Music Department
 - i) Piano Pedagogy Program
Course Changes: None
New Courses: None
Degree Hours: 34 cr

c. Political Science Department

i) Program Change: MPA Degree

Course Changes: PAD 402 (3 cr, deleted)

New Courses: PAD 645 (3 cr), 694 (1 cr)

Degree Hours: 39 hours (Add PAD 630 Ethics to Core)

2. College of Business (none)

3. Professional Studies

a. Education Department

i) Program Change: Special Education

Course Changes: EDU 462 (2 cr deleted), EDU 562 (to EDU 670, 3 cr), EDU 468 (2 cr to 1 cr)

New Courses: EDU 466 (1 cr)

Degree Hours: No change, EDU 468 dropped to 1 hour, EDU 466 added; KERA Curriculum Adjustment

b. Department of Technology (IET Description Change)

Course Changes: None

New Courses: None

Hour Change: None

4. Experimental/Non-traditional (None)

5. General Studies (Requires 2/3's Vote)

a. Literature & Language Department (Women's Literature)

Course Changes: ENG 216 (Deleted, 3 cr)

New Course: ENG 211, ENG 212 (Each 3 cr)

Hour Change: 3 hours (Splits ENG 216 into two classes)

b. Psychology Department

Course Change: PSY 100 (Description changes, 3 cr)

New Course: PSY 206 (Same as 205, 3 cr)

Hour Change: None, PSY 206 is the Pass/Fail Form of PSY 205, Human Sexuality

D. Professional Concerns - Ray McNeil (5 minutes)

VI. Old Business

VII. New Business

VIII. Adjournment

JMT/pg

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FY '91-'92 Senate Meetings Remaining

November 18

December 16 (Noon)

January 27

February 24

March 23

April 20

May 14 (Thursday, Noon)

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

MINUTES OF THE OCTOBER 21st, 1991, 3:00 PM SENATE MEETING, CAFE ABC

Senators present: Joseph Akbary, Valeria Amburgey, Mike Avery, Carole Bredemeyer, Gary Clayton, Y Datta, Sudesh Duggal, Nancy Firak, Chuck Frank, Stephen Goacher, Randy Holt, Sally Jacobsen, Don Kelm, Mike King, Nan Littleton, Dennis Lye, Phil McCartney, Betsy Losey (for Cheryl McKenzie), Ray McNeil, John Metz, Margaret Myers, James Niewahner, L. MacKenzie Osborn, Terry Pence, Michael Prioleau, Vince Schulte, Mark Stavsky, Jim Thomas, J. Michael Thomson, Stephen Walker, Emily Werrell.

Senators absent: Vinay Kumar, Brad Scharlott, Gary Scott

Guests present: Rachael Klink, Rosetta Mauldin, David Jorns, Dennis Taulbee, Debbie Poweleit, Daryl Poole, Carolyn Hagner, John Westlund, Gayle Vaughn, Tom Comte, Tom Isherwood, Jonathan Bushee

I. Call to Order: 3:05 pm

II. Approval of minutes of August 26, 1991 meeting:
- accepted as presented, no corrections offered

III. Additions to and/or deletions from agenda:
- none

IV. Senate President's Report - Mike Thomson:

1. Grants were returned to individual faculty by the senate president along with letters of approval submitted by the chairs. Some chairs were concerned that the letters should have remained confidential, it was the sense of the senate that they were not.
2. Approximately \$30 million in budget cuts (NKU's share not yet known) was announced by the Council on Higher Education. Northern's initial response was to freeze out of state/country travel, equipment requests and to reduce some operating and special payroll to save approximately \$1 million.
3. A Human Services Subcommittee report recommending special courses for race and sex diversity was received. The Senate was asked to respond by mid-November.
4. A Teaching Valuation Implementation Committee Report was also received. The report recommends that *"Measures of teaching quality shall constitute the single most important factor considered in annual faculty performance reviews and in the evaluation of faculty for tenure, promotion and annual salary increases."* The report also recommends that a budget of \$30,000 be established for this purpose.
5. An "Implementation Committee for HJR-54 and KERA Supported Activities Final Report" was also received. The report addresses several ways in which NKU faculty could support the Kentucky Educational Reform Act (KERA). Suggestions included educational plans, a resource center at NKU and a School of Education at Northern.

6. State Representative Donnemeyer is looking at the Kentucky Open Records Act to see if the current open records/meetings legislation should be expanded to cover universities. If the legislation was amended, procedures such as RP&T decisions, filings on sexual harassment, etc would be affected.
7. Gary Graff is working on data relevant to the early retirement proposal. Data is expected in several weeks.
8. The Strategic Planning Committee has met, almost finished its work.

Enrollment 2000 Report - Voting Item

Mike Thompson prepared a 3-page response to the administrative report. The senate vote to approve was as follows:

Yes: 30 No: 0 Abstentions: 1

Interession Classes - Informational

Provost Jorns repeated his earlier directive to the Deans that Interession will not be available for regularly scheduled classes. Instead, only experimental classes are to be offered. Discussion ensued concerning: the nature of experimental classes (experimental classes are currently designated with an "X" in the course number); the number of students and classes affected (Interession of 1991 had 725 students in 47 classes, 10 of which were low-enrollment, independent study courses); the extent to which the student body was notified of the new policy in time to enroll for spring semester classes (various opinions were offered); and, whether or not existing policies regarding Interession were being violated (various opinions were expressed). Apparently the problem is that the Library closes at 5pm during Interession which makes the offering of regularly scheduled classes difficult (the hours for the computer lab were the same for both Interession and the regular summer sessions).

V. Committee Reports (and voting items)

A. Benefits - Gary Scott, Chair

- 26 fellowships, 15 sabbaticals and a number of project grants were received. Approximately \$61,000 is available for the grants.
- Subcommittees are evaluating

B. Budget & Commonwealth Affairs - Dennis Lye, Chair

- Dennis Taulbee met with committee to present the biannual budget
- Formula funding is to be affected by KERA support from universities
- Capital funding priorities were discussed (see your senator for details)
- The search for the Budget Director is in the final stages.

C. Curriculum Committee - Mac Osborne, Chair

Voting Item #1. Approval of:

Arts & Sciences Department

- i) Program Change: BFA Graphic Design (Catalog pp 56); Course changes: ART 225, 321, 325, 326, 390, 392, 393, 394, 427; New courses ART 226, 322, 323, 420, 428; Degree Hours 75
- ii) Program change: BA Graphics Design (Catalog p56); Course changes ART 240, 340, 442; Degree hours 60

VOTE: Yes: 30 No: 0 Abs: 1

Voting Item #2, Approval of:

Music Department, Piano Pedagogy Program; no course changes, no new courses,
34 degree hours

VOTE: Yes: 30 No: 0 Abs: 1

Voting Item #3, Approval of:

Political Science Department, Program Change, MPA Degree, PAD 402 deleted,
PAD 645 approved, PAD 630 added to core, 39 hours total

VOTE: Yes: 30 No: 0 Abs: 1

Voting Item #4, Approval of:

Professional Studies, Education Department

Program change: Special Education. Course changes EDU 462 (2 cr
deleted) EDU 562 (to EDU 670, 3 cr hr), EDU 468 (2 cr to 1 cr), New
courses: EDU 466 (1 cr), EDU 468 dropped to 1 hr, EDU 466 added;
KERA Curriculum Adjustment

VOTE: Yes: 30 No: 0 Abs: 1

Voting Item #5, Approval of:

Department of Technology (IET Description Change) from Industrial Education
and Technology to Industrial and Engineering Technology

VOTE: Yes: 30 No: 0 Abs: 1

Voting Item #6, Approval of:

Literature and Language Department (general studies courses) ENG 216 deleted,
ENG 211, ENG 216 created (one class split into two semesters)

VOTE: Yes: 30 No: 0 Abs: 1

Voting Item #7, Approval of:

Psychology Department: PSY 206, pass/fail version of PSY 205 to be created,
offered only during intersession

Motion to table:

VOTE: Yes: 17 No: 9 Abs: 5 Course tabled

PSY 100 descriptor changes

VOTE: Yes: 30 No: 0 Abs: 1

D. Professional Concerns - Ray McNeil, Chair

- Status of full-time but temporary faculty being reviewed, Gary Graff has been asked for data
- Draft Proposal for college grievance for non-major issues to be handled by the peer-review advisory committee

VI. Old Business - none

VII. New Business - none

VIII. Adjournment: 4:30 pm

Next meeting November 18, 3:00 in Ballroom
Minutes submitted by Gary Clayton, Secretary

FINAL REPORT OF TEACHING VALUATION COMMITTEE

October 7, 1991

The Teaching Valuation Committee, consisting of Linda Marquis, Paul Reichardt, Kay Rosenthal, Jim Thomas, Bob Appleton, and Ivy Gerrein (student) met and deliberated during the summer and early fall of 1991 in response to the charge from Provost David Jorns. In the course of its review, the Committee considered a variety of materials including Ernest Boyer's Scholarship Reconsidered and a number of "Idea Papers" from the Center for Faculty Evaluation and Development at Kansas State University. A survey of departments was also conducted to determine various practices concerning the weight given to teaching in personnel decisions and means for assessing the quality of teaching.

The Committee, as a result of its review, determined that it should direct its attention to the following issues:

1. weight of teaching in personnel decisions
2. assessment of teaching quality
3. definition of scholarship
4. opportunities for professional development in teaching
5. opportunities for projects to improve teaching
6. financial incentives to departments for teaching quality

With the exception of the last of these issues, the Committee developed and unanimously recommends the policies and measures spelled out below. These policies and measures should be incorporated as appropriate in governance documents, such as the Faculty Manual, and in administrative processes.

1. Measures of teaching quality shall constitute the single most important factor considered in annual faculty performance reviews and in the evaluation of faculty for tenure, promotion, and annual salary increases; this recommendation is consistent with Northern's primary mission of undergraduate teaching.
2. Assessment of faculty teaching performance shall involve multiple measures of effectiveness and should result in discrimination among faculty; this recommendation is consistent with conclusions of research on the evaluation of teaching in higher education. Differences in teaching effectiveness should be taken into specific account (along with differences in scholarly activities and service) in all recommendations concerning tenure, promotion, and faculty salary increases. Assessment measures must include student ratings and any other factors deemed appropriate by chairs of academic departments in consultation with their faculty disciplines, such as those listed in William Cashin's article "Defining and Evaluating College Teaching" (Idea Paper No. 21 of the Kansas State University Center for Faculty Evaluation and Development — see attached). The measures being used shall be indicated in writing to the department and to the dean.
3. To promote appropriate recognition of reflection and research focused on teaching, scholarly faculty publications or scholarly faculty presentations related to instructional or clinical methods in a faculty member's discipline shall receive credit as scholarly activity in a faculty member's discipline for reappointment, tenure, and promotion reviews.
4. Beginning in FY 1993, \$10,000 should be set aside annually for teaching workshops as follows:
 - a. \$1,000 annually for teaching workshop for new tenure-track faculty
 - b. \$7,000 annually for 7 departmental teaching workshops (each department would have a workshop every 3 years).
 - c. \$2,000 annually for workshops for individuals with preference given to people in one-person programs.

5. Beginning in FY 1993, \$20,000 should be set aside annually for project grants to improve teaching, with department-wide proposals to be among those eligible for funding. The first competition should be held in fall 1992.

The committee was unable to reach agreement on a specific means to provide financial incentives to departments for teaching quality. However, the Committee believes further exploration of this matter should be encouraged and suggests that project grants (as described in Item 5) could be used for this purpose. The Committee does recommend that any such incentive-system meet the following conditions:

- a. The system should be based on a multiple measures
- b. The system should take into account all teaching in a given department— not just teaching of students who are majors in that department
- c. The system should not be prejudiced against departments that have many required courses or that have multiple programs
- d. The system should not go into effect in any year in which there is less than a 3% growth in operating over the previous year.

ATTACHMENT

LIST OF EVALUATIVE MEASURES FOR COLLEGE TEACHING

(taken from "Defining and Evaluating College Teaching" by William Cashin, Idea Paper No. 21 of the Kansas State University Center for Faculty Evaluation and Development, September 1989).

1. Chairman evaluation
2. Colleagues' opinions
3. Systematic student ratings
4. Committee evaluation
5. Informal student opinions
6. Dean evaluation
7. Content of course syllabi and examinations
8. Popularity of elective courses (for example, enrollment)
9. Self-evaluation or report
10. Teaching improvement activities
11. Student examination performance
12. Colleague ratings based on classroom visits
13. Alumni opinions or ratings
14. Long-term follow up of how students perform
15. Videotape of classroom teaching

IMPLEMENTATION COMMITTEE FOR HJR-54 AND KERA SUPPORTED ACTIVITIES



Submitted to:

Dr. David Jorns, Vice President
for Academic Affairs & Provost

Committee Concern: Involvement of NKU Faculty in KERA Activities

Many KERA directed and related activities are anticipated for the 1991-1992 academic year and beyond. As a result, attempts to involve greater numbers of NKU faculty members in consultation, pre- and inservice activities is critical to its success.

It is therefore the recommendation of this task force that NKU faculty members be surveyed using a revised questionnaire format (refer to Appendix A) that more precisely identifies ways their various talents and special interests can be used to support KERA activities. An additional survey of faculty should be completed to identify other ways they might like to contribute their talents in support of a regional resource center in northern Kentucky if such a Center were to be established. Further, NKU faculty should be encouraged to participate in the successful implementation of KERA and their participation efforts should receive equivalent status in RPT deliberations to those currently recognized professional attributes of teaching, scholarly productivity and service.

The projected cost of implementing the proposed KERA activities are presented in greater detail in Appendix B. It represents a budgetary supplement to NKU's biennium budget request. The \$55,000 for 1991-1992 represents grant and university monies available to be expended in support

of KERA activities. The monies presented for the 1992-1993 and 1993

-1994 period represent new monies requested by NKU to continue and expand its KERA efforts among local schools within its service region.

BUDGET:

<u>Budget Item/Time Frame</u>	<u>1991-1992</u>	<u>1992-1993</u>	<u>1993-1994</u>
Faculty Consultation, teacher release monies, contract trainers	\$55,000	\$371,500	\$371,500

Committee Concern: Establishment of the Northern Kentucky Educational Resource Center

KERA mandates the establishment of several Regional Service Centers (RSC) throughout the state of Kentucky. These centers are to provide specialized services to local education agencies (LEA's). Services to be provided are to be complimentary to existing LEA programs, supportive of new programming initiatives and helpful in establishing prescribed standards for all KERA mandated and related programming efforts.

It is therefore the recommendation of this task force that NKU aggressively pursue securing the Kroger Research Center, within which to establish the Northern Kentucky Educational Resource Center. Once obtained, the Center would "house" agencies including the RSC which would add even greater support to LEA efforts to direct, modify and/or improve educational opportunities for school aged students (refer to Appendix C).

NOTE: Monies from the university and designated State Department of Education Regional Service Center monies may be co-mingled to pay the cost of a director, partial payment of contract service personnel, a secretary and partial cost of equipping the center. Major cost of securing and equipping the Kroger Center would be accomplished with purchase/ refurbish monies available within the state through general or economic bonding revenues.

Committee Concern: Implementation of the Professional Development School

The Department of Education has begun a two-year phase-in of the Professional Development School model program. This teacher training model, as presently implemented, is designed to use the expertise of local teachers who are teaching in cross-cultural educational settings.

Examples of such target schools for which the Professional Development School has been structured are the Newport Schools, Dayton Schools, Covington Schools, etc. These special training settings are intended to provide trainees with a series of teaching experiences and related training opportunities not readily available in middle- and upper-middle class school environments. By using the expertise of local school teachers and the supervisory skills and training of existing faculty, the Department of Education is not only better able to fulfill many of the mandates outlined in KERA and at the same time more effectively meet teacher training accreditation guidelines as well as potentially reduce departmental personnel expenditures, i.e., supervising faculty cost, by approximately 2.5 FTE's in its first year of implementation.

Tied to the Professional Development School will be an alternative teacher certification program. This program will enable individuals holding a bachelor's degree (non-teaching) to enter the teaching profession

by participating in an intensive 12-month training program, e.g., 8-weeks in summer (coursework), 16-weeks in school setting (student teaching) with limited coursework, and another 24 weeks that would include the student's internship as well as additional prescribed coursework.

Students participating in the alternative certification program will do so at the graduate level. Thus, they must be able to meet graduate level entry and exit requirements. Students electing this proposed route to teacher education may opt to earn a Master of Arts Degree in Teaching (MAT degree).

It is therefore the recommendation of this task force that the Professional Development School be fully implemented and expanded as necessary to assure close and cooperative planning and sharing of university and school-based personnel's expertise. Due to the clinical nature of the alternative program and teacher preparation programs generally, it is further recommended that funding for teacher education programs be re-formulated at a rate consistent with other professions.

The Professional Development School teacher preparation program requires limited monies from the university for implementation. Full implementation of the model in-school training program is expected to provide an excellent working environment for NKU faculties, local school

teachers and teacher trainees. The budget items listed reflect NKU's annual cost, i.e., costs during the 1991-1994 budget years in maintaining the professional school model. New monies are being requested from the Council of Higher Education (CHE) to establish the alternative certification and MAT program. These items are outlined in greater detail in Appendix B.

<u>Budget Item/Time Frame</u>	<u>1991-1992</u>	<u>1992-1993</u>	<u>1993-1994</u>
Coordinator	\$18,500	\$19,000	\$19,500
File clerk	\$12,500	\$13,250	\$14,045
Training monies for field based teacher supervisors	\$5,000	\$5,000	\$5,000
Alternative certification, i.e., staff and trainee stipends	-----	\$294,000 (CHE)	\$296,000 (CHE)

Committee Concern: Reorganization of the Department of Education

Many changes in education have occurred and many more are expected to occur as a result of the enactment of KERA into law. Many other changes have already occurred or are in process due to concerns expressed by many regarding the status of education, generally. These state and national concerns have prompted numerous accreditation and teacher training standards/regulations to be promulgated. Thus, several state and national regulations now impact NKU's teacher preparation programs.

To mention but a few, the Professional Standards Board was mandated by KERA and serves as an autonomous governing body reporting only to the Governor's Office. It has responsibility for all activities associated with teacher education, i.e., teacher certification standards, licensure revocation, teacher training programs, accreditation of programs, new program initiatives, etc. Membership to this board is limited to teachers, local school administrators and college/university Deans of Education.

The state of Kentucky has adopted national standards which govern the organization, governance, and preparation of teachers by colleges and universities. This governing body is the National Council for Accreditation of Teacher Education (NCATE). Therefore, to meet state

standards in teacher education in Kentucky an institution is required to achieve NCATE approval for each of its teacher certification programs.

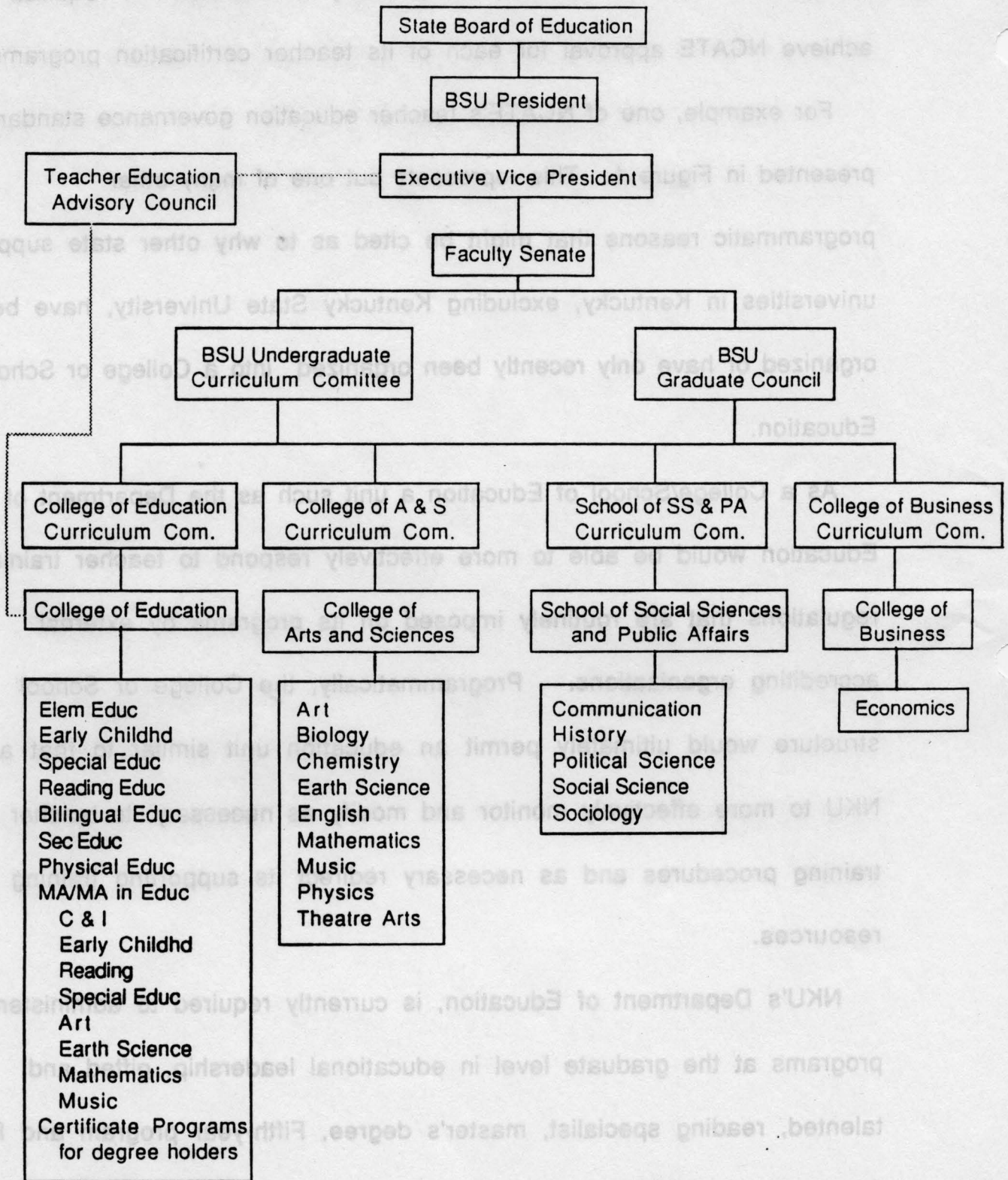
For example, one of NCATE's teacher education governance standards is presented in Figure 1. This represents but one of many other programmatic reasons that might be cited as to why other state supported universities in Kentucky, excluding Kentucky State University, have been organized or have only recently been organized into a College or School of Education.

As a College/School of Education a unit such as the Department of Education would be able to more effectively respond to teacher training regulations that are routinely imposed on its programs by external accrediting organizations. Programmatically, the College or School structure would ultimately permit an education unit similar to that at NKU to more effectively monitor and modify as necessary its teacher training procedures and as necessary redirect its supporting training resources.

NKU's Department of Education, is currently required to administer programs at the graduate level in educational leadership, gifted and talented, reading specialist, master's degree, Fifth-year program and Rank 1 program. Additionally, there are five concentration areas of study for

NCATE SAMPLE

Chart Depicting Relationship of School Personnel Preparation Programs to Unit



It will be noted on the attached Curriculum Change Request form that all curricular changes are acted on by each affected department prior to being submitted to either Undergraduate Curriculum Committee or the Graduate Council.

FIGURE 1: TEACHER EDUCATION GOVERNANCE SYSTEM

graduate students to pursue. In total, the department directs graduate programs for 345+ students each semester. **This is the largest graduate program on campus.** At the undergraduate level students earn certification in several major areas of study which include: elementary education, middle school, art education, special education, computer science, basic business, biology, chemistry, English, mathematics, physical education, psychology, secretarial studies, speech/theatre, speech and 18 minor areas of study.

Each of the certification programs mentioned requires the unit to maintain and monitor rigorous admission and exit standards. Follow-up of program graduates is required and program changes or adjustments must be linked to student, faculty and external critiques of the particular teacher preparation program(s) administered. An institution found in non-compliance of the several standards now governing teacher education, is viewed as not meeting Kentucky Teacher Education Standards, and is therefore after having been given proper program deficiency notices and remediation opportunities, required to phase out its teacher training program. This process is monitored in-state by Kentucky's Professional Standards Board.

It is therefore the recommendation of this task force that the Department of Education be reorganized into a School of Education and all appropriate measures be taken to assure its accreditation status and leadership role within the state and nation.

<u>Budget Item/Time Frame</u>	<u>1991-1992</u>	<u>1992-1993</u>
Faculty reassignment & replacement cost	\$158,000	\$177,000

NOTE: The cost of reorganizing the department would be defrayed by using expansion dollars that have already been budgeted for these purposes through the 1991-1993 budget period.