

FACULTY SENATE MEETING

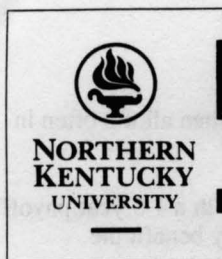
MONDAY AUGUST 26, 1996

3 P.M.

UC BALLROOM

AGENDA

- I. Call to Order
- II. Introductions
- III. Adoption of the Agenda
- IV. Approval of Minutes
- V. Brief remarks
 - A. President Moreland
 - B. Provost and Executive Vice President Gaston
- VI. Presidents Report
 - A. 1996-1997 Objectives of the University
 - B. Faculty Leadership Award Program
 - C. NKU Partnerships
 - D. Faculty Project Grants - disposition of unutilized monies
 - E. Performance funding
 - F. Concealed Weapon Policy
 - G. Regents election
 - H. Technology Panel
- VII. Committee Reports
 - A. Budget and Commonwealth Affairs Committee
 - 1. COSFL (Coalition of Senate Faculty Leaders)
 - C. Curriculum Committee
 - B. Faculty Benefits Committee
 - C. Professional Concerns Committee
- VI. Task Force Reports
 - A. Project Running Start
 - B. Learning Communities
 - C. Task Force for Evaluation of Teaching and Learning
 - D. Air Quality Environmental Concerns Committee
- VII. Discussion and Informal Consideration
 - A. Faculty Senate Home Page
 - B. Presidential Search
- VIII. Adjournment



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE

8.26.96

University Center Ballroom

Is it visionary to come up with an approach to education which has been done before and is a documented failure?
Or, is it politics [and money]...as usual?

Senators present : D. Agard, C. Bredemeyer (Vice-Pres.), S. Chicurel, S. Cortez, L. Ebersole (Budget), R. Enzweiler, J. Filaseta, C. Furnish, R. Garns, J. Gresham, C. Hewan, R. Holt, D. Kelm (Sec'y.), M. King, M. Kirk, K. Kurk, B. Lorenzi, C. McCoy (Pres.), V. Raghavan, G. Ragsdale (Parli.), B. Reno, J. Roeder, F. Schneider (Prof. Concerns), V. Schulte, G. Scott (Fac. Ben.), [W. Wood for] D. Smith, B. Thiel, J. Thomas, T. Weiss

Senators absent : Y. Datta, C. Frank

Guests : R. Appleson, T. Comte, S. Easton, P. Ellis, M. Huening, T. Isherwood, N. Martin, R. Mauldin, D. Short, J. M. Thomson, M. Washington

I. CALL TO ORDER: The meeting was convened at 3:06 PM

II. INTRODUCTIONS: Senators and Guests identify themselves and their association within the university.

III. ADDITIONS AND DELETIONS TO AGENDA: Interim President Moreland, and Provost/Executive Vice President Gaston will not be speaking to the Senate as they are attending a conference, accompanied by Chuck Frank, in North Carolina.

IV. ADOPTION OF THE AGENDA: A basic review of Parliamentary procedure as it will apply and be used in the transaction of the Senate's business.

V. APPROVAL OF THE MINUTES: **Approved As Presented**

VI. BRIEF REMARKS: See Additions and Deletions above.

VII. PRESIDENT'S REPORT

A. 1996-'97 Objectives of the University were distributed. These are final. [Until revised.]

B. FACULTY LEADERSHIP AWARDS will be in place again this year with \$500.00 funding from the Office of the Provost/Executive Vice President.

C. NKU PARTNERSHIPS: Update to come.

D. FACULTY PROJECT GRANTS: The motion to use unutilized F.P. monies to fund unfunded projects or rollover unutilized funds to the next year [See minutes of May meeting] was approved by the Office of the Provost/Executive Vice President.

E. PERFORMANCE FUNDING: C.H.E. has approved [July 15] the concept of performance funding. This policy will be implemented in February of 1997.

Among salient factors are the Four Common Funding Measure Indicators:

- Outcomes
- Retention
- Use of Technology
- Preparation of K-12 teachers

For fuller information apply to your department chair, your Dean, of the Office of the Provost/Executive Vice President.

F. CONCEALED WEAPONS LAW: Since the State legislators have been passed [for our/their protection] this bill, various and many state institutions are busily enacting [for our/their] protection] policies which forbid such weapons to be brought onto site. A policy has been passed by the Board of Regents of NKU. "Check your weapon at the door, pardner."

G. FACULTY REGENTS ELECTION: This is year for election of the Faculty Regent. J.M. Thomson has functioned admirably and laudably in this role. Being politically savvy, while also being a strong advocate

for his constituency, Michael has done an excellent job and made the role a vital one when all too often in the past it has been a token position. Thank you, Michael.

H. PANEL ON TECHNOLOGY: The report coming out of Foggy Bottom is...

1. \$1,000,000 is to be borrowed against the Technology fee paid by student with a 4-5 year payoff schedule. This is to be used according to Interim President Moreland to directly benefit the students, i.e., instructional use.
2. \$1.3 million will be borrowed against "the reserve" to complete networking of faculty and staff and the purchase of hardware.

Clarification on the issue will be sought out by the Senate President.

I. SACS: Goeth forward.

VIII. COMMITTEE REPORTS:

A. Budget and Commonwealth Affairs (Lynn Ebersole)

1. Priorities in readiness for passage and preparation of Budget for '97-'98.
2. Reviewing annual budget.

B. Faculty Benefits (Gary Scott)

1. Star Bank has financed a Junior Faculty Award.
2. There will be a September 11 Workshop at 3 p.m. in AC 722 re: Project Grants.
3. Working on Project Running Start.

C. Professional Concerns (Fred Schneider)

1. Review of Discrimination Policy
2. Working on Conflict of Interest Financial Disclosure Policy
3. Working on Indemnity Policy and Risk Management

D. University Curriculum (Linda Olasov)

1. General Studies Revisioning in process.
2. Revisioning of forms used for the curriculum process being considered.

IX. TASK FORCE REPORTS :

A. PROJECT RUNNING START: Purpose: to treat "at risk" students in summer '97; to build community among these groups which groups will be carried into the regular year with a close program of mentoring, advising and socializing.

B. LEARNING COMMUNITIES: Will be a pilot for Fall '97.

C. EVALUATION OF TEACHING: Will submit a final report at the October Senate meeting.

D. AIR QUALITY: Committee has met and is creating a form to be distributed to department for response.

X. DISCUSSION AND INFORMAL CONSIDERATION:

A. Faculty Senate Home Page: Want one? Have any ideas? Send comments and ideas to Carrie McCoy.

B. Presidential Search: Sandy Easton and Michael Washington were good enough to attend the meeting to listen to comments and to assure the Senate of their intent to represent the faculty interest. The discussion ranged across varying concerns, interests, disgruntlement and varieties of paranoia these times seem to have the ability to generate. Ah, well...we must all make the effort to objectify events. Ted Weiss expressing disappointment that the Regents apparently seem to have chosen to ignore the list of recommended candidates sent by the Senate made the following...

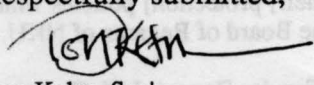
Motion: that the Faculty Senate ascertain the status of Interim President Moreland as a possible candidate for the presidency of NKU.

Discussion: Much talk here especially referring to the news coverage which stated clearly that the position was a one year position with no possibility for applying for the position. References to the fact that the Interim President referred to himself in that light. Concern for the direction and character the process appears to be taking.

Motion passed Unanimous ballot

XI. ADJOURNMENT : 4:45 PM

Respectfully submitted,


Don Kelm, Sec'y

THE 1996-97 OBJECTIVES OF THE UNIVERSITY

Northern Kentucky University has framed its institutional objectives for 1996-97 in the light of the following:

- the University's Statement of Mission;
- the University's Enduring Goals;
- draft functional area objectives for 1996-97;
- the Strategic Plan of the Council on Higher Education;
- budget priority recommendations of the University's Faculty Senate; and
- the University's performance objectives developed for and approved by the CHE.

Because the CHE has expressed the expectation that campus planning efforts will over time address the "systemwide goals" expressed in the statewide plan (as well as other goals specific to particular institutions), NKU's institutional objectives are now organized according to the main headings in the statewide plan.

While this list offers an accurate profile of the University's commitment to continual and measurable improvement, it is presented not as a summary of functional area objectives nor as an effort to incorporate all budget recommendations, but as a listing of broad institutional initiatives involving more than one functional area. A fully comprehensive view of the University's planning and budget process would include all functional area objectives, all budget recommendations from constituencies, and all continuing and non-discretionary institutional commitments.

References in bold type are to the University's Enduring Goals and to Faculty Senate priorities.

A QUALITY PROGRAMS

- 1 The University will use the SACS alternate self-study process (a) to identify any instances of non-compliance with SACS "must" statements, (b) to choose operational and budgetary strategies for addressing at once any such instances, and (c) to develop long-term operational and budgetary approaches to the issues emphasized in the self-study plan: the university's reliance on part-time faculty, advising and general education, remedial instruction, and library and technological resources. *EG 1-16; FS priorities 3, 4, 8, and 9.*
- 2 The University will implement chosen operational and budgetary changes (a) to accomplish actions required by spring 1996 disciplinary accreditation reviews and (b) to address recommendations for strengthening of the academic programs. *EG 1, 2, 5, 12; FS priorities 3, 4, 7. Reviews in question are principally ABA, AALS, AACSB, and ABET.*
- 3 The University will continue its broad-based planning effort to ensure that the Science Center will accommodate both current and emerging technologies and pedagogical methods and will develop alternative plans to accommodate the level of state funding. Following the appropriation of planning funds, the University will renew its efforts to secure favorable consideration for construction. *EG 2, 4, 5.*
- 4 The University will extend the infrastructure for the campus electronic network and will improve student access and academic support through implementation of a Student Information System offering degree audit, transfer credit verification, voice response, and other components. *EG 1.*
- 5 The University will improve funding for instruction through an increase in the funding for the instructional equipment budget. *EG 2, 4.*
- 6 The University will improve instruction by clarifying curricular and programmatic objectives and by increasing the number of baccalaureate programs that utilize discipline-specific assessment. *EG 1, 3; performance objective.*
- 7 The University will create a plan for long-term investment in the professional development of faculty and staff. *EG 1, 3.*
- 8 The University will develop and begin to implement a comprehensive university wide

technology policy and plan to guide all university technology expenditures. *EG 2, 6, 14, 16.*

B EDUCATED CITIZENRY

- 1 The University will increase the number of programs that can be completed through evening courses and will develop additional opportunities for innovative on-campus and off-campus academic program delivery. As part of this process the University will assess the feasibility of the following:
 - a Better use of evenings and Saturdays.
 - b New academic programs for students seeking a broad liberal or professional education.
 - c Academic programs for mature learners offering an expedited curriculum.
 - d Additional graduate academic programs offered in cooperation with the U of L or UK.
 - e Expanded distance learning opportunities through KTLN and other media.
 - f Off-site instruction.
 - g Cooperative offerings with Maysville Community College to benefit underserved counties.
 - h Expanded opportunities for practica and internships. *EG 3, 7, 13; FS priority 5; performance objectives.*
- 2 The University will promote more foreign language enrollment by undergraduates and will expand both to its own community and to the larger community opportunities for international education and experience. *EG 9; performance objective.*
- 3 The University will implement chosen operational and budget strategies to increase support for the development of the Steely and Chase libraries as convenient points of access and guidance with regard to both traditional and emerging sources of information. *EG 6; FS priority 6.*
- 4 The University will implement strategies to enhance retention and expand enrollments by:
 - a Undertaking a systematic review of its key student oriented materials in order to make them more user friendly.
 - b Enacting strategies to improve the orientation of new students into the academic environment.

- c Improving the quality of advisement available to students through general and departmental advising. *EG 1, 10.*

C EQUAL OPPORTUNITIES

- 1 The University will further insure a climate in which all persons are respected and valued by developing and conducting workshops on "Valuing Diversity" for faculty and staff. *EG 8, 10.*
- 2 The University will sustain through a second year its enhanced recruiting emphasis in the Louisville and Lexington metropolitan areas and eastern Kentucky. *EG 3, 8, 13.*
- 3 The University will enhance its coordinated strategy for recruitment and retention of faculty, staff, and students to assure a diverse university. *EG 8, 10. Reiteration (revised) of 95-96 objective.*

D ECONOMIC DEVELOPMENT

- 1 The University will support businesses, governmental organizations, and other entities in its service region. *EG 5, 7, 12, 13.*
- 2 The University will support the development of Kentucky's economic and global competitiveness by supporting new and existing economic endeavors and by encouraging the conduct of research with implications for social and economic development. *EG 5, 7.*
- 3 The University will demonstrate even more comprehensively and persuasively the breadth and depth of its positive economic influence on its service area. *EG 12.*

E QUALITY OF LIFE

- 1 The University will enhance the quality of life within its service area by assigning specific responsibility to appropriate individuals to coordinate and work with key civic, social, and cultural agencies. *EG 5.*
- 2 The University will bring prominent issues and speakers to the campus for the benefit of both the university and the larger community. *EG 7, 13.*
- 3 The University will revise, reproduce and distribute a list of faculty and staff experts as

a service to media in Northern Kentucky and Cincinnati. *EG 13.*

F COORDINATION

- 1 The University will meet its 1996-97 CHE performance indicator goals. *EG 1, 14, 15.*
- 2 The University will continue its active participation in the Council of Partners in Education and conduct workshops for P-12 faculty and librarians to enhance access to campus resources. *EG 5, 13.*
- 3 The University will develop the capability to systematically anticipate, identify, and respond to emerging educational and service needs of our citizens and of major civic, social, and cultural establishments in our service area. *EG 5, 7, 13.*
- 4 The University will implement the Kentucky Transfer Module Policy to facilitate transfer of students among institutions. *EG 3.*

G ADVOCACY AND PUBLIC SUPPORT

- 1 The University will support the work of the Kentucky Advocates for Higher Education

and other groups that encourage public support for higher education by recognizing its value and its achievements. *EG 16.*

2. The University will continue to enhance and develop its Internet presence as a means of conveying more effectively information to its constituents. *EG 13; FS priority 5.*
- 3 The University will pursue aggressively opportunities for private funding. *EG 16; FS priority 10.*

H SUPPLEMENTARY OBJECTIVES

- 1 The University will work toward competitive salaries and benefits for its full- and part-time faculty and staff. *EG 2; FS priorities 1, 2, 8, 9.*
- 2 The University will pursue recommendations regarding the Covington campus developed by the Board of Regents Task Force appointed in November 1995 as approved by the Board of Regents. *EG 15.*
- 3 The University will examine its commitment to purchase land from funds not specifically committed to the purchase of land. *EG 15, 16.*



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

POLICIES AND PROCESS FOR THE FACULTY LEADERSHIP RECOGNITION PROGRAM

1. Any N.K.U. employee (whether full or part-time, tenure track or non tenure track, renewable or temporary) holding faculty status would be eligible to be nominated for this recognition.
2. Anyone at the University or in the community can nominate a faculty member for this award by completing the Faculty Leadership Recognition Form available from the Faculty Senate Office.
3. Nominations will be submitted to the Executive Committee of Faculty Senate who will review the nominations and decide upon award recipients.
4. Recognition of award recipients can occur at any regularly scheduled meetings of the Faculty Senate as the first item on the agenda.
5. Award Recipients will receive a Certificate of Recognition and a Book Award of \$50. In addition, a notification of award will be sent to the *Campus Digest*, *The Northerner*, and to the News Bureau/Media Relations office in University Relations. A campus photographer will be requested to attend and photograph the award recipient.
6. The Provost has agreed co-sponsor this program by making available a maximum of \$500 in funding for this year. While he can not make a budgetary commitment beyond the current year, he endorses this program and has promised to make it a funding priority for his office in the years to come.

NOMINATION FORM
FACULTY SENATE
FACULTY LEADERSHIP RECOGNITION PROGRAM

DATE:

NAME OF NOMINEE:

RANK AND DEPARTMENT:

NAME(S) OF NOMINATOR(S):

Briefly describe how this person has distinguished her/himself through extraordinary efforts in working with students or providing institutional, professional, or community leadership that is beyond the normal expectations for faculty at N.K.U. In this description please:

- a) describe the specific activity that is to be recognized;
- b) describe how the person to be recognized has contributed leadership to this activity;
- c) indicate the amount and length of time this person has devoted to this activity;
- d) describe how this activity furthers the University's Mission;
- e) describe the tangible and intangible outcomes of this effort;
- f) describe what distinguishes this effort as being "beyond normal expectations for faculty at N.K.U."

(Please staple any additional pages to this Nomination Form)

ACTION ITEM

CHE (F-1) FC (C-1)

July 15, 1996

PERFORMANCE FUNDING

RECOMMENDATION:

- That the Council on Higher Education (CHE) approve the Higher Education Performance Funding System, including parameters, indicators, goals, and other associated elements displayed in Attachment A.
- That the CHE approve the institutions' selection of indicators and assignment of performance points to those indicators as displayed in Attachment A.
- That the CHE approve the mission-specific indicators as proposed by Morehead State University, Northern Kentucky University, and the University of Louisville (included as Indicators 13-15 in Attachment A).

RATIONALE:

- Implementation of a performance funding system will help demonstrate that Kentucky higher education serves the long-term needs of the Commonwealth and that excellence in performance and outcomes is the ultimate goal of the entire higher education system.
- The proposed system features a phased approach, covering multiple biennia, recognizing that institutions need adequate time to make changes so that those changes result in lasting and meaningful improvements to Kentucky higher education.
- As directed by CHE at its May 20, 1996 meeting, the staff has worked with the university presidents and their representatives to refine and clarify the performance funding system as presented and approved in principle on May 20.
- Several changes were made in the performance funding system as suggested by the university presidents. The presidents support the revised performance funding system.
- The performance funding system as recommended is easy to understand, focuses on relatively few indicators, and provides necessary flexibility to the institutions in implementing institutional missions as well as the systemwide and institutional strategic plans.
- The performance funding system as recommended includes four common performance indicators on which each university or the community college system will be measured. Each of these indicators must be assigned 10-30 points and the total points assigned to these four indicators must be at least 50 points (out of a total 100 points).

- The performance funding system as recommended includes seven institution-specific performance indicators and allows for up to two mission-specific performance indicators for each institution. Each university or the community college system had the opportunity to select any number of the institution-specific indicators on which to be measured. Each of these indicators must be assigned 5-15 points and the total points assigned to these indicators must be at most 50 points (out of a total 100 points).
- Indicators selected and performance points assigned are as proposed by the university presidents and have been reviewed by staff to ensure consistency with system parameters.
- Each mission-specific indicator as proposed by Morehead State University, Northern Kentucky University, and the University of Louisville has been reviewed by staff to ensure appropriateness of the indicator as well as consistency with system parameters.
- The performance funding system as recommended relies heavily on existing processes and institutional requirements resulting in minimal additional reporting and paperwork.

Background:

As directed by CHE at its May 20 meeting, the Executive Director and staff have worked with the university presidents and their representatives to refine and clarify the performance funding system as presented and approved in principle on May 20. The Executive Director met with the university presidents on June 5; that meeting produced a set of understandings which was used to guide the work of the staff work group. The staff work group met on June 14, and with the exception of one portion of one indicator as described below, completed the work of refining and clarifying the indicators, goals, and other associated elements of the proposed performance funding system.

The indicator still requiring some clarification is Indicator 3, Use of Technology in Student Learning. A subcommittee of the staff work group also involving information technology specialists from several universities is working to identify a complete list of eligible uses of technology as well as the preferred method of data collection and reporting to be used by all institutions. This is necessary since Indicator 3 is one of the common indicators to be used by all institutions. This subcommittee had not completed its work by the established date for mailing the CHE meeting agenda material; however, a status report (if not the completed product) will be reported to CHE at its July 15 meeting.

During the June 5 meeting between the Executive Director and the university presidents, the group established the following working understandings, each subject to CHE approval:

- The goal for the Quality of Educational Outcomes indicator was changed from "100 percent" of undergraduate and professional programs to "at least 90 percent" of undergraduate and professional programs using student outcomes assessment results for program improvement, recognizing that over any period of time an institution may be phasing out programs, may be implementing new programs (without graduates yet), and may have associate degree programs incorporated into baccalaureate degree programs.
- The EEO Plan Implementation indicator has been changed from a common (mandatory) indicator to an institution-specific (voluntary) indicator. The Executive Director and the university presidents noted that because of the statute which ties the approval of new academic degree programs to EEO Plan implementation, there already is a substantial consequence to less than satisfactory performance in this area. Thus, the performance funding system, which is limited in principle to a small number of indicators, should focus attention on other areas of strategic plan emphasis which do not already have such a substantial consequence for less than satisfactory performance.
- The performance funding system does not include a requirement that each community college be measured separately; performance measurement will be required at the system level. The Executive Director and the university presidents agreed that measurement of performance at individual community college campuses should be a decision left to UK. CHE may wish to make a statement encouraging UK to apply each of the indicators selected for the UK Community College System at the individual campus level.

- The performance funding system includes the opportunity for each institution to propose up to two unique indicators to focus on selected aspects of its specific mission. The Executive Director and the university presidents agreed that each institution would be responsible for developing the rationale for each such proposed indicator and that CHE would review and act on such proposals individually. Following is a brief description of the three proposed mission-specific indicators, each of which is supported by the staff:
 - ▶ Morehead State University proposed an indicator to assess improvement of institutional scholarships and grants provided to students from its service region. The proposed indicator recognizes that the university has the primary responsibility to serve the higher education needs of citizens of northeastern and eastern Kentucky. The indicator and associated goal addresses the need to provide access and incentive to raise education levels within that service region.
 - ▶ Northern Kentucky University proposed as its mission-specific indicator the indicator that had been developed as one of the mandated indicators for the University of Kentucky Community College System -- Educated Workforce Development. This indicator recognizes the need to identify and communicate workforce development needs in the NKU service area.
 - ▶ The University of Louisville proposed an indicator to assess satisfaction of users of its education reform professional development initiatives. The indicator recognizes that the U of L plan contains a strategic direction that emphasizes support for education reform through long-term collaborative relationships with local schools and educational agencies. The indicator will assess success in this area. Since this indicator focuses on professional development, it does not duplicate the mandated indicator, Preparation of P-12 Teachers.

CHE approval of the proposed performance funding system and associated elements authorizes the institutions to move forward on work necessary to earn 1997/98 performance funds as appropriated by the 1996 General Assembly. Following CHE approval of the system, the next significant date in performance funding system implementation is February 1, 1997, when each institution will report to CHE its performance on selected indicators as prescribed in the system. Those February 1 reports will be reviewed by staff. Based on these reports, staff will prepare a recommendation to CHE for its consideration and action on distribution of 1997/98 performance funds at the March 1997 CHE meeting.

This CHE action will require minimal additional paperwork for the institutions. Wherever possible, existing data systems and processes were used in lieu of establishing new reporting requirements. This is especially true for the common, mandated indicators. For example, existing data systems and processes used by the Southern Association of Colleges and Schools (SACS), the Higher Education Accountability Program (using the existing CHE Comprehensive Data Base), and the Education Professional Standards Board requirements were used for three of these indicators. The Use of Technology in Student Learning indicator, supported by the presidents as a common, mandated indicator, will require one additional question be asked during institutions annual survey of full-time faculty. The Educated Workforce Development indicator, a mandated indicator for the UK Community College System, will require the creation and implementation of an institution plan in this area. The amount of total additional paperwork will vary among institutions depending on which institution-specific (including mission-specific) indicators were selected by the institutions.

PERFORMANCE FUNDING INDICATOR INSTITUTIONAL POINT ASSIGNMENT

INDICATORS	EKU	KSU	MoSU	MuSU	NKU	UK	UKCCS	UL	WKU
Common (Mandatory) Indicators									
1. Quality of Educational Outcomes ^A	30	30	30	20	25	30	30	30	30
2. Student Advancement ^A	10	20	10	10	10	10	10	10	10
3. Use of Technology in Student Learning ^A	30	30	30	10	15	10 ^D	10 ^D	10	20
4. Preparation of P-12 Teachers ^B	10	10	20	20	30	10		20	10
5. Educated Workforce Development ^C							25		
Total Common Indicator Points	80	90	90	60	80	60	75	70	70
Institution-specific (Including Mission-specific) Indicators									
6. Effective Use of Resources									10
7. Global Perspective in Academic Programs				15		15			10
8. Review of Gender Issues									
9. Cooperative Academic Degree Programs	10			15		15	10		
10. Alternative Educational Delivery	10			10	10	10	15		10
11. Level of Gifts, Grants, and Contracts Funding								15	
12. EEO Plan Implementation		10							
13. Institutional Scholarships and Grants (Mission-specific)			10						
14. Educated Workforce Development (Mission-specific)					10				
15. Education Reform - Professional Development (Mission-specific)								15	
Total Institution-specific Indicator Points	20	10	10	40	20	40	25	30	30
Grand Total for All Indicators	100	100	100	100	100	100	100	100	100

Note: Common indicators must be assigned 10-30 points each and total at least 50 points. Other indicators selected must be assigned 5-15 points each and must total at most 50 points.

A Common (mandatory) indicator for all institutions

B Common (mandatory) indicator for universities

C Common (mandatory) indicator for community colleges

D In its June 25 report on indicator point assignment, UK noted that pending completion of subcommittee work to develop this indicator it may want to revise points assigned to indicators.

DEADLY WEAPON/DESTRUCTIVE DEVICE POLICY

The possession of, use or storage of any firearm, ammunition, explosive device (including fireworks), or other deadly weapons in any form is PROHIBITED on any Northern Kentucky University property or in any facility or on any property owned, leased, or operated by the University.

"Weapons" include, but are not limited to, martial arts weapons, knives (other than those necessary for cooking or approved university activities, including ROTC), bows and arrows, air guns, shot guns, BB guns, and "deadly weapons" as defined by KRS 500.080(4).

A "destructive device" means any explosive, incendiary or poison gas bomb, grenade, mine, rocket, missile, or similar device and includes the unassembled components from which such a device can be made. [Reference KRS 237.030(1)]

All weapons shall be seized by the Department of Public Safety held for safe keeping pursuant to established procedures.

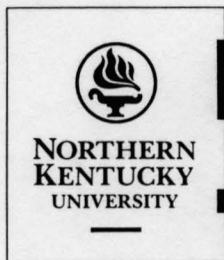
Weapons seized from individuals, duly licensed to carry concealed weapons pursuant to KRS 237 shall be returned to said individuals upon proof of their valid license. Return shall be made off of the campus property.

Any University faculty, staff or student determined to have violated this policy is guilty of misconduct and subject to disciplinary action.

May 30, 1996

024-5017

JUL 31 1996



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

MEMORANDUM

DA: February 25, 1997

TO: Jack Moreland
Interim President

FR: Carrie A. McCoy *CM*
President, Faculty Senate

RE: Technology Money

At the Faculty Senate Meeting of February 24, 1997 there was much discussion regarding a memo that originated from the Office of Budget requiring that all technology requests be in the Purchasing Office by March 7, 1997. The Faculty Senate was dismayed that this memo was released with such a short deadline. Senate members were also concerned that any money not spent be rolled over into the next year and that it remain in the technology budget line and not be placed in the general fund. Based on these concerns the following resolution was passed by the Faculty Senate:

Faculty Senate is deeply concerned that Elzie Barker, in a recent memo, has set the arbitrary date of March 7, 1997 as the deadline for having all technology requisitions into the Purchasing Office. We strongly urge that this deadline be moved back to a more reasonable date to allow departments adequate time to make purchases. Moreover, Faculty Senate is extremely dismayed that this memo fits into an apparent pattern of arbitrary edicts coming from this office. Faculty Senate recommends that the departments be assured that if the deadline is not met, that the technology monies be reserved for the original departmental projects. Faculty Senate further requests that assurances be provided in writing that if set monies are not spent by the deadline given that the monies be reserved in the Technology Budget Line and not be placed into the General Fund for the university.

I met with Elzie Barker regarding the memo today and he stated that there were actually three different memos. Depending upon the type of funds used i.e. cash versus master lease the unit received a different memo. I expressed my concern that units were not notified of the deadline date for purchase orders when allocation of the funds was approved by your office on December 17, 1996. I believe that would have eliminated much of the distress over these memos. We understand the need for lead time in order to purchase and have equipment delivered by June 30. In the future it would be helpful to indicated deadline dates for requisitions when funds are approved.

cc: Faculty Regent
Faculty Senate
Elzie Barker



**NORTHERN
KENTUCKY
UNIVERSITY**

Board of Regents

MEMORANDUM

TO: Chair Robert Zapp
Regent Robin Crigler
Mr. Tom Donnelly
Regent Frank Downing
Ms. Sandra Easton
Mr. Bill Erpenbeck
Dr. Tom Isherwood
Mr. Jamie Ramsey
Dr. Michael Washington
Ms. Linda Wright

DATE: July 1, 1996

RE: Presidential Search Committee

Thank you for agreeing to accept this important role of service to Northern Kentucky University as a member of the Presidential Search Committee. I understand that Committee Chair Robert Zapp is in the process of developing an agenda and scheduling our first meeting. While I will serve as a member of the Committee, I want to take this opportunity to formally charge the Committee with its responsibilities and suggest an appropriate timeline for conduct of the search and screening process.

It is the role of the Presidential Search Committee to assist the Board of Regents in identifying and screening qualified candidates for the position of president and to submit to the Board an unranked list of no more than five and no fewer than three highly qualified and acceptable persons for the position. Members of the Search Committee are to exercise their duties in consideration of the total University-wide community and are not to act as designated constituency representatives.

The following are the responsibilities of the Search Committee:

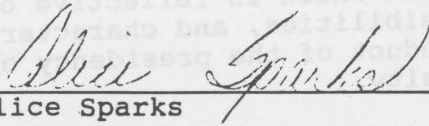
1. To develop an advertisement for the position of President which is reflective of the duties, responsibilities, and characteristics central to the conduct of the presidency of Northern Kentucky University.
2. To develop a profile of the characteristics and qualifications necessary to achieve the primary mission objectives of Northern Kentucky University over the next three to five years. These objectives will be formulated by the Board of Regents and may be refined as a result of campus-wide information sessions to be conducted in late August and early September.

Memorandum to the Presidential Search Committee
July 1, 1996
Page 2

3. To organize and promote an active search for qualified candidates for the position. This should be a vigorous search process including well placed advertisements, active solicitation of candidates from appropriate sources, and concentrated efforts on attracting a diversified applicant pool.
4. To formulate and publicize a search timeline that contemplates the completion of the search and screen phase by the end of February 1997. It is anticipated that the Board of Regents' selection phase including on-campus interviews will occur during March 1997 with an April 1997 selection announcement and a July 1 appointment date.
5. To review carefully all applicants in accordance with the profile and objectives valued by the University.
6. To provide for a broad and intense campus interview process with the appropriate solicitation of evaluative feedback. However, it is imperative that no campus, constituency, or committee "vote" be taken.

In closing, I want to share with you the most important aspect of the role of the Search Committee. Above all else, we must insure confidentiality of the search process. Only the Chair of the Committee may speak publicly regarding the search. Our confidentiality is essential to assure that the most competent candidates are comfortable participating in our process.

Again, thank you for your willingness to serve and know that I anticipate our first meeting.



Alice Sparks

cc: Members, Board of Regents

JUL 3 1 1996

Comments by Virginia Lester
Monday, June 10, 10:30-11:30 a.m.

Following introductory comments by Chair Sparks, Dr. Lester introduced herself further and described her experience first as an elementary school teacher followed by her experience in the College of Education leading to a deanship at Empire State College in New York in the area of non-traditional Education.

Dr. Lester then became President of Mary Baldwin College in Virginia which was designated as one of the "turn-around campuses" when traditional women's campuses were facing the crisis of the 1970's and 80's. Dr. Lester graduated from Stanford Law School and joined a prestigious law firm in Richmond, Virginia after her retirement from Mary Baldwin.

Dr. Lester's comments follow:

The major role and responsibility of the Board of Regents is the selection of the President. There are alternate strategies on how to conduct a presidential search and while there is room for variation, it is clear what works and what does not.

The position of the college presidency is growing increasingly less attractive. Higher education faces a number of challenges and there are no easy fixes. Having reviewed President Boothe's address to the University in August 1995, it is apparent he is fully aware of the challenges that face NKU and higher education. Higher education exists in a world of change: diversity of constituency, competition for funds, demand for skills needed for tomorrow.

The process consists of the three S's:

Search, Screen, Select

Search: everyone helps--not the responsibility of the Board, the faculty, or the Committee. Everybody should search. Use all sources, networks, nominate and engage people. Active recruiting as the guide.

Screen: Board delegates to Search Committee. The Search Committee may be comprised of only Board members. It is customary to have representatives of the campus on the Search Committee. It is important that the Committee be large enough to do the work, and small enough to meet effectively. If a member cannot be in attendance at all planned meetings and interviews, it is best that person resign. Members must attend all meetings.

Selection: This is the Board's responsibility alone. May not be delegated. The board must take a campus-wide view and support the entire campus. This is not a time for constituent votes and the establishment of camps.

The President needs to share that broad view and be prepared to move the campus forward.

The Board Chair appoints and charges carefully the selected Committee.

The Committee members must exercise statesmanship, display knowledge and commitment to the total University, see the big picture, and be devoted to confidentiality. A good candidate won't risk a career with a bad search process.

It is our job to find good people!

President serves at the pleasure of the Board. He/she is responsible for the good and the bad.

Search Committee members must have knowledge of needs and concerns of the campus. Should be experienced enough to know what is good. Must be willing and able to meet concerns. Must develop skills to read resume's and interview. Search Committee members cannot include anyone who aspires to the job.

The charge given by the Board Chair: should be written and define the tasks that the Committee is asked to do.

The Committee should not exceed its charge.

The charge should contain the timetable and the methods of conducting the search/screen process.

The Board receives the recommended candidates from the Committee in a non-prioritized fashion. All candidates should be qualified to do the job which the Board has defined.

The candidates must be unranked.

The Committee will have the only knowledge of the applicant lists.

A Board member should act as Chair of the Search Committee.

The Charge should contain timetables and target dates and calendars that focus the dedication to the search process.

A good staff person is essential to the search.

Leadership qualities must be determined. This is not a generic job description, the campus needs to identify three to five the most important things to accomplish in the next three to five years.

Mc Coy

REPLACEMENT PAGE
July 31, 1996 Board Agenda

The Search Committee must look at the applicant track record to know if they can do these three to five things.

What are the concerns: Money, then find someone who can get money.

Retention: then find someone who can bring the campus together to recruit and retain students.

This is a time of courtship: the Search Committee must market NKU to the applicant. The candidate will interview NKU. We must look for a fit between the two.

All communication of the Search Committee goes through the Chair of the Search Committee. No interaction with the press or public, there may be timely communiques that focus on process only!!

There is no need to solicit references, make telephone calls and talk and listen!

A search may need to last five months beyond the placing of the ad.

It is important that the Search Committee read all applications at once and talk and screen together.

Typically, the Board invites three to five to campus for interviews, but be sure to hold alternates for second round of interviews.

No on-campus votes are taken. Feedback should be solicited, but groups should not vote and rank candidates.

Don't delay and miss a good candidate.

Advantage of Search Consultant: keeps you on the straight and narrow, has a network, is trained to interview.

This page replaces the fourth page of the June 10, 1996 Minutes to change the word ads to applications.