



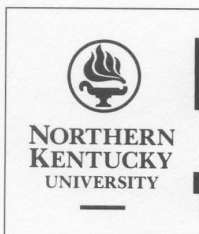
Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

**FACULTY SENATE MEETING
MONDAY FEBRUARY 23, 1998
MEETING 3:00 P.M.
UC BALLROOM**

AGENDA

- I. Call to Order
- II. Adoption of Agenda
- III. Approval of Minutes from the January 21, 1998 meeting
- IV. Approval of Minutes from the January 26, 1998 meeting
- V. Discussion of draft Strategic Planning Document – President Votruba
- VI. Remarks
 - ♦ Grant County First-Year Program – Paul Reichardt (**Attachment**)
 - ♦ Academic Affairs Review Committee – Paul Reichardt
- VII. Committee Reports
 - A. Professional Concerns Committee
 - ♦ Collegial Governance Document (**Attachment – voting item**)
 - ♦ Post-tenure review subcommittee report (**Attachment – information item**)
 - B. Budget and Commonwealth Affairs Committee
 - C. Curriculum Committee
 - D. Faculty Benefits Committee
- VIII. Adjournment



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING

February 23, 1998

U.C. Ballroom

Senators present :

D. Agard , Y. Datta, T. Desai, L. Ebersole, J. Filaseta, C. Frank, R.Garns, C. Hewan, H.R. Holt , M. Jang, D. Kelm, M. King (sabbatical), B. Lorenzi, P. McCartney, D. McGill, L. Olasov (sabbatical) , T. Pence, R. Pennington, V. Raghavan, G. Ragsdale , B. Reno, J. Roeder, F. Schneider, A. Seed, R. Shaw, D. Smith , B. Thiel, J. Thomas

Senators absent :

S. Cortez, C. Furnish, B. Kempton, S. Lassiter, B. Mittal, V. Schulte, G. Scott, K. Verderber

Guests:

B. Andersen, M. Gorbandt, M. Huenning, R. McNeil, W. Nestor, D. O'Keefe, P. Reichardt, J. Votruba, M. Winner

I. Call to Order:

A. Meeting called to order at 3:04 PM

II. Adoption of agenda:

A. Adopted as presented

III. Approval of the minutes:

A. Minutes of the Senate Meeting 1.21.98 were accepted as presented.

B. Minutes of 1.23.98 Special Meeting for Purpose of Electing Senate Officers were accepted as presented.

C. Minutes of 1.23.98 regular meeting were accepted as corrected:

1. Correction: Under VI. President's Report, C.: "Science NKU..." should read "NKU..."

2. correction: VII. Committee Reports, B.1.: "The senate endorses the academic visibility..." should read as "The senate endorses the academic viability..."

IV. Discussion of the Strategic Planning Document (draft): President Votruba

V. Remarks:

A. Paul Reichardt, Associate Provost, reported on the draft for the Grant County First year program and presented materials showing which courses would likely be offered. This program has not yet been announced, and at this juncture is seen as a one year program with a director. courses will be taught by full time and part-time faculty--a specific request from Grant county.

B. Academic Affairs Review Committee: Paul Reichardt reported that a study showed NKU to be "thin" administratively. The intended plan over the next several years would seem to be to add four associate provost positions in Curriculum, outreach, student support, and development of instructional technology.

VI. Committee Reports

A. Budget and Commonwealth: No report. Will have a priorities list to submit to Senate at March meeting.

B. Curriculum Committee: No report

C. Faculty Benefits:

1. Submits a policy to permit 10 month part-time faculty to buy into the university's insurance coverage.

D. Professional Concerns:

1. Submitted a Collegial Governance resolution for endorsement by the Senate. The resolution, if passed/accepted by the Senate, will be presented to the Board of Regents. Further, the request is made that the document be inserted into the Faculty Policies and Procedures Handbook as an appendix.

Vote to Endorse: Passes

2. A Post-tenure Review policy was submitted for consideration to be voted on at the March 23 Senate meeting. Senators will make this available to their constituents.

VIII. Meeting adjourned at 4:07 PM.

Respectfully Submitted,

Don Kelm, Sec'y.




Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

January 29, 1998

To: 1997-1998 Faculty Senate members
1998-1999 Faculty Senate members

Fr: Chuck Frank 
Faculty Senate President

Re: President Votruba's draft strategic planning document

President Votruba has asked me to share with you his draft strategic planning document. This document is an outline of the plan he described to us at the January 21st special meeting of the Faculty Senate. The details of this plan are still being worked on. The Faculty Senate will have the opportunity to comment on the plan.

President Votruba wants the faculty to be heavily involved in implementing this plan. This is a great opportunity for us to shape the future of Northern Kentucky University. However, it will require a commitment on our part.

I firmly believe that we are witnessing the dawning of a new era. President Votruba continues to demonstrate his commitment to collegial governance. He continues to stress that the faculty is the key to building a 21st century metropolitan university.

Chuck Frank

Northern Kentucky University
Office of the President

MEMORANDUM

January 27, 1998

TO: NKU Board of Regents
FR: James C. Votruba *JCV*
RE: Strategic Planning Process

Enclosed is the latest draft of our strategic planning document that grew out of last fall's Vision, Values, and Voices process. Included is (a) a statement of what we aspire to become, (b) our "defining characteristics" as a metropolitan university, (c) our unique niche in the metropolitan region, (d) our core values, (e) several strategic assumptions that provide a backdrop for our thinking, and finally, (f) the outline of six cross-functional strategic priority areas that move us toward becoming a pre-eminent, learner-centered metropolitan university.

Also described is the creation of a budget strategy group that will focus on establishing priorities for institutional investment as well as strategies for revenue enhancement.

I intend to review this information at the Policy Committee meeting on January 28, 1998. I want to emphasize that this document has had broad input from throughout both the campus and the community, and I have been careful to ensure that it aligns with the input provided by the Board of Regents at our September 25, 1997, retreat. However, I also want to add that it remains a draft with opportunity for further input. The next phase will be to develop an implementation plan.

pb

Attachment

- 1 What kind of university should NKU be?
- 2 What makes NKU a “metropolitan” university?
- 3 What sets NKU apart from many of its metropolitan university peers?
- 4 What are our “core values”?
- 5 What strategic assumptions do we make?
- 6 How will we pursue and achieve our values in the light of these strategic assumptions?

What kind of university should NKU be?

Northern Kentucky University will become a preeminent learner-centered metropolitan university recognized for its contributions to the intellectual, social, economic, cultural, and civic vitality of its region and of the Commonwealth.

What makes NKU a “metropolitan” university?

- A Within a broad commitment to the welfare of the Commonwealth, the University pursues the discovery, transmission, and application of knowledge so as to address the needs of Northern Kentucky/Greater Cincinnati.
- B In pursuit of its mission, the University draws widely on the resources of the metropolitan area.
- C The University responds to the particular needs of metropolitan learners, “including minorities, other underserved groups, adults of all ages, and the place-bound.”
- D The University seeks to educate its students both for productive careers in a dynamic workforce and for satisfying lives as “informed and effective citizens.”
- E The University works in concert with the corporate and professional community to leverage its scholarly resources for the benefit of the community.
- F The University operates as a partner within a broad educational continuum.
- G The University contributes to the cultural life of the region.

What sets NKU apart from many of its metropolitan university peers?

- A The University occupies an ideal location at a junction of major interstate highways within a metropolitan region known for the dynamism and stability of its economy.
- B The University offers a quiet and secure enclave for learning with immediate access to urban advantages and opportunities.
- C The University charges affordable in-state tuition and regionally competitive out-of-state tuition.
- D The University through reciprocal agreements provides educational opportunities at in-state tuition to qualified Ohio and Indiana students.
- E The University maintains a tradition of small classes and continues to build a tradition for undergraduate research and other forms of active learning.
- F The University emphasizes undergraduate education while maintaining quality graduate and professional programs, including those at the Chase College of Law.

DRAFT

What are our core values?

A We are a “learner centered” university.

We are committed to placing the learner at the center of all that we do. As a university, we are a community of learners capable of adaptation and improvement based on new knowledge and insights.

B We regard high quality as a measure for all we do.

We are committed to the highest standards of excellence in everything that we do—as judged not only by ourselves but also by those we serve—and to a process of continuous quality improvement.

C We offer access with the opportunity to succeed.

We are committed to lifelong public access to education and expert knowledge and to ensuring that learners enrolled in the university have the preparation required to succeed.

D We celebrate our public engagement.

We are committed to treating the metropolitan region as an extension of our campus. We will build partnerships throughout the region that both serve the learning needs of the public and enhance the learning opportunities available to our faculty and students.

E We stand for intellectual and creative freedom.

We are committed to intellectual and creative freedom and to the open expression of ideas in a way that supports the advanced learning process.

F We thrive on multi-culturalism

We are committed to advancing multi-cultural understanding within both the university and the community as an educational and civic priority.

G We promote and reward innovation and creativity

We are committed to innovative approaches for achieving our vision and will create a campus environment that encourages and rewards creativity and innovation.

H Our actions embody collegiality and collaboration

We are committed to building a university community characterized by open communication and shared responsibility for decisions. We will build a culture of collegiality and collaboration within the university and between the university and the public whom we serve.

DRAFT

What strategic assumptions do we make?

- 1 Competition for commuter and residential students in the greater metropolitan region will increase greatly because of more aggressive recruitment by institutions located in the region, an increasing number of out-of-state institutions offering programs in the area (many via technology), and a gradual breakdown in the regional monopolies currently enjoyed by the Kentucky regional universities.
- 2 As competition increases, colleges and universities offering programs in the region will become **much more "user friendly"** in terms of convenient access to programs, courses, and services. Student choice of a university will be influenced by degree of convenience.
- 3 State **allocations** to postsecondary education will continue to increase with the advantage going to those institutions that demonstrate a direct relationship between their programs and services and the major challenges confronting Kentucky and the priorities defined by the Council on Postsecondary Education.
- 4 The public will continue to demand **greater accountability** from its universities, which could manifest itself in the application of more extensive performance measures, data reporting, and a more assertive demand for post-tenure review.

DRAFT

How will we pursue and achieve our values in the light of these strategic assumptions?

A Six cross-functional strategic priority areas will be addressed

1 Curriculum

- ◇ We will create a distinctive and coherent General Education offering with explicit learning objectives and measure our effectiveness with sound assessment tools.
- ◇ We will define the NKU Baccalaureate in terms of broad intellectual and social outcomes and measure our effectiveness with sound assessment tools.
- ◇ We will strengthen the Honors Program in order to attract and retain highly qualified students.
- ◇ We will maintain more systematically the University's five-year plan for the development of new academic programs and the review of existing programs: associate, baccalaureate, graduate.
- ◇ We will create a task force to identify, develop, and support current and prospective programs of excellence through the use of trust funds and other resources.
- ◇ We will commit in mission-specific ways to the statewide virtual university and develop other instructional delivery options appropriate to our students' circumstances.

2 Faculty

- ◇ We will build and retain a qualified and diverse full-time and part-time faculty through targeted hiring and competitive compensation.
- ◇ We will create a more appropriate balance between part-time and full-time faculty in those disciplines where an imbalance exists.

DRAFT

- ◇ We will examine and monitor the deployment of full-time and part-time faculty so as to serve students more effectively.
- ◇ We will provide appropriate technology and other forms of support for instruction and expand professional development opportunities that emphasize the strengthening of the instructional process.
- ◇ We will further the mission of the University by seeking a closer alignment among institutional priorities, individual performance relative to expectations, assessment standards, and rewards.

3 Student success / enrollment management

- ◇ As we continue to broaden access for all qualified students, we will develop a more comprehensive and competitive plan for the recruitment of
 - The region's most capable high school graduates
 - Minorities and other under-served populations
 - Adult learners
- ◇ We will provide a learning environment that fosters the intellectual, cultural, physical, and personal development of students.
- ◇ We will compete more effectively for part-time and fully-employed learners through a wider range of enrollment options (innovative scheduling, expedited learning, etc.).
- ◇ We will increase student satisfaction and retention through a combination of initiatives and commitments, e.g., by
 - Developing a more effective response to the needs of under-prepared students in order to enhance the quality of instruction at all levels.
 - Offering highly supportive first-year programs, including University 101, learning communities, and early-warning procedures.
 - Improving advising, both pre-major and within the major, by providing a knowledgeable, supportive, and adequately staffed advising office and by reviewing all procedures that should support the learning process.
 - Providing student support services attuned to the needs of a predominantly commuter campus.

DRAFT

- ◇ We will market the university so as to develop a widely-acknowledged and consistent image.
- ◇ We will achieve a measured increase in student enrollment (to be determined).

4 Outreach

- ◇ We will forge a strong entrepreneurial, client-centered commitment to work force development in consultation with the corporate community, other community partners, and institutions offering other forms of post-secondary education.
- ◇ We will address lifelong learning needs by enhancing our capacity to broker NKU and global intellectual resources.
- ◇ We will enhance the cultural life of our region by sharing the resources of the University more broadly and creatively.
- ◇ We will build a lifelong relationship with our alumni.

5 Campus facilities and environment

- ◇ We will create a more responsive and welcoming campus by improving services to students and the community (e.g., expanded office hours, electronic access to services and information, improved on-campus signage, etc.).
- ◇ We will provide more accommodating spaces for study and socializing.
- ◇ We will ensure that the staffing, hours, collections, and technological resources of Stealy Library and the Chase Law Library meet student and community needs.
- ◇ We will review and update the Master Plan to ensure that land use, facilities, roadways, landscape design, and other elements of the campus remain consistent with the planned future of the University.
- ◇ We will create a unified technology plan that maintains and enhances the University's technical capacities so as to anticipate and support instructional and administrative needs.

DRAFT

6 Human Resources Development

- ◇ We will build and retain a qualified and diverse full-time and part-time staff through targeted hiring, and opportunities for development and advancement.
- ◇ We will seek more competitive compensation and maintain a distinctive benefits package for staff.
- ◇ We will examine the deployment of staff members to ensure increased efficiency and job satisfaction.

B A budget strategy group will seek to enhance both resources and the process by which they are budgeted.

- We will develop a short, medium, and long-range institutional strategy for investing in the university's strategic priorities.
- We will develop a comprehensive strategy for resource enhancement that includes components such as
 - Expansion of state support
 - Managed institutional growth
 - Internal reallocation
 - Fees
 - Re-engineering
 - Private fund-raising
 - Expanded grant and contract activity
 - Entrepreneurship consistent with our mission
 - Local and regional support of targeted initiatives
- We will create a strategic fund to increase budgetary agility.
- We will appoint a **budget process panel** that will design an annual planning and budget process emphasizing
 - The consultative identification of priorities according to a widely acknowledged calendar
 - Tight, visible links joining planning and budgeting
 - Higher standards of accountability aligning resources and performance through a comprehensive ("all-funds") approach

C A Steering Committee will coordinate this complex process by clarifying charges, publishing timelines, and maintaining oversight.

D An **Associate Provost for Strategic Planning and Outreach** will work with the Steering Committee and with the process as a whole to ensure a continued focus and timely results.

(The multi-year reform process described above will benefit from the work associated with the University's efforts to comply with the "must" statements of the Southern Association of Colleges and Schools [SACS] and from preparations for the SACS consultancy visits in April 1998. As the following organization chart indicates, those responsible for the various priority initiatives will be expected to consult and build on the SACS processes.)

**Northern Kentucky University
Office of the President**

MEMORANDUM

February 18, 1998

TO: Chuck Frank
FR: James C. Votruba
RE: NKU Strategic Plan

Chuck:

I am enclosing the latest iteration of our NKU Strategic Plan. While marked "DRAFT," I anticipate little in the way of substantive changes at this point. This document reflects extensive input from faculty, staff, students, community members, and the Board of Regents. Our attention now turns to forming the teams that will guide each strategic priority area, setting short, medium, and longer range goals both within and across these strategic priority areas, and developing both a revenue and investment strategy to support our efforts.

I look forward to meeting with the Faculty Senate to discuss this strategic plan.

pb

Enclosure



- 1 What kind of university should NKU be?
- 2 What makes NKU a "metropolitan" university?
- 3 What sets NKU apart from many of its "metropolitan" university peers?
- 4 What are our "core values"?
- 5 What strategic assumptions do we make?
- 6 How will we pursue and achieve our values in the light of these strategic assumptions?

What kind of university should NKU be?

Northern Kentucky University will become a preeminent learner-centered metropolitan university recognized for its contributions to the intellectual, social, economic, cultural, and civic vitality of its region and of the Commonwealth.

What makes NKU a "metropolitan" university?

- A Within a broad commitment to the welfare of the Commonwealth, the University pursues the discovery, transmission, and application of knowledge so as to address the needs of Northern Kentucky/Greater Cincinnati; in return, the community contributes to the definition, performance, and evaluation of the University's mission.
- B The University draws widely on the resources of the metropolitan area as it shapes its priorities to reflect regional characteristics and issues.
- C The University responds to the particular needs of metropolitan learners, "including minorities, other underserved groups, adults of all ages, and the place-bound."
- D The University seeks to educate its students both for productive careers in a dynamic workforce and for satisfying lives as "informed and effective citizens."
- E The University works in concert with the community to leverage its scholarly resources for the mutual benefit of the community and the University.
- F The University operates as a partner within the broad educational continuum of P-12 education and other post-secondary institutions.
- G The University contributes to the educational, cultural, and social environment of the region.
- H The University fosters faculty and staff participation in community-based activities and partnerships.

What sets NKU apart from many of its “metropolitan” university peers?

- A The University occupies an ideal location at a junction of major interstate highways within a metropolitan region known for the dynamism and stability of its economy.
- B The University offers a responsive, secure environment for learning enhanced by immediate access to urban advantages and opportunities that support scholarship.
- C The University charges affordable in-state tuition and regionally competitive out-of-state tuition.
- D The University through reciprocal agreements provides educational opportunities at in-state tuition to eligible Ohio and Indiana students.
- E The University maintains a tradition of individual attention to students within small classes as it continues to build a tradition of undergraduate research and community-based learning.
- F The University emphasizes undergraduate education while maintaining quality graduate and professional programs, including those at the Chase College of Law.

What are our core values?

A We are a “learner centered” university.

We place the learner at the center of all that we do. We will serve the learner through our core mission to discover, interpret, apply and transmit knowledge. As a university, we are a community of learners capable of adaptation and improvement based on new knowledge and insights.

B We regard high quality as a measure for all we do.

We are committed to the highest standards of excellence in everything that we do—as judged not only by ourselves but also by those we serve—and to a process of continuous quality improvement based on a culture of evidence.

C We offer access with the opportunity to succeed.

We are committed to lifelong public access to education and expert knowledge and to ensuring that learners enrolled in the university have the preparation required to succeed. We measure our success by the accomplishments, the commitments, and the satisfaction of our graduates.

D We celebrate our public engagement.

We regard the metropolitan region as an extension of our campus. We will build partnerships throughout the region that both serve the learning needs of the public and enhance the learning opportunities available to our faculty, staff, and students.

E We stand for intellectual and creative freedom.

We are committed to intellectual and creative freedom and to the open expression of ideas in a way that supports scholarship and the advanced learning process.

F We thrive on multi-culturalism.

We are committed to advancing multi-cultural understanding within both the university and the community as an educational and civic priority.

G We promote and reward innovation and creativity

We are committed to innovative approaches for achieving our vision and will create a campus environment that encourages and rewards creativity and innovation.

H Our actions embody collegiality and collaboration

We are committed to building a university community characterized by open communication and shared responsibility for decisions. We will build a culture of collegiality and collaboration within the university and between the university and the public whom we serve.

What strategic assumptions do we make?

- 1 Competition for commuter and residential students in the greater metropolitan region will increase greatly because of more aggressive recruitment by institutions located in the region, an increasing number of out-of-state institutions offering programs in the area (many via technology), and a gradual erosion of the boundaries currently observed by the Kentucky regional universities
- 2 As competition increases, colleges and universities offering programs in the region will become **much more "user friendly"** in terms of convenient access to programs, courses, and services. Student choice of a university will be influenced by the degree of convenience and by the nature and quality of the curriculum and learning experience.
- 3 State **allocations** to postsecondary education will continue to increase with the advantage going to those institutions that can measure and demonstrate a direct relationship between their programs and services and (a) the major challenges confronting Kentucky and (b) the priorities defined by the Council on Postsecondary Education.
- 4 The public will continue to demand greater **accountability** from its universities, which could manifest itself in the application of more extensive performance measures, data reporting, and a more assertive demand for post-tenure review.

How will we pursue and achieve these values?

A Six cross-functional strategic priority areas will be addressed

1 Curriculum

- ◇ We will create a distinctive undergraduate curriculum linking a unique, coherent General Education offering with thoughtfully sequenced majors in pursuit of explicit learning objectives, and we will measure our effectiveness with sound assessment tools.
- ◇ We will appreciate and respond through our curriculum and campus environment to the needs of a diverse student body.
- ◇ We will define the NKU Baccalaureate in terms of broad intellectual and social outcomes and measure our effectiveness with sound assessment tools.
- ◇ We will strengthen the Honors Program in order to attract and retain highly qualified students.
- ◇ We will maintain more systematically the University's five-year plan for the development of new academic programs: associate, baccalaureate, graduate
- ◇ We will identify, develop, and support current and prospective programs of excellence through the use of trust funds and other resources
- ◇ We will commit in mission-specific ways to the statewide virtual university and develop other instructional delivery options appropriate to our students' circumstances

2 Faculty

- ◇ We will build and retain a qualified and diverse full-time and part-time faculty through targeted hiring and competitive compensation.
- ◇ We will create a more appropriate balance between part-time and full-time faculty in those disciplines where an imbalance exists.

- ◇ We will examine and monitor the deployment of full-time and part-time faculty so as to serve students more effectively.
- ◇ We will provide appropriate technology and other forms of support for instruction.
- ◇ We will expand professional development opportunities that support the University's commitment to more effective and productive discovery, integration, application, and teaching of knowledge.
- ◇ We will ensure a close alignment among institutional priorities, individual and unit-level performance relative to expectations, assessment standards, incentives, and rewards.
- ◇ We will create and sustain a culture of communication and decision-making that reflects the values of an organization committed to learning.

3 Student success / enrollment management

- ◇ As we continue to build the University as an institution of choice and to broaden access for all qualified students, we will develop a more comprehensive and competitive plan for the recruitment of
 - The region's most capable high school graduates
 - Minorities and other under-served populations
 - Adult learners
- ◇ We will provide a learning environment that fosters the intellectual, cultural, physical, and personal development of students.
- ◇ We will compete more effectively for part-time and fully-employed learners through a wider range of enrollment options (innovative scheduling, expedited learning, etc.).
- ◇ We will increase student satisfaction and retention through a combination of initiatives and commitments, e.g., by
 - Developing a more effective response to the needs of under-prepared students in order to enhance the quality of instruction at all levels.
 - Offering highly supportive first-year programs (for both undergraduate and professional programs), including University 101 and Chase orientation courses, learning communities, and early-warning procedures.

- Improving advising, both pre-major and within the major, by providing a knowledgeable, supportive, and adequately staffed advising office and by reviewing all procedures that should support the learning process.
- Providing student support services attuned to the needs of a predominantly commuter campus.
- ◇ We will market the university so as to develop a widely-acknowledged and consistent image.
- ◇ We will achieve a measured increase in student enrollment (to be determined).

4 Outreach

"Outreach" represents the sum total of the University's varied applications of its professional expertise and experience to the learning needs of the public it serves.

- ◇ We will establish an intellectual foundation for outreach that expresses the University's mission to discover, integrate, apply, and transmit knowledge.
- ◇ We will forge a strong entrepreneurial, client-centered commitment to work force development in consultation with the corporate community, other community partners, and institutions engaged in other forms of post-secondary education.
- ◇ We will expand existing pathways for communication and interaction between NKU and the external community and develop new ones.
- ◇ We will address lifelong learning needs by strengthening our capacity to broker NKU and world-wide intellectual resources.
- ◇ We will enhance the cultural life of our region by sharing the resources of the University more broadly and creatively.
- ◇ We will build a lifelong relationship with our alumni.
- ◇ We will identify a limited number of issues central to the future of the metropolitan region and engage the scholarly resources of the campus to address these in ways that serve the public interest and support the University's mission.

5 Campus facilities and environment

- ◇ We will create a distinctive, responsive, and welcoming campus by improving services to students and the commu-

- nity (e.g., expanded office hours, electronic access to services and information, improved on-campus signage, etc.)
- ◇ We will provide clean, well-maintained, appealing, and accommodating spaces for University activities and social life.
 - ◇ We will ensure that the staffing, hours, collections, and technological resources of Steely Library and the Chase Law Library meet student and community needs.
 - ◇ We will review and update the Master Plan to ensure that land use, facilities, roadways, landscape design, and other elements of the campus remain consistent with the planned future of the University.
 - ◇ We will create a unified technology plan that maintains and enhances the University's technical capacities so as to anticipate and support instructional and administrative needs.

6 Human Resources Development

- ◇ We will maintain a qualified and diverse full-time and part-time staff through targeted hiring, competitive compensation, a distinctive benefits package, and opportunities for professional development and advancement.
- ◇ We will create and sustain a culture of communication and decision-making that reflects the values of an organization committed to learning.
- ◇ We will articulate the roles of staff in supporting the learning process and seek additional ways to support and evaluate such roles.
- ◇ We will examine the deployment of staff members to ensure increased efficiency and job satisfaction

B A budget strategy group will seek to enhance both resources and the process by which they are budgeted.

- We will develop a short, medium, and long-range institutional strategy for investing in the university's strategic priorities.
- We will develop a comprehensive strategy for resource enhancement that includes components such as
 - Expansion of state support
 - Managed institutional growth
 - Internal reallocation

- Fees
 - Re-engineering
 - Private fund-raising
 - Expanded grant and contract activity
 - Entrepreneurship consistent with our mission
 - Local and regional support of targeted initiatives
 - We will create a strategic fund to increase budgetary agility.
 - We will appoint a **budget process panel** that will recommend an annual planning and budget process emphasizing
 - The consultative identification of priorities according to a widely acknowledged calendar
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 - Higher standards of accountability aligning resources and performance through a comprehensive ("all-funds") approach
- C** A **Steering Committee** will coordinate this complex process by clarifying charges, publishing timelines, and maintaining oversight
- D** An **Associate Provost for Strategic Planning and Outreach** will work with the Steering Committee and with the process as a whole to ensure a continued focus and timely results

(The multi-year reform process described above will benefit from the work associated with the University's efforts to comply with the "must" statements of the Southern Association of Colleges and Schools [SACS] and from preparations for the SACS consultancy visits in April 1998. Those responsible for the various priority initiatives will be expected to consult and build on the SACS processes.)

MEMORANDUM

To: Clinton Hewan, Department Senator
From: Dennis O'Keefe
Re: Response to Strategic Planning Draft
Date: February 17, 1998

Metropolitan University (p. 3)

C. What are underserved groups and the placed-bound? Underserved is not a word as my spell check keeps pointing out.

E. Leverage is not a verb.

Core Values (p. 5)

B. This statement has an Alice In Wonderland quality to it. It is preposterous in view of the low average Act scores for entering students, the high average student GPA, our reliance on part time faculty for well over 25% of Political Science and Justice Studies courses and the mediocre to poor LSAT scores of seniors and graduates of NKU.

F. What is the meaning of multi culturalism? Does it include critical analysis of the institutions, values and policies of different cultures? It is noteworthy that multi culturalism is not an academic discipline.

Strategic Assumptions (p. 6)

4. It would be instructive to ask what publics are we talking about and what are their attitudes, beliefs and expectations? It's interesting to note that the only specific statement is post-tenure review. Why are administrators pushing this?

Pursuing values (p.7)

2. What is the meaning of targeted hiring?

Student Success / enrollment management (p. 8)

What is an under served population and what does it imply? (By the way on p. 3 this word is not hyphenated, but here it is).

There is nothing in this section about methods for instilling academic responsibility among students, such as:

Requiring class attendance and imposing penalties for failing to do so.

Cautioning students against taking a full 15 hour load while working more than 20 hours a week.

Toughening standards and thereby providing incentive for students to compete.

Attacking the assumption in students' minds that passivity and lack of preparation in the classroom are OK.

cc: Linda Bennett
Paul Votruba
Chuck Frank

GRANT COUNTY FIRST-YEAR PROGRAM

1998-99 CURRICULUM

1998 FALL SEMESTER

ENG 090 Writing Workshop or ENG 101 College English

SOC 100 Introduction to Sociology*

SPE 101 Principles of Speech Communication*

UNV 101 Orientation to College and Beyond*

1999 SPRING SEMESTER

ENG 101 College Writing or ENG 200 Introduction to Literature

MAH 095 Beginning Algebra

PSC 100 American Politics*

PSY 100 Introduction to Psychology*

BIO 125 Biological Perspectives of Wellness*

* Learning Community Core Courses

***TIMELINE FOR DEVELOPMENT OF GRANT COUNTY FIRST-YEAR PROGRAM
(TENTATIVE)***

February 6	Grant County Surveys Returned
March 20	Survey Results Available
March 25	Site Recommended; First-Year Curriculum Announced
April 1	Processing of Financial Aid Applications Begins
April 10	Permanent Site Coordinator Appointed
May 20	Open House for Grant County First-Year Program (Site TBA)
June	Transitions programs on NKU campus; class registration
June 5	Class Instructors Hired
August 18	Orientation Session for Grant County Student Cohort(s)
August 26	First Day of Classes for 1998 Fall Semester

NORTHERN KENTUCKY UNIVERSITY MEMORANDUM
Office of the Provost and Executive Vice President
Administrative Center 812
Telephone (606) 572.5360
FAX (606) 572.5565
GASTON@NKU.EDU

October 30, 1997

TO: James C. Votruba
FROM: Paul L. Gaston *PLG*
SUBJECT: Collegial Governance Position Paper

As administrative liaison to the Professional Concerns Committee of the Faculty Senate, I am forwarding to you for your review a statement on collegial governance. Developed more than five years ago by the Faculty Senate and former Provost David Jorns, this document has awaited presidential review and approval since that time. Last year, in an effort to move off dead center, I "re-endorsed" the document for consideration by Interim President Moreland, but there was no response. Now, before proceeding to a formal re-submission, the Professional Concerns Committee would welcome any comments you may have with regard to the present document. This preference for preliminary consultation represents a collegial and responsible approach in my view, and I will welcome the opportunity to convey to the Professional Concerns Committee any comments you may have. Please let me know if you have any questions.

xc: Randy Holt
Charles Frank ✓

PLG/lc



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

PROFESSIONAL CONCERNS COMMITTEE

MINUTES – NOVEMBER 13, 1997

Present: Stephanie Barnes, Scottie Barty, Nancy Campbell, Lynn Ebersole, Randy Holt (Chair), Gary Johnston, Robert Kempton, Yasue Kuwahara, Cheryl McKenzie, Ray McNeil, Dennis O'Keefe, Laura Rosenfeld, Carol Ryan, Steve Wilkinson, Sam Zachary

Absent: John Alberti, Tripta Desai, Rudy Garns, Sharlene Lassiter, Ban Mittal, Lou Noyd, Vince Schulte

Guests: Provost Paul Gaston (liaison), Fred Schneider

Randy called the meeting to order at 3:05 pm.

MINUTES – OCTOBER 30, 1997

The minutes were approved as distributed.

COLLEGIAL GOVERNANCE

Provost Gaston expressed thanks from President Votruba for the opportunity to review the document and delivered a copy with a few suggested changes. Randy will distribute these to the PCC for discussion at the next meeting. Dr. Gaston also conveyed that while the President does endorse the document, he will not be able to place it immediately on the agenda of the Board of Regents due to other commitments. The President will express his endorsement of the collegial governance document in writing in the interim. Dr. Gaston suggested that the PCC forward the document with a request that the President place it on the Board's agenda as soon as possible.

POST-TENURE REVIEW

R. McNeil reported that the subcommittee was working towards the draft of the position paper. He will invite **Chuck Frank and Barry Andersen** to the next meeting for their input. D. O'Keefe reported that he had recently attended a meeting in Lexington regarding post-tenure review. Representatives from UK, U of L, and EKU gave brief overviews of their existing policies and discussed recent legislative developments. It was generally felt that each university should have its own policy rather than have one uniform policy for the whole state. The subcommittee is striving for end of fall or early spring semester to present its draft of a proposed framework for post-tenure review. B. Kempton requested that the subcommittee include copies of existing policies from other institutions for the PCC's review.

ACADEMIC FREEDOM

G. Johnston reported that this subcommittee has decided its first priority will be examination of the faculty rights section of the Handbook. He also called attention to the recent e-mail message from OAC regarding ways to protect individual electronic communication.

GRADE CHANGE

S. Barnes distributed proposed clarifications of grade appeal procedures. PCC members should review and be ready to discuss at the next meeting. After some questions Stephanie responded that the subcommittee had made suggested revisions around the already established timetable. Fred Schneider suggested that the PCC consider drafting a faculty grade appeal policy. In relation to previous discussion about inconsistencies among the various handbooks, Dr. Gaston reported that the President had asked him to move ahead on asking Legal Services to initiate a review of these possible inconsistencies. He has done so and hopes to have a response during spring semester.

TEACHING EFFECTIVENESS

The subcommittee will not meet until spring semester.

PEER REVIEW REVISION

Since the latest draft did not get distributed to everyone, the discussion will resume at the December 4 meeting. Randy will send copies with the next agenda. B. Kempton asked that anyone e-mail him or Fred Schneider with comments.

With there being no further business, Randy declared the meeting adjourned at 4:10.

Respectfully submitted,
Nancy F. Campbell
Secretary

MEMORANDUM

January 15, 1998

TO: Professional Concerns Committee
FR: Post-Tenure Review Subcommittee
RE: Framework for Further Consideration of Post-Tenure Review

The items which follow this introduction are intended as a statement of position on the matter of post-tenure review. If adopted by the Faculty Senate, they would govern the further consideration of post-tenure review and the development of a policy, if any, establishing a system of post-tenure review at Northern Kentucky University.

The first section of this statement identifies improvements in the current system of evaluation that we believe are necessary before additional policies or procedures regarding performance review can be considered. The second section lists the additional conditions that we believe must be satisfied for the consideration and development of a post-tenure review process. The final section specifies the principles that should be embodied in any such post-tenure review process to assure its fair, effective, and appropriate use.

Required Improvements in the Present Performance Review System

1. statement of standards for satisfactory performance, developed at the department level and adjusted as appropriate to the distribution of effort of the individual faculty member
2. adoption and use of valid and reliable measures of assessment of performance in teaching, including all major elements: syllabus, content, organization, presentations, assignments, tests, grading, supplemental materials and resources, and student evaluations
3. development of a policy on peer review of teaching, a policy on the use of student evaluations, and an improved student evaluation instrument
4. adoption and use of valid and reliable measures of assessment of performance in other areas of professional responsibility, including quality as well as quantity of effort
5. review by deans to assure consistency and fairness within and between departments
6. increased support (allocation of funds, release time, other resources) for faculty development
7. administrative enforcement of existing options and policies, e.g. unsatisfactory performance evaluations and termination for cause

Required Framework for Consideration and Development of a Post-Tenure Review Policy

1. completion of a comprehensive cost-benefit analysis, including potential effects on faculty morale and collegiality, prior to policy development
2. faculty development of the policy
3. implementation of a developmental, as opposed to punitive, process with peer involvement

Required Elements of an Acceptable Post-Tenure Review Process

1. adoption of standards and procedures that protect academic freedom and the quality of education
2. use of the same categories of professional responsibility that are used for reappointment, promotion, tenure, and performance review
3. statement of standards for satisfactory performance, developed at the department level and adjusted as appropriate to the distribution of effort of the individual faculty member
4. review by deans to assure consistency and fairness within and between departments
5. adoption of a triggering mechanism: consecutive unsatisfactory performance reviews or faculty request
6. peer involvement in the formal review process
7. adequate opportunity and means for faculty response
8. at least three possible outcomes or levels of recommendation from the review process: satisfactory performance, minor deficiencies, deficiencies sufficient for formulation of development plan
9. chair, peer, and faculty involvement in the formulation of the development plan, outcomes, and means of assessment, and in the identification of resources
10. ongoing consultation between faculty member, review committee, and chair during plan implementation, with up to three years for completion of the plan
11. use of current mechanisms and standards for punitive action by university: incompetence or neglect of duties as a tenured faculty member for termination (dismissal for cause), with burden of proof on the University



POSITION PAPER COLLEGIAL GOVERNANCE AT NKU

The Faculty and Administrators of Northern Kentucky University endorse the "Statement on Government of Colleges and Universities" jointly formulated by the American Association of University Professors, Association of Governing Boards of Universities and Colleges, and the American Council of Education (as adopted by the AAUP on October 29, 1966 and revised in April 1990) as the most appropriate general statement on University Governance. The remainder of the position paper specifically addresses the role of faculty and faculty bodies in university governance, consistent with the aforementioned "Statement on Government of Colleges and Universities."

The Faculty and Administrators of Northern Kentucky University believe in a collegial system of university governance, based on a concept of authority and responsibility shared among colleagues, some who have primary duties as faculty and some who have primary duties as administrators. A collegial system has, as its fundamental principle, the concept of good faith consultation among these colleagues prior to decision making as stipulated below.

Under the collegial system, decision-making authority is delegated or assigned to the collegial group most expert in or responsible for the particular area in which the decision is made. However, the Board of Regents and Council on Postsecondary Education are statutorily responsible for the governance of the University, and this document does not abridge this responsibility or authority. All colleagues in the system, regardless of their respective roles as faculty or administrators, have an obligation to honor and support the decisions reached through the collegial process. If good faith consultation among colleagues exists, if decision-making authority is delegated appropriately, and if all participants are committed to the decisions made through the collegial system, non-productive adversarial relationships among groups are minimized, and university goals and objectives are more easily achieved.

A. CHARACTERISTICS OF A COLLEGIAL SYSTEM OF GOVERNANCE:

1. "Colleague" is defined as a university employee of faculty rank or of professional or administrative classification.
2. Leadership, reason, persuasion, and cooperation are the hallmarks of the collegial system.
3. All colleagues have the opportunity to participate, directly or through elected representatives, in the collegial process.
4. Good faith consultation and mutual respect among colleagues are fundamental principles of the collegial system. All university decisions are preceded by dialogue among relevant constituencies, followed by appropriate rationale.
5. Academic freedom is an essential element of collegial governance.

6. When a decision is reached by the person responsible for making the decision, and that person has considered all recommendations made pursuant to this document, that decision is reached through the collegial process.
7. Colleagues are bound by the decisions relating to or affecting matters which are reached through collegial processes. Colleagues, therefore, ought to avoid using external political processes (e.g., legislature, CPE, governing board) to frustrate the decisions reached through the collegial process.
8. All colleagues are bound equally by the results of the system and seek to implement those decisions. Of course, a colleague is free to seek to change policy within the collegial system. Leaders of the faculty (e.g., president, provost, senate president, deans, chairs.) have a particular responsibility to implement the decisions of the system. To facilitate consensus on [the policy] policies and procedures, the procedures outlined in section B1 through B4 below shall be followed.

B. THE ROLE OF FACULTY BODIES IN THE COLLEGIAL SYSTEM:

"Faculty bodies" are defined as the collective members with faculty rank of an academic unit (such as) Department and College faculties, the Senate and its committees, and department and college faculty committees. As participants in the collegial system of university governance, all faculty bodies are obligated to make decisions and/or recommendations for the good of the university. Generally speaking, faculty bodies have primary responsibility for recommendations in matters directly related to academics, including curricula subject matter and methods of instruction, research, faculty status, and those aspects of student life which directly relate to the educational process.

1. Academic matters:

Faculty bodies have primary responsibility for recommendations in the following matters, and their recommendations should be implemented except for compelling reasons. Reasons for non-implementation of faculty recommendations should be clearly stated in writing, except where giving reasons in writing would contradict the faculty handbook, other pertinent university governance documents, or state or federal regulations. In cases where written notification is prohibited, reasons for non-implementation of recommendations should still be communicated in another manner to the appropriate faculty bodies. Implementation or notification should occur in a timely fashion.

Examples:

- Admissions requirements
- Graduation requirements
- Graduation of students
- Program Curricula
- Approval of academic degree programs
- Policies regarding grading and student grievances associated with academic work
- Academic personnel policies

- Academic personnel decisions
- Dismissal of tenured faculty
- Policies (personnel policies) which result in dismissal of tenured faculty
- Faculty and academic grievances
- Approval of agreements with external organizations which directly affect academic matters
- Structure of faculty and collegial academic governance bodies
- Appointment and reappointment of academic officers
- Academic planning
- Issues related to academic freedom
- University policy statements related to the matters listed above

2. Activities fundamentally affecting academic programs:

Good faith consultation with faculty bodies is routine in the following matters. Faculty opinion in these matters should be strongly considered.

Examples:

- Selection of the President and Executive Officers
- Structure and organization of academic units (departments, divisions, colleges, and schools)
- Institutional Budget Priorities
- Building priorities and design of academic facilities
- Policies regarding academic administrators (e.g. job descriptions, performance reviews)
- Selection of academic administrative staff at the Director level and above
- Decisions regarding organization of academic administration
- Goals and objectives of major fund raising efforts as they may affect academic matters
- Foundation money for academic affairs
- General policies regarding intercollegiate athletics, to the extent that they involve academic concerns

- Policies concerning agreements with businesses and other entities which may affect academic matters
- University policy documents related to these matters

3. Activities which may affect academic programs:

Good faith consultation generally occurs in the following matters which are the primary responsibility of the administration, to the extent that they affect academic matters.

Examples:

- Structure of support services
- Scholarship policies
- Student non-academic discipline (policy and implementation)
- Long range planning not affecting academic matters
- Selection of major non-academic administrators
- Structure and authority of campus security/police services
- Policies concerning disposal of major assets of the university
- Foundation priorities
- Planning for support services related to academic functions
- University support services related to academic functions

4. Activities not normally affecting academic matters:

Consultation does not take place routinely in the following matters. When consultation does occur, the faculty act more as advisors or expert assistants than as colleagues. Decision-making or recommending authority generally is shared substantially with other groups (e.g. students, staff, the community), and in some cases other (non-faculty) groups may retain primary authority. Faculty bodies may feel free to give advice in these matters regardless of whether formal consultation occurs.

Examples:

- Management and investment of funds of the university and the foundation

- Implementation of budget priorities and policies
- Selection of contractors and vendors
- Routine operation of and planning for auxiliary enterprises
- Non-academic personnel policies (development and implementation)
- Staff personnel policies
- Selection of staff and lower level non-academic administrators
- Development and implementation of staff grievance policies
- Alumni and development structures and plans (not including academic matters)
- Selection of auditors and outside counsel
- Development and implementation of recreational policies
- Routine operation of intercollegiate athletics
- Development of lobbying and legislature efforts

**Proposed Draft from Professional Concerns Committee
based on suggested revisions from President Votruba
February 3, 1998**

Faculty Senate Resolution
Collegial Governance Document

The Faculty Senate endorses the revised (February 3, 1998) Collegial Governance document as the basis for shared responsibility among administrative and faculty colleagues at NKU.

The Faculty Senate further requests that President Votruba present this document to the Board of Regents as our primary document on collegial governance.

To convey the importance of this document to faculty at NKU, the Faculty Senate also authorizes that it be inserted into the NKU Faculty Handbook as an appendix.


requests

Northern Kentucky University
Office of the President

MEMORANDUM

February 10, 1998

TO: Randy Holt, Chair
Professional Concerns Committee

FROM: James C. Votruba 


SUBJECT: Post-Tenure Review Position Paper

Thank you for providing me with the position paper on post-tenure review drafted by a subcommittee of the Professional Concerns Committee. Having discussed this document with Provost Gaston, I want to commend you and the members of the subcommittee for a thoughtful review of the major issues raised by this complex topic. Many of the improvements proposed for current performance review are well aligned with my own values and with those of the institutional re-direction process we are now considering. I can concur also with the list of elements that should characterize "an acceptable post-tenure review process."

Notwithstanding my appreciation for this very good preliminary work, I want to reinforce my recommendation that we proceed as quickly as possible to a proposal for some form of post-tenure review consistent with the principles you have outlined. A bill calling for the implementation of such a system by University boards of regents is called for by a bill now under active consideration in Frankfort. Even if this bill (or one like it) does not pass in the current session, the issue will not go away. If the faculty takes the lead on this issue with a proposal that the Provost, I, and the Board of Regents can support, this University would set a positive and conspicuous precedent that might serve us well in many ways.

I appreciate the leadership you have demonstrated on this issue to date, and I look forward to working with you and with the Faculty Senate in the hope of achieving some resolution before the close of the academic year.

Thank you, by the way, for your kind comments regarding the Provost's role as administrative liaison to your committee. Both Paul and I are enjoying working with you and your committee in the "spirit of collegiality" that continues to inform our communications.

xc: Chuck Frank 
Paul Gaston

lac