



# **F**aculty **S**enate

HIGHLAND HEIGHTS KY 41099 606-572-6400

**FACULTY SENATE MEETING  
MONDAY NOVEMBER 18, 1996  
3 P.M.  
UC BALLROOM**

**AGENDA**

- I. Call to Order
- II. Adoption of Agenda
- III. Approval of Minutes
- IV. Presidents Report
  - A. Faculty Leadership Award
  - B. NKU Partnership - update
  - C. Presidential Search
  - D. Home Coming
  - E. Academic Affairs Subcommittee Meeting of Board of Regents
- V. Committee Reports
  - A. Budget and Commonwealth Affairs Committee
    - 1. Cosfl
  - B. Curriculum Committee
    - 1. Changes in Curriculum Forms and Manual -voting item. See Attachment A
  - C. Faculty Benefits Committee
  - D. Professional Concerns Committee
    - 1. Change in Terminal Degree for Art- voting item. See Attachment B
- VI. Task Force Reports
  - A. Learning Communities
  - B. Technology panel
  - D. Task Force on Assessment of Teaching and Learning- Final Report
- VII. Discussion and Informal Consideration
  - A. Reassigned Time - Discussion with Interim President Moreland



# Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

## FACULTY SENATE

November 18, 1996

BEP 120

The rumoured latest plan for the university is to contract out all positions--faculty and staff--with the exception of the President, the V.P. of Administrative Affairs and the Director of the Office of Budget and its not certain about the Office of the President. [Thanks to Garry Trudeau.]

**Senators present :** D. Agard, C. Bredemeyer (Vice-Pres.), S. Chicurel, Y. Datta, L. Ebersole (Budget), J. Filaseta, C. Frank (Fac. Ben.), R. Garns, J. Gresham, C. Hewan, R. Holt, D. Kelm (Sec'y.), M. King, M. Kirk, K. Kurk, B. Lorenzi, C. McCoy (Pres.), D. McGill, D. Miller, B. Mittal, L. Olasov (Curric.), T. Pence, [S.Verma for] V. Raghavan, G. Ragsdale (Parli.), B. Reno, J. Roeder, F. Schneider (Prof.Concerns), G. Scott, D. Smith, J. Thomas, T. Weiss

**Senators absent :** S. Cortez, C. Furnish, V. Schulte, B. Thiel

**Guests :** M. Adams, R. Appleson, C. Chamce, D. Cobb, C.Comte, T. Comte, P. Gaston, M. Gorbacht, B. Houghton, T. Isherwood, L. Langmeyer, B. Lindsay, R. Mauldin, L. Marquis, T. McNally, J. Meier, J. Moreland, S. Neely, C. Pinder, R. Redding, R.Snyder, J.Taylor, N.Thomas, J.M.Thomson, L.Turner, K.Verderber, B. Wallace, M.A. Weiss, S. Weiss, M. Winner, *et al.*

**I. CALL TO ORDER:** The meeting was convened at 3:02 PM

### II. ADOPTION OF THE AGENDA: ADDITIONS/DELETIONS

A. Under VI. Task Force Reports: Add B. Air Quality Committee

### III. APPROVAL OF THE MINUTES:

#### A. CORRECTIONS:

1. Danny Miller was in attendance at the October Senate Meeting.
2. In VI. D.1. [Committee Reports: Professional Concerns]  
a. delete "...done in consultation with..." and add "...attended the meeting." after "...M. Washington." to read "The two faculty members of the Search Committee. S. Easton and M. Washington attended the meeting."
3. In VI. D.2. under Discussion  
a. add "...really.." to read "...the collegial process had not really been observed."  
b. delete "...he..." and add "...someone..." to read "...which someone asked if monies had been set aside..."
4. In V. D. change "Task Force Of Renewable Lecturers" to read "Task Force On..."  
Minutes of the October 21, 1996 meeting were Approved as Corrected

### IV. PRESIDENT'S REPORT

- A. FACULTY LEADERSHIP AWARDS: An award was presented to S. Neely/Anthropology
- B. NKU PARTNERSHIPS UPDATE: The various committees are meeting; C.McCoy will be attending meetings of Partnership groups.
- C. PRESIDENTIAL SEARCH: Consultant was on campus; the position has been advertised in the Campus Digest; Faculty response?
- D. HOMECOMING: February 3rd through February 8th. Theme: "Norse Country: It's an Attitude".
- E. ACADEMIC AFFAIRS:
  1. Running Start Proposal has been accepted and will go to the Regents. The pilot program will be evaluated in Fall '97.
- D. TECHNOLOGY PANEL:
  1. A letter has been sent to the effect that the Panel has not been permitted to carry out its charge.
  2. The Regents have asked for an accounting of the use of the Funds. Have they been used/spent as they should? Have unencumbered funds been carried over in the present years and in the same account?

## V. COMMITTEE REPORTS:

### A. BUDGET AND COMMONWEALTH AFFAIRS (Lynn Ebersole)

1. No report.
2. COSFL Report: COSFL met November 11th. White papers re: Part-time Faculty were reviewed.

### B. UNIVERSITY CURRICULUM (Linda Olasov)

1. Changes in Curriculum Form and Manual were proposed by the UCC. The changes are intended to clarify and streamline the process. !!~~☛~~!! **Many thanks to Randy Holt** who created the templates for all the new curriculum forms.

- a. the Transfer Module is for General studies only. Departments are expected to do their own.
- b. Dates and Revisions dates will be placed on the new forms.
- c. Levels of Approval remain as before.

Template disk is available on Word Perfect. Contact Linda Olasov.

**Proposal : Passes w/ 2 Abstentions**

### C. FACULTY BENEFITS (C. Frank)

1. Finishing the semesters work on Sabbatical Leaves, Summer Fellowships and Project Grants.

### D. PROFESSIONAL CONCERNS (Fred Schneider)

1. Modification in the listing of terminal degrees in Art: All terminal degrees are to be listed under Art and to include the addition of Ed.D.

**Proposal : Passes**

### 2. Resolution:

The ~~Professional Concerns Committee~~ reaffirms the qualifications for Presidents of NKU approved by the Faculty Senate at its October 21, 1996 meeting. We are particularly disappointed that an earned doctorate and a minimum of three years of higher level academic administration were omitted as requirements in the job description.

Emendations: "...members of Faculty Senate reaffirm..." in place of "...Professional Concerns Committees reaffirms..."

## VI. TASK FORCE REPORTS :

### A. LEARNING COMMUNITIES:

1. Developing an Assessment and Evaluation Form to be presented at the December 13th Faculty Senate meeting.

### B. AIR QUALITY:

1. Joan Ferrante attended the meeting and presented to the committee copies of the form "Indoor Air Quality" to be used by departments requesting a check on air quality problems. Dr. Ferrante reminded the committee that she had sent out 1500 questionnaires and received 1200 responses--all stating having/had problems.
2. The office of the V.P. for Administrative feels, "There is no problem." This based on findings of a 1991 report. All recommendations have been based on that report. Further, the conclusion is that all things"...are operating at the best level they can operate."
3. Recent testing shows that Landrum air handling is working at 27% efficiency while, e.g., the library functions at 97%. Related, The Natural Sciences building had to be evacuated because of smoke and smell from leaves being burned at a considerable distance from campus.

### C. TECHNOLOGY PANEL:

### D. ASSESSMENT OF LEARNING AND TEACHING:

1. A condensed report was given to Senators. Full reports are in the Library. Copies of full report are available on request. The Office of the Provost has offered to absorb the cost of making condensed copies of the report available to all faculty. The Senate accepted this offer.

### 2. Main points:

- a. The university needs to devote more resources to the development of teaching rather than scrutinizing teaching. e.g., Regular workshops on teaching; Re-assigned time for Master teachers to work one on one with teachers; a Director of Teacher Workshops.
- b. Research neither validates nor invalidates evaluations of teachers.
- c. Student Gov't. recommended that not all areas be fill in the circle but comments only.
- d. In tenure or personnel decisions teacher evaluations should not be the single factor.
- e. In yearly reviews under Teaching evaluations should be no more than 50% of this category.

3. The report was accepted and will be sent to Professional Concerns for further consideration.

VII. DISCUSSION AND INFORMAL CONSIDERATION RE: RE-ASSIGNED TIME: with Interim President Moreland

A. A number of Senators asked repeatedly that Interim President Moreland respond in a positive manner to the reports in the paper which discredited faculty and by association the university. Interim President Moreland's response was consistently that he was waiting to see the facts that he was not in a position to defend re-assigned time.

B. When Senators further clarified their request, simply asking that the Interim President support the faculty and the University in a general sense, his response remained the same. The Interim President seemed inclined either not to comment or to be genuinely uninformed of the situation, and unwilling to say anything other than "I'll take a position when all of the data is in."

C. When asked directly if he did not feel that the integrity of the university was at stake, Moreland stated "I have no opinion on that." When asked directly if he thought the faculty at this university were lazy and insincere, Moreland stated, "No."

D. When asked the source of the figures used in the newspaper, Moreland stated that they came from a report given to the Regents in July and "...reports get out..."

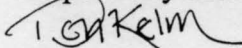
**[Background:** This was a report credited to the Director of the Office of Budget-Elzie Barker. The report was requested by Regent Alice Sparks. The report was sent on to the Regents without being seen by/sent to the Provost's Office. Upon hearing of the report, the Provost then presented the Regents with his own document which he went through with them, demonstrating the figures sent from the Office of Budget did not reflect the situation accurately or fully. Further, a reporter from the Kentucky Post was at the presentation of the Provost's document. Reports get out, but apparently not all reports.]

E. The discussion broadened, not to say declined, into a discussion of mutual respect between the Faculty and Interim President Moreland. At one point the Interim President stated that he felt he did not have the respect of the faculty, but he would treat the faculty's concerns with respect if "...you will give the football team [proposal] your rousing support."

F. Moreland asked if Faculty Senate would be willing to look at re-assigned time and make recommendation to the Office of the President by February. This request was accepted with the provision that those looking at the issue will have access to all pertinent data. That's all as the committee perceives it; not as others may.

IX. ADJOURNMENT : 4:55 PM

Respectfully submitted,



Don Kelm, Sec'y

**UCC Agenda Items for Faculty Senate Meeting**

**November 18, 1996**

**Complete copies in Faculty Senate Office, AC 105**

**I. Changes in Curriculum Forms and Manual approved by UCC on September 19, 1996.**

A. Most of the changes are cosmetic: add signatories, signatory lines, and sign off boxes which are missing; add a statement about any new, certification program over 24 hours must be approved by the Council on Higher Education; deleted courses use only the original, carboned form; remove **date received** category (signatories tend to sign and whip out the forms); and add the word **Nontraditional** to Appendix F for an Experimental/**Nontraditional** Program.

B. Sharon Crawford in Admissions developed a transfer equivalency form to be completed and to accompany proposals for new general studies courses. **Attached.**

C. New Course Form which adds information about resources: (1) 4 ratings; (2) a statement from the chair of the proposing department as to why no additional library resources may be needed or why the category is not applicable to the proposal. **Attached.**

D. Course Change Form has several, major alterations: (1) substantive changes as determined by the proposing department constitute a course change rather than a specific number; (2) additional section requests the signature of the chair of the proposing department that **the following departments affected by this course/program change have been consulted.** **Attached.**

E. No program change form needs to be submitted if there is no substantive change, only several course changes.

F. **Huge thanks to Randy Holt** who has created templates for all of the curriculum forms. These are currently on disk.

Course #: \_\_\_\_\_ Course Title: \_\_\_\_\_ Credit hours: \_\_\_\_\_

Catalog Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Institutional Equivalents:**

| Institution                             | Course# | Course Title | Credit hrs. | Sem/Qtr |
|---|---------|--------------|-------------|---------|
| 1. <u>Cincinnati State</u>              | _____   | _____        | _____       | _____   |
| 2. <u>UC - McMicken</u>                 | _____   | _____        | _____       | _____   |
| 3. <u>UC- Clermont</u>                  | _____   | _____        | _____       | _____   |
| 4. <u>UC- Raymond Walters</u>           | _____   | _____        | _____       | _____   |
| 5. <u>UC-evening/continuing</u>         | _____   | _____        | _____       | _____   |
| 6. <u>Thomas More</u>                   | _____   | _____        | _____       | _____   |
| 7. <u>Xavier Univ.</u>                  | _____   | _____        | _____       | _____   |
| 8. <u>College of Mount St. Joseph</u>   | _____   | _____        | _____       | _____   |
| 9. <u>Miami Univ.</u>                   | _____   | _____        | _____       | _____   |
| 10. <u>Southern State Comm. College</u> | _____   | _____        | _____       | _____   |
| 11. <u>Univ. of Kentucky</u>            | _____   | _____        | _____       | _____   |
| 12. <u>UK -Community Colleges</u>       | _____   | _____        | _____       | _____   |
| 13. <u>Eastern Kentucky Univ.</u>       | _____   | _____        | _____       | _____   |
| 14. <u>Western Kentucky Univ.</u>       | _____   | _____        | _____       | _____   |
| <b><u>Others:</u></b>                   |         |              |             |         |
| 15. _____                               | _____   | _____        | _____       | _____   |
| 16. _____                               | _____   | _____        | _____       | _____   |
| 17. _____                               | _____   | _____        | _____       | _____   |
| 18. _____                               | _____   | _____        | _____       | _____   |
| 19. _____                               | _____   | _____        | _____       | _____   |
| 20. _____                               | _____   | _____        | _____       | _____   |
| 21. _____                               | _____   | _____        | _____       | _____   |

## Appendix H

### Catalog Information & New Course Form

Sheet 1 of 3

1. PROPOSED CATALOG INFORMATION:(To be exactly as it is to appear in the catalog; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

University Editor Signature \_\_\_\_\_

2. JUSTIFICATION

- 3.

|  |  |
|--|--|
|  | Insert an X to denote that the required syllabus is attached (independent study/topics courses excluded -- enter NA in the box). |
|--|--|

|  |  |
|--|--|
|  | If general studies credit is requested , insert an X to denote that a completed transfer equivalency form is attached. |
|--|--|

4. THE PROPOSED COURSE IS A (Check where appropriate):

|   |  |                             |  |
|---|--|-----------------------------|--|
| University Honors   |  | Departmental/Program Honors |  |
| Major/Minor Requirement   |  | Free Elective               |  |
| Major/Minor Distribution Area   |  | General Studies Credit      |  |
| If general studies, please specify area(s):<br>(Be sure to not if non-western, historical, or race/gender perspective ) |  |                             |  |

- 5 SPECIFY SEMESTER/YEAR COURSE INSTRUCTION IS TO BEGIN:

|          |      |
|----------|------|
| Semester | Year |
|          |      |

# Catalog Information & New Course Form

## Sheet 2 of 3

### AUTOMATED CATALOG INFORMATION

|                    |  |                                 |  |
|--------------------|--|---------------------------------|--|
| Proposed CIP Code: |  | Departmental Budget Unit Number |  |
| Current CIP Code:  |  |                                 |  |

GRADING OPTION:  
(Enter "X" in the appropriate box)

|                                   |  |
|-----------------------------------|--|
| Regular Letter Grade (1)          |  |
| Student Option Pass/Fail Only (2) |  |
| Pass/Fail Only (3)                |  |

COURSE TYPE:  
(Enter "X" in the appropriate box)

|                        |   |  |
|------------------------|---|--|
| Lecture (1)            | Private Music Lesson (4)                  | Independent Study (7)                        |
| Laboratory (2)         | Student Teaching (5)                      | Individual Instruction of Regular Course (8) |
| Lecture/Laboratory (3) | Practicum/Internship/Field Experience (6) | Other (9)                                    |

|  |     |  |    |  |
|--|-----|--|----|--|
| CAN THIS COURSE BE REPEATED FOR ADDITIONAL HOURS?: | Yes |  | No |  |
|--|-----|--|----|--|

|               |         |  |    |  |                      |  |
|---------------|---------|--|----|--|----------------------|--|
| Cross Listed: | Ye<br>s |  | No |  | If Yes, Listed With: |  |
| Cross Linked: | Ye<br>s |  | No |  | If Yes, Linked With: |  |

### 7. LIBRARY RESOURCES:

#### A. By Academic Department:

|  |  |      |  |          |  |      |  |                 |  |
|--|--|------|--|----------|--|------|--|-----------------|--|
| Excellent  |  | Good |  | Adequate |  | Poor |  | Not Applicable* |  |
| Will Additional Funds be Required to Purchase Library Materials? |  |      |  |          |  | Yes  |  | No              |  |

\*If Not Applicable chosen by department chairperson, please justify below:

Chair Signature \_\_\_\_\_

# Catalog Information & New Course Form

Sheet 3 of 3

B. **By Library:** Status of library resources for the proposed course (Check appropriate line)

|             |           |      |          |      |                 |
|-------------|-----------|------|----------|------|-----------------|
| Books       | Excellent | Good | Adequate | Poor | Not Applicable* |
| Periodicals | Excellent | Good | Adequate | Poor | Not Applicable* |
| Documents   | Excellent | Good | Adequate | Poor | Not Applicable* |

Library Director Signature \_\_\_\_\_

## 8. RESPONSIBLE PARTY/SIGNATURE

|  | Signature | Date Approved |
|--|-----------|---------------|
| Original Proposer                                  |           |               |
| Department Chair                                   |           |               |
| Teacher Education Committee Chair (if appropriate) |           |               |
| College Curriculum Committee Chair                 |           |               |
| Dean   |           |               |
| University Curriculum Committee Chair              |           |               |
| Graduate Council Chair (if appropriate)            |           |               |
| Faculty Senate President (if appropriate)          |           |               |
| Provost  |           |               |
| University Editor                                  |           |               |

## 9. DATE ENTERED INTO NKU CURRICULUM DATABANK: \_\_\_\_\_

**Distribution:** University Editor, Provost, Registrar, Department Chair, Dean, UCC Chair, Graduate Council Chair (if appropriate).

This form replaces all forms dealing with new courses.

## Appendix K

### Catalog Information & Course Change Form

Sheet 1 of 3

1. CURRENT CATALOG INFORMATION:

|  |  |
|--|--|
|  |  |
|--|--|

2. \*PROPOSED COURSE CHANGE(S) INCLUDE(S):

[Place an "X" in the appropriate box(es)]

|  |  |                  |  |  |  |
|--|--|------------------|--|--|--|
| 1) Number  |  | 4) Pre-Requisite |  | 4) Co-Requisite                              |  |
| 2) Title   |  | 5) Description   |  | 7) Deletion of this course*                  |  |
| 3) Hours   |  | 6) Designator    |  | 8) Addition of computer usage                |  |
| 9) Add/delete general studies credit:<br>(Specify area in the box) -----><br>(if course is to fulfill perspective requirement,<br>please note as well) |  |                  |  | * Original form only, no copies<br>necessary |  |

\*Substantive changes, as determined by the proposer, indicate that a New Course Form must be used instead of this Course Change Form (Appendix H).

3. SPECIFY SEMESTER/YEAR PROPOSED CHANGES ARE TO TAKE EFFECT:

|          |      |
|----------|------|
| Semester | Year |
|          |      |

4. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in the catalog; limit course description to 50 words)

|  |  |
|--|--|
|  |  |
|--|--|

University Editor Signature \_\_\_\_\_

# Catalog Information & Course Change Form

Sheet 2 of 3

## 5 JUSTIFICATION:

|  |
|--|
|  |
|--|

## 6. AFFECTED DEPARTMENTS

The following departments affected by this course/program change have been consulted (leave blank if not applicable).

|  |
|--|
|  |
|  |
|  |

Department Chair \_\_\_\_\_

## 7. AUTOMATED CATALOG INFORMATION

|                    |  |                                 |  |
|--------------------|--|---------------------------------|--|
| Proposed CIP Code: |  | Departmental Budget Unit Number |  |
| Current CIP Code:  |  |                                 |  |

GRADING OPTION:  
(Enter "X" in the appropriate box)

|                                   |  |
|-----------------------------------|--|
| Regular Letter Grade (1)          |  |
| Student Option Pass/Fail Only (2) |  |
| Pass/Fail Only (3)                |  |

COURSE TYPE:  
(Enter "X" in the appropriate box)

|                        |   |  |
|------------------------|---|--|
| Lecture (1)            | Private Music Lesson (4)                  | Independent Study (7)                        |
| Laboratory (2)         | Student Teaching (5)                      | Individual Instruction of Regular Course (8) |
| Lecture/Laboratory (3) | Practicum/Internship/Field Experience (6) | Other (9)                                    |

|  |     |  |    |  |
|--|-----|--|----|--|
| CAN THIS COURSE BE REPEATED FOR ADDITIONAL HOURS?: | Yes |  | No |  |
|--|-----|--|----|--|

|               |     |  |    |  |                      |  |
|---------------|-----|--|----|--|----------------------|--|
| Cross Listed: | Yes |  | No |  | If Yes, Listed With: |  |
| Cross Linked: | Yes |  | No |  | If Yes, Linked With: |  |

# Catalog Information & Course Change Form

Sheet 3 of 3

## 8. UNIVERSITY COMPUTER RESOURCES

|   |     |    |
|---|-----|----|
| Will this course require additional usage of University computer resources? | Yes | No |
|---|-----|----|

## 9. RESPONSIBLE PARTY/SIGNATURE

|  | Signature | Date Approved |
|--|-----------|---------------|
| Original Proposer                                  |           |               |
| Department Chair                                   |           |               |
| Teacher Education Committee Chair (if appropriate) |           |               |
| College Curriculum Committee Chair                 |           |               |
| Dean   |           |               |
| University Curriculum Committee Chair              |           |               |
| Graduate Council Chair (if appropriate)            |           |               |
| Faculty Senate President (if appropriate)          |           |               |
| Provost  |           |               |
| University Editor                                  |           |               |

## 10. DATE ENTERED INTO NKU CURRICULUM DATABANK: \_\_\_\_\_

**Distribution:** University Editor, Provost, Registrar, Department Chair, Dean, UCC Chair, Graduate Council Chair (if appropriate).

This form replaces all forms dealing with course changes.

## MEMORANDUM

To: Carrie McCoy, President, Faculty Senate  
 From: Fred Schneider, Chair, Professional Concerns Committee  
 Re: Proposed Change, Terminal Degree Requirement, Department of Art  
 Date: November 1, 1996

At yesterday's meeting of the Professional Concerns Committee, the committee members in attendance **voted to recommend approval** of the proposed changes to the "Faculty Handbook" proposed by the Department of Art. They are listed below. A copy of the Memorandum asking for the change is also below.

## XIII. APPROPRIATE TERMINAL DEGREES FOR FACULTY

Degrees are expected to be in an appropriate discipline as defined by the program.

ProgramTerminal DegreeCollege of Arts and Sciences

|                           |                                      |
|---------------------------|--------------------------------------|
| Anthropology              | Ph.D.                                |
| Anthropology/Sociology    | Ph.D.                                |
| Art                       | M.F.A., <del>or</del> Ph.D. or Ed.D. |
| <del>Art Education</del>  | <del>Ph.D. or Ed.D.</del>            |
| Biological Sciences       | Ph.D.                                |
| Chemistry                 | Ph.D.                                |
| Computer Science          | Doctorate                            |
| Geography                 | Ph.D.                                |
| Geology                   | Ph.D.                                |
| <del>Graphic Design</del> | <del>M.F.A.</del>                    |
| History                   | Ph.D.                                |
| International Studies     | Ph.D.                                |
| Justice Studies           | Ph.D.                                |
| Law Enforcement           | Master                               |



NORTHERN  
KENTUCKY  
UNIVERSITY

Department of Art

## INTERMEMO

TO: Carrie McCoy, Faculty Senate President  
 FROM: Barbara Houghton, Chair Art Department  
 DATE: 10/10/96  
 RE: Handbook change regarding terminal degrees in art

The Department of Art would like to amend the Handbook on page 109 (XIII. Appropriate Degrees for Faculty). We would like to eliminate the lines *Art Education Ph.D. or Ed. D.* and the lines *Graphic Design M.F.A.*, and amend the line *Art M.F.A. or Ph.D.* to *Art M.F.A. Ph. D. or Ed.D.*

This change would take care of all possibilities in the department. It would also allow some flexibility on hiring faculty with terminal degree in studio and graduate work in Art Education to teach both studio and art ed. It would also clear up redundancy in the listings.

We would like the Senate to take prompt action on this matter and have the resolution before the end of this academic year so that we can proceed to advertise for a broader range of candidates and hire a new faculty member in Art Education.

## DIGEST OF REPORT TO NKU FACULTY SENATE:

### TEACHING ASSESSMENT IN THE FUTURE: FROM SCRUTINY TO DEVELOPMENT

#### From The Task Force on the Assessment of Teaching and Learning Effectiveness:

Terry McNally (Chair), Robert R. Appleson, Suzanne E. Cortez, Marlene Gerding, Michael E. King, Lynn Langmeyer, Ann Schmidt Luggen, James O. Luken, Charles A. Pinder, Jamie Ramsey, Timothy T. Serey, Leslie D. Turner, and Timothy Yacks.

**FUNDING DOES NOT PERMIT COPYING THE FULL REPORT, WHICH IS AVAILABLE ONLY AT THE NKU STEELY LIBRARY.**

### Summary and Recommendations

#### A. Summary

In response to a charge from the Faculty Senate, this report does two things. First, it describes how teaching effectiveness is assessed at NKU, judges the quality of that assessment, and recommends improvements. Second, it describes how satisfied NKU is with its level of teacher development and recommends improvements. The overall thesis is that in the future NKU must devote its resources less to scrutiny of teacher performance and more to the development of teaching skills. Specifically, the report answers the following ten questions.

1. What is the purpose of student ratings (i.e., teacher evaluations) at NKU? While no written policy seems to exist, their primary purpose is apparently to provide a quantitative measure of teaching effectiveness used to justify personnel decisions and to ensure accountability to students and the public. They were originally adopted solely to improve teaching, but that purpose has become secondary; nevertheless, they can point up problems teaching, contributing indirectly to improvement.

2. How well do student ratings measure teaching effectiveness?

Nobody knows for sure. The literature says that a properly designed student rating instrument (evaluation form) is reliable or consistent

over time, but the literature also says that student ratings have not been proved valid or invalid, and that more research is necessary. (Validity has to do with whether or not ratings measure what they are supposed to, i.e., teaching effectiveness, not instructor popularity.) Many feel that teaching is an art, aspects of which cannot be measured. Thus in personnel decisions, ratings should be used with great caution, should be only one of multiple measures of teaching performance, and should never be the determining factor. Moreover, chairs and RP&T Committees should have workshops in the interpretation of ratings.

### 3. Are chairs, faculty, and students satisfied with the use of student ratings in personnel decisions?

Chairs. A task-force survey reveals that most chairs are satisfied with the part student ratings play in personnel decisions. They consider ratings somewhat important but less important than chair evaluation of an instructor, syllabus quality, and exam content.

Faculty. The task force survey of the faculty had a 46% return rate. It supported a faculty handbook statement on the use of ratings, workshops on teaching, rating instruments designed at the departmental level, and faculty teaching consultants. The survey results showed dissatisfaction with being ranked according to performance on Question 6 (overall evaluation of instructor), the level of teacher development activities, and the NKU rating instrument. The faculty survey results also indicated the following about the relative weight of student ratings in overall faculty performance review. In the Faculty Policy and Procedures Handbook, overall performance is based on three components: teaching, scholarly and creative activity, and service. According to the survey, ratings should account for 50% or less of the teaching component.

Students. A study indicates that most students think ratings are an effective method of evaluating faculty, but they think that chairs and faculty do not pay enough attention to ratings. Most students would prefer midsemester interviews with faculty to end-of-semester ratings. Some students want ratings results published. The NKU Student Government wants the rating instrument to eliminate numerical responses in favor of comments; likewise they do not want students required to fill out the rating instrument.

### 4. Is personnel decision making consistent across departments?

No. Most chairs consider the summary questions on the rating instrument

important (overall evaluation of instructor and course). In many departments faculty may be ranked according to their standing in overall evaluation of instructor, a practice faulted by the literature and strongly objected to in the faculty survey. Apart from that, there is considerable divergence among chairs as to what constitutes effective teaching and in their methods of assessing it. To address this problem, the Faculty Policy and Procedures Handbook should define the purpose of ratings, how results are reported, to whom they are reported, and how they are used.

5. What ethical concerns are associated with student ratings?

First, anonymous ratings deprive faculty of their constitutional right to confront their accusers. Second, anonymity does not permit verification of student reports of instructor misbehavior. Third, since ratings have not been demonstrated to be valid, their use in personnel decisions is problematic.

6. Can one rating instrument work for personnel decisions and teacher development? Yes, if it is designed with both summary and diagnostic questions: only the summary question results would go to chairs; faculty would get summary and diagnostic question results and student comments. Practically, however, it would be easier to have one instrument for personnel decisions and one for development. For personnel decisions NKU should redesign its current rating instrument and allow individual departments the option of designing their own instruments. Each department should likewise develop a diagnostic questionnaire for developmental purposes.

7. How frequently should faculty be rated by students? Although the literature says that tenured faculty need to be evaluated only every two or three years, the faculty survey indicates a preference for evaluation of all faculty every class every semester. In the case of tenure-track probationary faculty, the literature suggests that administrators and RP&T Committees should not see their ratings until their second or third year so that a proper sample may be collected. In the early years, votes on probationary faculty should be based on teaching portfolios (syllabi, assignments, exams, course materials, etc.).

8. Is the NKU rating instrument useful for teacher development?

Only by indicating problems. As indicated above, each department should

design a diagnostic questionnaire for teacher development.

9. Are faculty and chairs satisfied with the level of teacher development activities? No. Most chairs want more emphasis on faculty development. The faculty survey indicates a strong desire to raise the level of teacher development.

10. How can teaching development be enhanced? By implementing five options: (1) departmental or individual diagnostic questionnaires, (2) workshops on teaching, (3) a Master Faculty Program of colleagues working together to improve each others' teaching, (4) senior faculty with reassigned time serving as teaching consultants, and (5) a director of teacher development to coordinate items 2-4, edit a newsletter, and circulate resources.

#### B. Recommendations (by Majority Vote)

(The sources of recommendations are in parentheses.)

1. Regular workshops on teacher development should be offered.

(Faculty Survey Question #21; Chair Survey comments)

2. Departments should design and use diagnostic questionnaires for teacher development. (Task Force)

3. Experienced faculty should be given reassigned time to serve as consultants in teaching. (Faculty Survey Q. 22; Chair Survey comment)

4. The university should establish a teacher development office with a director who will do the following. (Chair & Faculty Survey comments)

a. Appoint and coordinate faculty to serve as teaching consultants.

b. Coordinate workshops on teacher development.

c. Coordinate a Master Faculty Program (explained below).

d. Edit a teaching ideas newsletter.

5. The Faculty Policy and Procedures Handbook should specify how ratings are to be used and how they are not to be used in personnel decisions. (Faculty Survey Q. 4)

6. The results of ratings must be used with great caution in personnel decisions. They should be only one of multiple measures of teaching effectiveness, and they should never be the determining factor in a personnel decision. (Abrami et al., 1990 and Faculty Survey Q. 1)

7. Student ratings should count for no more than 50% of the teaching component in faculty performance, the other two components being

scholarly/creative activity and service. (Faculty Survey Q. 1)

8. The ratings results of first semester probationary faculty should not be seen by administrators or RT&P Committees. (Task Force)

9. While probationary faculty will be rated in every semester until a tenure decision is made, their ratings should not be seen by administrators and RT&P Committees until at least two years' ratings have been collected. (Cashin, 1990)

10. Tenured and veteran non-tenure-track renewable faculty should have the option of not being evaluated every semester in every course.

(Centra, 1993; Marsh, 1992)

11. Workshops on the interpretation of ratings should be offered for administrators and faculty. (Theall & Franklin, 1990)

12. Classroom visits and alumni ratings should not be used in personnel decisions because they are unreliable. (Cashin, 1995; Marsh, 1984; Gaski, 1987)

13. The NKU rating instrument should be revised for use in personnel decisions. (Faculty Survey Q. 14; Chair Survey comments)

14. The revised rating instrument should include questions supplied/selected by the instructor, the results of which should go only to the instructor. (Faculty Survey Q. 8 & 9)

15. The revised rating instrument should include questions dealing with general studies objectives. (Faculty Survey Q. 7)

16. The revised instrument should eliminate numerical responses and require all written comments. (Faculty Survey comments and Student Government)

17. The reporting of rating results should be accompanied by data on the relative grading patterns of the instructor. (Faculty Survey Q. 11)

18. Faculty should not be ranked according to standing in Question 6 (overall evaluation of instructor). (Faculty Survey Q. 18)

19. Students should sign their names to the rating instrument (faculty will see these forms only after grades are handed in). (Faculty Survey comments; Platt, 1993)

20. Filling out the rating instruments should not be mandatory for students. (Student Government)

21. Ratings should not be used in classes with fewer than ten students. (Cashin, 1990)

22. Departments and colleges should have the option of designing their own rating instruments for personnel decisions. (Faculty Survey Q. 10)

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NORTHERN KENTUCKY UNIVERSITY MEMORANDUM  
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GASTON@NKU.EDU

November 5, 1996

TO: The Faculty  
FROM: Paul Gaston *Paul G.*  
SUBJECT: "Reassigned Time"

You probably have read the two stories and the editorial on the subject of "reassigned time" published by *The Kentucky Post* on Saturday, November 2, and on Tuesday, November 5. It is disappointing that a responsible newspaper would approach this or any issue from a perspective grounded on selective quotation and misleading information. The result has been the communication of a profound misunderstanding—both of reassigned time and of the mission of Northern Kentucky University.

Prior to the appearance of the editorial, I wrote to Editor Paul Knue in an effort to set the record straight. In the hope that *The Post* will allow equal voice to a more accurate and comprehensive perspective, I hand delivered my response in two forms, a traditional letter-to-the-editor and an op-ed column. I trust that one or the other will appear soon. Both are attached for your information.

Even if *The Post* publishes my response and the responses of others, we will have to contend with the damage that has been caused. What can we do to contribute to a better informed public understanding?

First, we will continue the peer group study of reassigned time and budget allocation already well begun at the direction of the Board of Regents, and we should study the resulting information in a collegial, systematic effort to arrive at rational recommendations. No one claims that any operations should be beyond scrutiny, but in a university, especially, scrutiny should be well informed and fair minded.

Second, we should expect that all other allocations of university assets will receive similar scrutiny. While reassigned time decisions are highly public and straightforward, many other operational areas function well out of the public view. The NKU Partnerships program should give way in 1997-98 to objective peer group studies of all units within the university, non-academic as well as academic.

Third, each academic department should make certain that its Partnership team understands the ways in which faculty members are assigned to meet different commitments of the university. While we should welcome well-informed recommendations for change, we must make it clear that *no* assignments within this university represent "time off" and that reassignments serve a variety of essential purposes.

Finally, we must do a better job of educating the community with regard to the responsibilities of a professor and the mission of a university. I have served three universities as faculty member and administrator and have taken part in reviews of several others, but I have never encountered a faculty more dedicated or harder working than my colleagues at NKU. That is the story that must be told more effectively.

I look forward to working with you and with my administrative colleagues in developing these important responses.

xc: President Jack Moreland  
The President's Cabinet  
The Deans Council



**NORTHERN  
KENTUCKY  
UNIVERSITY**

Office of the Vice President for  
Academic Affairs and Provost  
(606) 572-5360

November 5, 1996

Mr. Paul F. Knue  
Editor  
The Kentucky Post  
P.O. Box 2678  
Covington, KY 41012

To the Editor of The Post:

While your reporters deserve credit for their effort to offer fair coverage of a complex issue, your stories regarding "NKU's debate over classroom time vs. research time" may have created several misimpressions that reflect unfairly on a remarkably dedicated and industrious faculty. In order to gain a more balanced understanding of reassigned time, your readers should have the benefit of several additional contexts.

- NKU does NOT spend "\$4 million a year" on reassigned time. In 1995-96, the university spent approximately \$150,000 to compensate those part-time faculty who make it possible for faculty members to meet essential obligations and undertake professional development. The higher figure, which reflects a percentage of the salaries of the reassigned faculty, is tendentious and not grounded in practical budget realities.
- It might be desirable to meet administrative, service, and research obligations of the university through the hiring of additional administrators rather than through the use of reassigned time, but the cost of doing so would be prohibitive. The fact is that selective use of reassigned time is one way in which NKU and most other public universities have coped with declining state support during a period of rapid enrollment growth.
- Because NKU does not spend "\$4 million a year" on reassigned time, its abolition would not by any stretch of the imagination produce "enough money to hire 66 full-time faculty members."

If reassigned time were eliminated, a few additional faculty members might be hired with the money saved on part-time faculty, but they would join a university that had lost accreditation for its College of Business, broken laws requiring supervision of student nurses, fallen out of compliance with state and federal regulations governing grants and service contracts, suspended curricular reform efforts, given up on faculty renewal, broken faith with faculty governance, reneged on commitments made by the Board of Regents to board-appointed Regents Professors, and refused students the career-building opportunity to engage in professional research with successful academicians. Even in a buyer's market, there are few good professors (or presidential candidates) who would seek a position at such a university.

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Highland Heights, Kentucky 41099-8008

Northern Kentucky University is an equal opportunity institution.

- The Post recently reported on the Department of Psychology for its success in obtaining substantial federal grants to improve the high school teaching of psychology. Such attention is appropriate, for competitive grantsmanship is a measure of institutional quality and expands the services the university can provide. The Post also recently commended NKU for exploring a new approach to developmental education. Partial reassignments make such initiatives possible. They would otherwise be prohibitively expensive.
- It is puzzling that The Post reports a "debate over classroom time vs. research time." Most of the time not devoted to the classroom is spent on meeting fixed obligations of the university, not on scholarship. Reassignments that do involve research largely reflect the university's obligations to the Regents Professor program, the sabbatical leave program, and accreditation standards of the American Assembly of Collegiate Schools of Business. The fact is that NKU should support faculty scholarship more generously, not less.
- It is not correct that reassignments represent (as one headline put it) "time away." Most reassigned time is spent on campus performing required administrative, instructional, or service duties. All reassigned time comes with strict accountability requirements. No one receives "time away" without forfeiting compensation.
- The suggestion that some departments choose to be "generous" with reassigned time is misleading. For instance, both the Department of Nursing and the School of Education must assign faculty members to supervise students in field work. Were they to be less "generous," they would fall out of compliance with legal mandates and go out of business. Similarly, as with the National Science Foundation grant recently reported in The Post, it is not "generous" to reassign faculty in compliance with expectations set forth in federal and state grants. It is obligatory.
- The tightly edited quotation on page one from the university's mission statement may confuse readers who have regarded NKU as a comprehensive university. The fact is that the mission statement developed for NKU by the Council on Higher Education defines a commitment to instruction that includes an obligation to scholarship and public service. The university's Enduring Goals reflect this mission as they describe our commitment to "the advancement of knowledge through student and faculty research" and to "applied research in support of business, industry, government, and K-12 education."

Both documents show considerable savvy, for effective college teaching requires a commitment to scholarship and public service, even though that commitment at NKU comes mostly out of the hide of faculty members.

- The bottom line? Northern Kentucky is fortunate to have a university worthy of the name, and it would be short-sighted to suggest that the Commonwealth's most influential metropolitan area should accept less.

Two points made by your stories are right on target, and they deserve further emphasis.

First, the university really does need to hire additional full-time faculty members. That need has grown steadily through the 1990's, with the result that a faculty recruited to teach approximately 8000 students now must stretch itself to teach 11,500. One solution

would be to allocate a greater share of the university's resources to teaching, learning, and public service. At many universities comparable to NKU, these activities receive well more than half of the institutional budget. At NKU, they receive less than half.

Second, as suggested by the study of reassigned time already well under way, the university must always be ready to examine its operations—all of its operations—in pursuit of greater efficiency and effectiveness. While the university can offer clear evidence of resourcefulness and productivity, we take seriously our commitment to continuous improvement and report regularly on the progress we are making. The “NKU Partnerships” program initiated by President Moreland offers an opportunity for the community to observe the advances being made and to advise on others that might be made.

Paradoxically, by raising questions regarding the ways in which the university assigns its faculty members, The Post has opened a window that can reveal professors who serve their students and the larger community through their life-long commitment to instruction informed by scholarship and service. We would welcome the opportunity in the days ahead to introduce the readers of The Post to faculty members who best can answer the question of your headline, “Who’s Teaching?” The answer is—dedicated, hard-working, productive members of the faculty.

PAUL GASTON

Paul Gaston is Provost and Executive Vice President of Northern Kentucky University.

## **WHO'S TEACHING AT NKU? A DEDICATED FACULTY!**

By Paul Gaston  
Provost and Executive Vice President  
Northern Kentucky University

"Who's Teaching at NKU?" The answer is—dedicated, hard-working members of an uncommonly productive faculty.

Kentucky's only university with a combined metropolitan and regional mission manages to teach 11,500 students with a full-time faculty recruited to teach 8,000. At the same time, having weathered a long period of declining state support, Northern Kentucky University has found ways to meet the many obligations of a modern institution of higher learning without swelling the ranks of administrators or imposing dramatic tuition increases.

The university has exercised its only options: increase efficiency, cut costs, assign faculty members to cover some administrative responsibilities, and fill the resulting gaps with well-qualified part-time faculty. That in a nutshell is the meaning of "reassigned time."

An examination of the university's use of "reassigned time" to meet essential obligations can raise interesting questions but offers few simple answers. What is clear is that any serious consideration of the issues requires an acquaintance with several relevant contexts.

**FIRST**, contrary to a recent report, NKU does NOT spend "4 million a year" on reassigned time. In the most recent full academic year, 1995-96, NKU spent approximately \$150,000 to make it possible for faculty members to meet essential institutional obligations and to undertake professional development. That is the cost of the compensation paid to the part-time faculty who made these essential reassignments possible. The higher figure, which reflects a percentage of the salaries of the reassigned faculty, is tendentious and not grounded in practical budget realities.

Though it might be more desirable to hire additional administrators to take care of obligations now addressed through reassigned time, the cost of doing so would be prohibitive—more than five times the amount spent at present. As suggested above, reassigned time is simply one way in which NKU has coped with declining state support during a period of rapid enrollment growth.

SECOND, because NKU does not spend \$4 million a year on reassigned time, its abolition would not by any stretch of the imagination produce “enough money to hire 66 full-time faculty members.”

If there were no reassigned time, a few additional faculty members could be hired with the money saved on part-time faculty, it is true, but they would join a university that had lost accreditation for its College of Business, broken laws requiring supervision of student nurses, fallen out of compliance with state and federal regulations governing grants and service contracts, suspended curricular reform efforts, given up on faculty renewal, broken faith with faculty governance, reneged on commitments made by the Board of Regents to board-appointed Regents Professors, and refused students the career-building opportunity to engage in professional research with successful academicians.

Even in a buyer's market, there are few good professors (or presidential candidates) who would seek a position at such a university.

THIRD, reference to a “debate over classroom time vs. research time” suggests a basic misunderstanding. The fact is that NKU should support the research of its faculty more generously, not less. Most of the time not devoted to the classroom is spent on meeting fixed obligations, not on scholarship. Reassignments that do involve research largely reflect the university's obligations to the Regents Professor program, the sabbatical leave program, and accreditation standards of the American Assembly of Collegiate Schools of Business.

FOURTH, reassignments do not represent (as one recent headline put it) “time away.” Most reassigned time is spent on campus performing required administrative,

instructional, or service duties. All reassigned time comes with strict accountability requirements. No one receives "time away" without forfeiting his or her salary.

FIFTH, any suggestion that some departments choose to be "generous" with reassigned time is misleading. For instance, both the Department of Nursing and the School of Education must assign faculty members to supervise students in field work. Were they to be less "generous," they would fall out of compliance with legal mandates and go out of business. Similarly, it is not "generous" to reassign faculty in compliance with expectations set forth in federal and state grants. It is obligatory.

As one example, The Post recently reported on the Department of Psychology for its success in obtaining substantial federal grants to improve the high school teaching of psychology. Such attention is appropriate, for competitive grantsmanship is a measure of quality and expands the services the university can provide. As another example, The Post recently commended NKU for exploring a new approach to developmental education. Partial reassignments make such initiatives possible. They would otherwise be prohibitively expensive.

SIXTH, references to the university's mission statement should consider the full text. Excerpts may confuse those who have long regarded NKU as a comprehensive university. The full mission statement, developed for NKU by the Council on Higher Education, defines a commitment to instruction that includes an obligation to scholarship and public service. The university's Enduring Goals reflect its mission as they describe our commitment to "the advancement of knowledge through student and faculty research" and to "applied research in support of business, industry, government, and K-12 education."

Both documents show considerable savvy, for effective college teaching requires a commitment to scholarship and public service, even though that commitment at NKU comes mostly out of the hide of faculty members.

The bottom line? Northern Kentucky is fortunate to have a university worthy of the name. Who would suggest that the Commonwealth's most influential metropolitan area deserves less?

Two points made by recent accounts are right on target, however, and they deserve further emphasis.

The university really does need to hire additional full-time faculty members. That need has grown steadily through the 1990's, with the result, as mentioned before, that a faculty recruited to teach approximately 8000 students now must stretch itself to teach 11,500. One solution would be to allocate a greater share of the university's resources to teaching, scholarship, and public service. At many universities comparable to NKU, these activities receive well more than half of the institutional budget. At NKU, they receive less than half.

Moreover, as suggested by a study of reassigned time already well under way, the university must always be ready to examine its operations—all of its operations—in pursuit of greater efficiency and effectiveness. While the university can offer clear evidence of resourcefulness and productivity, we have stated publicly a commitment to continuous improvement, and we report regularly on the progress being made. The "NKU Partnerships" program initiated by President Moreland offers an opportunity to observe the advances being made.

Paradoxically, by raising questions regarding the ways in which the university assigns its faculty members, attention to the issue of "reassigned time" has opened a window that can reveal professors who serve their students and the larger community through their life-long commitment to instruction informed by scholarship and service.

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