Faculty Senate Meeting
April 17, 2000, University Center Ballroom, 3 p.m.
Call to Order, Adoption of Agenda, Approval of Minutes

Guest Remarks   (15 minutes)
          Dr. Lee Otte   NKU Environmental Resource Management Center

I. President's Report   Gaut Ragsdale   (10 minutes)
          <u>Handbook</u> Amendment to strike Ph.D. and add Doctorate   VOTING ITEM #1
          NKU's Supervised Resignation Policy

II. Officer Reports   (5 minutes)
          Vice President   Carol Bredemeyer
           Secretary   Ted Weiss
           Parliamentarian   Rebecca Kelm

III. Committee Reports   (35 minutes)
          Budget & Commonwealth Affairs   Dave Agard
                    Equity Task Force Update

          Benefits Committee   Jeff Smith
                    Retirement Initiative Update

          Curriculum Committee   Linda Olasov
                    Popular Culture Minor Proposal   VOTING ITEM #2
                    Guidelines for Development of New Program Proposals   VOTING ITEM #3

          Professional Concerns   Chuck Frank
                    Post-Tenure Review Update

IV. New Business   (10 minutes)
          Election Committee proposal to have a single election for Senate
          races and have all terms of office begin on July 1st.   VOTING ITEM #5

          Election Committee proposal to update Faculty Regent Election
          Rules & Regulations.   VOTING ITEM #4

Adjournment

VOTING ITEMS

#1.   Resolved, That the Faculty Senate approve a proposed change by the Department
        of Biological Sciences that page 109 of the <u>Handbook</u> be amended by striking "Ph.D."
        and inserting "Doctorate" in its place.

        Rationale from Biological Sciences: "We are requesting that the <u>Handbook</u> change be
        made to "Doctorate" rather than to "Ph.D or Ed.D." due to the fact that we can foresee
        the possibility of other types of doctoral degrees being acceptable as we continue to
        grow and develop the BS in Environmental Sciences."

        Executive Committee Recommendation   Adopt   Reject   No position
        Requires majority vote for approval

#2.   Resolved, That the Faculty Senate adopt a Popular Culture Minor.
        Curriculum Committee Recommendation   Adopt   Reject   No position
        Requires 2/3 vote for approval

        **Note: See UCC website and click on Search for Curriculum Form. Type in
        Popular Culture Studies. The program is available for viewing. Please
        download if you wish a hard copy or see the UCC representative from your
        discipline for assistance. Please call Linda Olasov (5620 or e-mail
        olasov@nku.edu) for additional assistance with the website process if you
        encounter difficulty.**

#3.   Resolved, That the Faculty Senate adopt Guidelines for the Development
        of New Program Proposals.
        Curriculum Committee Recommendation   Adopt   Reject   No position
        Requires majority vote for approval

        **Note: See UCC website and click on meeting schedule, agenda, and
        minutes for 3/23/00. Scroll to Old Business, B. Next click on <u>new
        program review process</u> that links you with the proposal. Please download if
        you wish a hard copy or see the UCC representative from your discipline
        for assistance. Please call Linda Olasov (5620 or e-mail Olasov@nku.edu) for
        additional assistance with the website process if you encounter difficulty.**

VOTING ITEMS   (continued)

#4.   Resolved, That the Faculty Senate grant the Senate's Election Committee the
        "power to act" on the Senate's behalf to change Faculty Senate elections so
        that all Senate related elections occur at the same time (fall) and that all terms
        of office begin on July 1st.
        Note: This resolution does not pertain to the Faculty Regent Election.
        Executive Committee Recommendation   Adopt   Reject   No position
        Requires 2/3 vote for approval

#5.   Resolved, That the Faculty Senate grant to the Senate's Election Committee the
        "power to act" on the Senate's behalf to revise and update where needed the
        Faculty Regent Election Rules and Regulations
        Executive Committee Recommendation   Adopt   Reject   No position
        Requires majority vote for approval

Gaut Ragsdale
Communications
PS

Faculty Senate Meeting
April 17, 2000

Senators Present: (as per sign-up sheet) D. Agard, R. Brautigan, C. Bredemeyer, J. Churchill, G. Clayton, Y. Datta, L. Ebersole, A England, P. Fairbanks, C. Frank, P. Goddard, R. Holt , R. Kelm, P. McCartney, R. McNeil, L. ,J Niewahner, L. Olasov, G. Ragsdale, J. Roeder, M. Roszmann-Millican , C. Ryan, C Sheng, , J. Smith, M. Stavsky, B. Thiel, J. Thomas S. Weiss, T. Weiss, S. Zachary

Senators Absent: J. Bales, G Grout, C. Hewan, R. Kempton, B. Mittal, L Noyd,

Guests: Mary Huening, Gary Scott, T. Atwater, B. Holland, Mary Ryan, R. Redding.

Meeting called to order at 3:04 p.m.

The minutes of the March 20 Senate meeting were approved as distributed.

The agenda was approved as distributed.

President Ragsdale noted that: tickets for the "effective people" lecture were still available; Student Government President Chris Boggs had observed the good working relationship that SG has had this year with the Senate; and that on Friday next there will be a student celebration at 2pm on the plaza to celebrate the passage of the state budget .

President Votruba arrived and addressed the Senate. He reported that the state approved a budget that "was good for Northern, but what we deserved." Joe Wind was acknowledged as being an effective link with the legislature. The president reiterated that faculty salaries are the # 1 priority, and that 6% increases in the first year, 7% in the second year and possibly 6% in the third year might be expected. This includes part time salaries. The president urged all faculty to write the Governor and to Gordon Davies to commend their support for higher education.

Lee Otte of the Environmental Resource Management Center addressed the Senate. The center has been in operation for 15 months and provides a work/internship opportunity for students in many fields. More than 950K of funding has been secured for the center; most of the center's work is with private industry.

President Ragsdale then turned to agenda items:

--page 109 of the faculty Handbook was amended to replace Ph.D. with Doctorate for the terminal degree in Biological Sciences. Approved by voice vote.

-- A discussion of the termination of Ron Hoffman ensued. There was a sense that termination policies need to have guidelines so as not to cause unneeded pain when one is let go from the University. Various divisions of the University, including the Senate will purse this next year.

-- Over $200 was raised as a farewell gift for Peg Goodrich. She was very pleased.

--The Senate office is in the process of putting our records on computer.

--May 16 at noon is the time for our annual gourmet luncheon and final Senate meeting.

Officer and Committee Reports:

VP (Carol Bredemeyer): COSFL Report: The Council on Post-Scondary Ed. has instituted an examination of programs in the Commonwealth for productivity. Also a study is underway concerning evaluation procedures for the various university presidents.

Budget (Dave Agard) The committee is examining priorities for expansion funding in academic affairs; also, the committee is considering a doubling in the amount of promotion stipends.

Benefits (Jeff Smith) . Fred Schneider and a Faculty Task Force has been examining the issue of retirement benefits. One approach that may be recommended is to consider retirement benefits as a "purchase of tenure" which may have favorable tax benefits. The general sense is that a one year salary benefit is not adequate. Also, phased retirement is being reevaluated so that this might be made more attractive.
    The committee is also looking at long-term care insurance; with a University endorsement there would be a discount on premiums.

Curriculum (Linda Olasov). Two voting items: 1) The Minor in Popular Culture was presented; it had been passed by the UCC after revisions suggested during the program's earlier visit to the Senate. Approved without negative vote (needed a 2/3

vote to pass). 2)   A proposal was submitted on "Guidelines for the Development of New Programs." This would be an initial filter to determine whether on the surface a new program would be possible. Proposal carried by voice vote; no negatives.

Linda reminded senators to sign up for Gen Ed meetings in the next couple of weeks.

Professional Concerns . (Chuck Frank) Departmental policies regarding Post Tenure Review are not needed until 2001.

The Executive Committee submitted the following recommendation: Resolved, that the Faculty Senate through the Executive Committee give to the Elections committee authority to conduct elections for Faculty Regent and to update procedures for such elections as appropriate. Carried by unanimous (apparently) voice vote.

Meeting adjourned without incident at 4:28 pm.

Respectfully submitted,

Ted Weiss,

Secretary

DEPARTMENT OF BIOLOGICAL SCIENCES
NORTHERN KENTUCKY UNIVERSITY
HIGHLAND HEIGHTS, KY 41099-0400

MEMORANDUM

DATE: March 20, 2000

TO: Faculty Senate Executive Committee
     Rogers Redding, Interim Provost

FROM: Jerry W. Warner, Chair

SUBJECT: Amendment to Faculty Handbook

Requested Amendment:

Section XIII. APPROPRIATE TERMINAL DEGREES FOR FACULTY, Programs in the College of Arts and Sciences, page 109, specifies that the terminal degree for faculty in the Department of Biological Sciences is the Ph.D. We are requesting that this be changed to read as follows:

     Biological Sciences   Doctorate

Rationale:

We are currently in the process of filling a new position that is referred to as a Biologist/Education Specialist. The individual hired in this position will be expected to work closely with faculty in the School of Education with respect to the education of biology education majors and in the continuing education of local teachers. He or she is also expected to develop close ties to local school teachers to include providing them with workshops, developing/teaching courses of benefit to them, and working with them on other professional development opportunities.

After careful consideration of the academic background needed for this position, we have come to realize that an individual with an Ed.D. might be as well prepared or perhaps better prepared than one with a Ph.D. Not only will he or she have the science background and research experience that we expect from a Ph.D. in biology, but the graduate level education courses are likely to better prepare her or him to work effectively with School of Education faculty and with local teachers.

We are requesting that the handbook change be made to "Doctorate" rather than to "Ph.D. or Ed.D" due to fact that we

can foresee the possibility of other types of doctoral degrees
being acceptable as we continue to grow and develop the BS in
Environmental Science. We are also exploring the possibility of
a masters degree and realize that such a program may be served by
individuals with a degree other than either the Ph.D. or Ed.D.

Thanks for your consideration of this request. We look
forward to a prompt response.

CC: Gail Wells

DEPARTMENT OF BIOLOGICAL SCIENCES
NORTHERN KENTUCKY UNIVERSITY
HIGHLAND HEIGHTS, KY 41099-0400
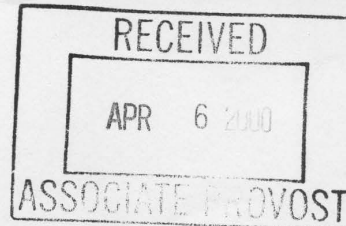
PHONE: 572-5277
FAX: 572-5639
WARNER@NKU.EDU

MEMORANDUM

DATE: April 4, 2000

TO: Barbara Holland

FROM: Jerry W. Warner

SUBJECT: Proposal for a New Faculty Mentoring Policy

The follow is a proposal for a mentoring policy for the University. This policy has grown out of the original draft proposal for a Center of Learner Centered Instruction that was initially presented to the Faculty Task Force by John Alberti and Michael Washington. After some discussion of that earlier proposal we have decided that the mentoring aspect should be separated from the rest of the proposal and dealt with separately. We view the mentoring of new faculty to be a responsibility of the department chair and faculty of each department. While it may be appropriate for the Office of Learner Centered Instruction (Note: This is being renamed to the Office of Faculty Development in the final draft.) to provide some guidance and training for mentors and department chairs, it should have no other role in this process.

The proposal being presented here was developed by a small group of Task Force members headed by Don Kelm (might be called a subcommittee in certain circumstances, however, we decided early on to not have subcommittees), and represents a simple mentoring plan that is meant to be of a strictly developmental nature.

I ask that you present it to the Steering Committee for discussion and approval. Once that is done it should be presented to the Professional Concerns Committee for their concurrence. Call if you have questions.

Contacts

Don Kelm

Jerry Warner

Towards a Mentoring Policy for the University

1. There shall be at least one mentor for each new faculty member. Working with each new faculty member, if so desired, the department chair shall identify an individual within the department who will work directly with that new faculty member. This person will assist the new faculty member in adjusting to the University and beginning a successful and productive career in the department. Additional mentors may be appointed/chosen from outside the department as the new faculty member might request. In whatever case the chair should work with the new faculty member in this process.

2. The mentor shall be named upon appointment of the new faculty member or as soon thereafter as possible. The formal mentoring relationship should last at least three years.

3. Representing and acting out of first the principle concerns of the department and the university, the mentor shall act as constructive critic and guide. Individual departments will determine what role mentors should play in the RPT process. Mentors may write letters to the RPT Committee but only upon direct request from the person they are mentoring.

4. The general role of the mentor will be pro-active and reactive in nature. Examples of possible responsibilities could include, among other topics:

- Helping plan the first semester classes.

- Discussing/providing syllabi, tests, handouts, etc. This will include examples from within the department as well as those of the new faculty member.

- Going over teaching evaluations with the individual.

- Mentoring in terms of scholarly matters.

5. Socializing: A mentor will help an individual negotiate the rapids of department personalities, lunch with them on occasion, and introduce them to colleagues both within and outside of the department.

6. Mentoring needs may change. Therefore a department might well identify a number of individuals who are willing to function in this role. The intent being to offer a new faculty member the

possibility of choosing a (an additional) mentor who would/could
function more directly in relation to certain needs and
interests. Also, having become acclimated to the university, a
new faculty member should have the right to choose any
willing faculty member as a mentor.

7. Problems arising within the mentoring relationship will be
addressed to the appropriate department chair by the mentor,
mentee, or both.

8. Mentoring will be recognized as a departmental/university
service comparable to work on a RPT or search committee. The
department chair will solicit yearly summaries from both parties
commenting on the salient points of the mentoring arrangement.
The comments of the mentee shall be considered in the
performance appraisal process of the mentor.

Approved by the Faculty Task Force on March 27, 2000

DEPARTMENT OF BIOLOGICAL SCIENCES
NORTHERN KENTUCKY UNIVERSITY
HIGHLAND HEIGHTS, KY 41099-0400
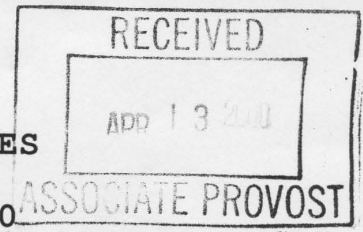
MEMORANDUM

DATE: April 11, 2000

TO: Barbara Holland

FROM: Jerry W. Warner

SUBJECT: Summer Compensation Policy

During our meeting of April 10, 2000, the Faculty Task Force gave its approval to the attached Summer Compensation Policy. This policy will apply to summer activities, other than teaching, that faculty members are often asked to do or are required to do as a result of the nature of their positions. Such activities, while providing no compensation, are often very time consuming and of major importance to the concerned department and to Northern Kentucky University.

The final proposal is the result of an evolutionary process that began with a much longer document. One area that we spent a considerable amount of time discussing was that of compensation of faculty who involve undergraduates in their research during the summer. As we all know, such efforts are often very time consuming. The outcome of this discussion was that members of the Task Force felt that tenured and tenure track faculty (some will have grant funds) would benefit professionally from this effort during their annual performance review and the salary increase process. Therefore, no compensation is appropriate. For lecturers and part-timers, this sort of activity is neither required nor expected. Consequently, most members of the Task Force felt that it was not appropriate for the University to provide compensation. If these individuals participate in such activities, they do so with the understanding that it is strictly volunteer and for their own continued professional development.

Please present this to the Steering Committee for consideration and approval. I assume that it would then need to go the Professional Concerns Committee. Please feel free to contact me if you have questions.

Proposed Summer Compensation Policy

The issue of compensation for summer work by tenured, tenure-track, non-tenure track, and part-time faculty was examined. There are a number of different types of summer work for which faculty either do not receive any compensation or do not receive adequate compensation. These different types of work include preparation for an accreditation process, clinical placements, and other tasks requested by administration.

To this end, the Faculty Task Force recommends that stipends be established for those individuals who perform miscellaneous administrative work that is not compensated for in an academic-year contract.

Approved by the Faculty Task Force on April 10, 2000.

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To this end, the Faculty Task Force recommends that stipends be established for those individuals who perform miscellaneous administrative work that is not compensated for in an academic-year contract.

Approved by the Faculty Task Force on April 10, 2000.

Personal Svcs committee

Senate Rec. Support this "initiative". Included condition:

Summer Stipend → 3 hour 9% as a minimum.

Consistent need.

DEPARTMENT OF BIOLOGICAL SCIENCES
NORTHERN KENTUCKY UNIVERSITY
HIGHLAND HEIGHTS, KY 41099-0400

MEMORANDUM

DATE: April 17, 2000

TO: Barbara Holland

FROM: Jerry W. Warner

SUBJECT: Office of Faculty Development Proposal

During our meeting of April 10, 2000, the Faculty Task Force gave its approval to the proposal for an Office of Faculty Development. An earlier version of this proposal was titled Office of Learner Centered Instruction. However, after considerable discussion and several revisions we decided to change the name to Office of Faculty Development.

Since Northern Kentucky University has always had undergraduate instruction as its primary mission, the membership of the Faculty Task Force believes that an Office of Faculty Development is long over due. Over the years, there have been feeble attempts to provide faculty with instructional support at the university level. However, there has never been an office on campus where a faculty member could find the expertise, funding, and resources needed for dealing with instructional problems or to help with the development of new teaching methodologies. This office is designed to do just that. It will be of tremendous value to new faculty who are just learning how to be effective teachers as well as to veterans who need and want to learn to use new instructional technologies.

Please present this proposal to the Steering Committee for consideration and approval. I assume that it will then need to go the Professional Concerns Committee. Please feel free to contact me if you have questions.

OFFICE OF FACULTY DEVELOPMENT PROPOSAL

Description:

The Office of Faculty Development will be primarily devoted to faculty development in the areas of pedagogy and learner-centered instruction. The office will act as a resource and training center, assist in curriculum development, and serve as a center for pedagogically-based research.

Purpose:

Centrality to the Mission of the University. Support for teaching is central to NKU's mission as a learner-centered university. A recent memo from Provost Redding describes the need for NKU to provide more support for faculty development, particularly in the areas of classroom instruction. He points to the desire and need of many faculty to become more knowledgeable about the application of new technologies to teaching, to advance the scholarship on teaching, and in general to remain pedagogically innovative by keeping up-to-date with new teaching strategies and research.

Curriculum Development. The Office will respond to the needs of the faculty by means of surveys, departmental meetings, etc. Any new initiatives, particularly university-wide initiatives, require the investment of time and resources into pedagogical training beyond that currently provided by individual colleges and departments. The more interdisciplinary and comprehensive the range of the initiatives, the more need for university-wide coordination of these efforts.

Faculty Orientation and Retention. An Office of Faculty Development will play a crucial role in the training of faculty. The Office will offer workshops and other training to new faculty, provide a training resource for existing faculty, and help probationary faculty members who have received conditions related to classroom instruction during the retention, promotion, and tenure process. Participation in workshops as a member or leader will be a source of meritorious service, and the Office will also sponsor and facilitate classroom-based faculty research.

Increasing the Visibility of Teaching and Support for Pedagogical Development. The Office of Faculty Development will further the general campus focus on learning by sponsoring events, seminars, and workshops, providing internal consultant services, and supporting faculty research by encouraging grant applications and helping with the development of presentation materials.

Requirements:

The Office will require a director, office staff, office space, equipment such as computers, furniture, VCR's, scanners, etc., an operating budget and a program budget. No less than $135,000 should be earmarked to initiate the Office.

Administrative Structure:

The Office of Faculty Development will be run by a director who will report to the Provost. In addition to the director, the Office will have an advisory board. Both the director and the advisory board will be members of the faculty. In consultation with the faculty senate, the Provost will appoint the director and the advisory board. The director will be appointed based on her/his expertise in faculty development matters and will be given a fixed-term renewable appointment with sufficient reassigned time and a stipend. As needs warrant, additional faculty may be given temporary appointments to conduct research, workshops, etc., again with sufficient reassigned time. The Office will be designed to complement the Office of Information Technology.

It is crucial that academic departments contributing faculty to the operation of this Office be sufficiently funded for such reassigned time. This funding will be used to replace the teaching, research, and other services normally provided to those departments by the faculty who have been reassigned.

Implementation Timeline:

Fall 2000. During the fall semester, an interim director and advisory committee should be appointed. The interim director and committee will be charged with developing a design plan. The interim director should be given reassigned time and travel support funds. These will enable her/him to review relevant literature as well as visit faculty development offices at benchmark universities. This should assure the proposal of an office design and budget that will best suit the needs of NKU faculty. Once completed, the proposal will be submitted to the Faculty Senate for its endorsement to the Provost for final approval.

Spring 2001. Pending revision and approval of the proposal, the director and advisory committee will work on creating the office with a projected start-up date of Spring 2001.

Approved by Faculty Task Force on April 10, 2000.

Popular Culture Studies Minor Program Requirements

-- 21 credit hours are required.

-- Required Courses (12 credit hours)
RTV 205 Introduction to Popular Culture
JOU/RTV 100 Contemporary Mass Media
ENG 365 American Folklore or HIS 390 History and Film
RTV 495 Independent Study in Popular Culture

-- Electives (9 credit hours)
*Take one course from at least two of the following five categories.
*6 credit hours must be taken at 300 -level and above.

American Culture and Society
ENG 353 Contemporary American Novel
ENG 370 Focus on United States Civilization
HIS 314 Rise of the Industrial United States, 1865-1900
HIS 315 Modern United States History, 1900-1939
HIS 316 Modern United States History Since 1939
HIS 454 Early American Frontier
HIS 455 Later American Frontier
EDU 316 Racism and Sexism in Educational Institutions
JOU 421 History of Mass Communication
    or RTV 311 History of Broadcasting
JOU 440 Social Issues and Mass Media
JUS 101 Introduction to Criminal Justice
JUS 231 Race, Gender and the Law
PSC 215 Race, Gender, and Politics
PSC 319 Presidential Elections
RTV 105 Race, Gender, and the Mass Media
SOC 307 Social Stratification

Subgroups (Regional Cultures/Diversity/Ethnic Groups) in America
AFR 100 Introduction to Afro-American Studies
ANT 231 Modern American Indians
ENG 210 Survey of African American Literature
ENG 305 American Women Writers
ENG 354 Southern Women Writers
ENG 355 Women's Autobiographical Writing
ENG 367 Topics in African American Literature
GEO 302 Cultural Geography
GEO 309 Historical Geography of the United States
HIS 317 History of the New South
HIS 396 History of Kentucky
HIS 431 Historical Themes in African-American History
HIS 444 History of Women in the United States to 1900

HIS 445 History of Women in the United States since 1900
PSC 328 State and Urban Problems
PSY 201 Psychology of Race and Gender
   or PSY 308 Psychology of Gender
SOC 250 Women in Society
   or WMS 150 Introduction to Women's Studies
SOC 300 Race and Ethnic Relations
SPI 311 Spanish-American Culture and Civilization
WMS 310 Women, Wages, and Work

International Perspective
ANT 240 Peoples of Africa
ANT 245 Peoples of Latin America
ANT 360 Indians of Mexico and Guatemala
ANT 362 Japanese Culture and Society
ECO 401 Comparative Economic Systems
FRE 310 French Culture and Society Today
FRE 311 French Cultural History
GER 310 Contemporary German Life
GER 311 German Cultural History
HIS 325 Early Latin American History
HIS 326 Recent Latin American History
HIS 329 History of the Middle East
HIS 330 History of China
HIS 336 History of Sub-Saharan Africa Since 1870
HIS 413 History of Nazi Germany
HIS 473 Battles and Behavior I
HIS 474 Battles and Behavior II
HIS 565 Vietnam War
SOC 301 World Patterns or Race and Ethnicity
SPE 390 Cross-Cultural Communication
SPI 310 Spanish Culture and Civilization

Traditional Arts and Humanities
ART 102 Survey of Western Art II
ART 103 Survey of Western Art III
ART 290 Basic Photography
ART 321 History of Design
ART 397 Digital Photography
DAN 427 Dance History
ENG 202 Survery of British Literature I
ENG 203 Survey of British Literature II
ENG 208 Survey of American Literature I
ENG 209 Survey of American Literature II
ENG 215 Greek and Roman Mythology
ENG 266 Folklore and Literature
ENG 302 Literature and Film
ENG 315 The Bible as Literature
ENG 386 Children's Literature

HIS 421 Cultural and Intellectual History of the U.S. to 1865
MUS 234 Appreciation of Jazz
RTV 380 Documentary Theory and History
RTV 400 Broadcast Criticism
TAR 455 Musical Theater Literature II

Social and Behavioral Sciences
ANT 275 Language and Culture
ANT 320 Religion and Culture
ANT 358 Anthropology and the Arts
ECO 303 History of Economic Thought
HSR 314 Death, Dying, and Grief
JOU 370 Principles of Advertising
or MKT 308 Advertising and Promotion
JOU 375 Principles of Public Relations
MKT 320 Consumer Behavior
or PSY 304 Consumer Psychology
PSY 205 Psychology of Human Sexuality
PSY 340 Social Psychology
or SOC 303 Social Psychology
PSY 345 Human Factors Psychology
or PSY 348 Envitonmental Psychology
SOC 205 Current Social Issues
SOC 213 Sociology of Aging
SOC 308 Social Organization
SOC 315 Marriage and the Family
SOC 400 Urban Society

*Topics courses, i.e., ENG 351 Nineteenth Century American Literature, ENG 397 Special Topics in American
Literature, MKT 390 Selected Topics in Marketing, RTV 395 Special Topics in Popular Culture and SOC 300
Topics in Sociology, may be taken and applied toward the minor upon prior approval of the program director.

*Students who wish to substitute a course not listed above for an elective course must obtain prior approval of
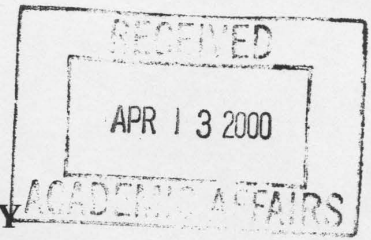the program director.

*Students cannot count the courses required for their majors as the elective courses for the minor.

-- To satisfy the requirements for a minor in Popular Culture Studies, students must maintain a grade-point
average (GPA) of 2.00 or better and earn at least a C in required courses.

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April 11, 2000

c/ Gaut Ragsdale

Dr. Rogers Redding
Interim Executive Vice President and Provost
Northern Kentucky University
Nunn Drive
Highland Heights, Kentucky 41099

Dear Rogers:

As per our earlier discussion, I am writing in strong support of the proposed Popular Culture Studies Minor which is being considered by your Faculty Senate next Monday. It was my original intention to be present for that meeting and to offer my support for the proposal in person, but we have a special Faculty Senate meeting ourselves that day at which I must be present.

As you may know, I was one of the founding faculty members of the Department of Popular Culture at Bowling Green State University in the early 1970s and helped to create the undergraduate and graduate programs in Popular Culture Studies. I have reviewed the proposed Popular Culture Studies Minor which Professor Yasue Kuwahara and her colleagues have developed and find it to have the following characteristics:

1.   It draws from a significant number of existing courses, thus making even better use of existing resources.

2.   It has a substantial, defined core to ensure programmatic integrity.

3.   It provides sufficient elective options for each student to individually tailor their planned program to their major.

Popular Culture Studies are well established in academia across this country and often represent cutting edge research in both content and methodology for many traditional disciplines, such as Sociology, History and English.

EDUCATION PAYS

Here at Eastern Kentucky University we will shortly be announcing the establishment of our new Center for the Study of Popular Narrative. If your proposed Popular Culture Studies Minor is approved, our efforts and yours in Popular Culture Studies would be complementary.

I would be pleased to provide whatever additional information you might find helpful as you and your faculty evaluate the proposed minor in Popular Culture Studies.

Sincerely,

Michael T. Marsden, Provost and Vice President
for Academic Affairs and Research

cc: Dr. Yasue Kuwahara
Dr. Bonnie Plummer
Dean Dominick Hart
Dr. James Votruba
Dr. Robert Kustra

NORTHERN KENTUCKY UNIVERSITY

GUIDELINES FOR THE

DEVELOPMENT OF

NEW PROGRAM PROPOSALS

Revised March, 2000

GUIDELINES FOR THE DEVELOPMENT OF NEW PROGRAM PROPOSALS

A. INTRODUCTION

This document is an introduction to the process of developing proposals for new educational programs at Northern Kentucky University. It is intended to help clarify what may seem to be a complicated and cumbersome process.

The process of developing a new educational program involves both internal and external requirements and procedures. Internal processes are governed by the Board of Regents while external processes are established by the Kentucky Council on Postsecondary Education (CPE). As the external requirements may change occasionally, anyone preparing to develop a proposal for a new program should contact the office of Curriculum, Accreditation, and Assessment to obtain the current versions of the relevant forms and guidelines.

The University's proposed calendar for new degree programs (Attachment A) outlines the suggested timeline for receiving approval of a new program.

B. TERMINOLOGY

The comprehensive range of programs offered by NKU presents a challenge to anyone seeking to develop and receive approval for a new educational program. There are variations in the basic proposal documents, and different types of approvals that must be sought. Following is a brief description of some of the key terms encountered in developing new program proposals.

1. Types of Credentials

NKU offers certificates, diplomas, and degrees in a variety of fields. A certificate is awarded usually for a program involving one year or less of full-time study (or equivalent). One exception is the Education Rank I program which requires a minimum of 30 semester hours. Diplomas are granted normally for programs of two years of full-time study or equivalent duration, although some diploma programs incorporating a Cooperative Education option may extend beyond two years in length. NKU offers baccalaureate degrees that represent normally four years of full-time study or the equivalent in part-time study, master's degrees that normally represent two years of full-time study or the equivalent in part-time study, and a professional degree that normally represents three years of full-time study or the equivalent in part-time study.

2. Types of Programs

Degree programs are offered by NKU in fields of study such as Arts and Sciences, Business, and Professional Studies and Education. A proposal must be submitted for

any new degree program, for a new major in an existing degree program, for a new minor in an existing degree program where there is currently no approved major, or for a new area of specialization where there is no existing minor or major. The key internal authorities for the approval of degree programs are the University Curriculum Committee (UCC) and, if appropriate, the Graduate Council (GC).

Non-degree programs lead to certificates and diplomas in fields such as Piano Pedagogy, Education Rank I, or Office Systems. The UCC and GC, if appropriate, review program proposals.

3. Types of Approvals – Educational and Financial

Program proposals require two types of approval; educational and financial. The first, educational approval is the focus of these guidelines. Program proposals go through a series of steps within NKU, culminating with approval by the Board of Regents or CPE (if the new program requires approval by CPE).

Financial approval is also required. The financial approval process starts concurrently with the educational approval process. The approval process continues through a series of steps within NKU, culminating with approval by the Board of Regents. Financial approval does not come automatically and is subject to a variety of factors such as budget, institutional mission, existing programs, disciplinary strengths, program approvals at other post-secondary institutions, and labor market conditions for graduates, among other things. NKU must also develop a timeframe for implementation of the new program and incorporate approved financial resources into the operating and/or capital budgets before a new program will receive financial approval.

4. New Program Proposal Stages – Letter of Intent and Full Program Proposal

There are two key stages in the development of any new educational program. The Letter of Intent (LOI) is a relatively brief (approximately four pages) document that describes the need for a program and outlines the proposed institutional response to that need. The Full Program Proposal (FPP) is a lengthier (20 pages plus appendices) and more complex document that elaborates and expands upon the material in the LOI.

The use of two stages with corresponding documentation enables institutions to avoid the time and expense of preparing an FPP if the response to the LOI is negative. Approval of an LOI in effect represents approval in principle of the educational stage, and financial approval represents a commitment of funds by the University. Once a proposal receives both approvals the originating department will proceed to develop an FPP.

LOI's and FPP's must be approved by the UCC (after approval by the GC) before being submitted to the relevant governing bodies. In order of submission, these governing bodies are: the Faculty Senate; the Provost; the President; and, the Board of Regents. If necessary, the FPP will be submitted to the CPE for approval.

3

C. THE LETTER OF INTENT (ATTACHMENT B)

A Letter of Intent provides a short description of the program concept and rationale for initial internal review. Once approved successfully, completion of the LOI stage represents approval in principle of the educational stage. The financial stage begins at the same time and is a separate approval process.

The LOI normally comprises four or five pages and includes information on such key features as the purpose and benefits of the program, program band, labor market demand, student demand and potential enrollment (needs analysis), how the program will be delivered, estimate of costs, and the consultations that have taken place with other agencies and groups.

Once prepared in the appropriate NKU format (see UCC website), the LOI will proceed through a number of internal steps. The specific elements of the LOI can vary between the internal and external approving agencies. The UCC has developed sample forms that meet the requirements of both NKU and CPE.

1. An individual or team within the faculty or department prepares the LOI. This proposal development should involve research to establish a need for the program (needs analysis), preparation of a program concept, and consultations both within and outside the faculty to establish support for the proposed program. The original proposer completes the Letter of Intent form (available on the UCC website) and submits to the Office of Curriculum, Accreditation, and Assessment who will disseminate the information to UCC members and the Associate Provost for Strategic Planning and Outreach. The submission starts the educational and the financial approval processes.

2. The LOI is routed through the internal educational approval process established by the faculty for approval of new program proposals. The first step in the process is the review and approval at the departmental and faculty level. After approval, the next step is the review and approval by the college. The final signing officer for this stage is the dean, who forwards the proposal to the UCC or, if a graduate program, the GC.

3. If a graduate program, the members of the Graduate Council review the feasibility of the LOI. The signing officer for this stage is the Graduate Council Chairperson. If approved, the program proposal is forwarded to UCC for review.

4. The UCC members review the feasibility of the LOI. The signing authority for this stage is the UCC Chairperson. If approved, the LOI is signed and forwarded to the Faculty Senate for review.

5. If proposal is approved by the UCC, notification of approval is forwarded to the Provost and Associate Provost for Strategic Planning and Outreach. They in

consultation with the Office of the Budget will initiate the financial approval process.

6. The LOI is routed to the Faculty Senate. The signing officer for this step is the Chairperson of the Faculty Senate. If approved, the LOI is forwarded to the Office of the Provost.

7. The LOI is routed to the Office of the Provost. The signing officer for this step is the Provost. If approved, the LOI and the financial approval signature page are forwarded to the Office of the President.

8. The LOI is routed to the Office of the President. The signing officer for this step is the President. If approved, the LOI is forwarded to the Board of Regents

9. The LOI is routed to the Board of Regents. The signing officer for this step is the Chairperson of the Board of Regents. If approved proposal is within the approved band (Attachment C), this is the final step. If not within the approved band, the proposal requires approval by CPE.

10. If proposal requires CPE approval, information contained in the LOI is posted on CPE's website immediately upon submission to Curriculum, Accreditation, and Assessment to allow for responses from other institutions. If there are no substantive or serious objections, the proposal will proceed to the FPP stage of the approval process and a Full Program Proposal will be sent to CPE for review.

The locus of communication between the proposing department and the Provost is the Office of Curriculum, Accreditation, and Assessment (CAA). CAA notifies the originating proposer once all the required steps are completed successfully. CAA will follow-up on the proposals to ensure that they receive due and timely consideration. Decisions will be communicated to the various authorities that have signed the LOI.

D. THE FULL PROGRAM PROPOSAL (ATTACHMENT D)

Once the LOI receives both the educational and financial approval, the Full Program Proposal (FPP) is developed. The FPP must provide a comprehensive rationale for and description of the proposed program for both the internal and/or external reviewers of the proposal. Approval of the FPP by the relevant internal and/or external body is the final stage in the educational approval process.

The FPP normally comprises about 20 pages plus appendices. It includes detailed information on the same topics addressed in the LOI plus the following additional topics: specific curriculum descriptions; articulation with other programs at NKU and elsewhere; evaluation procedures for the program; and a detailed breakdown of budget allocations. The breakdown should list specific institutional resources allocated for capital costs, start-up costs, annual operating costs, and costs of providing instruction.

The specific elements of the FPP can vary between the internal and external approving agencies. The UCC has developed sample forms that meet the requirements of both NKU and CPE.

Once prepared in the appropriate NKU format (see UCC website), the FPP will proceed through the same internal steps as the LOI culminating with approval from Board of Regents. The approval process is as follows:

1. An individual or team within the faculty or department prepares the FPP. This proposal development may involve further research to establish a need and demand for the program, preparation of the curriculum, and gathering of costing information related both to the ongoing instructional costs as well as capital and other startup costs.

2. The FPP is routed through the internal process established by the faculty for approving new program proposals. This includes reviews and approval by the department, faculty, and the dean. The final signing officer for this stage is the dean, who forwards the proposal either to UCC or GC.

3. If an undergraduate program, the FPP is routed to the UCC. The signing officer for this step is the Chairperson of the UCC. If approved, the FPP is forwarded to Faculty Senate.

4. If a graduate program, the FPP is routed to the Graduate Council. The signing officer for this step is the Chairperson of the Graduate Council. If approved, the FPP is forwarded to the UCC.

5. The FPP is routed to the Faculty Senate. The signing officer for this step is the Chairperson of the Faculty Senate. If approved, the FPP is forwarded to the Office of the Provost.

6. The FPP is routed to the Office of the Provost. The signing officer for this step is the Provost or designated authority. If approved, the FPP is forwarded to the Office of the President.

7. The FPP is routed to the Office of the President. The signing officer for this step is the President. If approved, the FPP is forwarded to the Board of Regents.

8. The FPP is routed to the Board of Regents. The signing officer for this step is the Chairperson of the Board of Regents. If approved, the program is implemented according to the timeframe established during the financial approval process.

E. SUPPORTING DOCUMENTS

Current guidelines for the preparation of LOI's and FPP's are obtainable from the Office of Curriculum, Accreditation, and Assessment. Ask for:

Guidelines for the Development of New Program Proposals

CPE New Program Guidelines.

PROPOSED CALENDAR FOR NEW DEGREE PROGRAMS

The timeline outlined below is based on two assumptions. First, initial program development will take place prior to the first due date for curriculum committee meetings. Second, full blown program proposals should not be undertaken until the university has committed itself to funding the program.

Year 1 refers to the beginning of the proposal process when the initial planning and development is done. This will include a formal needs assessment and analysis of that assessment. The initial proposal submitted at this time will be a summary of the program giving a description of the program, the rationale behind the program, and the presentation of the needs assessment analysis. A budget will be included that shows faculty, staff, and operational needs for the program. This executive summary should be no longer than five pages. All groups part of the curricular process will be given a copy of this report. Their comments will be included during each step, the final of which is presentation of the summary to the President and Board of Regents. If they are in support of this program, they will signify by agreeing to allocate funding for the program during the next budget cycle. The conclusion of Year 1 in the process has committed the University to development of the degree program and has given the program a concrete idea of the budget support they will receive. This final step will allow departments to know what their general budgets will be for the new program and make any changes necessary to work within the budget. Further, the University will have a complete fiscal year to develop the funding sources for the new program.

Year 2 of this process begins after the agreement to allocate of funding. Rigorous development of a full program proposal that includes listing of specific courses and syllabi can now be undertaken. The timing of the process is set to coincide with the budget process. Expansion budget requests by departments are being formulated between December and January; therefore, any requests for additional money must be made in time to be considered.

Programs that have a longer implementation time can use this timeline as a guideline.

Year 1
Academic and Financial Planning Process

    Step 1 - Initial planning process begins

    Step 2 - Formal needs assessment strategies are developed, administered, and analyzed.
       The initial Letter of Intent (LOI) is written.

    Step 3 - Approval of LOI by department curriculum committee - by end of November

    Step 4 - All curriculum committees (college, Graduate Council and UCC) to be notified (complete Appendix C on UCC website) that a proposal is coming prior to college curriculum committee approval

    Step 5 - Approval of LOI by college curriculum committee - by end of December/January

Step 6 - Approval of LOI by Graduate Council (if appropriate) - no later than February

Concurrent Approvals

Educational Process	Financial Process
Step 7 Approval by UCC - by end of March	Approval by Provost in consultation with Associate Provost for Strategic Planning and Office of the Budget - by end of May
Step 8 Approval by Faculty Senate - by end of April	
Step 9 Approval by President - no later than BOR summer meeting	Approval by President - no later than BOR summer meeting
Step 10 Approval by Board of Regents - BOR summer meeting	Approval by Board of Regents - BOR summer meeting

Year 2

Step 1 - Writing final proposal - September to January
Step 2 - Approval by department with budget allocations - no later than February
Step 3 - Approval by college with budget allocations - no later than February
Step 4 - Approval by Graduate Council (budget approvals attached) - no later than March

Concurrent Approvals

Educational Process	Financial Process
Step 5 Approval by UCC - by end of March	Approval by Provost in consultation with Associate Provost for Strategic Planning and Office of the Budget - by end of May
Step 6 Approval by Faculty Senate - by end of April -	
Step 7 Approval by President - no later than BOR summer meeting	Approval by President - no later than BOR summer meeting
Step 8 Approval by Board of Regents - BOR summer meeting	Approval by Board of Regents - BOR summer meeting

NEW PROGRAM – Letter of Intent

The following information is needed for the review of a proposed new program:
1. Program title, program band, CIP code, description of proposed program, and basic description of any new courses that will be proposed.
2. Requested implementation date.

In addition to the above, briefly address the following questions in writing. Be as accurate as possible:
1. Departmental or Major Goals
   a. What are the educational goals for the proposed program?
   b. How do the goals for this new program relate to the mission of the University?
2. Projected Student Population
   a. Who is your projected student clientele? How will this major attract students to the school?
   b. Provide evidence of the need for this program in the northern Kentucky, greater Cincinnati area. A formal needs analysis is required (form will be developed to indicate required information), but must include the following: who was surveyed, the number surveyed, and how was the analysis conducted?
   c. If similar programs exist, list where, and how your projected major is unique.
3. Faculty
   a. What are the faculty requirements for this new program? Can your present departmental faculty teach and administer this major, or are additional faculty needed? If so, how many? List both full-time and part-time and estimated salary requirements.
   b. Do the areas of expertise of the present faculty relate to the projected curriculum or do present faculty need to be re-trained?
4. Resources
   a. Describe the estimated cost of resources required for this major. Include space, equipment, library resources, operational budget, advertising, and staff support. Are these resources already available or do they need to be purchased?
   b. Is outside funding available for purchase of equipment, books, or other materials?
5. Major Curriculum and Course Analysis (answer questions in simple sentences, more detail will be required for the FPP).
   a. What is the rationale for the structure of this major? (Number of courses required, number of electives suggested, concentrations available, and course sequence suggested.)
   b. Do courses in other departments appear to overlap with some of the courses offered in your major? If so, which ones?
   c. What courses from other departments are you planning to include or require in your curriculum?

d. What are the preparatory courses in the major that serve to introduce the student to the program?
e. Are the courses included in the major new ones or are they presently in the curriculum?
f. How do the courses in this major prepare students for employment or advanced?
g. How do the courses prepare students in adjusting to future changes in the field?
h. What opportunities are available for internships or work study programs in this major?
i. What plans have you made to evaluate or assess the success of your curriculum?

ATTACHMENT D

NEW PROGRAM – Full Program Proposal

The following information is needed for the review of a proposed new program:
1. Course titles, descriptions, and syllabi for all courses proposed for the major.
2. List of major requirements, including core requirements, concentrations, and suggested departmental electives.
3. A projected four-year student program, which includes major, general studies requirements, and electives.
4. CIP Code.
5. Program Band.

In addition to the above, address the following questions in writing. Be specific and as accurate as possible:
1. Departmental or Major Goals
   a. What are the specific educational goals for the proposed program?
   b. How do the goals for this new program relate to the mission of the University?
2. Projected Student Population
   a. Who is your projected student clientele? How will this major attract students to the school?
   b. Provide specific evidence of the need for this program in the northern Kentucky, greater Cincinnati area. A formal needs analysis is required, (form will be developed), but must include the following information: who was surveyed, the number surveyed, and how was the needs analysis conducted.
   c. If similar programs exist, list where, and how your projected major is unique.
   d. What plans do you have for marketing this curriculum?
3. Faculty
   a. What are the specific faculty requirements for this new program? Can your present departmental faculty teach and administer this major, or are additional faculty needed? If so, how many? List both full-time and part-time. What is the estimated salary required for each additional faculty member, both full-time and part-time?
   b. Do the areas of expertise of the present faculty relate to the projected curriculum or do present faculty need to be re-trained?
4. Resources
   a. Describe the specific resources required for this major? Include space, equipment, library resources, operating budget, and staff support. Are these resources already available or do they need to be purchased.
   b. What is the projected cost for marketing this new major?
   d. Is outside funding available for purchase of equipment, books, or other materials? If so, how much?

5. Major Curriculum and Course Analysis (provide specific information and in detail)
   a. What is the rationale for the structure of this major? (Number of courses required, number of electives suggested, concentrations available, and course sequence suggested.)
   b. Is there an official organization in your discipline that specifies or suggests curriculum to be included in the undergraduate/graduate programs? If so, please append a copy of these requirements.
   c. Do courses in other departments appear to overlap with some of the courses offered in your major? If so, which ones?
   d. What courses from other departments are you planning to include or require in your curriculum?
   e. What are the preparatory courses in the major that serve to introduce the student to the program?
   f. Are the courses included in the major new ones or are they presently in the curriculum? List all new courses?
   g. How do the courses in this major prepare students for immediate employment or further study? How do the courses prepare students in adjusting to future changes in the field?
   h. What opportunities are available for internships or work study programs in this major?
   i. What plans have you made to evaluate or assess the success of your curriculum?

April 27, 2000

MEMORANDUM

To: Professional Concerns Committee
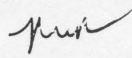
From: Chuck Frank,
        Chair, Faculty Senate Professional Concerns Committee

RE: Provost Redding's memorandum

I am attaching a memorandum from Provost Redding concerning the calendar for post-tenure review. Please make sure your department is aware of the implementation dates for this new policy.

NORTHERN KENTUCKY UNIVERSITY MEMORANDUM
Office of the Vice President for Academic Affairs and Provost
Administrative Center 812
Telephone (606) 572.5360
Fax (606) 572.6121
redding@nku.edu

April 13, 2000

To: Prof. Chuck Frank, Chair, Professional Concerns Committee

Fr: Rogers Redding, Interim Provost

Re: Post-Tenure Review Calendar

This will confirm my discussions with the Committee at its regular meeting on March 23 regarding the implementation of the new policy on Post-Tenure Review.

1.   Departments must have their narrative statements of expectations for performance completed by the end of the fall semester of 2000.

2.   January 2001 will be the starting date for faculty performance under the new policy.

3.   The first round of performance reviews to be affected by the new policy will be those conducted during the spring semester of 2002, for faculty performance during calendar 2001.

I would again like to thank the Committee for its good work in developing this policy. The entire process stands as a fine example of collegial governance at its best.

xc: Academic Council

6 October 1999

TO: Gaut Ragsdale, President
     Faculty Senate

FR: Tom Cate, Chairperson
     Elections Committee

RE: Request for Changes in Elections Procedures

        With the advice and consent of the Executive Committee of the Faculty Senate the
Elections Committee would like to implement the following changes:

1. Beginning with the Fall 2000 election the Committee would like to make two
    changes in the terms of office for the members of the Complaint, Financial Exigency,
    Peer Review Advisory and Peer Review Hearing Committees:

    A. Make the term of office be 1 July to 30 June and
    B. Make the term of office be two years for all members of each of the affected
        committees.

2. Implementing this request would entail the following changes in the Handbook:

    A. For the Complaint Advisory Committee: Article XIV Grievances, C.
        Complaint Process, 3. Advisory Committee, first paragraph (p. 78)

        Present language: Each college shall elect one at-large member to serve on
        the Advisory Committee. The members shall serve staggered two-year terms.
        This election will be conducted by the Faculty Senate at the time of the other
        Faculty Senate elections. Members of the Advisory Committee will be full-
        time tenured faculty.

        Proposed language: Each college shall elect one at-large member to serve
        on the Advisory Committee. The members shall serve ~~staggered~~ two-year
        terms **(1 July to 30 June).** This election will be conducted by the Faculty
        Senate **according to the schedule of elections developed by the Elections
        Committee of the Faculty Senate**. Members of the Advisory Committee
        will be full-time tenured faculty.

    B. For the Financial Exigency Committee: Article X Separation, H. Financial
        Exigency Policy, 4. Establishment and Operation of the Financial Exigency
        Committee, a. Committee Composition, (1), (pp. 45-6)

        Present language: Five (5) faculty member who are either tenured or tenure-
        track faulty to be appointed by the President from an existing pool of eight
        (8), who shall serve staggered three-year terms, chosen from all eligible
        faculty at a general election conducted annually by the Faculty Senate. The
        President shall in his selection ensure a broad representation of programs and
        departments. [The Faculty Senate is authorized to constitute the eight (8)
        elected faculty members as a continuing committee of the Senate to study the

Elections will be held according to the schedule of elections developed by the Elections Committee of the Faculty Senate. Members shall be elected by frequency of votes. **The top five, according to frequency of votes, will constitute the Committees and the next five, according to frequency of votes, will be the alternates to the Committees. In the event of a tie, the matter will be settled by the Elections Committee** with the advice and ← *delete* consent of the affected individuals and the President of the Faculty Senate. Membership on the Peer Review Committees should be from a broad representation of the University faculty; therefore no Department will be represented by more than one faculty member on each Committee.

3. The Election Committee would like permission to implement the following schedule for elections:

    Fall 2000 – hold elections for at-Large Senators and members of the Complaint, Financial Exigency, Peer Review Advisory and Peer Review Hearing Committees whose terms expire on 30 June 2003

    Fall 2001 - hold elections for at-Large Senators whose terms expire on 30 June 2004

    Fall 2002 – hold elections for at-Large Senators and members of the Complaint, Financial Exigency, Peer Review Advisory and Peer Review Hearing Committees whose terms expire on 30 June 2005

    Fall 2003 - hold elections for at-Large Senators whose terms expire on 30 June 2006

4. Rationale for the proposed changes:

    A. To reduce the frequency with which elections are held.
    B. To induce more full-time faculty to serve as members of these committees.
    C. To provide a common beginning and ending dates for elected offices.

5. If implemented, individuals elected during the current round of elections must be notified that their terms of office have changed. Some individuals will have their term extended by six months; others will see their terms shorten by six months.

31 December 2000

Complaint Advisory
Financial Exigency
Alternates to
  PR Advisory
  PR Hearing
Some Members of
  PR Advisory
  PR Hearing

delete 4

add 6 Months →

30 June 2001

Faculty Senate

← subtract 6 Months

31 December 2001

Complaint Advisory
Financial Exigency
Alternates to
Some Members of

Fall 2000 Election
  Faculty Senate
  Complaint Advisory
  Financial Exigency
  Alternates/Members
    PR
Term of Office
1 July 2001 - 30 June 2003

Fall 2001 Election
  Faculty Senate

Term of Office
1 July 2002 - 30 June 2004

Fall 2002 Election
  Faculty Senate
  Complaint Advisory
  Financial Exigency
  Alternates/Members
    PR
Term of Office
1 July 2003 - 30 June 2005

22 September 1999

TO: Names of Affected Faculty

FR: Tom Cate, Chairperson
    Elections Committee

RE: Term of Office

The purpose of this note is to request you to consider a change in your term of office. Before I make that request some background information is necessary.

With the advice and consent of the Executive Committee of the Faculty Senate the Elections Committee would like to implement the following changes:

1. The Committee would like to move to the following schedule for elections –

    Fall 2000 – hold elections for at-Large Senators and members of the Complaint, Financial Exigency, Peer Review Advisory and Peer Review Hearing Committees whose terms expire on 30 June 2001

    Fall 2001 - hold elections for at-Large Senators whose terms expire on 30 June 2002

    Fall 2002 – hold elections for at-Large Senators and members of the Complaint, Financial Exigency, Peer Review Advisory and Peer Review Hearing Committees whose terms expire on 30 June 2003

    Fall 2003 - hold elections for at-Large Senators whose terms expire on 30 June 2004

2. Beginning with the Fall 2000 election the Committee would like to make two changes in the terms of office for the members of the Complaint, Financial Exigency, Peer Review Advisory and Peer Review Hearing Committees:

    A. Make the term of office be 1 July to 30 June and
    B. Make the term of office be two years for all members of each of the affected committees.

    Both changes are consistent with the term of office of Faculty Senators.

In order to implement these changes, the Committee needs your assistance. I am asking you to (extend/shorten) your term of office from (state current term) to 30 June 2001. This change involves (increasing/decreasing) your current term of office by six months. If I do not hear from you by (insert appropriate date) I will assume that you have agreed to this proposed change. If you do not agree or have further questions please contact me as soon as possible. Thank you for your cooperation in this matter.

University's financial condition when a funding crisis may be imminent and to assess possible ways of meeting such a crisis.]

Proposed language: Five (5) faculty member who are either tenured or tenure-track faulty to be appointed by the President **of the University** from an existing pool of eight (8), who shall serve ~~staggered three-year~~ **two-year** terms **(1 July to 30 June)**, chosen from all eligible faculty ~~at a general~~ **by** an election conducted ~~annually~~ **according to the schedule of elections developed by the Elections Committee of** ~~by~~ the Faculty Senate. The President shall in his/**her** selection ensure a broad representation of programs and departments. [The Faculty Senate is authorized to constitute the eight (8) elected faculty members as a continuing committee of the Senate to study the University's financial condition when a funding crisis may be imminent and to assess possible ways of meeting such a crisis.]

C. For the Peer review Committees: Article XIV. Grievances, B. Peer review Process, 2. Composition of the Peer Review Committees, (p.74a)

Present Language:

b. The members of the Peer Review Committees will be elected at large by the full-time faculty of the University eligible to vote for Faculty Senators. The election shall be conducted by the Faculty Senate Elections Committee. Nominations shall be sought from all full-time faculty eligible to vote for Faculty Senators.

c. Members of the Peer review Committees must be tenured full-time faculty. They shall serve staggered two-year terms to provide continuity of membership.

d. Elections shall be held during the first full week of November to fill membership terms which expire at the end of December 31 of that year. Members shall be elected by frequency of votes. Membership on the Peer Review Committees should be from a broad representation of the University faculty; therefore no Department will be represented by more than one faculty member on each Committee.

Proposed language:

b. The members of the Peer Review Committees will be elected at large by the full-time faculty of the University eligible to vote for Faculty Senators. The election shall be conducted by the Faculty Senate Elections Committee. Nominations shall be sought from all full-time faculty eligible to vote for Faculty Senators.

c. Members of the Peer review Committees must be tenured full-time faculty. They shall serve ~~staggered~~ two-year terms **(1 July to 30 June)** to provide continuity of membership.

d. ~~Elections shall be held during the first full week of November to fill membership terms which expire at the end of December 31 of that year.~~