



NORTHERN
KENTUCKY
UNIVERSITY

Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING MONDAY OCTOBER 21, 1996

3 P.M.

BEP 461

(NOTE LOCATION CHANGE)

AGENDA

- I. Call to Order
- II. Adoption of Agenda
- III. Approval of Minutes
- IV. Presidents Report
 - A. Faculty Leadership Awards
 - B. NKU Partnership - update
 - C. Task Force on Full Time Renewable Lecturers.
 - D. Health Care Utilization
 - E. Presidential Search
 - F. Response to Resolutions - Attachment A
- V. Committee Reports
 - A. Budget and Commonwealth Affairs Committee
 - B. Curriculum Committee
 1. Program Changes - See Attachment B
 - a. History for fall 1997- voting item
 - b. Bachelor of Music in Music Education- instrumental emphasis program- voting item
 - c. For the Minor in Art for Spring , 1997 - voting item
 - d. Bachelors of Arts in Graphic Design for Fall, 1997- voting item
 - e. (New area of emphasis) in Art History for Fall 1997 - voting item (Attachment C)
 - f. Major in Biological Sciences for Fall, 1997 - voting item.
 - g. Middle Grades math Certification for Fall, 1997- voting item
 - h. Archeology Minor for Fall, 1997 - voting item
 - i. Anthropology Major and Minor for Fall, 1997- voting item
 - j. Radiologic Technology for Fall, 1997- voting item.
 - k. Communication for Fall, 1997- voting item.
 2. New General Studies Courses - See Attachment D



- a. CHE Discovering Chemistry with laboratory - voting item
- b. RTV 105 Race, Gender, and the mass Media - voting item
- c. His 444 history of Women in the United states to 1900- voting item
- d. His 445 History of Women in the United States Since 1900- voting items.

3. General Studies Update

- C. Faculty Benefits Committee
- D. Professional Concerns Committee

VII. Task Force Reports

- A. Learning Communities
- B. Technology panel
- C. Air Quality
- D. Running Start- Final Proposal- voting item see Attachment E and F



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE

October 21, 1996

BEP 120

DE PROFUNDIS CLAMAVI.

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

Senators absent : V. Raghavan, B. Reno, V. Schulte, G. Scott

Guests : A. Cornuelle, P. Ellis, J. Ferrante, P. Gaston, C. Chance, M. Huening, Y. Kuwahara, R. Mauldin, P. Moynahan, J. Taylor, S. Walker, S. Weiss

I. CALL TO ORDER: The meeting was convened at 3:07 PM

II. INTRODUCTIONS: None

III. ADDITIONS AND DELETIONS TO AGENDA:

A. 2 new items have been added to report from Processional Concerns.

B. University Curriculum: additional changes in Chemistry Program added to Committee report.

IV. APPROVAL OF THE MINUTES:

A. Faculty Senate 9.23.96 Minutes Approved as Presented

B. Minutes of General Faculty Meeting: Minutes Approved as Presented

V. PRESIDENT'S REPORT

A. FACULTY LEADERSHIP AWARDS: Awards were presented to **Joan Ferrante**/Sociology, and to Stephen Walker/School of Education

B. NKU PARTNERSHIPS UPDATE: Steering Committee meets Oct. 15. A list was given stating the names, addresses and telephone numbers of all members of the committee. An open form will be held Nov. 11 at 8:00 in Greaves Hall.

C. TASK FORCE OF FULL TIME RENEWABLE LECTURERS: A chair has been appointed, Joy Churchill.

D. HEALTH CARE UTILIZATION: !! ☛ !! Forms stating insurance preference must be in by Nov. 15.96.

E. Response to Senate Resolutions of 9.23.96:

1. **More Confusion and Skulduggery:** Recalling that Senate on 9.23.96 passed a resolution requesting a clarification from the Board of Regents as to the place of Interim President Jack Moreland in regards to the presidential search, the Regent affirmed what had they had stated at the outset, what Mr. Moreland himself acknowledged and what was reported in the newspapers['tho' one begins to wonder about the newspapers]. What was originally stated, avowed and reported was that the Interim President (Jack Moreland) was not eligible to apply for the presidency and was to serve only until the new president was hired and in place. Staff Congress has the mistaken impression that Senate asked the Board to not allow Mr. Moreland to apply. Further, they have written the Board requesting that the Board rescind its earlier affirmation of the original policy. The matters stands there at the moment. Don't assume anything.

VI. COMMITTEE REPORTS:

A. BUDGET AND COMMONWEALTH AFFAIRS (Lynn Ebersole)

1. A draft of Budget priorities was submitted for fiscal year '97-'98.

2. COSFL Report: White papers on Collegial Governance, Distance Learning, and Technology Issues were presented and will be revised and present to the Governor

B. UNIVERSITY CURRICULUM (Linda Olasov) (As we rush towards the catalog deadline.)

1. Program changes:

a. History for Fall '97: no grade below a "C" in the major. **Passes w/ 3 Abs**

b. Bachelor of Music/Music Education: instrumental emphasis program **Passes w/ 3 Abs**

- c. For the Minor in Art for Sp.'97 **Passes w/ 3 Abs**
 - d. For a Bachelor of Arts in Graphic Design Fall '97 **Passes w/ 3 Abs**
 - e. For Art a new Area of Emphasis/Art History for Fall '97 **Passes w/ 3 Abs**
 - f. For a Major in Bio'l. Sciences for Fall '97 **Passes w/ 3 Abs**
 - g. Middle Grades Math Certification for Fall '97 **Passes w/ 3 Abs**
 - h. Archeology Minor for Fall '97 **Passes w/ 3 Abs**
 - i. Anthropology major and minor for Fall '97. **Passes w/ 3 Abs**
 - j. Radiologic Techno'y for Fall '97 **Passes w/ 3 Abs**
 - k. For Communications Fall '97 **Passes w/ 3 Abs**
2. New General Studies Courses:
- a. CHE 105 Discovering Chemistry with Laboratory **Passes w/ 3 Abs**
 - b. RTV 105 Race, Gender, and the Mass Media **Passes w/ 4 Nays 3 Abs**
 - c. HIS 444 History of Women in the United States to 1900 **Passes w/ 3 Abs**
 - d. HIS 445 History of Women in the United States Since 1900 **Passes w/ 3 Abs**
3. General Studies Review Update: Committee has met once and will meet in Nov. and Dec.
- 4.. Report will be made in Nov. listing changes in forms to be used to streamline the Curriculum process.

C. FACULTY BENEFITS (C. Frank)

- 1. 32 Applications for Sabbatical Leaves including two banked. Funding for 24 exists.
- 2. 11 applications for Summer Fellowships with funding for 12.
- 3. 21 application for Project Grants. 41% funding.

D. PROFESSIONAL CONCERNS (Fred Schneider)

1. Voting item: Submitted to the Senate a list of qualification for those applying for the Presidency of NKU, while acknowledging that this list is not all inclusive. Done in consultation with the two faculty members of the Search Committee/ S. Easton and M. Washington. The list...

- ☛ An earned doctorate
- ☛ A minimum of 3 years of higher level academic administration
- ☛ Experience with teaching and research, and a commitment to support instruction and research
- ☛ A demonstrated commitment to collegial governance
- ☛ Student centered goals

Passes

A copy of these will be sent to the Chair of the Presidential Search Committee and given to the outside consultant to the Presidential Search Committee.

2. re: the not publicly announced purchase of IBM clone computers and the collegial process: The committee propose the following resolution:

~~Faculty Senate appreciates President Moreland's response to the call for the uses of the collegial governance process in making a decision regarding computer purchases.~~
 Faculty Senate appreciates the delay [*postponement*] in making a decision so that the report prepared by Dean Isherwood [and Chris Comte] and by those who worked with him[*them*], could be considered by President Moreland to reach a well-informed decision. Faculty Senate endorses this report. Faculty Senate asks that this report's recommendation be implemented[*without delay*]. If President Moreland wishes to have additional information from Faculty Senate in order to make the correct decision, it will be provided if he requests.

Discussion: It was remarked on that the collegial process has not truly been observed in light of the standing faculty committee which deals with the issue as well. J. Filaseta made **Motion : to remove the first sentence of the letter**, since in light of the reported expenditure of \$300,000 approved by the Interim President for the purchase of IBM compatible computer, the collegial process has not been observed. **Motion Passes.** In further remarks, J. Filaseta reported a conversation with Carla Chance in which he asked if monies had been set aside for purchase of MacIntoshes. He reported Ms. Chance as saying, "Don't count on it." From the back of the room Ms Chance replied that that was not what she had said. What she had said was, "That is a big step to take." When asked what that meant, Ms. Chance replied that there are priorities and in that list of priorities the setting aside of monies for the purchase of MacIntoshes was not high on the list, or words to that effect. So, "Don't count on it."

Suggested Emendations bracketed above in italics: Accepted as emended.

VII. TASK FORCE REPORTS :

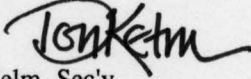
- A. LEARNING COMMUNITIES: A Report will be presented at the end of the F.'96 semester.
- B. FACULTY DEVELOPMENT PROJECT: There will be a Speaker on Interdisciplinary Studies
- C. TECHNOLOGY PANEL: The panel had sent it proposals to Interim President Moreland but had received nothing more than an acknowledgment of receipt. Further Mr. Moreland suggested that the Panel disband and reform itself or to use new members for the purpose of creating training groups for faculty. The questions were asked , "What do we have an academic Computing Center for?" and "Is Mr. Moreland asking a non-compliant committee to disband itself?"
- C. AIR QUALITY: Will be meeting October 28th.
- D. PROJECT RUNNING START FINAL PROPOSAL: Final Report was presented. In summation, the committee charge was to develop a project to address "at risk students, i.e., students w/ low ACT scores who entering the university for the first time. The intent is to do the program in the summer before their first semester. And to have them take a 6 hours package comprising a Writing or Math course and SOC 100. The program will be offered in the summer in an 8 week, 4 morning per week format. The project would be self-sustaining with an enrollment of 60 students. Those who teach will receive a \$1000 stipend for training, and 9% of their salary or \$3000--which ever is greater-- for teaching.

Proposal Passes 2 Abs

- D. Please turn in your nominations for Peer Review Hearing and Financial Exigency Committees.

IX. ADJOURNMENT : 4:55 PM

Respectfully submitted,

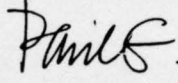


Don Kelm, Sec'y

NORTHERN KENTUCKY UNIVERSITY MEMORANDUM
Office of the Provost and Executive Vice President
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September 25, 1996
File: facsen.092596

TO: Carol Bredemeyer
Faculty Senate Vice President

FROM: Paul Gaston 

SUBJECT: Faculty Senate Resolutions

I received from you late yesterday afternoon two resolutions passed by the Faculty Senate at its meeting on Monday, September 23. It is now my obligation to address the one resolution that seeks a response from me and to forward both resolutions to the President.

Consistent with Resolution # 2, I readily will "acknowledge support of academic freedom for faculty in choosing materials and technologies for teaching purposes."

We recognize that with academic *freedom* comes the academic *responsibility* to choose materials that are appropriate to the discipline, that respond to student needs, and that are consistent with the funds available. Moreover, in the interests of economy and efficiency, investment in materials and technologies often should be coordinated—among colleagues within a specialty, within the faculty of a department, or, in some instances, within the university community as a whole. Within these criteria, our common commitment to academic freedom holds that faculty members should enjoy considerable latitude "in choosing materials and technologies for teaching purposes."

xc: Jack Moreland

DRAFT DRAFT DRAFT
BUDGET PRIORITIES RECOMMENDATION
FOR THE 1997-1998 FISCAL YEAR

1. Provide a salary pool amount for full-time faculty, part-time faculty, temporary lecturer positions and staff, at the very least, on the basis of the average increase in the cost of living.
2. Support a high quality benefits package including health, life, and dental insurance and the Wellness Program at a level no less than the package existing in 1995-1996.
3. Increase the number of full-time faculty and support staff in the academic departments and in the library to meet SACS requirements. Expand the technical support staff in the Office of Academic Computing in order to maintain the computer network. Such increases should be based on previous planning efforts that occurred at the department level.
4. Increase operating budgets of the academic units.
5. Increase the funding level for the NKU libraries to develop a core collection of books and periodicals supporting teaching and research.
6. Establish new programs and initiatives leading to improved teaching, improved evaluation of teaching, and greater professional development in teaching (e.g., a Center for Teaching Excellence).
7. Increase the level of support for "matching funds" made available to the Office of Research Grants and Contracts.
8. Continue efforts to compensate the "average" faculty at 100% of the current CUPA salary standard.
9. Increase funding for Faculty Development Programs (i.e., summer fellowships, project grants, and sabbaticals) and for new initiatives to assess outcomes of these programs.
10. Provide incentives for development of novel education delivery systems and technologies (e.g., distance learning, telecourses, and internet resources).
11. Provide additional funds for purchase and repair of instructional equipment.
12. Support ongoing initiatives to enhance the freshman-year experience and to improve retention. Encourage more on-campus educational, cultural, and social activities to foster a sense of university identity among students.

UCC Agenda Items for Faculty Senate Meeting

October 21, 1996

Complete copies in Faculty Senate Office, AC 105

1. Program Changes

1. Program change in History for Fall, 1997. The history department is proposing that the phrase "No grade below a C may be applied to the major," should be added in the catalog under "The Major in History."

Approved by UCC on September 19, 1996.

2. Program change for Bachelor of Music in Music Education-Instrumental Emphasis program for Fall, 1997. The Department of Music would like to delete the following statement from the program and reduce the total credits from 73 to 70.

"Secondary applied music (adviser approval of secondary brass, woodwind, string, and percussion instruments. Students may be exempted from studying a secondary instrument from their major classification of brass, woodwind, string, or percussion.). . . .3"

Students are instructed in all of the instruments through a series of four classes already. Those classes fulfill the minimum requirements as prescribed by the accrediting agent. Budget constraints prohibit teaching secondary applied lessons.

Approved by UCC on September 19, 1996

3. Program change for The Minor in Art for Spring, 1997. The Art Department is proposing a program change in the requirements for the Minor in Art. This change will allow more flexibility for the student as well as allowing students to take more upper-division semester hours. In the current minor students are restricted to a maximum of 9 upper-division hours, thus rendering it impractical for a student to graduate with enough upper-division semester hours, as well as restricting their experience in more challenging courses. This change also allows courses to be chosen from graphic design. The total number of semester hours (27) will not change.

The current Minor in Art

ART 101, 102, 103 Survey of Western Art I, II, III

ART 104 Survey of Asian Art (any 2 courses) 6

ART 111 Concepts in Art 3

ART 121 Two Dimensional Visual Studies 3

ART 210 Drawing I 3

Electives chosen from: printmaking, painting, drawing, sculpture, ceramics, photography, and art history

no more than 6 semester hours may be selected from any one area 12

27

The proposed Minor in Art

ART 101, 102, 103, Survey of Western Art 6

ART 104 Survey of Asian Art (any two courses) 3

ART 121 Two-dimensional Visual Studies 3

ART 122 Three-dimensional Visual Studies 3

Electives chosen from: printmaking, painting, drawing, sculpture, ceramics, photography, graphic design, and art history 15

27

Approved by UCC on September 19, 1996

4a. Program change for Bachelors of Arts in Graphic Design for Fall, 1997. The purpose of the program change is to make this program more effective in gearing the students towards the supporting areas of the design field, such as production design purchase, consumer research, marketing, editorial assistance, etc., better preparing students for employment opportunities after graduation. Delete the following courses as BA requirements;

ART 425 Advanced Graphic Design I

ART 426 Advanced Graphic Design II

ART 428 Senior Project in Graphic Design

and guide the BA student toward one of the following minors:

Journalism, marketing, English/Writing, applied cultural studies.

The above mentioned minors require at least 21 credit-hours, in contrast to the number of credits required by the area of concentration component (12 upper division credits plus, usually, a prerequisite). So part of the number of

credits reduced from the ART courses could be used toward the minor. Art credits would go from the current 60 down to 51.

Approved by UCC on September 19, 1996

4h. Program Change (New area of emphasis) in Art History for Fall, 1997. This program change is a response to the last SACS evaluation which stated that the art history emphasis was short on art history and needed to increase the required hours for the degree for accreditation. Please see the attached sheet for requirements for both the BA and BFA with Art History as the area of emphasis.

Approved by UCC on October 3, 1996

5. Program Change in Major in Biological Sciences for Fall, 1997. From: BIO 304 General Ecology to: At least one of the following four courses (the course selected cannot also be used to fulfill an area requirement in A. 8 below): BIO 300-300L Comparative Vertebrate Anatomy, 304 General Ecology, 358 Evolution of Organisms, 409 Biogeography. This change does not alter the the number of credit hours required for the major; but does allow students more flexibility in designing their individual programs and removes pressure on a single course, BIO 304 (smaller class).

Approved by UCC on October 3, 1996

6. Program Change in Middle Grades Math Certification for Fall, 1997. Certification to teach mathematics in grades 5-8 requires the following courses: a. MAT 140, 141, and 11. b. MAT 240. c. One of CSC 130, 160, or 260. d. Either 205 or 212. e. One of MAT 119, 120, 121. f. One of the following not used in a through e above: MAT 111, 112, 120, 121, 122, 220, or 305. This program change eliminates CSC 260 and 262 from f. The students need more mathematics. The certification test (new PRAXIS exam) includes differential and integral calculus. This change also eliminates MAT 300 from b. This will be consistent with the description in the *Student Handbook for Teacher Education* and with current practice.

Approved by UCC on October 3, 1997

7a. Program Change in the Archaeology Minor for Fall, 1997. Last year ANT 280 Origins of Civilization was changed to ANT 380 with ANT 110 as a prerequisite, so we can no longer have ANT 280 or 380 in the second category with ANT 110. ANT 110 was moved to the core courses and ANT 380 to the last category. The last category was changed to allow more options for students.

There are now **three** required core courses with the addition of ANT 110. Students must choose one methods course from three options; this requirement remains the same. Students must choose three courses from nine options rather than the current six options. The credit hours for the minor remain the same.

Approved by UCC on October 3, 1996

7b. Program Change in Anthropology Major and Minor for Fall, 1997. ANT 102 Human Origins and 102L Human Origins Laboratory are required for the major and minor. Their numbers were changed to ANT 202 Introduction to Physical Anthropology and 202L Introduction to Physical Anthropology Laboratory. These changes must be reflected in the major and minor. Course descriptions are more accurate as well.

Approved by UCC on October 3, 1996

8. Program Change in Radiologic Technology for Fall, 1997.

Delete RAD 236, upgrade RAD 234 from 2 to 3 credit hours, require CSC 130 for IFS 205.

Approved by UCC on October 3, 1996

9. Program Change in Communication for Fall, 1997. In the journalism major students previously were required to take 28 specified hours in JOU; that has been reduced to 19 omitting JOU 332 Advanced Reporting: Precision Journalism and 346 Copy Editing. To fulfill the remaining credits in the journalism major, students must now choose from three tracks, each of which contains 15 hours or more: (1) Advertising/Public Relations; (2) General Editorial; or (3) Journalism Studies. Students must have a grade-point average of at least 2.5 in the journalism major. Journalism majors may not receive credit for more 43 semester hours in JOU courses or their cross-listed equivalents. Journalism majors must satisfy the Oral Communication requirement of General Studies by taking Speech 101.

Approved by UCC on October 3, 1996

11. Running Start - See attached proposal. Approved/blessed by UCC on October 3, 1996

PROPOSED AREA OF EMPHASIS IN ART HISTORY

Art History Area of Emphasis/ BA:**Art History requirements:****Surveys:**

Art 101, 102, 103, 104

12

Upper Division:

Three courses at the students discretion

9

Studio requirements:

Art 121 2D Design

3

Art 122 3D Design

3

Electives [including one in 2D and one in 3D]

9

Other requirements:

Art 499 Gallery Intern

3

2 semesters of a foreign language

8

[or equivalent in high school credit]

Electives in Religion, Philosophy Anthropology, History

6

[in consultation w/advisor]

TOTAL**53**Art History Area of Emphasis/ BFA:**Art History requirements:****Surveys:**

Art 101, 102, 103, 104

12

Upper Division:

Five courses at the students discretion

15

Art 458: Art history Methodology and Criticism [*new course*]

3

Studio requirements:

Art 121 2D Design

3

Art 122 3D Design

3

Art 210 Drawing I

3

Art 230 Painting I

3

Art 262 Sculpture I

3

Two courses chosen from the following:

Art 240 Ceramics, Art 225 Intro to Graphic Design,

Art 272, Intro. Printmaking, Art 290 Photography

6

Other requirements:

Art 499 Gallery Intern

3

4 semesters of a foreign language

14

[or equivalent in high school credit]

Electives in Religion, Philosophy Anthropology, History:

9

[in consultation w/advisor]

N.B. During the last year of study students seeking the BFA emphasis in ArtHistory will be required to produce a Senior project. The nature of this project will be determined in consultation with art history faculty.

TOTAL**77**

III. General Studies Courses

CHE 105 Discovering Chemistry with Laboratory (3, 2, 4)

Integrated lecture and laboratory; basic principles of chemistry and their applications in daily life; promotion of reasoning and problem-solving skills by utilizing computer-based technologies and hands-on, discovery/inquiry, and cooperative learning approaches. For all non-science students and students majoring in education. Cannot be taken for credit by students who have passed CHE 100A general studies course (natural sciences).

Approved by UCC on October 3, 1996

RTU 105 Race, Gender, and the Mass Media (3, 0, 3)

Mass media's influence on Perceptions of race and gender in the U.S.; historical development of gender and ethnic stereotypes; mass media's relation to politic and economics; discriminatory practice in the media industry; effects of communication education; alternative media. Race/gender perspective

Approved by UCC on October 17, 1996

HIS 444 History of Women in the United States to 1900 (3,0,3)

Women's role in U.S. economic, social, political, and cultural development until 1900; participation of women in historical eras from earliest societies through industrialization as experienced in diverse ways depending on racial, ethnic, class, and regional differences. PREREQ: HIS 102. Race/gender perspective

Approved by UCC on October 17, 1996

HIS 445 History of Women in the United States since 1900 (3,0,3)

Women's role in U.S. economic, social, political, and cultural development since 1900; participation of women in recent history as experienced in diverse ways depending on racial, ethnic, class, and regional differences. PREREQ: HIS 103. Race/gender perspective

Approved by UCC on October 17, 1996

IV. UCC Curriculum Forms - revised. Approved by UCC on September 19, 1996.

V. General Studies Review - update

Running Start

Final Report

9/24/96

- Objectives:**
- a. Enable some students with skills deficiencies (see attachment I) to improve fundamental academic skills prior to their first semester of full-time course work.
 - b. Improve retention of first-time freshmen; slow the "revolving door," thereby making access meaningful.
 - c. Enable at-risk students to form learning communities which would be maintained during fall semester.
 - d. Improve advising of the university's most vulnerable students by working with and building on existing advisement.
 - e. Meet state requirement that NKU offer "programs of a community college nature."

Description:

- a. The "Running Start" curriculum will consist of a 6 credit credit hour package: an intensive college writing (ENG 090) or college mathematics (MAT 095 or 099) and a credit bearing course, SOC 100, which would fulfill a general studies requirement. Accompanying formal course work would be tutoring specific to the developmental course as well as SOC 100. Consequently, learning communities would be initiated. It is anticipated that these learning communities would be continued in the fall through common scheduling of UND 101 and other mainstream or developmental courses. (UND 101 is a course better suited to a regular academic semester with many resources and campus activities available. It is anticipated that both the developmental and general studies courses will involve

active learning.

- b. The curriculum would be offered during the summer session for eight weeks, four days a week, approximately 3.75 hours each morning. (See attachment 2) Because this is a pilot study targeting approximately 60 students with inherent scheduling difficulties, only a morning session is recommended. The developmental classes meets from 8:00-9:00 (three sections - **ENG 090 or MAT 095 or Mat 099**) and will be followed by either writing or math tutoring depending on the course from 9:00 to 9:30. Break from 9:30-10:00. 10:00- 11:10 general studies course. 11:15-11:45 Academic tutoring. After evaluation of the pilot program, other time frames may be suitable.

Students will concentrate on one and only one deficiency at a time. This permits time for building an authentic learning community and some other stimulating activities/challenges as well. This plan targets students with at least one deficiency in writing or in math, enlarges the eligible pool substantially, and increases the possibility of program effectiveness.

- c. "Running Start" should be located on the Highland Heights campus where students will have resources, both human and physical, to assist and motivate them. Since classes will be staffed by university personnel, it is also more convenient. After renovation, the Covington campus may also become a suitable site.

Costs: Students will pay regular fees for courses and materials. The cost of the program can be covered by student tuition based on 60 students, each of whom pays for six credit hours. Financial assistance is available for students with need according to the Office of Financial Aid.

Staffing The committee recommends that university faculty teach both the developmental and general studies courses. Faculty will be paid a minimum of \$3,000 per course or 9% of their annual salary, whichever is greater. In addition

each faculty member will receive a one time bonus of \$1,000 as compensation for orientation, training, and evaluation if appropriate. There is a need for about 15 peer tutors (1 tutor: 4 students) with pay sufficient to attract competent staff.

Administration Principal administrative responsibility for planning and management would fall to a faculty member teaching in the pilot program. S/he would receive an administrative stipend in addition to summer school salary. This person must be committed to the concept of the pilot program and willing to oversee the implementation of the program. Duties would include developing a time line, recruiting and training faculty, recruiting and training peer tutors, and development of an evaluation process.

Innovative concept: The Running Start Committee recommends that the University provide opportunities for the pilot program students for on-campus employment for up to 15 hours a week. This would help defray tuition costs and encourage students who might otherwise have to work during the summer to attend the program. It is further recommended that the university seek funding for these employment opportunities for students from the governor's office.

Timeline: The plan for marketing (see attachment 3), contains a timeline. It is anticipated that this proposal will be voted on at University Curriculum Committee meeting on October 3, 1996, presented to the Faculty Senate Executive Committee on October 6, 1996, and approved by the Faculty Senate on October 21, 1996. Some Running Start Committee members plan to attend this meeting.

Evaluation: The committee had several suggestions (attachments 4 and 5) for evaluation of the project. It was thought that the new faculty director will wish to explore options and that this issue was better left to the discretion of the director. Committee suggestions included looking at fall to fall retention statistics with developmental pilot students and

developmental nonpilot students, as well as questionnaires surveying students, faculty, and tutors. Course evaluations would be used. In addition, a review of the success rate of developmental pilot versus developmental nonpilot students in their first credit bearing course in MAT and/or ENG.

This Running Start Committee has volunteered to serve as an advisory body in helping to choose the director and in continuing to assist that director in administering the program.

ATTACHMENT F
pg. 1

identification of students at risk for poor performance in first credit-bearing course as identified for fall 1992 entering freshman consists of

(1) all part-time entering students

(2) students with ACT English subscores below 17

(3) students with ACT English subscores below 20 and ACT math subscores below 18

(4) students with ACT English subscores below 23 and ACT math subscores below 16.

| 8:00 - 9:00 | M | T | W |
|-----------------|-------------------|------------------|-------------------|
| Writing ENG 090 | Writing ENG 090 | Writing ENG 090 | Writing ENG 090 |
| 9:00 - 9:30* | Writing Tutoring | Writing Tutoring | Writing Tutoring |
| 9:30 - 10:00 | Break | Break | Break |
| 10:00 - 11:10 | 100 Level Course | 100 Level Course | 100 Level Course |
| 11:15 - 11:45 | Academic Tutoring | ? | Academic Tutoring |

*The time between class time and tutoring time can be adjusted on a day-by-day basis as the semester goes. If, while the total time (90 minutes) of the combined counseling periods would remain the same.

Comments on Plan E:

- We could devise a far more imaginative program if students concentrated on one and only one of their deficiencies at a time. Then we could introduce to them a 100 level college course, perhaps a real learning community, and some other stimulating activities/challenges as well.
- The target group for Plan E is students with at least one deficiency in writing or in math. This enlarges the eligible pool substantially.
- Plan E is the one preferred by Northern Kentucky University developmental educators.

PLAN E: A 100 Level Course and One Developmental Course, Math or Writing

The Math Wing

| | M | T | W | R |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 8:00 - 9:00 | MAT 095 or MAT 099 | MAT 095 or MAT 099 | MAT 095 or MAT 099 | MAT 095 or MAT 099 |
| 9:00 - 9:30* | Math Tutoring | Math Tutoring | Math Tutoring | Math Tutoring |
| 9:30 - 10:00 | Break | Break | Break | Break |
| 10:00 - 11:10 | 100 Level Course | 100 Level Course | 100 Level Course | 100 Level Course |
| 11:15 - 11:45 | Academic Tutoring | ? | Academic Tutoring | ? |

*The ratio between class time and tutoring time can be adjusted on a day by day basis, as the instructor sees fit, while the total time (90 minutes) of the combined course/tutoring periods would remain the same.

The Writing Wing

| | M | T | W | R |
|---------------|----------------------|---------------------|----------------------|---------------------|
| 8:00 - 9:00 | Writing: ENG 090 | Writing: ENG 090 | Writing: ENG 090 | Writing: ENG 090 |
| 9:00 - 9:30* | Writing Tutoring | Writing Tutoring | Writing Tutoring | Writing Tutoring |
| 9:30 - 10:00 | Break | Break | Break | Break |
| 10:00 - 11:10 | 100 Level Course | 100 Level Course | 100 Level Course | 100 Level Course |
| 11:15 - 11:45 | Academic Tutoring | ? | Academic Tutoring | ? |

*The ratio between class time and tutoring time can be adjusted on a day by day basis, as the instructor sees fit, while the total time (90 minutes) of the combined course/tutoring periods would remain the same.

Comments on Plan E:

- We could devise a far more imaginative program if students concentrated on one and only one of their deficiencies at a time. Then we could introduce to them a 100 level college course, perhaps a real learning community, and some other stimulating activities/challenges as well.
- The target group for Plan E is students with at least one deficiency in writing or in math. This enlarges the eligible pool substantially.
- Plan E is the one preferred by Northern Kentucky University developmental educators.

RUNNING START STRATEGIC MARKETING PROCESS

THE PLANNING PHASE

MARKET SELECTION DECISIONS

The following section provides a description of the primary and secondary target markets that promise to maximize the return on available resources. This plan's objectives will be aimed at informing, motivating and influencing the identified primary and secondary target markets.

Target Markets

Primary Target Market. The primary target market for the Running Start pilot program is a group of traditional first time freshmen. This group will consist of students from NKU's primary service region with ACT scores below 20 in English and below 18 in Math.

The rationale for choosing this group of students is that they are sizable (enough students to recruit 60 for the pilot) and they can be identified and easily reached. In addition, these students have the ability to succeed in the pilot program and spread positive word-of-mouth communication regarding the benefits of participating in Running Start.

Secondary Target Market. The secondary target market consists of NKU faculty and staff. This target market is also important to the success of Running Start. Faculty and staff must be aware of and support the Running Start Program.

Positioning

Positioning involves finding a way to fix Running Start in the minds of the target market by identifying relevant features of the Program. Among the attributes Running Start should consider when positioning itself to the primary target market are: 1) ability to earn college credit and begin with a "head start"; 2) socialization/social and educational benefits of the learning community approach; (3) scheduling (e.g. flexible schedule of Running Start and priority scheduling for Fall); and (4) very desirable program with limited capacity.

MARKETING PROGRAM

Thus far in this strategic marketing process, target markets have been chosen and a positioning strategy has been considered. All of this has to been done in the context of Running Start's program and the NKU and community environment. Next, a broad objective must be identified based on the chosen target markets and positioning of Running Start.

Objective. To make potential students aware of and develop participation in the Running Start pilot program.

Planned Methodology: While the details of each of the planned methodologies need to be further developed, the following is a brief description of potential marketing/promotional activities. These marketing activities assume a pilot program as follows: 8 week, 3 courses, main campus, evening and day courses that offer no discounting for enrollment.

A. *Print Brochures* - The brochures, stressing the desired benefits of Running Start, would be available for students, parents, and high school advisors. The objective of the brochures, available by October, 1996, would be to create awareness and provide factual information regarding the program.

B. *Mailing with Follow-Up Post Card*- All potential Running Start students, with the characteristics of the desired target market, will be identified by NKU admissions officers. These students will then be mailed a letter with the aforementioned brochure. Parents of these students will be sent a follow-up post card encouraging them to remind their children of the March 1 enrollment deadline.

C. *Social Event* - An event will be planned for those students initially enrolling in the Running Start Program and for those requesting additional information.

D. *Articles in the Campus Digest and Northerner* - Articles will appear in targeted publications for the purpose of making the NKU community aware of the Running Start pilot program.

E. *Monitoring the Success of the Program* - It is difficult to set realistic objectives because of the lack of existing information regarding Running Start. Therefore, the first step in the monitoring and development of objectives for the marketing effort is to implement a research program. The objectives of the research could include (but would not be limited to) the following:

- to assess the awareness of Running Start
- to investigate attitudes toward Running Start
- to examine the perceived benefits of participating in Running Start
- to explore intent of participating in Running Start
- to identify demographic and psychographic characteristics of students participating in Running Start

Once completed, the proposed research would help provide the necessary information to set more measurable and realistic objectives within the marketing plan for the full-scale Running Start Program.

NORTHERN KENTUCKY UNIVERSITY
Office of Curriculum & Assessment

MEMORANDUM

September 24, 1996

TO: Linda Olasov

FR: Bob Appleson, *BA*

RE: Evaluation of Running Start

I would like to propose a combination of passive measures (not requiring further interventions) and active measures.

Passive

1. Comparison of fall to fall retention rates of Running Start students and other students requiring remediation.
2. Comparison of success rates in 1st credit-bearing math and English courses of Running Start students and other students requiring remediation.
3. Comparison of course evaluations in remedial courses in Running Start with corresponding remedial courses taught during fall.

Active

1. Survey of Running Start students regarding various features of program such as scheduling, adequacy of tutorial services, supportiveness of linked credit-bearing course, and benefits (if any) of block scheduling.
2. Survey of Running Start instructors regarding performance of students and comparisons with non-summer teaching environment.