

Faculty **S**enate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING MONDAY, OCTOBER 18, 1999 3:00 p.m., BEP 120

Call to Order
Adoption of Agenda & Approval of Minutes

I. Officer Reports

II. Guest Speakers President Votruba Regent Andersen

III. Unfinished Business BOS Program Change **VOTING ITEM**

IV. Committee Reports

Benefits	Jeff Smith
Budget	David Agard
Curriculum	Linda Olasov

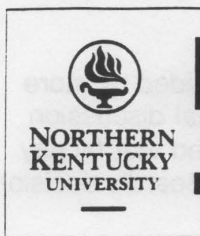
(www.nku.edu/~ucc/)

1. Environmental Science Program **VOTING ITEM**

2. Popular Culture Studies Minor **VOTING ITEM**

Professional Concerns Chuck Frank

Adjournment



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

Faculty Senate Meeting
October 18, 1999

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

Senators Absent: L. Noyd, C. Ryan, G. Clayton.

Guests: B. Andersen, K. Curtis, B. Recker, L. Albert, R. Appleson, G. Scott, T. Atwater, A. Ellis, G. Wells.

President Gaut Ragsdale called the meeting to order at 3:04 pm.

Two changes were made to the agenda: President Votruba will not be present and Barry Andersen will report after the adoption of the minutes. This agenda was approved and the minutes of the September meeting were approved without objection.

Faculty Regent Barry Andersen then reported on the recent annual retreat of the Board of Regents led this year by facilitator Dennis Jones. Among the points noted by Regent Andersen were the following:

1. Despite common perceptions to the contrary, NKU is more-or less normal in its demographics, and does not have an unusual number of part time or nontraditional students.
2. Both the Board and the President recognize the need for more money, as well as the shifting of some priorities, if NKU is to become a "preeminent" metropolitan university.

3. The Board is happy with President Votruba and appears to have a good, open working relationship with him.

4. The formal Board of Regents meetings (in the afternoon) are preceded by more informal give-and-take meetings in the morning where much of the real discussion takes place. Both meetings are open, and Regent Andersen suggested that faculty might want to attend the morning meeting for a better insight on the Board's decision-making process.

5. The Board has, as usual, undertaken a self-evaluation. Regent Andersen reported that the Board thinks that it's doing a "swell job."

6. If "benchmarking", i.e., tying our funding to a reasonable percentile (more than 50th percentile) of funding for our benchmark institutions is approved by the state, NKU could receive upwards of \$3.8 million additional yearly. Gordon Davies, head of the Council on Post-Secondary Education is "pro-benchmarking."

7. Kentucky is 46th in the nation in the granting of high school diplomas and 48th in the granting of college/university degrees. There may be room for improvement here.

8. Kentucky and the Council on Post-Secondary Education is embarking on a 20 year plan, to end in 2020. This plan is called -- no kidding -- "Vision 20/20" and will be divided into four five year segments. Two five-year goals for NKU, for example, are to raise our retention rate from 63% to 67% and to raise our six-year graduation rate from 24% to 28% by 2004.

9. A tuition increase is certain. If benchmarking is approved at the 55th percentile, tuition will rise by 5.5% (about \$129); if benchmarking is less than 50%, the increase will be 8.5% (\$210).

10. The first priority for funding is faculty salaries, followed by need for new technology and money for new faculty lines.

11. Regent Andersen is in the last year of his three-year term. He stated he will not stand for reelection, and urged all faculty to consider running for Faculty Regent, a position which he has found to be most rewarding.

President Ragsdale then returned to the Agenda with his report:

--Jim Roeder was welcomed back to the Senate after some health problems

-- Peg Goodrich has had a mild heart attack and is slowly recovering.

---Joyce Maegly will help out part time in Peg's absence.

--Leo, the Senate's student worker is a great help in this time of office difficulty.

--Thanks to Tom Cate and the elections committee for their work in rationalizing the election process.

-- The Sundry Shop in University Center is now selling tobacco, apparently at the behest of Student Government. If Faculty have concerns about this they should write to Ken Ramey .

-- There is an ongoing effort between the Senate and the various task forces to improve communication and to avoid duplication of effort. To this end, web pages have been created with minutes and reports of activity of the various task forces. Barbara Holland will be at the next Executive Committee meeting to address any ongoing problems or concerns.

--We are short of nominees for some elective offices. A&S needs two at large nominees; COB needs one at large; the Financial Exigency Committee needs six (of eight) nominees; the Peer Review Advisory Committee needs six and the Peer Review Hearing Committee needs one. The cut off date for nominees has been extended to October 22 at 4:30 pm.

-- Tom Cate is working on a new schedule for elected positions. New terms will all run from July 1 to June 30.

-- The Provost Search Committee has been named .

The Senate then moved to unfinished business from the September meeting, i.e., whether changes in the Bachelor of Organizational Studies (BOS) from the Department of Technology should be approved. Several representatives from the department and from the College of Professional Studies were present. Extended discussion ensued during which the intent of the original program was contrasted with the present proposal and opinions about the quality of the program over the last eight years were expressed. Representatives from the Department of Technology asserted that the program would be closely monitored with well qualified faculty; a need to open the program to students who didn't have an associates degree was asserted. After a while Rebecca Kelm moved (with an unknown second) to limit the debate to five additional minutes; this was approved by voice vote, with no negative voices heard. After five more minutes of discussion, the program was approved by voice vote with positive voices more numerous than the negative. Chase representatives abstained.

Committee Reports.

Benefits (Jeff Smith): The committee has received proposals for 18 sabbatical leaves, 15 project grants and 9 summer fellowships. Of the sabbatical proposals, six were for a full year , an indication that the more generous financial support for full year

sabbaticals may be having an effect. Jeff thought that the number of proposals and the funding available suggested that this was a favorable year to make application.

The Health Fair is slated for October 27th.

There will be an increase in the Pacificare rates of about 9.5%; Jeff pointed out, however, that increases of 15% were not unusual in this area. Clint Hewan voiced a criticism of our present health care system and asserted that we need a more information about negotiations. Jeff replied that we are in the middle of a three year contract and that we have no choice this year or next about our carrier. He pointed out that discussion about rates need review before things are made public and that the bidding process needs to be a closed one.

Curriculum (Linda Olosov): 1. Changes to the Environmental Science Program were approved by voice vote.

2. The Popular Culture minor was then considered. The primary presenter was Yasue Kuwahara. A lengthy discussion included consideration of the nature and value of popular culture, the structure of the minor, and the number of courses available as electives. A motion to call the question was made by R. Kelm, second by R. Brautigan. Passed. On the vote on the minor itself, the chair pointed out the a 2/3 vote was needed for approval. Voting was by rising to a standing position. Fourteen stood in favor and eight stood opposed; as this was less than 2/3 of those present and voting the proposal was defeated. Chase faculty did not vote.

Budget (Dave Agard): Budget priority recommendations will be presented next month.

Professional Concerns; (Chuck Frank) The Post Tenure Review document (distributed at this meeting) will be considered next month.

The meeting adjourned peacefully at 4:34.

Respectfully submitted,

Ted Weiss, Secretary

**Faculty Senate Agenda Items
for
October 18, 1999**

UCC

<http://www.nku.edu/~ucc/>

Department of Technology

Voting item

Program Change: Bachelor of Organizational Studies (BOS), admissions standards and additional choices, some course deletions

Admissions: All students with 60 hours or more of approved college semester ours (with or without an associate degree) earned with grades of "C" or better will become eligible for admission to the BOS program. To meet the 60-hour standard, students without an approved associate degree will have satisfactorily completed at least 18 hours of general education courses upon admission.

Course changes: IET 216 to EIT 393 ~~Supervision~~ Leadership in the Quality Environment
IET 290 to IET 395 Total Quality Teamwork
Delete: ENG 342, PAD 300

Department of Communication

Voting item

Program change: Addition of a new minor – Popular Culture

Offered by the Department of communication, the minor in Popular Culture Studies offers students an opportunity to explore their immediate cultural environment. "Popular culture" refers to "the products of human work and thought which are accepted and approved of by a large community or population." The interdisciplinary program also seeks to broaden the base of a student's college education by using the courses of many departments to provide a wide, comprehensive approach to knowledge. The program consists of 21 credit hours earned in popular culture courses and courses taken from the various departments of the University.

All students must complete a required introductory course, RTV 205, that introduces them to the field of popular culture studies, including its major areas. An additional 15 semester hours of elective courses are chosen by the student and advisor based on student's goals and interests. The courses chosen must relate to a particular topic or theme. To finish the required course work for the minor, all students must complete an independent study, RTV 495, giving students the chance to read and discuss topics of their interest and which will culminate their course work as a capstone experience.

Because of the unusual nature of the program, the student-advisor relationship is very important. Only through careful consultation can an individualized program be worked out which will satisfy the needs of the student and at the same time meet the requirements of the program. Students interested in the minor must meet with the program director prior to declaring the minor in order to discuss their interest and establish their individual programs.

See attachment for the proposed Popular Culture Studies Minor.

Environmental Science Program

Voting item

Program change

As a result of the relatively long time between approval of the Environmental Science bachelor's degree by the NKU UCC and approval by the Kentucky council on Postsecondary Education, changes/modifications were necessary. Most of the program changes are the result of adding new faculty who can teach specialized environmental courses. The addition of PSC 403, Public Policy, resulted from the fact that LAW 920, Environmental Law, will not be taught during the next two years.

Current program requirements

Core courses

1. LAW 920 Environmental Law
2. ENV 4XX Seminar
3. GLY 3XX Environmental Geology

4. GEO 108 Physical Geography

Approved electives

None

Proposed change

LAW 920 **or** PSC Public Policy
ENV 400 Seminar (new course)
GLY 340 Introduction to Environmental
Geoscience (new course) **and**
GLY 450 Hydrogeology (new course)

delete from core

GEO 318 Geographic Information Systems
GEO 108 Physical Geography

Popular Culture Studies

Offered by the Department of Communication, the minor in Popular Culture Studies offers students an opportunity to explore their immediate cultural environment. "Popular culture" refers to, in brief, "the products of human work and thought which are (or have been) accepted and approved of by a large community or population." The interdisciplinary program also seeks to broaden the base of a student's college education by using the courses of many departments to provide a wide, comprehensive approach to knowledge. The program consists of 21 credit hours earned in popular culture courses and courses taken from the various departments of the University.

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Date: Wed, 01 Sep 1999 08:43:47 -0700
From: Mary Lepper <mlepper@NKU.EDU>
Subject: Popular Culture Attachment
To: ucc@NKU.EDU
Reply-to: ucc@NKU.EDU
X-Mailer: Mozilla 4.6 [en] (Win98; I)
X-Accept-Language: en

The Popular Culture Studies Minor is an interdisciplinary minor program that offers students an opportunity to explore their immediate cultural environment. Popular culture is defined as the major cultural environment in which almost all Americans have lived during the twentieth century. It is intimately related to our cultural heritage and our present cultural identity, both group as well as individual. As such, popular culture has been and continues to be an immediate and important influence to students throughout their lives.

Since the fall semester of 1992, NKU has offered an introductory course to Popular Culture Studies as part of the general studies requirements. Due to high demand, the number of sections offered per semester has increased to three and one or two sections have been taught during the summer. Thus, approximately 200 students take a course in popular culture every year. Some of these students inquire about the telecommunications/popular culture studies sequence in the Radio-Television Program because they are interested in pursuing Popular Culture Studies further. Others took an upper-level course "A Special Topics in Popular Culture: Baseball in American Culture" which was offered in 1998 and 1999. Students' interest in popular culture is shared by the faculty as well. A number of NKU faculty has been actively involved in the Popular Culture Association, making presentations at the Association's annual national meetings and publishing articles in the Journal of Popular Culture. The Steely Library has sponsored the popular culture lecture series. Undoubtedly, there is an interest in Popular Culture Studies at NKU that will make the proposed program successful.

The proposed program reflects the University's Core Values and Strategic Priorities in several ways:

1 The proposed program is interdisciplinary. Students will take courses from a wide variety of disciplines; they can take the courses from up to six different disciplines in order to fulfill the requirement.

2 Because of its interdisciplinary nature, the program will facilitate collaboration among the departments and collegiality among

the faculty. Indeed, the committee which has planned the proposed program consists of the faculty members from Afro-American Studies, Communication, Education, Library, and Literature and Language.

3 The proposed program is unique not only in the state of Kentucky but in the tristate region. The only program that is remotely related to the proposed program is the folklore program at Western Kentucky University. Since, as it was reported in The Cincinnati Enquirer on October 30, 1998, other institutions in the Northern Kentucky/Cincinnati area offer courses related to popular culture, the proposed program will become a model for these institutions.

4 The proposed program is designed to give students a broad multicultural perspective. The original purpose of Popular Culture Studies was to shed light on those areas of culture which had been ignored by academia and which included cultures of various ethnic groups, social classes, and women. Popular Culture Studies was a remedy for the traditional bias against subcultural groups that existed in American society. Reflecting this idea, the proposed program encourages students to take courses from the Subgroups in America category. Additionally, students are encouraged to take a course that gives them awareness of internationalism.

5 The proposed program does not require additional resources in terms of course offerings, faculty, or library holdings.

Popular Culture Studies Minor Program Requirements

-- 21 credit hours are required.

-- Required Courses (6 credit hours)

RTV 205 Introduction to Popular Culture

RTV 495 Independent Study in Popular Culture

-- Electives (15 credit hours, at least 9 hours of which must be taken at the 300-level and above.)

*Take one course from at least three of the following categories.

*Two additional courses may be taken from any of the following categories.

Institutions in American Culture

~~ANT 130 American Culture~~ OM
ANT 320 Religion and Culture
ANT 358 Anthropology and the Arts
EDU 316 Racism and Sexism in Educational Institutions
HIS 390 History and Film
HIS 434 American Identity
JOU 421 History of Mass Communication
JOU 440 Social Issues and Mass Media
PSC 215 Race, Gender, and Politics
PSC 431 Race, Gender and the Law
RTV 100 Contemporary Mass Media
RTV 105 Race, Gender, and the Mass Media
RTV 311 History of Broadcasting
RTV 392 Mass Media Practices
SOC 315 Marriage and the Family

Subgroups (Regional Cultures/Diversity/Ethnic Groups) in America

AFR 100 Introduction to Afro-American Studies
ANT 231 Modern American Indians
ANT 250 Women in Society
ANT 400 People in Cities
ENG 211 Survey of Women's Literature I
ENG 212 Survey of Women's Literature II
ENG 354 Southern Women Writers
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
PSY 201 Psychology of Race and Gender
PSY 308 Psychology of Gender
SOC 110 Introduction to Race and Gender
SOC 250 Women in Society
SOC 300 Race and Ethnic Relations
SOC 400 Urban Society
SPI 311 Spanish-American Culture and Civilization
SPE 390 Cross-Cultural Communication
WMS 150 Introduction to Women's Studies
WMS 310 Women, Wages, and Work

International Perspective

ANT 365 Modern Chinese Culture and Society
GER 311 German Cultural History
HIS 413 History of Nazi Germany
HIS 473 Battles and Behavior I
HIS 474 Battles and Behavior II
HIS 565 Vietnam War
SPI 310 Spanish Culture and Civilization

Traditional Arts and Humanities

ANT 358 Anthropology and the Arts
ART 102 Survey of Western Art II
ART 103 Survey of Western Art I
ART 290 Basic Photography
ART 321 History of Design
ART 325 Graphics Production
ART 397 Digital Photography
DAN 427 Dance History
ENG 200 Introduction to Literature
ENG 203 Survey of British Literature
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 365 American Folklore
ENG 386 Children's Literature
ENG 491 Screenwriting
HIS 421 Cultural and Intellectual History of the U.S. to 1865
MUS 234 Appreciation of Jazz
RTV 380 Documentary Theory and History
TAR 355 Musical Theater Literature I
TAR 482 Screenwriting

Electives

ANT 312 Social Organization
ANT 371 Language and Culture
ECO 303 History of Economic Thought
ECO 401 Comparative Economic Systems
ENG 353 Contemporary American Novel
ENG 370 Focus on United States Civilization
GEO 302 Cultural Geography
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
JOU 370 Principles of Advertising
JOU 375 Principles of Public Relations
JUS 101 Introduction to Criminal Justice
MKT 308 Advertising and Promotion
MKT 320 Consumer Behavior
MKT 360 Introduction to Marketing Research
PSY 205 Psychology of Human Sexuality
PSY 320 Psychology of Adult Development
PSY 340 Social Psychology

RTV 400 Broadcast Criticism
SOC 205 Current Social Issues
SOC 213 Sociology of Aging
SOC 303 Social Psychology
SOC 307 Social Stratification
SOC 308 Social Organization

*Topics courses, i.e., 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.

-- 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.

POST-TENURE REVIEW

A. PREAMBLE

Northern Kentucky University has two major procedures in place for the thorough review of faculty productivity both before and after the granting of tenure. All tenure-track faculty members, both tenured and untenured, undergo a comprehensive annual performance review conducted by each individual's department chairperson. That performance review includes an evaluation of the contributions of each faculty member in the areas of teaching effectiveness, scholarly and creative activity, and institutional and public service. This review forms a basis for the individual's performance goals and recommended salary for the following year. The annual performance review is an important means by which faculty members at Northern Kentucky University are held accountable for their efforts in fulfilling the missions of the University, the goals of their department, and their professional responsibilities.

The process of granting tenure includes additional careful annual reviews of untenured faculty. This culminates in an evaluation of the faculty member's performance as documented in a portfolio covering a period of up to six years. This tenure process includes evaluation of the faculty member's productivity by a series of evaluators including a departmental committee of tenured faculty, the department chairperson, the dean, and the University Provost, with final approval by the Board of Regents. Each faculty member who is granted tenure should in turn understand that with tenure comes a profound professional responsibility: the obligation to devote one's energies to fulfill the teaching, research, and service missions of the academy. The long-term best interest of the University must be foremost in the minds of its tenured faculty.

Post-tenure review at Northern Kentucky University is a natural extension of our system of annual assessment of faculty productivity. This policy for implementing post-tenure review is modeled after the policy used by the College of Arts and Sciences at the University of Kentucky, but it is tailored to correspond to the mission statement and unique circumstances of this University.

It is the intention of this policy that post-tenure review should function in concert with, and as a possible consequence of, the current system of evaluation of faculty performance. Structured properly, post-tenure review can take place without undermining the concept and practice of tenure, without stifling faculty creativity, and without leading to increased bureaucracy.

B. STATEMENT OF PURPOSE AND PRINCIPLES

The goal of this system of post-tenure review is to provide appropriate intervention, useful feedback, timely and affirmative assistance, and effective evaluation for tenured faculty members to ensure that they continue to experience professional development and accomplishment during the various phases of their careers.

This system and its implementation must be compatible with the concepts of academic freedom and tenure which are essential to the University and its mission. There is a presumption of competence on the part of each tenured faculty member as established by the rigorous process through which tenure is granted. Post-tenure review must conform to fair and reasonable expectations as recognized by faculty peers in each department or program. The process is to be conducted in a manner free of arbitrary, capricious, or discriminatory elements.

This post-tenure review system focuses on those tenured faculty who are judged by the department chairperson or program director to fall repeatedly below the standard for adequate performance established by the statement of expectations for that unit. It is thus intended for selected faculty and not as a new requirement for all tenured faculty members. The system is thus a supplement to, but not a replacement for, the annual performance review process.

C. DEFINITIONS

1. *Post-tenure review* is an extension of the performance review system in which a committee of peers (the P-TR committee, defined below) reviews and evaluates the performance of a selected faculty member and, when appropriate, creates a professional development plan in consultation with the faculty member and his or her department chairperson. When such a plan is established, the committee will monitor its implementation and ultimately make a determination as to whether the objectives of the plan have been met.
2. A *post-tenure review* (hereinafter, P-TR) *committee* consists of three tenured faculty members, chosen as set forth below, who are charged with carrying out the responsibilities of the P-TR committee specified in this policy.

D. INITIATION OF THE POST-TENURE REVIEW PROCESS

1. Each department or program will develop a narrative statement of expectations for adequate performance by tenured faculty that will form the basis for annual performance reviews and for post-tenure review. Such statements will be consistent with the criteria for performance review specified in Section IX.B. of the Faculty Policies and Procedures Handbook and will be as specific as possible without unduly restricting the diverse contributions of individual faculty. Each statement must be approved by a majority of the tenure-track faculty in the department and will be reviewed by the dean to assure it is consistent with college expectations for faculty performance and with the established missions of the college and the University.
2. Post-tenure review will be triggered by the second annual performance evaluation of a tenured faculty member, by his or her chairperson, that judges the faculty member's overall performance to be unsatisfactory. These unsatisfactory

evaluations must be for two consecutive years, exclusive of leaves and exclusive of years with greater than 50% administrative reassigned time. Reassigned time for research or faculty development would not exclude faculty members from the process.

3. If the faculty member decides to pursue appeal of his or her most recent performance evaluation as outlined in Section IX.D. of the Faculty Policies and Procedures Handbook, the remainder of this procedure will be delayed until the appeal process has been completed.

E. CREATION OF A POST-TENURE REVIEW COMMITTEE

1. At the beginning of every academic year the tenured faculty in each department will elect a P-TR committee consisting of three members and one alternate member. Members and alternates must be tenured faculty who belong to the department and who are willing and able to carry out the responsibilities of the P-TR committee specified in this policy.
2. If the department has fewer than four tenured faculty members who meet these requirements, then tenured faculty from the college to which the department belongs may be elected to fill out P-TR committee membership. Such members or alternates must also be willing and able to carry out the responsibilities of the P-TR committee. In choosing such members or alternates, consideration shall be given to teaching faculty in related departments.
3. The members of the P-TR committee will meet as soon as is practical to elect a chair. Should the P-TR process be initiated within the department, the chair will convene the P-TR committee to begin the review process. If one of the members of the committee is the faculty member to be reviewed, the alternate will serve on the committee in place of that faculty member.
4. A college may choose to establish a college-wide P-TR committee to replace the departmental committees previously specified if such action is approved by a majority of the tenured faculty in each department that belongs to the college.
 - a. At the beginning of every academic year the tenured faculty in each department of the college(s) choosing this option will elect one member and one alternate to serve on the college-wide P-TR committee. These departmental representatives must be tenured faculty who belong to the department and who are willing and able to carry out the responsibilities of the P-TR committee specified in this policy. If a department has fewer than two tenured faculty members who meet these requirements, then tenured faculty from the college who are willing and able to carry out the

responsibilities of the P-TR committee may be elected to represent the department.

- b. The members of the college-wide P-TR committee will meet as soon as is practical to elect a chair. Should the P-TR process be initiated within the college, the chair will convene the P-TR committee to begin the review process. If the member from a particular department is the faculty member to be reviewed, the alternate for that department will serve on the committee in place of the faculty member. The college-wide committee will then elect a subcommittee of three members to carry out the responsibilities of the P-TR committee with respect to the case before it.

5. Once a P-TR committee begins consideration of a particular case, it is expected that members will serve on that case until it is resolved.

F. THE REVIEW PROCESS

1. The department chairperson will send a letter to the faculty member and to the chair of the appropriate P-TR committee. This letter must be delivered within one week (5 working days) of the completion of the individual's performance review but no later than April 1. The letter will state that the faculty member has received a second annual evaluation of unsatisfactory overall performance and direct the P-TR committee chair to begin the post-tenure review process.

2. The department chairperson will provide the P-TR committee with the respondent's annual performance review materials from the two most recent reviews, including the chairperson's own evaluation letters. The respondent will have two weeks (10 working days) from the receipt of the chairperson's initiating letter to submit additional materials to the P-TR committee. The P-TR committee will normally have three weeks (15 working days) to review the materials. These periods may be extended in special circumstances (spring break, need to gather substantial supporting documents from abroad, etc.). However, the review should normally be completed by the end of the spring semester. Upon reaching its decision, the P-TR committee will notify the chairperson and the respondent in writing of its decision that either:

- a. the respondent has, during the past two years, met the reasonable expectations for faculty performance as identified by the department; in this case, the post-tenure review process ends. Any new post-tenure review action by the department chairperson or the P-TR committee would need to be based on a non-overlapping two-year period.

OR

- b. the committee finds minor performance deficiencies and will meet with the respondent to discuss these difficulties and offer advice or assistance. Again, any future action would need to be based on a non-overlapping two-year period.

OR

- c. the committee finds major performance deficiencies based on the department's statement of expectations for satisfactory performance and will meet with the respondent and the department chairperson to create a professional development plan to assist the faculty member in achieving the standards for satisfactory performance.

3. In the case of (c) above, the P-TR committee will notify the college dean of its intention to create a development plan. The committee will then meet with the faculty member and the chairperson to formulate this plan.

The plan must identify specific deficiencies, define specific goals, outline activities to be undertaken to achieve the goals, set time lines for achieving these goals, indicate criteria and standards for annual progress reviews during the review period, and identify sources of funding necessary for the successful completion of the plan. This plan will be set forth in writing, with copies provided to the faculty member and department chairperson.

The P-TR committee will consult regularly with the faculty member during the implementation period, which will be determined by the committee but will normally be no more than two years. The development plan shall be flexible and may need adjustment during the implementation period.

Plan development will normally be completed by October 15. Plan implementation will begin no later than January 1 of the following calendar year.

4. In the event that the faculty member disagrees with the development plan established by the P-TR committee, he or she may appeal to the peer review committees using the procedures set forth in Section XIV., Grievances, of the Faculty Policies and Procedures Handbook. In order to exercise this right, the appellant must make his or her written request to the Provost, with a copy to the P-TR committee, within ten (10) University working days of receipt of the plan from the committee. The appellant must follow all procedures set forth in Section XIV. The appellant may withdraw such appeal at any time by request in writing; in such event, no further action may be taken concerning the appeal.
5. During the implementation period, the faculty member will continue to undergo regular annual performance evaluation by the department chairperson, who will apprise the P-TR committee of his or her assessment of the individual's progress. The faculty member's progress in achieving the goals of the plan may be used in her or his annual performance statement.
6. At the end of the implementation period, the faculty member will prepare and submit a written report documenting his or her progress in completing the development plan.

The P-TR committee will then meet formally to determine whether the faculty member has satisfactorily completed the development plan. The decision of the committee will be in writing, with the reason(s) for its decision clearly stated. The committee's decision and justification will be delivered to the faculty member, who will have up to two weeks (10 working days) to prepare and submit a written response to the committee if he or she chooses to do so. The committee will then deliver copies of the decision, justification, and the faculty member's response (if submitted) to the department chairperson and college dean.

If the P-TR committee determines that the faculty member has successfully completed the development plan, the post-tenure review process ends. Any new post-tenure review action by the department chairperson or the P-TR committee would need to be based on a non-overlapping two-year period.

If the P-TR committee determines that the plan has not been satisfactorily carried out, the University may pursue termination for cause as set forth in Section X.J. of the Faculty Policies and Procedures Handbook.

G. PROCESS REVIEW

Upon completion of every post-tenure review process, a brief written commentary on the process will be submitted to the President of the Faculty Senate by (a) the individual being reviewed, (b) the P-TR committee for that case, and (c) the department chairperson. These comments shall address the policy itself and shall discuss how the policy did and did not work. The statements will be kept confidential by the Faculty Senate President for review by the Professional Concerns Committee.