FACULTY SENATE MEETING
MAY 10, 1996
2:00 P.M.
U.C. Rm. 108

AGENDA

I. Call to Order

II. Approval of the Minutes of April 15 , 1996

III. Additions to and/or Deletions from Agenda

IV. Chair's Report (Information Items)

    A. Congratulations to Michael Washington - Outstanding Professor 1996

    B. Congratulations to Michael Adams - Regents Professor of History 1996

    C. Board of Regents News

        1. Dr. Paul Gaston named Executive Vice President of NKU

        2. *Handbook* changes were approved

        3. Transition team named. Academic Affairs representatives are Fran Zaniello, Prince Brown. and Mark Stavsky.

    D. Strategic Planning Commission Update

    E. CHE Performance Funding Indicators

III. Committee Reports

    A. Budget and Commonwealth Affairs Committee (Information Items)

    B. Faculty Benefits Committee (Information Items)

    C. Professional Concerns Committee

        1. Proposed revision to Part Two, Section VII. - Human Subjects Policies, in the *Faculty Policies and Procedures Handbook*. See Attachment A. (Voting Item)

        2. Recommendation from the *ad hoc* subcommittee on the status of developmental faculty. See Attachment B. (Voting Item)

D. University Curriculum Committee

    1. Program Change Political Science, Public Administration, International Studies, Justice Studies, and Law Enforcement for Spring 1997- (Approved UCC 4-25-96) See Attachment C. (Voting Item)

    2. NAP 275 New Course, race and gender perspective for General Studies Credit. (Approved UCC 4-25-96) See Attachment C (Voting Item)

IV. Old Business

A. Faculty Senate Nominees for Presidential Search Committee. See Attachment D. (Voting Item)

B. Other

V. New Business

A. Endorsement of "Running Start" concept. See Attachment E (Voting Item) - Paul Gaston

B. Recommendation for implementation Task Force on Learning Communities. See Attachment F (Voting Item) - Rudy Garns

C. Passing of the Gavel

D. Other

VI. Adjournment

THANKS FOR ALL THE HARD WORK!

Faculty Senate

FACULTY SENATE
May 10, 1996
University Center 108

Gimme a Q. Gimme a U. Gimme 'n A..I.. Gimme a C..I..D. Gimme 'n E.
Waddaya got? Nuttin', Honey.

Senators present : C. Bredemeyer, S. Chicurel, L. Ebersole (**Budget**), [L. Marquis for] Y. Datta, R. Enzweiler, S. Forman, R. Garns, J. Gresham, D. Gronefeld, R. Holt, D. Kelm (**Sec'y.**), [Donna Smith for] R. Kelm, A. Luggen, C. McCoy (**Vice Pres.**), D. McGill, J. McKenney, D. O'Keefe, L. Olasov *ex officio* (**Univ. Curric.**), T. Pence, G. Ragsdale(**Parli.**), A. Rini, F. Schneider (**Prof.Concerns**), V. Schulte, G. Scott (**Fac. Ben.**), L. Smith, B. Thiel, K . Verderber (**President**), T. Weiss

Senators absent : G. Clayton, C. Furnish, M. Jang, M. Kirk, P. Knepper, K. Kurk,

Guests : R. Appleson, L. Boothe, A. Cornuelle, P. Gaston, M. Huening, B. Oliver, N. Pomerantz, R. Scott, D. Smith, A. Thomson, J. M. Thomson, K. Thomson, B. Wallace

I. **CALL TO ORDER:** The meeting was convened at 2:01 PM

II. **APPROVAL OF THE MINUTES:**
    A. Corrections:
        1. p. 2: G. Scott's amendment should read "Persons employed **prior** to the adoption..."
        2. p. 2: re: Task Force for the Evaluation of Teaching and learning: Survey **will be** taken.
        Minutes of 4.15.96   **Approved As Corrected**

III. **ADDITIONS TO / DELETIONS FROM THE AGENDA :**
    A. Brief comments to the assembled senators by retiring president Leon Boothe.

IV. **FACULTY SCHOLARSHIP AND BOOK AWARD :**
    A. Scholarship awarded to Robbie Scott
    B. Book Award awarded to Katie Thomson

V. **re: FACULTY SENATE NOMINEES FOR PRESIDENTIAL SEARCH COMMITTEE**
    [moved from Old Business IV. A to this point in the meeting]
        A. **Resolution** from the Senate Exec. Comm.: that the Senate adopt the following special rules
        for the election of faculty recommended by the Faculty Senate to serve on the selection committee
        for the next president...
        a. Election by ballot
        b. Election by plurality
        c. No cumulative voting
        d. Tie votes to be handled by:
            i. carry over to the next election if tie in the last position occurs in first election
            ii. run-off election if tie in last position occurs in second election
        e. Candidates allowed to speak two [2] minutes
        f. Tellers will count votes
                       Resolution Accepted
        B. **Speeches** by Nominees and **Elections**
        C. **Results**: [L.Olasov and J.M. Thomson serving as Tellers.]
            1. Five names will be recommended to the Board of Regents
                B. Andersen, S. Easton, R. Garns, J. Williams, T. Weiss

VI. **CHAIR'S REPORT**
    A. Congratulations to Michael Washington - Outstanding Professor 1996
    B. Congratulations Michael Adam - Regents Professor 1996
    C. Board of Regents News:
        1. Dr. Paul Gaston named Executive Vice President of NKU.
        2. Faculty Handbook changes were approved.
        3. Transition Team named. Academic Affairs representatives: P. Brown, M. Stavsky, F. Zaniello

D. Strategic Planning Update: Task completed. Result being published. Copy available in the Library w/in the week.

E. CHE Performance funding Indicators:

No doubt fatigued by so much reading the CHE , after receiving our 91 indicators, sent our work back and said there was too much. CHE wants only 12. Workin' on that.

VI. COMMITTEE REPORTS:

A. Budget and Commonwealth Affairs (Lynn Ebersole)

1. Summarized the year's activities:

a. Developed a Budget Priorities List, approved by Faculty Senate and inc'd. into the university's Strategic Advancement Planning

b. Review of history of salary policies.

2. Plans for '96-'97:

a. Review the current budget

b. Work with the University Budget Planning process.

B. Faculty Benefits (Gary Scott)

1. Resolution from Committee :

"Allocated but unutilized monies for Faculty Project grants be used to fund any approved but previously unfunded proposal[s] (*using the FBC's prioritized list of approved proposals*), and that if there are no such unfunded, approved proposals, the unutilized monies be carried forward to be added on to the following year's funding pool."

<center>**Resolution   Passes**</center>

C. Professional Concerns (Fred Schneider)

1. Recommendation from committee:

The committee "...approves the proposed amendments revisions to the Human Subject Policy in the NKU Faculty Handbook with one addition:

...the sentence: 'All board members will be notified of al research approved in the expedited review procedure.' should be inserted between the last two lines of the proposed new paragraph."

<center>**Passes**</center>

2. Recommendation from committee:

[re: Paul Ellis' Proposal regarding Faculty Senate membership for members of the Learning Assistance Center]

"We recommend that a Task Force be appointed early next year to make recommendations regarding he status of full-time renewable lecturers, their rights, duties and responsibilities. We recommend that the Task Force include representatives from the affected group."

<center>**Passes**</center>

D. University Curriculum (Linda Olasov)

1. Program Change in Political Science, Public Administration, International Studies, Justice Studies, and Law Enforcement for Spring 1997. Approved in committee 4.25.96

<center>**Passes**</center>

2. NAP 275, New Course, Race and Gender Perspective General Studies credit. Approved in committee 4.25.96

<center>**Passes**</center>

VII. NEW BUSINESS :

A. SIS Committee: In reviewing April '97 target date for being on line...oops!   Perhaps not possible.

B. OPERATION RUNNING START :

A Memorandum and attached draft for " from the Provost described "..a possible initiative that would a] respond to recommendations from last year's recruitment and retention committee, b] incorporate our interest in "learning communities," and c] focus community college discussions on a key element in our instructional mission." To be considered as a discussion item at this point, the initiative would have implication for the curriculum and Summer Sessions, hoping to have an impact by Summer '97.

Motion: that the Faculty Senate approve in principle the draft concerning Operation Running Start while reserving the right to examine and endorse subsequent stages and to allow the Senate Executive Committee to form an exploratory committee to study the idea this summer '96.

Amendment : T. Weiss To strike the phrase "...in principle..."

<center>**Amendment   Passes**</center>

Motion as Amended **Passes**

C. Recommendation for Implementation of Task Force on Learning Communities

        Rudy Garns   **Passes**

D. re: Unpleasant Surprises : T. Weiss expressed the concern that the Senate Executive Committee be on alert status over the summer to deal with upcoming issues, rather that have the faculty greeted with sundry *fait accompli* . This would be so, as much as circumstances, the availability of information and a willingness to share such might be a reality.
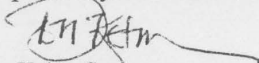
E. **Passing the Gavel** :

In a formal gesture and with her usual grace and sense of style, outgoing Senate President, Kathy Verderber passed the gavel of the office of Faculty Senate President on to her successor, Carrie McCoy. Kathy has performed ably, aptly, admirably and with tact while still confronting issues and individuals with straight talk, firm resolve, a sense of what is right [as well as merely correct] and the ability to see and call an issue for what it was no matter who the person/position to whom she addressed her concerns. All without opprobrium, but always passionately and with as much effectiveness as the office of Senate President can have. To acknowledge the aforesaid, the Senate of the Faculty of Northern Kentucky University gives its special Congratulations and Commendations to Kathy Verderber.

Incoming President Carrie McCoy, with an awareness of the difficulties and obstacles before us, made pledge to carry forward. Her service as Vice-President of Faculty Senate indicates a person capable of doing so. The Faculty Senate welcomes her while being in full appreciation of the tasks before us all in the year to come.

VIII. ADJOURNMENT : 3:55 PM

Respectfully submitted,

Don Kelm, Sec'y

MEMORANDUM

To: Kathie Verderber, President, Faculty Senate
From: Fred Schneider, Chair, Professional Concerns Committee *Fred*
Re: Proposed Revisions, Human Subjects Policy
           A Handbook Matter
Date: April 15, 1996

At its April 11, 1996, meeting, the Professional Concerns Committee approved the proposed amendments/revisions to the Human Subjects Policy contained in the NKU Faculty Handbook **with one addition:**

We believe that the sentence: "All board members will be notified of all research approved in the expedited review procedure." which appears at the end of the paragraph from page 91, should be inserted between the last two lines of the proposed new paragraph. Thus the proposed new paragraph would read:

"The board may use expedited review procedures for certain kinds of research involving no more than minimal risk and for minor changes in research protocols having prior board approval. Such review will be conducted by the board chair or by one or more experienced board reviewers designated by the chair. Under the expedited procedure, the reviewer(s) may exercise all the authorities of the board except that of final disapproval of the research. **All board members will be notified of all research approved in the expedited review procedure.** Any protocol not approved under the expedited procedure will be referred to the full board for review." [Our added sentence is bolded.]

Explanation for Proposal

This proposal originated from Dr. George Goedel, Chair of the Board. He indicates that during the process of preparing the revised NKU Faculty Handbook, revisions were made in the Human Subjects Policy without consulting the Board or its Chair. Some of the revisions do not comply
y with recent regulation changes or with procedures by which the board conducts its business. The proposal is to bring the policy into compliance with both regulations and current procedures.

A copy of the original proposal is attached. I think this needs administrative approval before going to Faculty Senate. Thus I an sending a copy to Dr. Gaston.

cc: Dr. Paul Gaston, Vice-President and Provost

Suggested Changes in the Faculty Policies and Procedures Handbook

Part Two: FACULTY AND UNIVERSITY POLICIES
VII. Human Subject Policies

Pg. 89
C. RESEARCH THAT INVOLVES HUMAN SUBJECTS BUT DOES NOT NEED APPROVAL FROM THE INSTITUTIONAL REVIEW BOARD

Currently: "Research proposals that are uncertain of human-subject involvement must be submitted for review by the board".

Replace with: All research proposals with human-subject involvement must be reviewed by the board chair or a board reviewer designated by the chair to assess and confirm exempt status.

Pg. 89
E. APPLICATION PROCEDURES

Currently: "Eight (8) stapled copies should be submitted to the board."

Replace with: A single stapled copy, in accordance with board guidelines, should be submitted to the board chair for exempt or expedited review. If a full board review is necessary, ten additional (10) copies will be required.

Pg. 90
F. REVIEW OF APPLICATION BY THE INSTITUTIONAL REVIEW BOARD

Currently: "The protocol is screened for completeness in the office of Research, Grants, and Contracts and is then presented to the board."

Replace with: All protocols are screened for completeness by the board chair prior to the conduct of a formal review.

Pg. 91
F. REVIEW OF APPLICATION BY THE INSTITUTIONAL REVIEW BOARD

Currently: "The board may use expedited review procedures for certain kinds of research involving no more than minimal risk and for minor changes in approved research. The review will be conducted by the board chair or by one or more experienced board reviewers designated by the chair. The reviewers may exercise all the authorities of the board except that of disapproval of the research. All board members will be notified of all research approved in the expedited review procedure."

Replace with: The board may use expedited review procedures for certain kinds of research involving no more than minimal risk and for minor changes in research protocols having prior board approval. Such review will be conducted by the board chair or

by one or more experienced board reviewers designated by the chair. Under the expedited procedure, the reviewer(s) may exercise all the authorities of the board except that of final disapproval of the research. Any protocol not approved under the expedited procedure will be referred to the full board for review.

Pg. 92
H. DISPOSITION OF THE RECOMMENDATIONS

Currently: "Approvals, recommendations, restrictions, conditions, or disapprovals of applications are communicated to the investigator through the office of Research, Grants, and Contracts."

Replace with: Approvals, recommendations, restrictions, conditions, or disapprovals of applications are communicated to the investigator by the board chair.

Pg. 93
L. RECORDS AND DOCUMENTATION OF THE INVESTIGATOR

Currently: " The investigator is required to... Such forms must be retained on file by the office of Research, Grants, and Contracts for a minimum of three (3) years after termination of the project."

Replace with: The investigator is required to... Such forms must be retained by the investigator (or faculty advisor) for a minimum of three (3) years after termination of the project.

Report from Professional Concerns Committee

Re: Paul Ellis' Proposal regarding Faculty Senate membership for members of Learning Assistance Center faculty

An *ad hoc* subcommittee of the Professional Concerns Committee was appointed in November, 1995, to consider the Paul Ellis proposal and to make recommendations to the full committee. Unfortunately, this subcommittee did not meet. Fred Schneider called the subcommittee members together on March 28, 1996. Two of the three subcommittee members attended this meeting. The group arrived at these conclusions:

1. The members of the program who have no other voice in governance do need a voice. At this time the group does not know how that how this should be accomplished.
2. There is some discussion that the Learning Assistance Center will become a part of the College of Arts and Science. This is, apparently, only a discussion item at this time. However, becoming a part of that College would give some voice in Faculty Senate through College representatives. Dealing with the situation at this time seems premature.
3. Some faculty in the Learning Assistance Center also teach in other departments or programs. Presumably they have some voice in governance issues through those departments or programs. There may be other faculty in other departments of programs.
4. It is unclear just what kind of voice or representation this faculty group should have. Their mission is somewhat different from other teaching faculty. There are already differences -- they are not eligible for development benefits such as Sabbatical Leaves, Summer Fellowships and Project Grants, for instance.
5. There has been some preliminary discussion with Dean Redding about the possibility of developing Handbook provisions for "Developmental Faculty." These provisions would likely spell out duties and expectations, much as is done for Library Faculty.

This recommendation was passed by the Professional Concerns Committee on April 4, 1996:
> "We recommend that a Task Force be appointed early next year to make recommendations regarding the status of full-time renewable lecturers, their rights, duties and responsibilities. We recommend that the Task Force include representatives from the affected group."

April 22, 1996

ATTACHMENT C

1. **Program change in Political Science for Spring, 1997**
Approved by UCC on April 25, 1996.
   A. Changes are a response to manage continued growth and maintain a quality program without any increases in resources.

   Declaration of a major in the Department of Political Science:
In order to declare a major in Political Science, Public Administration, International Studies, Justice Studies, or Law Enforcement, a student must have earned a minimum GPA of 2.0. First semester freshmen who wish to declare immediately a major in one of the above programs must have either: a high school minimum GPA of 3.0 or a minimum ACT composite score of 21. Transfer students wishing to declare a major in the above programs must have earned a minimum GPA of 2.0 in prior college coursework.

Graduation with a major in the Department of Political Science: In order to graduate with a major in one or more of the above departmental programs, a student must earn a minimum grade of "C" in each course counted as part of the major(s).

2. **NRP 275 New course, race/gender perspective only for general studies credit. Approved by UCC on April 25, 1996.**
   Examination of the influences of race and gender on health status, health care, and health professions. Past and present social, political, and economic factors are investigated. PREREQ: none.

copies: Ann Luggen
           Dennis Sies

Faculty Senate meeting on Friday, May 10, 1996 @ 2:00 PM in UC Ballroom.

MEMORANDUM

TO: Linda Olasov, Chairperson, University Curriculum Committee

FR: Dennis Sies, Chairperson, Department of Political Science

RE: Program changes

DT: April 16, 1996

The faculty of the Department of Political Science request Curriculum Committee approval for the following program changes:

Declaration of a major in the Department of Political Science: In order to declare a major in Political Science, Public Administration, International Studies, Justice Studies, or Law Enforcement, a student must have earned a minimum GPA of 2.0. First semester freshmen who wish to declare immediately a major in one of the above programs must have either: a high school minimum GPA of 3.0 or a minimum ACT composite score of 21. Transfer students wishing to declare a major in the above programs must have earned a minimum GPA of 2.0 in prior college coursework.

Graduation with a major in the Department of Political Science: In order to graduate with a major in one or more of the above departmental programs, a student must earn a minimum grade of "C" in each course counted as part of the major(s).

Justification: Service to students and fairness to faculty.

In 1985 this department had six faculty (including the chair) and sixty majors in two programs. In the past eleven years the number of our faculty has doubled, but the number of our undergraduate majors has increased seven to eleven times. We maintain as "active" those students whose files show activity within a four-year period (The same standard as used by the Registrar). Using this standard gives us 670 advising files of "active" majors. We have 450 majors currently enrolled this semester. By either standard, we have the highest student major-to-faculty ratio in the College of Arts and Sciences. Academic advising becomes a farce under these conditions. Worsening the picture is the fact that we have 77 students enrolled in our MPA program, 50 of them enrolled this semester.

During this eleven year period we have not had any increase in space or in secretarial staff. This condition of rapid growth and inadequate resources has put severe strains upon the faculty of this department.

We consider ourselves cured of any past obsession we may have had with growth. In the past year, we have formulated goals and taken steps to emphasize quality and increased service to students.

Growth management, however, is a condition precedent to any realistic attempts to enhance service and increase quality.

Attached please find an analysis of our majors, by program and by department, illustrating the number and percentage of our majors below GPAs of 2, 2.2, 2.3, 2.4, and 2.5. This sheet, dated 9 January, shows 450 undergraduates on board at the present time.

For a more in-depth analysis over time, Administrative Computing gave us a print out of our majors for the past four years. When we use this time frame, we count 670 active majors. Administrative Computing counted 821. An analysis of selected GPA data of the 821 students is included. That sheet is dated 30 January.

Far more important than time frames and numbers, however, is the analysis showing the very high percentages of majors with low GPAs. I believe this data amply justifies our attempt to reduce our numbers by improving our quality.

These program changes are not draconian proposals. They are minimum measures in managing growth. Since the department faculty approved this proposal in early March, I have presented it, without objection and with support, to Dean Rogers Redding, Assistant Registrar Sandi Cunningham, and the Director of the Advising Center, David Emery.

While the changes would normally go into effect in Academic Year 1997-98, with the Provost's approval, we seek to have them implemented as of the Spring Semester, 1997.

Thank you for your consideration.

cc: Dean Rogers Redding
     Dr. David Potter

January 9, 1996

NUMBER AND PERCENTAGE OF MAJORS, BY PROGRAM, BELOW LISTED GRADE POINTS:*

PROGRAM		GRADE POINT AVERAGE				
		2.	2.2	2.3	2.4	2.5
INTS						
NUMBER	41	3	8	9	10	12
PERCENTAGE		7%	20%	22%	24%	29%
JUS						
NUMBER	189	12	20	23	25	25
PERCENTAGE		8%	14%	17%	18%	18%
LEN						
NUMBER	49	7	11	11	22	25
PERCENTAGE		14%	22%	22%	45%	51%
PSC						
NUMBER	133	11	16	20	23	28
PERCENTAGE		8%	11%	15%	17%	21%
PAD						
NUMBER	29	4	4	6	6	6
PERCENTAGE		14%	14%	20%	20%	20%

DEPARTMENT TOTALS: PERCENTAGE OF MAJORS BELOW LISTED GRADE POINTS:

2.	9%
2.2	12%
2.3	15%
2.4	17%
2.5	21%

*These figures are based on Administative Computing's data showing 450 undergraduate majors in the Department as of January 6, 1996. Eliminated are students who graduated in December and majors not enrolled in classes during the Fall and Spring Semesters.

NUMBER AND PERCENTAGE OF MAJORS, BY PROGRAM, BELOW LISTED GRADE POINTS:*

SPRING 1992 TO PRESENT

PROGRAM		GRADE POINT AVERAGE				
		2.	2.2	2.3	2.4	2.5
INTS						
NUMBER	84	17	18	21	24	29
PERCENTAGE		20%	21%	25%	29%	35%
JUS						
NUMBER	250	43	76	86	94	99
PERCENTAGE		17%	30%	34%	38%	40%
LEN						
NUMBER	170	60	86	93	98	104
PERCENTAGE		35%	51%	55%	58%	61%
PSC						
NUMBER	248	51	76	94	99	109
PERCENTAGE		21%	31%	38%	40%	44%
PAD						
NUMBER	71	15	23	28	29	31
PERCENTAGE		21%	32%	40%	41%	44%

DEPARTMENT TOTALS: PERCENTAGE OF MAJORS BELOW LISTED GRADE POINTS:

2.	22%
2.2	34%
2.3	39%
2.4	42%
2.5	45%

*These figures are based on Administative Computing's data showing **823** undergraduate majors in the Department over the past four years.

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

May 1, 1996
File: runstart.sen.050196

TO: Kathie Verderber

FROM: Paul Gaston *Paul*

SUBJECT: Discussion Item

The attached outline describes a possible initiative that would (a) respond to recommendations from last fall's recruitment and retention committee, (b) incorporate our interest in "learning communities," and (c) focus recent "community college" discussions on a key element in our instructional mission. The outline, which reflects a preliminary conversation in the Academic Affairs Committee of the Board of Regents, attempts to provide a thorough basis for discussion, but it should be regarded as the first stage in a process of consultation that begins, in effect, with this memorandum.

Because this initiative would have implications for the curriculum and the summer session, the Faculty Senate should discuss it at least in general terms before we proceed further. I would welcome the opportunity to participate in such a discussion. If the Faculty Senate were willing to approve the idea <u>in principle</u> (reserving the right to examine and endorse subsequent stages) and to allow the Executive Committee to form an exploratory committee to study the idea this summer, we could move forward with planning and hope to have an impact by summer 1997.

Thank you.

DRAFT: For discussion purposes only.

Idea for Discussion: Operation "Running Start"

Executive Summary: an integrated curriculum emphasizing development of fundamental academic skills would be offered for under-prepared students beginning in summer 1997 at the Covington and Highland Heights campuses.

OBJECTIVES
a   Enable students with skills deficiencies* to master fundamental academic skills prior to their beginning the mainstream college curriculum.
b   Improve retention of first-time freshmen; slow the "revolving door," thereby making access meaningful.
c   Improve the quality of the classroom experience within the mainstream curriculum by making it possible to assume basic competencies.
d   Enable at-risk students to form and maintain learning communities. (Such learning communities would represent only one segment of a far broader commitment to learning communities in all curricular areas and at all levels of competence.)
e   Improve advising of the university's most vulnerable students by working with and building on existing advisement
f   Make better use of the summer session.
g   Make better use of the Covington campus.
h   Increase space flexibility on Highland Heights campus.
i   Meet state requirement that NKU offer "programs of a community college nature" in Covington.

DESCRIPTION
a   The "Running Start" curriculum would consist of a 9 credit hour package: e.g., intensive college writing, practical college mathematics, UNV 101 (Orientation to College), and/or reading skills. The standard learning community would combine three courses, including UNV 101, but special communities might be formed for students requiring only one skills course and for those requiring all three. New courses emphasizing active learning would be developed to take advantage of the intensive format.
b   The curriculum would be offered principally during the summer session for eight weeks, five days a week, approx. 3.25 hours each morning or evening (three 55-minute classes separated by two 15-minute

breaks) in order to accommodate students' work schedules. Special learning communities would be offered in the fall for students unable to participate in the summer session.

c   "Running Start" learning communities would be formed at both the Covington and Highland Heights campuses for the convenience of students. However, the fall offering would take place only at the Covington campus.

d   Beginning in 1997, the summer program would be strongly encouraged for students with predicted academic deficiencies. Beginning in 1998 or 1999, the summer program would be required for such students. A fall program at the Covington campus would be offered for students moving to the area following the summer and for area students adjudged through an appeals process as having been unable for good reason to register for the summer program.

COSTS
a   Students would pay a modest surcharge in order to benefit from the intensive, coordinated instruction.
b   Other program costs would be met through more efficient allocation of the summer session budget.

STAFFING
a   Teachers would teach two courses and accept coordinating and advising responsibility for one learning community.
b   Teachers would be drawn from the NKU full-time faculty, from the NKU part-time faculty, and from area high school teachers.

ADMINISTRATION
Principal administrative responsibility for planning and management would fall to the Associate Provost and to the Associate Vice President for Academic Programs (Director of Summer Session) through at least June 30, 1998.

TIMELINE
a   Fall 1996: begin curricular planning, schedule space, develop public announcement regarding optional (1997) and mandatory (1998 or 1999) programs, and schedule summer 1997 pilot offering.
b   Spring 1997: distribute informative bulletin (January), hold information sessions in high schools (February), complete process of curricular approval (March), and direct "invitations" to all qualified students.

	c	Summer 1997: initiate initial "Running Start" offerings.
	d	Fall 1997: announce mandate regulating admission of under-prepared students beginning with summer 1998, and track fall semester performance of first "Running Start" cohort.
GOVERNANCE	a	The Faculty Senate would be asked to appoint an *ad hoc* program development committee to work with administrators during the summer of 1996 in planning the program and the special courses.
	b	The Faculty Senate would be asked to review the program concept and to make recommendations no later than November 1, 1996.
	c	The Faculty Senate would review by the usual procedures the special courses developed for the program and would complete the approval process no later than March 15, 1997.
ADVANTAGES	a	The program would address many of the concerns voiced during discussion of a possible community college initiative.
	b	The program would not threaten the reciprocity agreement with Ohio; hence access for citizens of N.Ky. to specialized community college programs and to UC graduate programs would be maintained.
	c	Additional resource requirements would be modest in comparison with those associated with establishment of a full community college structure.
	d	No "second-class citizens" would be created; no stigma should attach to the Covington campus.
	e	Renovation requirements at Covington would be considerably reduced. ADA access requirements might be met through offering at least one learning community on the Highland Heights campus.
EVALUATION	a	Because the ACT represents the "pre-test," a second administration following the "Running Start" program might be considered as a means of establishing value added.
	b	Participating students would be tracked through the first two years of the college curriculum to determine their success relative to students unable or unwilling to participate. (The voluntary nature of the program at first would provide a control group.) In addition, results of this commitment would be

           compared the the results of the previous developmental program.

    c   Students would be surveyed for the first three years to obtain ideas for program strengthening.

    d   Participating faculty would be surveyed for the first three years to obtain ideas for program strengthening.

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* Students admitted to the university with ACT scores below 15 in English, Math, and/or Reading *must* take developmental courses in these areas. Students admitted with ACT scores of 15-17 in reading or of 15-19 in English and/or mathematics may take a supplementary placement test in order to qualify for mainstream courses.

Learning Communities at NKU

Proposal for the Faculty Senate's Consideration
May 10, 1996

Rudy Garns, Philosophy Program

NKU currently faces a number of curriculum-centered challenges. These challenges require us to provide better long-range advising, a more meaningful and coherent General (or Essential) Studies program, increased opportunities for inter- or cross-disciplinary study, and flexible schedules that are sensitive to the needs of our part-time and nontraditional students. In addition we desperately need to improve our retention rates and establish an educational environment that maximizes both student-student interaction and student-faculty interaction. Our students, many of whom have families and jobs that keep them away from campus when they are not in class, need to become more involved in the life of the institution and share a common, more intense educational experience with other students. Other universities have faced these same challenges and have addressed them—very successfully—with *learning communities*.

A learning community is "any one of a variety of curricular structures that link together existing courses—or restructure the curricular material entirely—so that students have opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise."[*] The main idea is to have a single group of students share in the same schedule of classes, which might revolve around a common theme, problem, historical period, or culture.

Learning communities are extremely flexible in their format and focus. One simple type of learning community links together two courses with little or no coordination among faculty. At the University of Washington, for example, a "skills" course (e.g., composition or introductory speech) is paired with a "content" course from the General Studies categories. Even with minimal coordination among the faculty, students who share a limited but common course schedule find it easier to interact, perhaps forming study or discussion groups outside of class. More sophisticated learning communities link together several classes with greater coordination and planning, and frequently target students with specific interests or needs.

- At institutions like Ball State, LaGuardia Community College and Western Michigan University students enroll in clusters of three or four classes, often focused on a particular theme or problem. LaGuardia, an inner city community college that serves mainly nontraditional commuting students, targets both liberal arts day students and pre-professional students. Western Michigan University includes learning communities within its Honors curriculum. In most cases faculty coordinate their assignments, syllabi,

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[*] Faith Gabelnick, et al.,1990. Learning Communities: Creating Connections Among Students, Faculty, and Disciplines. Jossey-Bass, Inc., San Francisco, p. 19.

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discussions and lectures. Collaboration and active learning are emphasized and the students experience a more integrated and coherent approach to the material.

- The Freshmen Interest Groups (FIG) at the University of Washington link together three courses. The groups usually have a pre-major theme (pre-law, pre-business, pre-education, pre-health sciences) and a peer advisor is assigned to each group. Though there is little or no coordination among the faculty who teach these clustered classes, first year students receive an opportunity to consider more effectively their inclination toward a particular major and to see more clearly the connection between General Studies classes and a major field of study.

- In the Federated Learning Communities at SUNY/Stony Brook students take three classes with others in their group and additionally enroll in a seminar that is intended to integrate the content of the other classes. A faculty member serves as a "Master Learner" who takes the three classes with the grouped students and collaborates with them in the seminar. Community themes include Technology, Science, and Human Values.

- The Aquinas Program at St. Thomas University provides students with year-long cross-disciplinary courses. Each course includes faculty from three different disciplines and focuses on a particular theme; students receive credit for coursework in each of the three disciplines. E.g., *Gender and Society* draws from Economics, Religious Studies and Sociology; *Technology and Social Change* is taught by faculty from Economics, English and Computer Studies. Throughout the year students meet weekly in full community lectures, small group seminars and discussion sessions, and for individual tutoring. The objective is to provide "opportunities to make connections between different subject areas, methods of investigation, and bodies of knowledge."

These are success stories and I submit that learning communities can successfully address NKU's challenges as well. The research shows that by enhancing a student's sense of community and involvement learning communities contribute to higher retention rates. Because learning communities promote active learning and foster collaboration and cooperation students who participate are higher achievers and more involved in their classes. These students are also better able to integrate the material and discover meaningful applications for their General Studies classes. Increased opportunities for inter- and cross-disciplinary methods and topics are significant consequences as well. Faculty who teach in learning communities report positively. In some cases there are opportunities for team teaching, creative classroom projects, field trips and increased student-faculty interaction. Faculty also appreciate a chance to work with other faculty in other disciplines and to see their own discipline from a different perspective.

Learning communities do not require radical curricular change and the concept is extremely flexible and adaptable to our particular needs. Consider the following possible targets for learning communities at NKU.

- Learning communities that target *students who have intended major fields of study*. A learning community could be established for pre-law students that includes courses in Political Science, Philosophy, History and Speech. Other clusters might target students interested in the humanities, sciences, education, and business.

- Learning communities that target *entering or undeclared freshmen*. These clusters might include a UNV 101 component, a composition or speech component and an additional one or two General Studies courses. The courses could center on a theme or issue and the instructors could coordinate their syllabi and assignments. Regular field trips, social and cultural events could be included as a one credit addition.
- Learning communities that target *underprepared students*. Developmental courses could be linked together with appropriate General Studies courses.
- Learning communities that target *Honors students*. A special Honors course might provide the focus for a cluster of classes directed at a central idea, problem or historical period.
- Learning communities that target *part-time and nontraditional students* who can meet only evenings or weekends.

To begin the process of bringing learning communities to NKU we have already taken the following steps.

A. During March and April of 1996 approximately 40 faculty who are interested in the concept of learning communities met informally in several focus groups to discuss to the concept and its application to NKU.

B. The Faculty Senate Teaching Workshop on May 10 includes a presentation from Dr. Erik Bitterbaum, Vice President for Academic Affairs at Missouri Southern State College, on learning communities and offers opportunities for more indepth faculty duscussion of the idea.

I now propose that...

the Faculty Senate commision an implementation team of four or five faculty who are interested in and versed in the concept learning communities. This team will in the fall of 1996 begin the process of (1) disseminating information about learning communities to the general faculty and engage them in a discussion of the idea, (2) articulating the varieties of learning communities appropriate for our institution and identifying potential target groups, cluster themes, etc., (3) identifying and recruiting faculty candidates to teach courses in a pilot program for learning communities, (4) developing a procedure for submitting and evaluating proposals for learning communities, (5) developing a plan for recruiting and enrolling students in the groups, and (6) developing a means by which we can assess the pilot program.

If you are interested in learning more about learning communities or in taking part in the process I've suggested above, please contact either Fran Zaniello (UNV 101 Director, NS 413, x-6674, zaniello@nku.edu) or me (Philosophy Program, LA 240, x-5528, garns@nku.edu).