

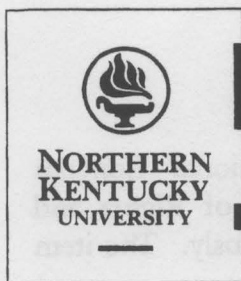
Faculty **S**enate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING
MONDAY, MARCH 22, 1999
MEETING 3:00 P.M.
UC BALLROOM

AGENDA

- I. Call to Order
- II. Adoption of Agenda
- III. Approval of the Minutes from the February 22, 1999 meeting
- IV. NKU President's Comments - President Votruba
- V. Committee Reports
 - A. Professional Concerns Committee
 - Student Code of Rights & Responsibilities Amendment (Attachment – Voting Item)
 - B. Budget and Commonwealth Affairs Committee
 - C. Curriculum Committee
 - D. Faculty Benefits Committee
 - Faculty Handbook Amendment: Retirement Incentive Program (Attachment – Voting Item)
- VI. Reports
 - ◆ Barry Andersen – Faculty Regent's Report
 - ◆ Joe Wind – Community and Government Relations
 - ◆ Rudy Garns – General Education Task Force
 - ◆ Barbara Holland – Reform '99
- VII. Adjournment



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING MARCH 22, 1999

The Northern Kentucky University Faculty Senate was called to order at approximately 3:04 p.m. on Monday, March 22, 1999, by President Chuck Frank.

Present for the meeting (*based on sign-in sheet*): {**Senators**} D. Agard, C. Bredemeyer, J. Churchill; G. Clayton, S. Cortez, Y. Datta, L. Ebersole; C. Frank, R. Garns, P. Goddard, C. Hewan, R. Holt, M. Huelsmann, R. Kelm, B. Lorenzi, R. McNeil, B. Mittal, L. Olasov, G. Ragsdale, J. Roeder, G. Scott, A. Seed, J. Smith, B. Thiel, J. Thomas, T. Weiss, and S. Zachary.

{**Guest**} P. Gaston, B. Holland, J. Wind, M. Huening, B. Andersen, M. Myers, F. Zaniello, P. Conley, and P. Riechardt

Absent (*based on sign-in sheet*): {**Senators**} K. Booher, B. Kempton, P. McCartney, J. Niewahner, L. Noyd, R. Pennington, F. Schneider, and C. Sheng

ADOPTION OF AGENDA: Approved as distributed, with the following exceptions: Executive Vice-President Gaston will replace President Votruba on the program; B. Holland is ill.

APPROVAL OF MINUTES: Minutes for the February 22, 1998, Faculty Senate meetings were approved, with correction of the spelling of Dr. Shanley's name:

GUEST: Executive Vice-President Paul Gaston provided information about several university related activities/issues, such as: the budget process – linking budget and planning. He made reference to the Dean's "White Letter" from '96 '97 and noted, from an Academic Affairs vantage, he was pleased with the budget process this year; he informed the Senate that there was 9 additional recurring faculty lines, a 10 percent increase for part-time faculty, 3 additional academic advisors, 1 additional academic advisor for graduate students, \$156,000 increase in Operating Budget for Academic Affairs the "Surcharge for Learning" is now a permanent item; Running Start has been moved to continuing funds; UNV 101 now has a funded Director; and additional funds available for Steely Library. He noted that several searches are currently underway, all to the "small pool." He reminded the Senate of the Master Planning process by NBBJ Consultants; of Part-Time Faculty Week April 5-9; and the meeting of the Council of Partners in Education on March 25, 1999.

COMMITTEE REPORTS:

C. Bredemeyer, Chair of **Professional Concerns**, on behalf of the Professional Concern Committee, presented a motion to change Section II,A,3 of the Student Code of Rights and Responsibilities to add: "or faculty member." The motion was approved unanimously. The item will be sent to Dr. M. Shanley.

D. Agard, Chair of **Budget and Commonwealth Affairs**, had no voting items for the Senate today.

L. Olasov, Chair of **Curriculum**, had no voting items

J. Smith, Chair of **Faculty Benefits**, on behalf of the Faculty Benefits Committee, presented a motion to change Section X.D.3 of the Retirement Incentive Program to include notification to Chair upon submitting proposal. The motion passed.

Additional

Barry Andersen, Faculty Regent, apprised the Senate of related items: Board of Regents' next meeting is next week; he attended the student Town Meetings with President Votruba; expressed concern that the Environmental Resource Center had not been through senate but after investigation, noted that he was comfortable with the explanation that a "tight time line" was a factor.

Joe Wind, Assistant Vice President for Community and Governmental Relations gave an overview of his new position and some of his current activities.

Rudy Garns, represent the General Education Task Force, distributed a handout which included 17 characteristics and 5 major issues that the Task Force is currently considering as primary to General Student at NKU. Questions and answers ensued.

Senate meeting was adjourned at 4:07 p.m.

Respectfully Submitted

Gary D. Scott, Secretary

On February 25, 1999, the PCC passed the following resolution:

Section II,A,3 of the Student Code of Rights and Responsibilities should be changed to read: (addition in parenthesis)

"The chairperson will review the charges and meet with the student. If resolution of the matter is not possible, the student (or faculty member) may request a hearing. Such a request will be made in writing to the appropriate dean within ten working days of the meeting with the chairperson. Upon receipt of a request for a hearing, the dean will convene a hearing panel."

**PROPOSAL TO CHANGE FACULTY HANDBOOK
APPLICATION PROCEDURES FOR RETIREMENT INCENTIVE PLAN**

In order to provide adequate notice to department chairs and college deans of the plans of faculty who are applying for the Retirement Incentive Program, Section X.D.3 (p. 33) should be amended as follows:

Between Items 3.b.1 and 3.b.2 in current text of Section X.D, the following item should be inserted as 3.b.2:

2. Faculty who apply for participation in this retirement program must supply their department chair and college dean with a copy of their application no later than the date applications are due to the program administrator. This is to enable chairs and deans to prepare information for their written opinion (see 3.b.3 below) and to allow time for consultation between faculty applicants and a chair or dean if this is warranted.

As a result of this inserted item, Items 3.b.2, 3.b.3, and 3.b.4 will be renumbered as 3.b.3, 3.b.4, and 3.b.5 respectively.

This change is parallel to the provision for notification of chairs and deans in the text of the section on the Phased Retirement Program (X.C.4.b; p.29): "Faculty should submit PRP application packages to their appropriate chairperson for endorsement. The request should proceed through the dean of the college. . . ."

What characteristics should we find in a GE Program for NKU?
(Draft: March 22, 1999)

1. The GE program must accommodate the goals we establish in our GE statement of goals and purpose.
2. The GE Program must accommodate the special circumstances and needs of the varied student body: transfer students, part time students, students seeking Associate Degrees or professional programs, students facing rigorous requirements in their major, etc.
3. The GE Program must be open to assessment and under continual review
4. The GE Program should be sequential and vertically structured so that essential skills and concepts are introduced at known times and in a developmentally sensible order.
5. The GE Program should be spread across four years.
6. The GE Program should provide for coherent, integrated learning that makes sense and has clear value for students.
7. The GE Program should include common or shared experiences for all students (based on common courses, content, or skills).
8. The GE Program should place special emphasis on the first year experience, establishing early the suitable expectations, dispositions and skills for a successful college career and life-long learning.
9. The GE Program should have clear ties to the majors or professional programs (and the majors and professional programs should make clear use of the GE Program).
10. The GE Program should include some emphasis on community and community building, possibly including learning community structures where feasible.
11. The GE Program should consider hands-on, experiential or service learning where feasible.
12. The GE Program should consider infusing some issues, approaches and skills throughout the curriculum (or some part of the curriculum) (e.g., writing, reading, speaking, diversity, sensitivity to the ethical dimension of life and work, critical thinking, problem solving).
13. The GE Program should consider requiring one or more research projects.
14. The GE Program should make advising and curriculum/career planning easier for students.
15. The GE Program should make clear and meaningful use of co-curricular activities.
16. The GE Program must accommodate the demands of external accrediting bodies and state legislation.
17. The GE Program should remain sensitive to the varied academic (intellectual and social) abilities of entering students.

Anticipated Issues

We anticipate a number of issues upon which success in General Education reform is contingent.

A. FACULTY DEVELOPMENT. We can see already that serious attention must be paid to faculty and course development. Some office or program for faculty development should be in place as soon as possible so we can guarantee that faculty who face the need to develop new courses, revise existing courses, or engage in new teaching situations will have some place to go for help and can acquire the necessary resources.

B. FACULTY GROWTH. No matter what we do there will need to be growth in the FT faculty, not only to guarantee that there are enough FT faculty in the classroom (keeping class size reasonably small), but also to relieve the service burden that is placed (and will continue to be placed) on existing faculty. We can expect the service burden to increase if, for example, we add a new GE program administration, a faculty driven assessment team, and perhaps service or experiential learning coordination.

C. GENERAL EDUCATION ADMINISTRATION. Coherent, principled, assessed, meaningful General Education programs require management. We will need to consider administrative oversight for a new GE program. Someone (a coordinator or dean?) will be necessary to lobby for budget needs, coordinate faculty oversight of program changes and continual improvement, coordinate assessment, manage course additions and removals, and manage faculty and course development needs.

D. ASSESSMENT. We need to take assessment seriously. Increased attention must be paid to internal data management through which we collect, interpret, and present information to be used for internal reform efforts, including ongoing curriculum management.

E. FACULTY REWARDS AND INCENTIVES. We must address the need for appropriate faculty rewards and incentives, especially given the demands that we can expect to place on faculty for major curriculum reform.

GE Task Force/3/22/99