

Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING
MONDAY AUGUST 25, 1997
3 P.M.
UC BALLROOM

AGENDA

Chuck Frank
Faculty Senate
President

- I. Call to Order
- II. Introductions
- III. Adoption of Agenda
- IV. Approval of Minutes
- V. Remarks
 - A. President Votruba
 - B. Jim McKenney, SACS
 - C. Gaut Ragsdale, Parliamentarian
- VI. President's Report
 - A. Faculty Leadership Award Program
 - B. Tuition Waiver
 - C. Nominations for committee assignments
- VII. Committee Reports
 - A. Budget and Commonwealth Affairs Committee
 - B. Curriculum Committee
 - 1. General Studies Review
 - C. Faculty Benefits Committee
 - D. Professional Concerns Committee
- VIII. Adjournment



NORTHERN
KENTUCKY
UNIVERSITY

Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING

1997

UC Ballroom

THE FACTS AS THEY ARE. *The truth as we see it.*

(The horns of our present challenge/dilemma)

SENATORS PRESENT :

D. Agard (Budget), S. Cortez, Y. Datta, T. Desai, L. Ebersole, J. Filaseta, C. Frank (President), C. Furnish, R. Gams, R. Holt (Professional Concerns), D. Kelm (Secretary), B. Kempton, M. King, S. Lassiter, B. Lorenzi, P. McCartney, B. Mittal, L. Olasov (Curriculum), T. Pence, R. Pennington, V. Raghavan, G. Ragsdale (Parliamentarian), B. Reno, F. Schneider (Vice President), V. Schulte, G. Scott, A. Seed, R. Shaw, C. Sheng, D. Smith (Faculty Benefits), J. Thomas

SENATORS ABSENT :

D. McGill, F. Rhynhart, J. Roeder, B. Thiel

GUESTS :

B. Andersen, E. Barker, C. Chance, P. Ellis, P. Gaston, M. Gorbandt, M. Huening, J. McKenney, M. Winner, J. Taylor, J. Votruba

I. CALL TO ORDER :

A. Meeting was called to order at 3:02 PM.

II. ADOPTION OF AGENDA:

A. The agenda was adopted with addition of an informational item under UCC.

III. APPROVAL OF MINUTES:

A. The minutes for May 15, 1997 were approved as presented.

IV. REMARKS:

A. Jim Votruba, University President: Opening with an expression of pleasure at having the opportunity to address Faculty Senate, President Votruba re-iterated the call he has given to the university since his appointment. "The future of NKU depends on all of us moving forward together...with a common values base and a common vision in defining the vision of NKU..." over the next several years. Mentioning again the Visions, Values and Voices (of Business, Community, the Region the State as well as the University), President Votruba, citing the urgency of the situation at hand, went on to emphasize that we had little flex time given the Governor's reform program and the Biennial Budget Process. Stating that "Frankfort is not going to satisfy our appetite (for funding)" President Votruba went on to cite that we should be raising more private funding. Asking that the university consider its strengths, issues and opportunities, President Votruba urged that we "...think outside of (the usual frames of reference)..." and since higher education is unquestionably, inevitably going to look different in the

next five years, we must "...anticipate the future." On the issue of growth, President Votruba stated that reducing the size of the student population was not the answer. Growth-no more than 15,000-is necessary to maintain. Also, the university should plan to grow intelligently. i.e., recruit the best students aggressively. Sounding a call certain to arouse even the sleepest and most cummudgeonly, President Votruba also said that the Post-Tenure Review process was a very good idea and that faculty and Senate should "...push ahead expeditiously..." and "...take the initiative." Competent faculties do that. NKU should do it for itself, or allow the state legislature to do it (to) for them. (N.B. !!Faculty should know that Senator Tim Philpot, R-Lexington, has filed legislation-last Spring-to require college and university professors to receive regular post-tenure review.)

B. Jim McKenney, Chair for SACS Review Process: Jim McKenney reported that the process was on track and on time. A Draft of the document has been prepared to which will be added the reports from the Areas of Special Concern; Part-time Instruction, Developing a Technology Plan for Academic Affairs, Developmental learning, Advising and Course Instruction for Majors and General Studies. The Preliminary document will be in final form and sent off by October 1, 1997. The SACS Compliance auditor will arrive in November. In the Spring of '98 the SACS Consultants will arrive. Kudos , Jim, for doing an excellent job to date!

C. Gaut Ragsdale, Senate Parliamentarian: Addressing generally the nature in which Senate meetings are conducted, the Parliamentarian wished to make and emphasize that while the general mode of conducting business would always be informal that when occasion required parliamentary rules would be invoked to expedite the process and maintain clarity of procedure. Also, the Parliamentarian took the occasion to remind the senators of the following:

1. What do we do and when we are to do it?
 - a. There are five (5) standing committee. The bulk of the Senate's work is done by and in committee. Issues resolved in committee ought not to be revived on the Senate floor.
 - b. "Proper Notice": This is important as in the past there have been occasions when "hot" issues appear on the floor without prior notification or preparation.
2. Conducting debate on issue.
 - a. "Alternate Debate": The proper method is to alternate statement Pro and Con concerning an issue being discussed/debated..
 - b. Individuals who have spoken once should not speak again until all parties who wish to speak to the issue have had an opportunity to do so.
 - c. "Get it in Writing": Concerning issues of substance and content, put all amendments in writing and send them forward to the secretary. No floating amendments, please.
3. re: Items on the floor.
 - a. Items on the floor lacking sufficient information should be referred back to committee.
4. Closing debate.

- a. Sometimes everything has been said, but everyone hasn't had the opportunity to say it. Just close debate!

V. PRESIDENT'S REPORT/INFORMATIONAL ITEMS:

- A. To remind the Senators that the next three meetings will be in BEP 461.
- B. Faculty Leadership Recognition Program: this program will be continued this year with the sponsorship of the Office of the Provost. Faculty who wish to nominate someone for this award may do so by contacting the Senate Office(ext. 6400) and request the nomination form.
- C. re: Tuition Waiver Transfer: Last year joint Senate/Staff initiative to permit employees to hand on their tuition waiver to family members is now with the Council on Post-Secondary Education where it is being considered.
- D. Two committees still require members--the Health Insurance Day and the Transportation Committees.
- E. Please be aware and advised that there will be/are four (4) dates for Future of the University meetings. These meetings will be held in the former Presidential Manse Of course, if there are many more than those four dates can accommodate, then additional meetings will be scheduled.

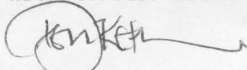
VI. UNIVERSITY COMMITTEE REPORTS:

- A. BUDGET AND COMMONWEALTH: No items/report.
- B. CURRICULUM COMMITTEE: No items.
1. General Studies Review will have its, hopefully, final meeting September 4
2. Project Running Start operated this Summer '97 to "...generally positive..." reviews.
- C. FACULTY BENEFITS: Will have its first meeting Sept. 10
- D. PROFESSIONAL CONCERNS: Will have its first meeting Sept. 4.

VII. ADJOURNMENT:

A. MEETING ADJOURNED at 4:20 PM.

RESPECTFULLY SUBMITTED,



Don Kelm, Sec'y.



MEMORANDUM

August 21, 1997

TO: Members of the Faculty

FR: James C. Votruba *James C. Votruba*
President

RE: Vision, Values, and Voices: Conversations on the Future of the University

In my State of the University address, I described an intensive initiative to clarify the values that drive the University and to focus more clearly its vision and priorities for the next five years. To this end, I want to hear the voices of the University and those we serve. From this process will arise the comprehensive vision I will offer the University and the region in my installation address on November 20.

The questions that we will address include the following:

1. As we focus our vision and priorities for the next five years, what are the most important issues and opportunities that we should address?
2. What are the University's most important assets or strengths that should serve as a foundation for our development over the next five years? What new assets or strengths should be developed?
3. What should be the core values that define us as a twenty-first century metropolitan university?
4. Looking ahead five years, what should be the "defining characteristics" that represent Northern Kentucky University's own unique or distinctive identity with reference to our students, faculty, curriculum, teaching/learning process, research and scholarship, community outreach, academic and administrative support, student life, etc.? What will it take to get there?

MEMORANDUM - Members of the Faculty

August 21, 1997

Page Two

I hope that you will take part in this vital undertaking. Beginning very shortly, the panel I have appointed will join me in beginning a series of conversations--on campus, throughout the University's eight-county service region, and in Greater Cincinnati. Discussions reserved for members of the faculty will be held in the **lower level of the former president's home (on Nunn Drive)** at the following times:

Monday, September 15	3:30 - 5:30 p.m.	lower level of house
Tuesday, September 16	3:30 - 5:30 p.m.	lower level of house
Wednesday, October 1	3:30 - 5:30 p.m.	lower level of house
Thursday, October 2	3:30 - 5:30 p.m.	lower level of house

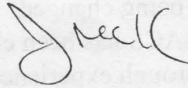
So that these discussions may be as substantive as possible, only the first 20 reservations will be accepted for each section. However, if there is demand that cannot be met, additional sections will be added.

If you are interested in this opportunity to share your voice regarding the values and vision of the University, please confirm your attendance at one of the above sessions by calling the Office of the President at 572-5123.

August 10, 1997

TO: Academic Community

FR: Jim McKenney, Self-Study Director



RE: Update

On November 10-13 of this academic year a visiting team from the Southern Association of Colleges and Schools (SACS) will be on campus to evaluate the institution. In addition, on April 20-23 a group of invited consultants will be on campus to offer advice on issues selected for study by NKU. The purpose of this memo is to provide an update on progress in preparation for visits by the two groups.

Approximately a year ago I sent a memo describing the experimental self-study alternate model and listed the committee members for the Compliance Committee, Steering Committee, and each of the four issue committees mentioned later in this memo.

The Compliance Committee was formed and started working in spring 1996. The committee's task was to gather information on approximately 500 specified criteria either to demonstrate that NKU was in compliance with a particular criterion or to ascertain that the institution was not doing what the criterion stated we must do. During fall 1996 and early spring 1997 the Compliance Committee concentrated on collection and analysis of information to determine whether the institution was meeting SACS criteria. Based upon information collected, criteria were separated by the Compliance Committee into three categories:

- (1) those for which the committee felt NKU was out-of-compliance,
- (2) those for which the committee felt NKU was in compliance but should do substantially better,
- (3) and those for which the committee felt NKU could document compliance with no anticipated problems.

This delineation of criteria was approved by the Steering Committee and presented to the president's Cabinet through the Provost in early spring. The list of criteria in categories (1) and (2) is attached.

The situations that led to listing NKU out-of-compliance for various criteria have all been rectified except one. To remedy out-of-compliance issues, a full-time tenure-track faculty member has been hired in Geology, the number of semester hours required for graduation and taken at NKU will be increased (probably to 34-36 hours), Chase College of Law will continue to publish a Student Handbook, published policies concerning the employment of part-time faculty now exist, a form has been developed to serve as a formal letter of appointment for part-time faculty, and the proportion of credit hours in Justice Studies taught by faculty with terminal degrees will be above 25%, the SACS threshold. The proportion of credit hours in Speech taught by faculty with terminal degrees was below 25% for fall 1996 (primarily because of many SPE 101 classes taught by part-time faculty) and it is not clear what will happen this fall.

Actions to address criteria identified as in compliance but needing substantial improvements continue, but some concerns remain. Several of the criteria dealing with very specific changes have been or are in the process of being changed. Specifically, the language used in describing an institution's relationship with SACS has been clarified, and better documentation will now exist when faculty are qualified through experience as opposed to academic preparation. Most of the criteria mentioned in category (2) require some form of institutional commitment. Attached is a collection of recommendations made to the President's Cabinet to address issues raised. The status of the recommendations at this time is unclear.

Folders have been prepared for each of the approximately 500 criteria. Each folder contains a short response indicating whether NKU is in compliance with the specific criterion and, if in compliance, provides documentation. For some criteria, suggestions for improvement are stated. The visiting committee in November from SACS will spend most of its time perusing the folders and, if necessary, seeking additional information when questions develop.

In December 1995, four issues were identified as concerns to be studied in the alternate model for the self-study. These issues are:

1. reducing reliance on part-time faculty
2. examining advising and course offerings for general studies and majors
3. examining developmental offerings to enhance student opportunities
4. developing a technology plan for academic affairs.

Committees were formed to work on each of the issues and these committees have been meeting regularly since fall 1996. Preliminary reports from each of the committees should be ready for distribution early in the fall semester to allow appropriate campus-wide discussion and feedback. More will follow about opportunities to discuss draft reports from each of the committees. Final reports should be completed by the beginning of the spring semester in preparation for the visits by consultants in April.

When facing the prospect of evaluation by visitors to campus, our anticipating what they might want to see and have provided is a challenge. We have tried to be cautious and deliberate in identifying areas of concern and hope no major problems have slipped through the cracks!

I have spent the past 18 months examining this institution and have renewed respect and admiration for the NKU community. In most situations, I have encountered people dedicated to offering life-changing opportunities to students and working harder than the institution has any right to expect. One purpose of a self-study is to identify areas that need to be improved, but we should never lose sight of all the things we are doing well. That list is really long!

THE FOLLOWING IS A LIST OF CRITERIA FOR WHICH THE INSTITUTION IS OUT OF COMPLIANCE

1.
 - a. In each major in a degree program, there must be at least one full-time faculty member with responsibility for supervision and coordination of the major. (1.4.x)
 - b. For each major in a degree program, the institution must assign responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. (4.2.3.d)
 - c. At least one full-time faculty member with appropriate credentials as defined in Section 4.8.2, must have primary teaching assignment in the major. (4.2.3.e)

Comment: NKU has been offering a degree in Geology without a full-time faculty member for academic 1996-1997.

2. For degree completion, at least 25 percent of semester credit hours, or the equivalent quarter hours, must be earned through instruction by the institution awarding the degree. (4.2.2.j)

Comment: The institution presently requires a student to complete the last 30 hours at NKU when working toward a baccalaureate degree that requires a minimum of 128 semester hours. The SACS requirement of at least 25% of the credit hours converts to requiring at least 32 hours be taken at NKU.

3. These requirements, along with others developed by the institution, must be published and distributed to all incoming graduate students and be appropriate to the degree and program being offered. (4.3.3.c)

Comment: The Chase College of Law Student Handbook was not published for academic 1996-1997. Prior to this, the handbook had been given to all incoming Chase law students.

4. At least 25 percent of the discipline course hours in each undergraduate major must be taught by faculty members holding the terminal degree, usually the earned doctorate, in that discipline. (4.8.2.2.d)

Comment: For fall 1996, Justice Studies and Speech both had less than 25% of the credit hours taught by faculty holding the terminal degree.

5. Each institution must establish and publish comprehensive policies concerning the employment of part-time faculty members. (4.8.3.d)

Comment: NKU has no published comprehensive policies concerning the employment of part-time faculty members.

6. Although tenure policy is not mandated, each institution must provide contracts, letters of appointment, or similar documents to faculty members clearly describing the terms and conditions of their employment. (4.8.6.d)

Comment: NKU has no contract, letter of appointment, or similar document provided to part-time faculty members describing the terms and conditions of employment.

THE FOLLOWING IS A LIST OF CRITERIA WHERE THE INSTITUTION IS IN COMPLIANCE, BUT IN WHICH SIGNIFICANT IMPROVEMENTS SHOULD BE MADE.

The purpose of a self-study is to identify areas within the institution that need attention, and the committees would be remiss in their responsibilities if these areas were not highlighted through the criteria. Also, the visiting Compliance Audit Committee from SACS might not agree that the institution is in compliance with all the listed criteria and steps to correct any problems should be made before visiting teams arrive.

A. Criteria substantially related to resources

1. Criteria cited because of the level of support for library and other learning resources (including equipment).

- a. The institution must have sufficient learning resources or, through formal agreements or appropriate technology, ensure the provision of and ready access to adequate learning resources and services to support the courses, programs and degree offered. (1.4.y)
- b. The institution must provide a competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment and physical facilities. (4.1.b)
- c. A graduate program must have curricula and resources substantially beyond those provided for an undergraduate program. (4.3.1.b)
- d. Research, scholarly activity and/or advanced professional training must be included in graduate studies and supported by adequate resources. (4.3.1.c)
- e. An institution must provide (for graduate programs) a competent and productive faculty, adequate library and learning resources, adequate computer and laboratory facilities, and an appropriate administrative organization. (4.3.1.d)
- f. Curricula (graduate) must be directly related and appropriate to the purpose and goals of the institution and the degree program, and to the financial and instructional resources of the institution. (4.3.4.g)

Comment: The concern expressed is the adding of two new graduate programs when the institution struggles to support programs presently offered. Policies as well as resources may need to be examined.

- g. Learning resources (library) and services must be adequate to support the needs of users. (5.1.1.d)
- h. Institutions offering graduate work must provide library resources substantially beyond those required for baccalaureate programs. (5.1.3.d)
- i. Adequate hours (library) must be maintained to ensure accessibility to users. (5.1.2.e)

Comment: Steely library hours on Friday evening and weekends should be considered.

2. Criteria cited because of level of support services and community education.

- a. An institution must ensure that the number of advisees assigned to faculty or professional staff is reasonable. (4.2.5.b)

Comment: AARC has approximately 600 advisees/advisor.

- b. For outreach and service programs, an institution must provide the resources and services necessary to support the programs and must evaluate the programs regularly. (4.6.d)

Comment: The concern is providing resources, not evaluation.

- c. Human, physical, financial and equipment resources for student development services must be adequate to support the goals of the institution. (5.4.2.a)

3. Criteria cited because of level of overall financial support

- a. The institution must have an adequate financial base to accomplish its purpose at an acceptable level on a continuing basis. (1.4.z)
- b. The student enrollment and financial resources of an institution must be sufficient to support an effective educational program. (4.1.c)
- c. Because the financial resources of an institution influences the quality of its educational program, each institution must possess sufficient financial resources to support all of its programs. (6.3.1.a)

B. Criteria cited because of faculty issues related to resources and/or policies

1. The number of full-time faculty members must be adequate to provide effective teaching, advising and scholarly or creative activity, and be appropriate to participate in curriculum development, policy making, institutional planning and governance. (4.8.3.a)
2. The employment of part-time faculty members can provide expertise to enhance the educational effectiveness of an institution but the number of part-time faculty members must be properly limited. (4.8.3.b)
3. An institution must provide a faculty of adequate size to support its purpose. (4.8.9.a)
4. Salary increases must be based on clearly stated criteria. (4.8.5.a)

Comment: Salary issues such as compression and departments falling well below CUPA data figures need to be addressed as well as issues related to the following criteria.

5. It (the institution) must have procedures for the equitable and reasonable assignment of faculty responsibility-including classroom instruction, academic advising, committee membership, guidance of student organizations, and research and service to the public. (4.8.9.b)

Comment: The procedures to assure equitable assignment across department and college lines should be examined.

C. Criteria related to general policies and procedures

1. Criteria dealing with planning and budget

- a. The institution must have an appropriate plan, as well as a functioning planning and evaluation process, which identifies and integrates projected educational, physical and financial development, and incorporates procedures for program review and institutional improvement. (1.4.r)
- b. The institution must: 1. establish a clearly defined purpose appropriate to collegiate education 2. formulate educational goals consistent with the institution's purpose 3. develop and implement procedures to evaluate the extent to which these educational goals are being achieved 4. use the results of these evaluations to improve educational programs, services and operations. (3.1.c)
- c. For each administrative and educational support service unit, the institution must: 1. establish a clearly defined purpose which supports the institution's purpose and goals 2. formulate goals which support the purpose of each unit 3. develop and implement procedures to evaluate the extent to which these goals are being achieved in each unit 4. use the results of the evaluations to improve administrative and educational support services. (3.2.b)
- d. Its preparation and execution (the budget) must be preceded by sound educational planning. (6.3.3.b)

Comment: The budgeting and planning/evaluation process should be more closely linked; an individual should be given the responsibility (and time) to coordinate and oversee the planning process.

2. Criteria dealing with institutional publications

- a. An institution must be accurate in reporting to the public its status and relationship with the Commission. (1.6.b)
- b. In catalogs, brochures and advertisements a member institution must describe its relationship with the Commission only according to the following statement: (1.6.b)

Comment: SACS has a uniform statement for all institutions to use in describing the relationship.

- c. The content and design of publications produced and distributed by an institution must be accurate and consistent in describing the institution and rigorously adhere to principles of good educational practice. (4.4.a)

Comment: The concern is with the process used to produce the University Catalog; an online system should be used so that information could be updated as changes are made.

3. Criteria dealing with distance learning

- a. An institution must formulate clear and explicit goals for its distance learning programs and demonstrate that they are consistent with the institution's purpose. (4.5.a)
- b. Further, an institution must demonstrate how it will achieve these goals and how it will ensure overall effectiveness and quality consistent with the Criteria. (4.5.b)

Comment: Our mission statement does not address distance learning.

4. Criteria dealing with evaluation

- a. Orientation and advisement programs (graduate) must be evaluated regularly to ensure effective assistance to students.

Comment: Some of this is done but in a very informal way; a more systematic process should be followed.

- b. The library and other learning resources must be evaluated regularly and systematically to ensure that they are meeting the need of their users and are supporting the programs and purpose of the institution. (5.1.1.c)

Comment: Presently the only evaluation of the library is done on the senior survey; some form of faculty evaluation should be implemented.

5. Other criteria

- a. Procedures established for implementation of institutional admission policies must be followed in the admission of all students. (4.2.1.j)

Comment: The Catalog description of the admission policy is confusing and the institution does not follow the printed policy for non-resident students.

- b. The institution must demonstrate that its graduates are competent in reading, writing, oral communication, fundamental mathematical skills and the basic use of computers. (4.2.2.g)

Comment: The problem is the demonstration of basic use of computers.

- c. Each institution must conduct a systematic effective program of undergraduate academic advising. (4.2.5.a)

Comment: Pre-business majors in the College of Business get no systematic advising, particularly for general studies courses.

- d. Such cases (faculty qualified through experience) must be justified by the institution on an individual basis. (4.8.2.1.b)

Comment: A process needs to be developed to document qualification by experience.

- e. Policies for the allocation and use of information technology resources must be clearly stated and consistent with the institution's purpose and goals. (5.3.f)

- f. There must be a clear distinction, in writing and in practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. (6.1.2.h)

- g. The evaluation must reflect concern for quality and discern levels of student performance. (4.2.4.g undergraduate and 4.3.5.g graduate)

Comment: The way grade distributions are internally reported does not allow for the separation of students enrolled in a course for less than the first week of class. (The grade of X means enrolled for less than three weeks.) Another "grade" should be considered that identifies students enrolled for less than one week. Problems may exist with grade distributions but it is hard to tell with the present reporting.

May 19, 1997

TO: Paul Gaston

FR: Jim McKenney

RE: Recommended Actions based upon Compliance Problems

The purpose of this memo is to offer recommendations to address issues identified by the Compliance and Steering Committees through the SACS criteria. The working document for this memo is the report you submitted to the President's Cabinet on April 18, 1997.

1. For the criteria in which the institution appears to be out-of-compliance, the proposed strategies cited in the working document seem appropriate.
2. Criteria Substantially Related to Resources: Library and other Learning Resources,

Several actions seem appropriate that would speak to multiple criteria in this section.

- a. Take steps now to guarantee that the Support-of-Learning Surcharge will be continued, at least at the present rate. This could be the first step in a three-year plan for enhanced coordination within and increased support for the library, media services, and academic computing.
- b. Based upon allocations of the Support-of-Learning Surcharge for the past two years, develop a process that would increase the base operating budget of appropriate areas (particularly the libraries and Dean of Arts and Sciences) and move funds collected through the Surcharge into the budgets more quickly.
- c. Define specific areas in which resources for graduate programs at NKU should be beyond those provided for undergraduate programs and indicate how this will be accomplished.

3. Criteria Substantially Related to Resources: Support Services and Community Education, Faculty Issues

As above, several actions would speak to multiple criteria.

- a. Continued support for a new Student Center seems crucial. Renovation of the existing Center, along with the new building, would ease some of the space problems for support services.
- b. Have the institution commit to at least two new staff positions and two new faculty positions each year for the next five years. This action would be a step toward solving some of the part-time faculty problems plus bring some needed relief to areas where additional assistance is desperately needed.
- c. Create a pool of funds to upgrade both staff and faculty salaries that have, over time, fallen below accepted levels relative to established indicators. Some long-term continuous effort needs to be implemented to address a problem that grows worse every year.

4. Criteria Related to General Policies and Procedures: Planning and Budget

The Compliance and Steering Committees, in discussions about criteria dealing with planning and budgeting, expressed the following concerns:

1. There is not much evidence that planning and budgeting are connected.
2. The planning process needs to be reviewed and evaluated.

The budgeting process seems to be primarily a continuation budget each year with requests to appropriate administrators for non-budgeted needs as they arise. It is not clear where institutional planning fits into the process.

The lack of a clear link with institutional planning and budgeting is certainly one reason to review the entire planning and budgeting process. Also, since a strong component of the planning process is review and evaluation of all units in the University, the planning process itself should undergo the same scrutiny.

The following actions seem appropriate:

- a. Review and evaluate the institutional planning process with particular attention to the link with budgeting.
- b. Review and evaluate the budgeting process with particular attention to the link with institutional planning.



Faculty **S**enate

HIGHLAND HEIGHTS KY 41099 606-572-6400

NOMINATION FORM

FACULTY SENATE FACULTY LEADERSHIP RECOGNITION PROGRAM

DATE:

NAME OF NOMINEE:

RANK AND DEPARTMENT:

NAME(S) OF NOMINATOR(S):

Briefly describe how this person has distinguished her/himself through extraordinary efforts in working with students or providing institutional, professional, or community leadership that is beyond the normal expectations for faculty at N.K.U. In this description please:

- a) describe the specific activity that is to be recognized;
- b) describe how the person to be recognized has contributed leadership to this activity;
- c) indicate the amount and length of time this person has devoted to this activity;
- d) describe how this activity furthers the University's Mission;
- e) describe the tangible and intangible outcomes of this effort;
- f) describe what distinguishes this effort as being "beyond normal expectations for faculty at N.K.U."

(Please staple any additional pages to this Nomination Form)



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

MEMORANDUM

DA: August 26, 1996
TO: ALL FACULTY
FR: The Executive Committee of the Faculty Senate
RE: FACULTY LEADERSHIP RECOGNITION PROGRAM

We are pleased to announce that funding to continue the Faculty Leadership Recognition Program, established by the Faculty Senate in 1995, has been approved by the Provost. Through this program, Faculty Senate will continue to periodically recognize individual faculty members who have distinguished themselves through extraordinary efforts in working with students or providing institutional, professional, or community leadership that is beyond the normal expectation for faculty at N.K.U. Those faculty who are honored will be presented with a Certificate of Recognition and a Book Award of \$50 at a regularly scheduled meeting of the Faculty Senate.

Any N.K.U. employee holding faculty status (whether full or part-time, tenure track or non tenure track, renewable or temporary) would be eligible to be nominated for this recognition.

Anyone at the University or in the community can nominate a faculty member for this award by completing the Faculty Leadership Recognition Form attached.

Nominations will be submitted to the Executive Committee of Faculty Senate who will review the nominations and decide upon award recipients.

If you know someone that fits these criteria please nominate them. If you have previously nominated someone and that application is on file in our office, you do not have to complete a new nomination form. Simply let us know in writing that you would like the nominee to be considered this year. Please add any additional information that may enhance your previous nomination of that individual.

A nomination form is attached. If you need additional applications you may make additional copies of this one or contact Peg Goodrich, X6400. Nominations are to be mailed to the Senate Office, LAC 105.

FACULTY SENATE
FACULTY LEADERSHIP RECOGNITION PROGRAM

I am nominating Dr. Jim McKenney for a faculty senate leadership award. Jim accepted leadership for the SACS self-study for our university; this was a 2 to 3 year commitment, a consuming task, an intense endeavor, both physically and emotionally, requiring infinite patience. There can be no question that it meant self-sacrifice for many semesters.

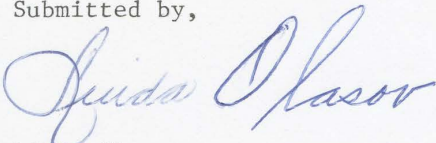
Jim has demonstrated over the last two years an enduring commitment to communication to faculty through his appearances to report on the status and progress of the self-study project. He has come frequently both to Faculty Senate Executive Committee and to Faculty Senate to talk about what we are studying, what needs to be improved, and what recommendations have been offered to address NKU's needs. In this project Jim has tread a fine line in that the self-study report identifies areas that need to be improved in a sensitive and tactful manner. The end product is an honest, truthful, candid approach to weaknesses that doesn't destroy the basic integrity and credibility of NKU as a viable, vibrant academic institution of higher learning.

Jim's leadership in the SACS self-study effort will further the Mission of NKU by improving the quality of instruction.

Jim has worked quietly, efficiently, and collegially as the leader of the SACS self-study. Although he has received reassigned time, his efforts can be characterized as "beyond normal expectations for faculty at NKU." This effort has been herculean, professional, and carried out with an aplomb which we can all appreciate and applaud. Dr. McKenney continues with humor, self-deprecation of his efforts, praise for his fellow academics and committee chairs, and optimism for the process and its outcome.

Dr. Jim McKenney is most deserving of this award.

Submitted by,



Linda Olasov

I nominate Dr. Boni Li for a Faculty Leadership Recognition Award
Thanks, Charlotte Neely

CAMPUS DIGEST

A Publication of the Office of University Relations and Development
Northern Kentucky University, Highland Heights, Kentucky 41099

July 11, 1997



Study underscores northern Kentucky residents' love of area

by Stevetta Grooms
University Relations Intern

As Dorothy concluded upon her return from Oz, "there's no place like home," and northern Kentucky residents seem to agree with her.

A 1997 study, conducted by Northern Kentucky University professor Boni Li, Department of Sociology, Anthropology, and Philosophy, found that 90 percent of those responding to her survey indicated that they were satisfied with living in northern Kentucky.

Li completed the study, "Influences of Rapid Growth on Residential Satisfaction and Community Attachment: A Case Study in the Northern Kentucky Community," to determine residents' community attachment, their attitudes toward community change, and their levels of community satisfaction when they live in an area of rapid growth.

"It's important to study demographics, but it's also important to know how people feel," Li noted. "The demographics only tells us who the residents are."

Feeling at home

Li measured community attachment by assessing local social bonds and social sentiment.

The survey asked residents to respond to survey items on the number of people they know in their neighborhood, the frequency of borrowing with neighbors, the number of homes visited, knowing neighbors' first names, feeling at home, interest in commu-

nity activities, and their attitude about leaving the neighborhood.

While all of the questions received positive responses, respondents were overwhelming in expressing sorrow at the thought of leaving (90 percent) and generally felt they were well-acquainted with their neighbors (89 percent).

Keeping the status quo while coping with change

In studying respondents' attitudes toward community change, Li's study found a strong sentiment toward maintaining their way of life.

More than 82 percent felt that preserving their way of life in their community was either extremely important or very important, the two highest areas of response.

Li also found that people responded very positively to the area's population growth, with 79 percent indicating that they liked meeting new people and making new friends.

There apparently was no great concern that new people coming into their lives would cause any negative change in maintaining their way of life, although this seeming paradox was not discussed in the study.

Three things indicate satisfaction

Li tested community satisfaction by using three indicators: residents' desire to continue to live in their community; satisfaction with available help from neighbors if in trouble; and opportunities to make new

friends. The first two indicators drew positive percentage responses in the mid-80s, and the final indicator being positive at 66 percent.

Four students assisted Professor Li in conducting the study, which was funded by the National Science Foundation. It was subsequently presented at the annual meeting of the Northern Central Sociology Society last April with two of the students participating in the presentation. The involvement of the students provided them with the opportunity to practice what they learned in the classroom.

"I feel that part is important," said Li.

Gabe Rogers, one of the student participants and a psychology major with a strong research interest, expressed his appreciation in learning to apply the scientific method to research in sociology. "It's starting to open up doors with other professors to do research for them" he said.

Data for the study were collected from three counties, Boone, Campbell, and Kenton, in the fall of 1996. Li and her assistants mailed 4,000 questionnaires to a random sample of northern Kentucky residents, and the return rate was approximately 27 percent.

The results reported are based upon a plus or minus three percent margin of error.

A copy of Li's study is available in the Northern Kentucky University Office of Research, Grants, and Contracts, Lucas Administrative Center 724.

Dr. Boni Li is an Assistant Professor of Sociology. She can be reached at 572-5259.

**To: Bob Appleson
Sharon Crawford
Mary Huenning
Maria Falbo-Kenkel
Tony Mazzaro
Diana McGill**

**Margaret Myers
David Potter
Rogers Redding
Harriette Richard
Barbara Thiel
Steven Weiss
Tom Zaniello**

Fr: Olason

Da: August, 1997

Re: Next General Studies Subcommittee meeting

The next meeting of the General Studies Subcommittee will be held on **Tuesday, September 2, 1997 from 3:30 until 5:30 PM in the University Center, ground floor meeting room next to Delta.** (As some of you may remember, we met there for the May 14th meeting). Although I am guardedly optimistic, I will not promise that this is the last meeting. I would truly appreciate your clearing your late afternoon for this important meeting so that we can finish our work. I have invited Gaut Ragsdale to be with us for this meeting. Gaut is Faculty Senate Parliamentarian, and he has kindly agreed to help us with procedure if there are issues or questions that arise.

You may have noticed that the names of Don Kelm and Carol Ryan are no longer on this memo. Since both of them were unable to attend committee meetings last semester because of conflicts with classes, they have withdrawn from the committee.

Before this meeting, please review carefully my memo dated May 1997 (copy attached). This review is important because it will save time which can then be devoted to discussion and voting. It should refresh your memories as to the committee's progress to date, issues settled and issues still to be voted on, the Olason version of the General Studies rationale, and some capstone course proposals to be discussed. Also attached for your information is a copy of a memo dated May 15, 1997 from Bob Appleson to Chuck Frank.

You should be receiving this notification at school or at home about one

month before this meeting. Peg Goodrich, Faculty Senate secretary, will be calling you sometime during the week of August 18th to remind you of this meeting. Obviously, it is **an important one. BE PROMPT** as the formal meeting will start soon after 3:30 PM. Call me if you are unable to attend.

i trust that the summer is going well for you and look forward to working to working with you **"one more time"** (if we get lucky) on general studies.

copies: Gaut Ragsdale
 Chuck Frank

Return-path: <gaston@NKU.EDU>
Date: Tue, 20 May 1997 10:53:21 -0500
From: Paul Gaston <gaston@NKU.EDU>
Subject: Re: General Studies Task Force
X-Sender: gaston@pop.nku.edu
To: Chuck Frank <frank@NKU.EDU>
Cc: redding@NKU.EDU

Chuck,

I appreciate the good news that the subcommittee may resolve the issues it chose to address. The resulting reforms will represent a useful temporary "fix." However, there are many far more important issues that the subcommittee chose NOT to address that we should face if we are ever to offer a general education program that offers truly effective education for our students.

Although I have the prerogative of appointing an advisory task force without the concurrence of the Faculty Senate Executive Committee, I would greatly prefer to move forward in a cooperative and collaborative spirit. I would therefore appreciate the opportunity to meet with the executive committee when it next convenes in an effort to reach agreement. The proposed task force is not a response to the failure of the subcommittee, but to its promised success. It would use the adjustments achieved this year as a point of departure for genuine curricular reform.

As your leadership will be vital in this discussion, we should probably meet with Rogers in early August to review the history of this issue and the critical importance of moving forward in 1997-98, either through a joint task force, as discussed, or through some other means.
Paul G.

Paul L. Gaston
Provost and Executive VP
Northern Kentucky University
Highland Heights, KY 41099
Ring (606) 572-5360
FAX (606) 572-5565
gaston@nku.edu