Faculty Senate
December 2, 2002
3:30 p.m.

Call to order

Approval of Minutes:
November 4, 2002

Reports:

Report from the President: Senator Glasser
Report from the Executive Committee Chair: Senator Johnson
Report from the Faculty Regent: Senator Schlomann
Report from the COSFL Representative: Senator Siegel
Report from the Provost: Senator Wasicsko
Report from the Student Senate: Lucas Hammons
Report from Standing Committees:
      Budget Committee: Senator Wade
      Rules Committee: Senator Yoder
      Rights and Responsibilities Committee: Senator Gillaspie
      Elections Committee: Senator Everett
      Committee on Committees: Senator Wolf
Report from Ad Hoc Committees:
      Lecturers/Part-Time Lecturers: Renee Everett, chair
      Compensation and Benefits Committee: Senator Rahimzadeh
      Plus/Minus Grading: Senator Fisher

Unfinished Business:

- Report from the University Athletics Committee
- Motion from Senate Ad Hoc Compensation and Benefits Committee
- Motion from the Interdisciplinary and Team Teaching Task Force
- Motion from the University Research Committee: University-Funded Research Projects.

New Business:

- Report from the Council on Academic Affairs: Senator Wasicsko
  1. Change Military Science name to Military Science & Leadership
  2. Minor revision in Military Science
  3. Program revision in Child & Family Studies (BS)
  4. Add new certificate in Women's Studies
- Election of members to the Faculty Senate Welfare Committee

Adjournment

Faculty Senate Minutes
November 4, 2002

The Faculty Senate of Eastern Kentucky University met on Monday, November 4, 2002 in the South Room of the Keen Johnson Building. Senator Johnson called the third meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

A. Banks*, C. Callahan*, J. Dantic, L. Gillaspie, A. Gossage, C. Melton*, M. Miranda, K. Polmanteer*, W. Reynolds*

*Indicates prior notification to the Senate Secretary.

Visitors to the Senate were:
Rita Davis, Student Affairs; Lucas Hammons, Student Government Association; Ken Johnston, Finance; Erin Michalik, Student; Jennifer Rogers, *The Eastern Progress*; Aaron Thompson, Academic Affairs; Elizabeth Wachtel, Academic Affairs; and Doug Whitlock, Administrative Affairs.

APPROVAL OF MINUTES:

The October 7, 2002 minutes were approved with the following correction.

On page 6 under new business the following statement should be changed from:

> Senator Dunston moved that the Senate recommend the following resolution, seconded by Senator Long:

> to:

> Senator Dunston presented for the Senate's consideration a resolution regarding faculty replacement positions, seconded for discussion by Senator Long:

PRESIDENT'S REPORT: Senator Glasser
President Glasser reported that the newly appointed Budget Council has met and is considering numerous options to deal with not only the current, but future financial situations.

President Glasser expressed her thanks to Laura Koppes for agreeing to chair the newly appointed Strategic Planning Committee. The committee has met and plans to present a proposal to the President by spring.

President Glasser announced that the screening committee for the CPE President search recently met for two days at the Cincinnati airport and interviewed 10-12 semi-finalists. Five candidates have been selected for further review. On November 18 the screening committee will meet to narrow the candidates down to 2-3 finalists. Those finalists will meet with the full council during the first week in December. While nothing has officially been said, it is felt that the University Presidents will be given an opportunity to voice their opinions. The new CPE President should be appointed by the first of the year.

Two weeks ago, President Glasser was one of three University Presidents requested by the Prichard Committee to give a status report on EKU's progress and success since House Bill I was enacted. The purpose of the meeting was for all of the Presidents to come together and show their support on maintaining and improving higher education reform in Kentucky with fewer dollars. The Governor was also in attendance.

President Glasser reiterated her invitation from earlier in the semester to visit all departments to discuss pertinent issues openly with faculty. Any departments wishing to schedule an appointment should contact her office.

The first faculty and staff retirees group dinner was held last week with about 140 retired faculty and staff in attendance. Retired faculty and staff are a wonderful untapped resource and additional meetings with them will be scheduled in the future.

President Glasser has been doing extensive travelling for fund raising purposes and to meet with and reconnect with EKU alumni. Recently she was in New York and Washington to attend several successful alumni events.

This Friday is the next Board of Regents meeting which will be held at Arlington. This will be a full Board meeting where a number of important issues will be discussed and recommended to the Board for their approval.

President Glasser recently celebrated her one year anniversary as EKU's tenth President. She reminded everyone that despite the tough financial times at hand there are a lot of opportunities available for EKU if everyone works together as a campus community.

EXECUTIVE COMMITTEE CHAIR'S REPORT: Senator Johnson.
Senator Johnson reported that the committee met on October 21 with Dr. Janna Vice and Ken Johnston in attendance to present the Athletics Committee report. The report is listed as an information item on today's agenda and will be discussed fully at the December Senate meeting. All senators were previously e-mailed a copy of the report in PDF format. Questions concerning the report should be e-mailed to Dr. Vice at janna.vice@eku.edu and copied to Senator Johnson. The deadline for questions is Monday, November 11. Questions received will be compiled and a committee representative will be present at December's meeting to answer all questions.

The Ad Hoc Compensation and Benefits Committee presented a motion which will be discussed later in the meeting.

The Rules Committee sent a motion forward on housekeeping issues which will be presented later.

Senator Johnson reminded the senators that anyone unable to serve during the spring semester should contact the Chair of the Elections Committee (Senator Everett) as soon as possible.

COSFL REPORT: Senator Siegel
Senator Siegel reported that COSFL met with the CPE Interim President and senior staff members on October 16 in Frankfort. The CPE staff reported that the Governor still hopes to continue to hold education harmless, but if that happens it means a reduction in the rest of state government spending and programs. In order for the budget to be balanced, the year's revenue projection of 5.8 percent must be met. It is highly unlikely that the forecast will be met which will result in at least one and possibly two more budget cuts.

Health care and insurance were also discussed. Medicaid is a big problem facing the state worker's health plan. An alternative plan being discussed by legislators is requiring comprehensive universities, cities, and counties to join the state health care system. This will be discussed at the next general assembly.

A report card on Kentucky's Postsecondary Reform was circulated which indicated educational reform is working, but slowly in comparison with other states. In addition, concern was expressed about the number of bright students leaving the state. However, about 75 percent of Kentucky's college graduates are still in the state five years after graduation.

COSFL members were urged to read the report on Postsecondary Education Reform in Kentucky commissioned by the Prichard Committee for Academic Excellence. Many useful materials are available on the National Center for Public Policy and Higher Education web site at: http://www.highereducation.org. Senator Siegel suggested that this web site should be linked on the Faculty Senate home page as a reference tool.

COSFL's next meeting will be November 23 at 10:00 a.m. in the W.T. Young Library at the University of Kentucky.

In a follow-up, Richard Freed, the faculty representative to CPE, reported that airport interviews were conducted with CPE President candidates. A follow-up meeting will be held in Frankfort on November 18 to discuss the candidates. There is a possibility that COSFL will be invited to Frankfort to meet with candidates around November 18 to 20.

PROVOST REPORT: Senator Wasicsko
Senator Wasicsko reported that the membership committee list has been updated and is now available on the web.

At the request of several faculty, President Glasser has sent written charges for the Budget Council and the Strategic Planning Committee forward and a link will be provided on the committee list for each of those later this week. In addition, the President has asked to see charges for all university committees.

Senator Wasicsko reported that sabbatical leaves are considered a leave from work through the KTRS system   As such effective this year at most institutions an individual is taken off of the retirement system if on sabbatical leave and that year does not accrue toward retirement. The problem has been temporarily fixed by changing the term "sabbatical leave" to a "reassignment from teaching".

Senator Wasicsko announced that recent rumors regarding a possible buy out of senior faculty members is completely untrue. However, other options in terms of the RTTP are being discussed and information should be available soon.

STUDENT GOVERNMENT REPORT: Lucas Hammons
Mr. Hammons reported that SGA recently passed three important legislations.

1. An ARAMARK grant for $2,000 which will allow the Student Government Association to help student organizations provide refreshments at their meetings.

2. Approval of the reallocation of monies to those organizations that have applied for it.

3. The approval of an advisor evaluation for the student organizations.

Amber Jones, Director of the Community Service of SGA, was present to remind the senators about the Kentucky Harvest Program which began last Friday and will end next Friday. In addition to the student organizations competing against each other, departments and Model Laboratory school are encouraged to participate. Model will have competitions within the elementary, middle school and high school levels. Each first prize gets a pizza party, each second prize will get doughnuts and juice. Any departments interested in participating should contact Amber.Jones@eku.edu. An awards ceremony will be held on the 16th at the football field. The top two faculty departments will receive doughnuts, juice and coffee. In addition, a plaque, which will be passed down each year, will be presented to the top contributing department.

COMMITTEE REPORTS:

Budget Committee. Senator Wade reported that the committee discussed several items at the October meeting. Topics included the conversion from FRS to Banner, the posting of grant overhead to departments, the resolution offered by Senator Dunston at the October Senate meeting, campus perceptions of the budget, and the future work of the committee.

Two motions were offered and approved. First, was a motion for the committee to review one major budget area every two months in a systematic way and report back to the Faculty Senate. The first area selected for study was Enrollment Management.

The next motion concerned the resolution offered by Senator Dunston at the last Senate meeting. The committee suggested a substitute resolution that which will be officially presented later in today's meeting.

The committee also requested Senator Wade, as chair, to explore the possibility of holding an open forum for faculty with Vice President Johnston and the Provost in the near future. If possible, this may be scheduled for early January or February.

Rules Committee. Senator Yoder reported that the committee met on October 14. A motion for updating the rules will be presented later today.

The next meeting of the Rules Committee will be on November 11.

AD HOC COMMITTEE REPORTS:

Lecturers/Part Time Lecturers. Senator Collins reported that the committee recently met and is in the process of gathering data from Benchmark institutions.

Compensation and Benefits Committee. Senator Rahimzadeh reported that the committee met on October 16 and discussed a couple of motions which will be presented later in today's meeting.

Plus/Minus Grading. Senator Fisher stated that the Senators received a copy of the committee's plan. Questions or comments regarding the proposed plan may be directed to Senator Fisher.

UNFINISHED BUSINESS:

Three Motions by Senator Reed.

> Motion 1: That the Faculty Senate formally express concern about attorney General John D. Ashcroft's description of Professor Steven Hatfill as a "person of interest" and the potential threat that similar departures from constitutional procedures may pose for the academic integrity and mission of our nation's universities.

The Senate were opposed to approving motion 1 and the motion failed for lack of support.

> Motion 2A: That the Faculty Senate create a committee charged with clarifying post 9-11 academic challenges and how the University can best maintain the academic integrity, freedom, and responsibilities of faculty and administrators. Or,

The Senate were opposed to approving motion 2A and the motion failed for lack of support.

> Motion 2B: In lieu of creating a new committee, in the interests of shared governance expand the title and responsibilities of the Faculty Rights and Responsibilities Committee to include Faculty-Administration Rights and Responsibilities and give them the charge stated immediately above.

Senator Schlomann moved to amend motion 2B to the following, seconded by Senator Fisher.

> That the Faculty Rights and Responsibilities Committee be charged with clarifying post 9-11 academic challenges and how the University can best maintain the academic integrity, freedom, and responsibilities of faculty.

Senator Reed withdraw his motion in support of Senator Schlomann's replacement motion. The replacement motion for 2B was approved by the Senate.

> Motion 3: That the Faculty Senate ask COSFL to address post 9-11 academic challenges, freedom, and responsibilities, including the firing of Professor Steven Hatfill.

Senator Siegel moved, seconded by Senator Dunston to delete "including the firing of Professor Steven Hatfill" from the proposed motion. The Senate were in agreement to delete the proposed statement from the motion. Senator Reed withdrew his motion in support of the replacement motion by Senator Siegel.

> "That the Faculty Senate ask COSFL to address post 9-11 academic challenges, freedom, and responsibilities."

 The replacement motion for Motion 3 was approved by the Senate.

Senator Dunston's Resolution for Faculty Replacement Positions.
> Be it therefore resolved:

That the number of Administrators (includes executive and administrative officers and professional non-faculty) at this institution has increased and continues to increase (516 in '99, 572 in '00, 599 in '01);

That the Administrative searches underway be terminated and that Interim Administrative personnel "make do" until a better economic future is proposed;

That as monies become available, said funds be allocated first for teaching faculty replacement positions at Eastern Kentucky University and then for hiring additional teaching faculty (680 in '99, 643 in '00, 643 in '01).

Senator Wade, on behalf of the Budget Committee moved to accept an alternative resolution, seconded by Senator Smith stated as follows:

> "Be it resolved that:

The Faculty Senate encourages the President to examine all cost, administrative faculty and otherwise, in complying with state mandated budget cuts and make the best choices in light of the long term mission of the University."

The Senate were opposed to the substitute resolution and the motion failed. The Senate were also opposed to supporting the original resolution which failed for lack of support.

NEW BUSINESS:

<u>Report from the Council on Academic Affairs</u>. Senator Wasicsko reported that there is discussion on creating a course by special arrangement and this will be presented at a later date. Senator Wasicsko further reported that a procedural process is currently being developed on protocol for dual degree agreements.

<u>Compensation and Benefits Committee Motion(s)</u>. Senator Rahimzadeh moved to approve the following recommendations:

> Whereas salaries must remain competitive if the University is to attract and retain outstanding faculty, thereby maintaining a position of strength relative to its benchmarks; and
>
> Whereas meaningful annual salary increases for those who perform satisfactorily are the best way to avoid long-term salary inequities and real dollar losses in earnings,
>
> The Ad Hoc Committee on Compensation and Benefits recommends the following motions to the Faculty Senate:
>
> 1.   The University's standard faculty salary award should reflect the Cost of Living Allowance based on the National Consumer Price Index. Any remaining funds allocated for salary increases should then be used toward merit pay.
>
> 2.   The University should provide a pool of money each year to address salary equity issues. The procedures according to which equity adjustments are made shall be recommended to the Faculty Senate by an ad hoc committee comprised of the Faculty Welfare Committee and administrative representatives selected by the President.

Motion 1 was seconded by Senator Milde and Motion 2 was seconded by Senator A. Jones.

Senator Johnson ruled that the two motions were substantive and deferred discussion to the December meeting.

<u>Rules Committee Motion</u>. Senator Yoder moved to approve the following recommendation to the Faculty Senate Standing Rules, seconded by Senator Flanagan for inclusion in the Faculty Handbook:

1.   **At the organizational meeting in May, the Chair of the Senate shall inform the members of the Senate of:**
   (a)   **The web location of an electronic copy of a compendium of** <u>**Robert's Rules of Order Newly Revised**</u>**, which governs the conduct of the meetings of the Faculty Senate.**
   (b)   **The web location of an electronic copy of a copy of the** <u>**Organization of the Faculty**</u> **and the** <u>**Special Rules of Order and Standing Rules of the Faculty Senate**</u>**.**

(c)   The web location of an electronic copy of a list of the current standing committees and
        <u>ad hoc</u> committees.
(d)   The location of Faculty Senate files, indexes, and minutes.

The Senate were in favor of the proposed recommendation and the motion carried.

<u>University Athletics Committee Report</u>. Senator Johnson reminded the senators that the Athletics
Committee Report will be discussed at the December meeting. Any questions should be e-mailed
prior to November 11 to Dr. Janna Vice with and copied to him. Questions will be answered at
December's meeting.

<u>Suspend the Rules.</u> A motion was made and seconded to suspend the Senate rules to meet beyond
5:30 p.m. The motion was approved by the Senate.

<u>University Research Committee Report</u>. Senator Konkel moved to approve the University
Research Committee Report, seconded by Senator Collins.

Senator Johnson ruled that as this is a substantive motion, discussion will be postponed until the
December Senate meeting. Questions should be e-mailed to Joyce Gosnell and copied to Senator
Konkel. Answers to any questions received will be provided at December's Senate meeting.

<u>Interdisciplinary and Team Teaching Task Force Report</u>. Senator A. Jones moved approval of the
following recommendation, seconded by Senator Dunston:

> Whereas: There is amply evidence that interdisciplinary and team taught classes are professional rewarding
> for faculty who participate in them and academically stimulating and rewarding for students who take such
> classes; and
>
> Whereas: The Office of the Provost indicated support for increasing interdisciplinary and team teaching at
> EKU by appointing the Interdisciplinary and Team Teaching Task Force in the Spring of 2002 to develop
> "appropriate, functional guidelines for supporting and rewarding interdisciplinary and team teaching at
> Eastern Kentucky University"; and
>
> Whereas: The Interdisciplinary and Team Teaching Task Force (the full report of which is attached for
> reference) has identified the University's practice of assigning student credit hour production to the
> department or unit identified in the course prefix rather than having credit hours follow faculty as the single
> greatest disincentive to interdisciplinary or team teaching; and
>
> Whereas: the Associate Vice President of Planning and Assessment is currently developing a reporting
> format for tracking credit hour production by both (a) course designation; and (b) by faculty member; and
>
> Whereas: the Interdisciplinary and Team Teaching Task Force determined that faculty workload assignments
> must reflect the fact that the effort required to teach a fully-integrated team taught course can be equal to an
> independently taught course on the part of all faculty involved; and
>
> Whereas: the Associate Vice President of Planning and Assessment has confirmed that there is no limitation
> to the Banner system for a single course generating a full in-load faculty workload assignment for more than
> one faculty;
>
> Be it therefore moved that a new section be added to Part V: Instruction/Academic Policies and Procedures of
> the Faculty Handbook immediately after the section on Foundation Professorships (pg. 93) as follows:

INTERDISCIPLINARY AND TEAM TEACHING

"Team Teaching" is defined as a collaborative activity in which content is integrated and all participating faculty are involved in the planning, delivery and evaluation of the course. It is specifically distinguished from "multidisciplinary teaching" in which faculty may divide course content into separate units that are planned and delivered independently.

In the case of team-taught courses, the responsibility for determining student credit hour division and faculty workload assignments rests with the department(s) of the participating faculty. Student credit hours shall be divided equally among participating faculty unless all participating faculty mutually agree upon an alternate arrangement for credit hour distribution. Such agreements shall be spelled out in a memo for approval by the appropriate dean(s) signed by all faculty who teach the course and their chairs. Higher minimum enrollments may be necessary to sustain certain team-taught courses. Any adjustment in minimum enrollments to justify a team teaching model should be roughly proportional to normal faculty load expectations for viable courses.

Senator Johnson ruled that as this is a substantive motion, discussion will be postponed until the December Senate meeting.

ADJOURNMENT:

Senator Wasicsko moved to adjourn at approximately 5:35 p.m.

Questions forwarded to the Athletics Committee by the Budget Committee

Questions on Response to the Faculty Senate Regarding Intercollegiate Athletics at Eastern Kentucky University from the Faculty Senate Budget Committee

1. Why has the Athletics budget deficit increased if "revenue from outside sources has increased significantly"?
2. Now that coaches that were half time are now full time, why hasn't the number of coaches declined to reflect this. For example, if a sport had 10 half time coaches why did it not convert to 5 full time coaches instead of 10 full time coaches?
3. Are revenue sports being scheduled to maximize revenue/fan attendance, especially for away games out of the OVC? For example, the nonconference home schedule for men's basketball seems especially weak this year (Mt. St. Joseph??, Kentucky Christian College??, Ohio Wesleyan??)
4. Do all sports contribute equally to academic accomplishments as discussed on page 21?
5. How does attendance at home EKU games compare to that of other OVC schools?
6. How can athletics and academics work better, especially with regard to missed classes or when an athlete must schedule a late afternoon class which conflicts with practices?
7. What are the ideas for new revenues and closing the athletic budget's dependence on E&G funds?
8. There is a concern about the impact of athletics on academic achievement of athletes, especially for missing classes. The change from alternate Fridays has some students missing many classes of one course, not for practice, but for games or travel for games. The report doesn't address what could be done to help with this situation. Furthermore, would the committee suggest how athletics and academics could work together to solve this, as well as other academic/athletic problems?
9. The report states that, "The Student-Athlete Success Center employs 4-6 tutors for a 300-student-athlete population," and that, "The Center is jointly funded by the NCAA Academic Enhancement fund and the Student Success Institute." What percentage of the financial support for the Student-Athlete Success Center is provided by the Student Success Institute?
    "Athletics has been working with a campus-wide mentoring program to provide mentors to all freshmen student athletes." How much funding support is provided by Athletics for the mentoring program?

10.   It seems that a large amount of resources are being expended for a small segment of our student population, (2% of students receive 30% of scholarships). Resources and space is being used for the general student body and to support student athletes. Is this not redundant? Why can't the Student Success Institute service all students? Why do the student athletes need a special program, The Student-Athlete Success Center? If it is not convenient for them, did anybody think that the times may not be convenient to many members of the student body as well? Why can't the student athletes use the same campus-wide mentoring program service that the general student population uses? Does Athletics have any plans to promote a more just distribution of resources?

11.   This report does not address any kind of a specific development plan. What are the goals of Athletics and how does the Athletic Programs intend to address them? Do the goals of Athletics include specific proposals for decreasing the percentage of university funding? There is a concern that E&G funding will actually go up with a new football coach, (salary and total package/expectations), more coaches moving out of teaching, women's team expansion, etc.

12.   Athletics is striving for gender equity to be in compliance with Title IX and should be commended for it!! But in a time when the university is facing major cuts in academic faculty and possibly programs, it seems ludicrous for athletics to draft a plan to increase the number of women's sports with the tentative funding to come from the University funds. Why can't some men's sports be dropped to try to meet expectations of Title IX and when funding allows, add men's and women's sports to the Athletic Program?

13.   Are we not comparing apples and oranges when comparing scholarship athletes and the general student body? What about comparing scholarship athletes with other scholarship students when dealing with the GPA comparisons, (especially when a comparison to the general student body may be inflated because of past open admissions policies)?

14.   Why were student-athletes who do not receive athletics' aid not included in the calculations for graduation?

15.   The Mission Statement of EKU Intercollegiate Athletics states one of the goals is, "To conduct a fiscally sound and prudent athletics program worthy of being subsidized by institutional general funds..." Would it not be more prudent to have a goal to lesson the dependence of Intercollegiate Athletics at EKU on the general funds of the university?

Whereas salaries must remain competitive if the University is to attract and retain outstanding faculty, thereby maintaining a position of strength relative to its benchmarks; and

Whereas meaningful annual salary increases for those who perform satisfactorily are the best way to avoid long-term salary inequities and real dollar losses in earnings,

The Ad Hoc Committee on Compensation and Benefits recommends the following motions to the Faculty Senate:

1. The University's standard faculty salary award should reflect the Cost of Living Allowance based on the National Consumer Price Index. Any remaining funds allocated for salary increases should then be used toward merit pay.

2. The University should provide a pool of money each year to address salary equity issues. The procedures according to which equity adjustments are made shall be recommended to the Faculty Senate by an ad hoc committee comprised of the Faculty Welfare Committee and administrative representatives selected by the President.

FACULTY SENATE
A Motion Related to Interdisciplinary and Team Teaching

Whereas: There is ample evidence that interdisciplinary and team taught classes are professionally rewarding for faculty who participate in them and academically stimulating and rewarding for students who take such classes; and

Whereas: The Office of the Provost indicated support for increasing interdisciplinary and team teaching at EKU by appointing the Interdisciplinary and Team Teaching Task Force in the Spring of 2002 to develop *"appropriate, functional guidelines for supporting and rewarding interdisciplinary and team teaching at Eastern Kentucky University";* and

Whereas: the Interdisciplinary and Team Teaching Task Force (the full report of which is attached for reference) has identified the University's practice of assigning student credit hour production to the department or unit identified in the course prefix rather than having credit hours follow faculty as the single greatest disincentive to interdisciplinary or team teaching; and

Whereas: the Associate Vice President of Planning and Assessment is currently developing a reporting format for tracking credit hour production by both (a) course designation; and (b) by faculty member; and

Whereas: the Interdisciplinary and Team Teaching Task Force determined that faculty workload assignments must reflect the fact that the effort required to teach a fully-integrated team taught course can be equal to an independently taught course on the part of all faculty involved; and

Whereas: the Associate Vice President of Planning and Assessment has confirmed that there is no limitation to the Banner system for a single course generating a full in-load faculty workload assignment for more than one faculty;

Be it therefore moved that a new section be added to *Part V: Instruction/ Academic Policies and Proce*dures of the <u>*Faculty Handbook*</u> immediately after the section on Foundation Professorships (pg. 93) as follows:

INTERDISCIPLINARY AND TEAM TEACHING

"Team Teaching" is defined as a collaborative activity in which content is integrated and all participating faculty are involved in the planning, delivery and evaluation of the course**.** It is specifically distinguished from "multidisciplinary teaching" in which faculty may divide course content into separate units that are planned and delivered independently.

In the case of team-taught courses, the responsibility for determining student credit hour division and faculty workload assignments rests with the department(s) of the participating faculty. Student credit hours shall be divided equally among participating faculty unless all participating faculty mutually agree upon an alternate arrangement for credit hour distribution. Such agreements shall be spelled out in a memo for approval by the appropriate dean(s) signed by all faculty who teach the course and their chairs. Higher minimum enrollments may be necessary to sustain certain team-taught courses. Any adjustment in minimum enrollments to justify a team teaching model should be roughly proportional to normal faculty load expectations for viable courses.

Interdisciplinary and Team Teaching Task Force
Final Report
Submitted July 31, 2002

Members: Thomas Fisher (Occupational Therapy), Carole Garrison (Criminal Justice and Police Studies), Douglas Robertson (Teaching & Learning Center), Judith Spain (Management, Marketing & Administrative Communication), Deborah Whitehouse (Nursing), Frank Williams (Philosophy & Religion), and Alice Jones (Geography), chair.

CHARGE issued by Provost Michael Marsden March 12, 2002:
The Interdisciplinary and Team Teaching Task Force is directed to survey best practices at comparable universities with regard to appropriate, functional guidelines for supporting and rewarding interdisciplinary and team teaching at Eastern Kentucky University. The formulated guidelines are to be prepared for consideration by the Faculty Senate and the administration in a timely fashion."

Rationale

Interdisciplinary and team teaching can be stimulating and enriching for faculty and students alike. Students and faculty benefit from cross-disciplinary discussions that deepen and broaden their own perspectives on a subject, and gain a better understanding of how their own disciplinary expertise fits within the broader realm of knowledge. Additional benefits to faculty include the opportunity to reflect upon and improve their own teaching by observing and sharing a classroom with a colleague, and advancing research interests by interacting with faculty with similar interests from other disciplines. The differing values and conflicting viewpoints of an interdisciplinary classroom more closely reflect the increasingly multicultural world our students will enter, and the experience can help them begin viewing their college education as a whole rather than a series of disjointed required courses. And, as one Pace University faculty member noted, "students seem to take over more responsibility for the learning when they see teachers learning from each other."[1]

Summary of Survey of Benchmark Institutions

We conducted telephone interviews with academic administrators at 17 of EKU's 18 benchmark institutions during March and April of 2002. Our findings indicate that the majority conceptually support interdisciplinary and team teaching, but only one has a formal policy. All of our benchmark institutions indicated that they are accommodating limited interdisciplinary and team-teaching on an ad-hoc basis, but would like to see more. There was also general agreement that the major administrative difficulties lie in the areas of:
a) crediting faculty workloads in a manner that recognizes that the amount of effort involved for a truly integrated team-taught course can be equal to an independently taught course on the part of all faculty involved;
b) appropriately distributing student credit hours produced in team-taught courses to the home academic units of the participating faculty, and
c) creating what one provost called "an institutional environment of trust" between faculty, chairs, deans, and upper administration in which faculty (and chairs, and deans) feel they will be rewarded for experimenting with innovative teaching pedagogies rather than penalized for them because of perceived potential "losses" in FTE production in a given semester or a given course.

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[1] Meyer, Jeanine. Pedagogical Pattern #4: Team Teaching Pattern. *The Pedagogical Patterns Project.* http://www-lifia.info.unlp.edu.ar/ppp/.

Recommendations

We determined that the single greatest disincentive to interdisciplinary or team teaching at EKU is the University's practice of assigning student credit hour production to the department or unit identified in the course prefix rather than having credit hours follow faculty. Therefore, our recommendations are as follows:

1. **Student credit hours should follow the faculty who actually teach a course (team taught or not), regardless of the departmental or other prefix attached to the course number (with the exception of courses offered through the Honors Program[2].)** Higher minimum enrollments may be necessary to sustain certain team-taught courses. Any adjustment in minimum enrollments to justify a team teaching model should be proportional to normal faculty load expectations for viable courses.

2. **In the case of team-taught courses, the responsibility for determining student credit hour division rests jointly with the departments of the participating faculty.** Student credit hours shall be divided equally among the home departments of the participating faculty unless an alternate arrangement for credit hour distribution is mutually agreed upon by the home departments of all participating faculty. Such agreements shall be spelled out in a memo to the appropriate dean(s) signed by all faculty who teach the course and their chairs.

Suggestions for Future Consideration

In addition to the recommendations above, the Task Force explored several additional policies that have been used at other institutions to encourage team teaching and may be worthy of implementation at EKU some time in the future.

1. Formalize a faculty workload banking system at the department level to keep track of faculty workloads generated from team taught courses in order to facilitate appropriate reassigned time [e.g. "released" time] decisions.

2. Provide administrative support for the development of team-taught courses, through the creation and funding of a University Summer Stipend program. We envision a competitive program that provides a minimum of $1,000 per faculty member for three weeks of work devoted to development of a team-taught course.

3. *Encourage fully integrated interdisciplinary teaching*—namely courses where all faculty are engaged from beginning to end during all class periods; and *discourage disjointed interdisciplinary teaching*—which can amount to little more than "baton-passing" among several disconnected mini-courses on a particular topic. This might be accomplished by adjusting faculty workloads to reflect the level of collaborative effort required, based on Davis's[3] four criteria of planning, content integration, teaching, and testing and evaluation (see Appendix).

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[2] Faculty who team-teach in the honors program are reassigned to the Honors Program, and the student credit hours are attributed to said program.

[3] Davis, James R. (1995). Interdisciplinary Courses and Team Teaching: New Arrangements for Learning. Series on Higher Education, American Council on Education. Phoenix: Oryx Press.

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Appendix

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Excerpts from Davis, James R. (1995). <u>Interdisciplinary Courses and Team Teaching: New Arrangements for Learning.</u> Series on Higher Education, American Council on Education. Phoenix: Oryx Press.

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</div>

Davis concludes that team teaching comes in many forms and that the best way to approach it is in terms of the degree of collaboration involved: "The question to ask about team teaching, therefore, is not: Is this team teaching? The more important question is: If this is team teaching, what is the type and level of collaboration among the team members" (p. 8)?   Davis delineates four criteria for determining the degree of collaboration: (a) planning, (b) content integration, (c) teaching, and (d) testing and evaluation.

Planning:
   "What is the involvement of the faculty in planning this course? Are all members of the team involved in planning or do some members of the team play a more important role in planning the course than others? Does the leader of the course (its coordinator) have more responsibility and more authority for planning the course than other team members? To what extent does the team use collaborative decision-making (democratic) processes in planning the course? How much time and effort have gone into planning the course? How well have the goals of the course been elaborated and to what extent do the goals of the course reflect the views of all the participants" (p. 8)?

Content integration:
   "In what ways, and to what extent, have the multiple disciplinary perspectives of the faculty been represented? Are the differing perspectives seen as contradictory or complementary? Do the various disciplines provide different lenses for viewing the same phenomena, or do the disciplines examine different phenomena? Are the perspectives distinct and related in some logical way, such as serial or chronological order, or have the perspectives been integrated to produce some new way of thinking about the substance of the course? Is some unifying principle, theory, or set of questions used to provide unity and coherence to the course" (pp.8-9)?

Teaching:
   "Who will do the teaching and how will it be done? Do all team members participate more or less equally in the delivery of the course? Is there a core of key faculty who teach regularly but are supplemented by less frequent guests? Are there assistants or consultants who play roles that are different from faculty roles? Are teaching responsibilities broken into identifiable time segments, such as a term or a unit of instruction, or do faculty intermingle their instruction day by day? Do faculty sometimes work together during a single class session? How are decisions made about what teaching strategies to employ and what readings and other materials to use" (p. 9)?

Testing and evaluation:
   "How is agreement reached about what kind of learning outcomes are to be measured and how they are to be measured? What kinds of tests, papers, and other devices are used to measure student achievement? How are the various components of the testing and evaluation process weighted? Who writes and who grades the exams and papers? How do the course faculty involve themselves in this process? Who is included and who is left out? Who takes charge of this process and where is the highest court of authority when students challenge the process, including their grade? In addition, who decides what mechanisms will be used to get faculty feedback about the course, not only on what students appear to be learning, but on their satisfactions and concerns about the course" (p. 9).

UNIVERSITY RESEARCH COMMITTEE

UNIVERSITY-FUNDED RESEARCH PROJECTS

Application Packet

<div align="center">

SECTION I

UNIVERSITY RESEARCH COMMITTEE

</div>

Purpose

Eastern's university-funded research policy has a threefold rational. First, that despite the fact that Eastern is primarily a teaching institution, research remains an indispensable element of the academic function. Second, whatever limited internal funding for research exists is meant to serve as 'seed money' for attracting substantial external funding for faculty research. Third, that it is an institutional expectation that faculty should seek external funding for their research endeavors.

Membership

As of July 1, 2003, voting membership of the committee shall consist of the Dean of the Graduate School and two faculty members from each college and a professional librarian nominated by the Faculty Senate and appointed by the president. The Director of the Division of Sponsored Programs will serve continuously as a non-voting member. Up to two graduate student members may be appointed annually by the Dean of the Graduate School as nonvoting observers. Faculty members and the librarian shall serve a staggered three-year term.

Duties and Responsibilities

1. To promote quality research and Scholarship.
2. To encourage and evaluate grant proposals and make recommendations regarding internal funding for research.
3. To prepare the annual report of research committee activities.
4. To encourage recognition of research and scholarship by faculty.

The Committee may recommend to the Provost/Vice President for Academic Affairs and Research the suspension of any of its duties and responsibilities, if necessary for budgetary reasons.

Meetings

The committee will meet at least four times a year as scheduled by the Chair. Members missing two consecutive or a total of three regular committee meetings during the academic year may be automatically dropped from committee membership. After missing two consecutive meetings and/or three regular committee meetings during an academic year, the members will be notified in writing of attendance requirements and/or his/her standing on the committee. If necessary, the Faculty Senate will be asked to recommend two possible replacements from the same constituency to serve out the unexpired portion of the term, of which the President will appoint one.

Officers

Chair – Dean of the Graduate School who shall vote only in case of a tie; Vice Chair—Director of Sponsored Programs (non-voting).

Minutes and Proposals Copied To

Minutes and proposals copied to the Provost, the committee members and the University Research Committee Award Collection, Crabbe Library.

Support Services

Academic Affairs, Division of Sponsored Programs.

UNIVERSITY-FUNDED RESEARCH PROJECTS

Introduction

One purpose of the University Research Committee (URC) is to promote research activity within the academic community. The committee assists with the administration of the fund for research by evaluating research proposals and establishing the terms for committee funded research grants. The committee's highest funding priority is for junior faculty to help establish their research program and the basis for future external support, and for senior faculty and professional librarians who have maintained a productive research program and have continually sought external funding for their research.

Eligibility for Funding

1. Grants are awarded only to faculty and professional librarians, with preference being given to full-time, tenured or tenure-track, teaching faculty. Visiting and adjunct faculty members are not eligible for grants.

    Where, exceptionally, research funding is sought by a part-time faculty, before the research proposal can properly be considered by the University Research Committee, the applicant should provide the Chair and Vice Chair of the committee with sufficient justification for their preliminary determination as to why an exception should be made to the general policy in relation to his/her specific research proposal. Such justification should include (a) an articulation of the importance of the research project, (b) its potential for attracting external funding, (c) that the project will be jointly conducted by the applicant faculty *and at least one full-time faculty as co-researcher;* and (d) that it has the support of both the Department Chair and College Dean.

2. Applicants are only eligible to receive one grant award per year, and if an applicant has been previously funded by the University Research Committee, a new proposal will be considered only if the final report has been received.

3. After an applicant has had a total of three proposals funded (from any URC programs) by this committee, a new proposal will only be considered provided the applicant can demonstrate the following accomplishments:

    a. Applicant has presented or published a MINIMUM of TWO papers and/or presentations that were generated from one or more of their last three URC funded research projects. The papers must have been presented at a state, regional, national, or international meeting. This eligibility requirement applies to all current grant recipients and all previous and future grant recipients. (see Review of Applicant Funding and Past Productivity Form). Although paper presentations and published abstracts are acceptable, priority will be given to applicants who have published their research in refereed national journals within their field. The lack of publications for recipients of three or more previous research grants may result in a decision not to fund.

        and

    b. Applicant has applied for EXTERNAL RESEARCH FUNDING to support their research program at some point since their first award after July 1, 2002.

        It should be noted that these requirements do not apply retrospectively to July 1, 2002 (i.e., awards received prior to July 1, 2002 do not count towards the limit of three).

4. Neither academic degree work, institutional research (research that represents a self-study of a department, college or an academic program, etc.), curriculum development, or proposals that emphasize student recruiting as a primary focus will be supported.

Application Procedures

The proposal forms can be downloaded online from the URC web site at (www.research.eku.edu/URC/default.htm)**,** and included with proposals. Number all pages of narrative in the upper right corner and all pages must be collated and stapled in the upper left corner prior to submission to the committee. **No handwritten copy will be reviewed (including forms).** To apply, submit 17 **word-processed,** stapled copies of the proposal including the following eight items in the order indicated.

Item 1. COVER PAGE (includes PROJECT SUMMARY)

Item 2. REVIEW OF APPLICANT FUNDING AND PAST PRODUCTIVITY (use Form)

Item 3. NARRATIVE (10 pages maximum including bibliography, double spaced, font no smaller than 12 point, and written in third person)

   Form & Style
   Check for accuracy of spelling, grammar and punctuation. As the committee is interdisciplinary in membership, ensure that the narrative is clear to a lay audience and avoid using professional jargon. The narrative must include in order all the sections A-H below. Subheadings must be clearly labeled. Avoid omission of sections by referencing previous discussion.

The narrative constitutes the principal basis for judging the merit of the proposed project. Therefore, care should be taken to present <u>clearly</u> and <u>concisely</u> the information requested under the following subheadings: (note Proposal Evaluation Form for points awarded by section)

    A.   **Major Objectives**. This section should include a brief rationale and statement of the project with the objectives expressed explicitly and clearly measurable and stated in <mark>outcome</mark> format.

    B.   **Literature Review and Rationale**.   If possible, a CURRENT <mark>(most recent 5 years),</mark> comprehensive, scholarly description of the research topic focused on the specific research area.

    C.   **Project Description**. (a) Detailed description of the research methodology and (b) Strength of the research design and its relationship to the objectives.

    D.   **Evaluation**. Describe how the project will be evaluated (e.g., objectives versus outcomes, peer review, statistical analysis, etc.).

    E.   **Management**. Adequacy of management of the project as to available time, subjects, facilities**,** equipment, and support. MUST include a timeline that provides a detailed breakdown, scope, and sequence of project.

    F.   **Significance**. The significance of the research must be clear to a lay reader. Describe the significance of the project in the applicant's field on a local/regional, national, or international level.

    G.   **Utilization of Project Findings**. Describe a plan for the dissemination of findings (presentation and/or publication) in scholarly journals, professional meetings, etc. (e.g., project findings used to seek external grants to expand/continue research in area). Highest priority will be given to those projects which describe a plan to pursue external grant funding.

    H.   **Staff Identification**. Identify ALL faculty and students who will be conducting and/or assisting in the research. Describe EXPERTISE of applicant, involvement of students, other assistants, and/or co-researchers and indicate pertinent skills and accomplishments, including publications and papers.

Item 4.   BUDGET REQUEST FORM (see page __ guidelines)

Item 5.   ITEMIZED BUDGET DESCRIPTION (one page, front only, font no smaller than 12 point**,** see page __ guidelines)

Item 6.   VITA (one per applicant, CURRENT, not to exceed two pages, front only, font no smaller than 12 point**,** may be single spaced)

Item 7.   APPENDICES (3 pages maximum, double or single spaced, font no smaller than 12 point). Should include support letters, equipment justification, and other relevant information.

Item 8.   <mark>Copy of the <u>application form Cover Page</u> submitted to the Institutional Review Board for the Protection of Human Subjects OR Institutional Animal Care and Use Committee, <u>if appropriate</u>. Awards will be approved pending the Notification of Protocol Review from the IRB or IACUC.</mark>

The submission dates will be announced but can be expected to be the **first Monday** in **October, December, February and April**. No exceptions will be made for the announced deadlines. The completed proposal is to be submitted to the University Research Committee chair. The proposals will be reviewed by the committee, which will recommend funding based on the evaluation criteria and the funds available. Proposals not recommended for funding by the committee will be returned to the applicants with reviewer comments.

<u>Nature of Proposals</u>

1.   Research of any nature within an applicant's academic specialty may be funded to a maximum of $5,000. The committee may reduce the maximum amount of grants in the event of URC budgetary deficiencies.

2.   Support and cost-sharing for student wages, equipment, copying, and publication costs should be sought within the applicant's department and/or college. Student participation in the project is encouraged.

3.   Any proposal that involves the collection of data from human subjects must be cleared by the Institutional Review Board (IRB) for the Protection of Human Subjects in Research. Evidence that the paperwork has been submitted to the IRB or an approved IRB Notification of Protocol Review form <u>must be</u> included with the research proposal before review by the University Research Committee (Contact the IRB Chair). No award will be granted until appropriate approval is received.

4.   Any proposal that involves the collection of data from animal subjects must be cleared by the Institutional Animal Care and Use Committee (IACUC). Evidence that the paperwork has been submitted to the IACUC or an approved IACUC Notification of

Protocol Review form <u>must be</u> included with the research proposal before review by the University Research Committee (Contact the IACUC Chair). No award will be granted until appropriate approval is received.

5.   A proposal will be considered <u>only</u> if:

   a.   the applicant is eligible.
   b.   the applicant has not received another grant from the committee in the same year.
   c.   the following forms are completed:
           - Cover Page
           - Review of Applicant Funding and Past Productivity
           - Budget Request
   d.   proposals involving human or animal subjects have also submitted the necessary paperwork to the appropriate committee to avoid delays in granting the award.
   e.   the proposal is submitted to the University Research Committee by 4:30 p.m. on the announced closing date.
   f.   the proposal follows all application procedures.
   g.   the requested amount is not greater than $5,000.
   h.   the proposal meets pagination restrictions.

   Proposals that do not follow these guidelines will not be reviewed by the Committee.

6.   During the review process, the committee may request additional information from the researcher to enhance the review or may seek advice from other scholars in the applicant's field.

7.   Faculty and professional librarians are strongly encouraged to collaborate in joint effort with other faculty and/or students when appropriate. Cross-departmental efforts are encouraged.

8.   Each applicant is eligible for only one grant per year as an individual investigator, however, may also serve as Co-PI on one other cross-departmental project as well.

<u>Evaluation Criteria</u>

Proposals will be evaluated by the following criteria:

1.   Clearly measurable objectives of the research stated in performance format.

2.   Clearly stated research design and its relationship to the objectives under investigation and evaluation of the project.

3.   Budget - accuracy of rates and requests.

4.   The identification and review of current literature related to proposed research.

5.   Description of how the project will be evaluated.

6.   Adequacy of management of the project including the establishment of a time sequence, facilities, and support.

7.   Significance of the study to the researcher's academic specialty on a regional, national, or international level.

8.   Proposed utilization of the project findings (presentation, publication, or potential external grant proposal submissions).

9.   Expertise of applicant, involvement of students, other students, and/or co-researchers.

10.   Form and Style - accuracy, clarity, pagination, organization of proposal.

<u>Project Reporting</u>

The grant recipient is required to account for all   University research funds. The committee expects that a report of the research will be published in a scholarly journal or read at a professional meeting. In all cases, the researcher must acknowledge that support for the research was made available in whole or in part by the University Research Committee, Eastern Kentucky University.

1.   The grant period will provide approximately 12 months to expend all grant funds at which time grant recipients will be required to return to the University any unexpended or unencumbered funds. REQUESTS FOR GRANT EXTENSIONS WILL <u>NOT</u>

BE APPROVED BY THE COMMITTEE unless extenuating circumstances have been documented, submitted and the committee votes that an extension is appropriate.

2. An abstract of the final report will be submitted to the University Research Committee on the Final Report form. In addition, the grant recipient will submit two copies of either a reprint of the paper(s) or publication(s) reporting the research or a detailed final report to the University Research Committee that includes how the objectives stated in the proposal were met. The final report will be submitted no later than 90 days following the ending date of the project. Following receipt of the final report or reprints of paper(s), publication(s) or abstracts, the University Research Committee will place these materials, together with a copy of the original grant proposal, in the University Research Committee Award Collection, in Crabbe Library.

3. Researchers who fail to comply with the above conditions will be automatically disqualified from further funding by the committee until all paperwork and reports have been received.

<u>Ownership Rights</u>

The Patent and Copyright section of the Faculty and Staff Handbook (Pg. 103) determines research ownership rights, ownership of inventions, discoveries, and copyright materials. Equipment remaining after the completion and/or termination of any project financed with a University Research Committee grant becomes the property of EKU. Library materials purchased with grant funds will be transferred to the Crabbe Library at the termination of the grant. (See Transfer of Grant Materials Form).

(See Budget Request Form)

1. Student Salaries. Faculty salary support is not eligible for funding, including summer salary. Student assistants will be paid minimum wage up to a maximum of $8 per hour and Graduate Students a maximum of $10 per hour. If proposal is approved, money allocated for student assistants cannot be reallocated to another line item category. When possible, students already supported by institutional or federal work-study funds should be employed. In that event, their salaries and wages will not be included as a line item in the grant budget. Research Committee funds may not be used for the support of Graduate Assistantships.

2. Fringe Benefits. Contact the Director of Sponsored Programs for current fringe benefit rates (available on the web at www.research.eku.edu by clicking on Basic Information). Fringe benefits do not apply to workstudy students.

3. Travel. Must be requested at CURRENT University mileage and per diem rates (available on the web at www.research.eku.edu by clicking on Basic Information). Funds for conference travel (mileage and per diem) shall be awarded only if surplus funds are available. Professional membership and conference fees will not be funded.

4. Supplies. Restricted to items necessary for carrying out the proposed project, not available from other sources (e.g., department, college, etc.), that cost less than $500.

5. Communications. Telephone calls and postage, and then only if funds are not available within the originating academic department.

6. Library Materials. Restricted to reference materials, books, manuscripts, journals, newspapers, and/or computerized literature searches, which cannot be expeditiously purchased through the Crabbe Library. At the termination of the project, materials financed with a University Research Committee grant become the property of EKU for use in the Crabbe Library, see Transfer of Grant Materials Form.

7. Equipment. Defined as those items that have a cost of over $500. The equipment must be integral to the project and not available within the department. Equipment purchase requests must include a justification and documentation statement(s), and evidence of vendor cost. The committee would look favorably upon the proposal that includes some departmental matching costs and letters of support from the department chair and/or colleagues. Equipment remaining after the completion and/or termination of any project financed with a University Research Committee grant becomes the property of EKU for use in the originating department, see Transfer of Grant Materials Form.

8. Computer Services. Restricted to services (e.g., purchasing services to digitize audio, video, or graphics) not presently available on campus at no charge. Programming services are allowable expenditures.

9. Copying. Restricted to copying needed to carry out the proposed research not available from other sources.

10. Exhibition. May include costs of presenting work.

11. Media. Justify the numbers requested, e.g., CDs, video, software. Any media remaining after the completion and/or termination of any project financed with a University Research Committee grant becomes the property of EKU for use in the originating department, see Transfer of Grant Materials Form.

PROPOSAL EVALUATION FORM
University Research Committee

URC Evaluator Name: _____

Proposal Title: _____

Applicant: _____

Proposal Number: _____

EVALUATION CRITERIA	POINTS POSSIBLE	POINTS SCORED
1. MAJOR OBJECTIVES: Clearly measurable and stated in performance format?	10 Points	_____
2. PROJECT DESCRIPTION:		
Design methodology clearly stated?	15 Points	_____
Directly relate to objectives?	15 Points	_____
3. BUDGET Current, accurate, justified	10 Points	_____

4. **LITERATURE REVIEW AND RATIONALE:**

Current (<5 years or justify lack of current literature) comprehensive, summarized?   10 Points   _____

5. **EVALUATION:**

Proposal includes an evaluation plan (e.g., objectives versus outcomes, peer review, statistical analysis).   5 Points   _____

6. **MANAGEMENT:**

Timeline within acceptable limits?   5 Points   _____

Facilities and support meet guidelines?   5 Points   _____

7. **SIGNIFICANCE:**

Project has significance in the applicant's field on a local/regional, national, or international level?   10 Points   _____

8. **UTILIZATION OF PROJECT FINDINGS:**

Proposal includes a method for the utilization of findings (presentation, publication, external grant proposal submission)?   5 Points   _____

9. **STAFF IDENTIFICATION:**

Expertise of applicant, involvement of students, other assistants, and/or co-researchers?   5 Points   _____

10. **FORM AND STYLE:**

Accuracy, clarity, pagination, organization of proposal

        5 Points   _____

TOTAL   100 Points   _____

COVER PAGE

RESEARCH PROPOSAL
University Research Committee

I. **COVER PAGE**

a.   Applicant(s) _____Campus Address _____

b.   Rank _____Check one: _____ Tenured
                                                                    _____ Tenure Track

c.   Department _____

d.   Title of Research Proposal _____

_____

e.   Type of Research (check one)   ___Basic Research   ___Applied Research

f.   Signature of Department Chair

Signature _____   Date _____

II. **USE OF HUMAN SUBJECTS (Answer all questions)**

a.   Will the proposed research involve human subjects?   Yes _____   No _____

b.   <mark>If YES, the application must be submitted to the Institutional Review Board for the Protection of Human Subjects before it can be reviewed. Attach IRB Cover</mark>   <mark>Page as last page of this application.</mark>

III. **USE OF ANIMALS (Answer all questions)**

a.   Will the proposed research involve animals?   Yes _____   No _____

b.   <mark>If YES, the application must be submitted to the Institutional Animal Care and Use Committee before it can be Reviewed.. Attach IACUC Cover Page as last page of this application.</mark>

IV. **PROJECT SUMMARY** (The Project Summary should include a <u>statement of objectives</u>, <u>description of the research methodology</u>, and the <u>significance of the proposed research to the advancement of knowledge or education</u>. It should be informative and understandable to a lay reader. Single spaced, font no smaller than 10 point, summary confined to space provided below, and written in third person.)

_____
Applicant(s) Signature   Date   Campus Telephone

(Submit <mark>17</mark> copies of the proposal to the University Research Committee chair. Proposals must be collated and stapled in the upper left corner prior to submission to the Committee. It is recommended that proposals be hand delivered to 414 Jones Building and not mailed through campus mail.)

URC Research Proposal Form
Revised 2002

REVIEW OF APPLICANT FUNDING AND PAST PRODUCTIVITY FORM

RESEARCH PROPOSAL
University Research Committee

Applicant(s) _____

Title of Research Proposal _____

(1) Have you ever submitted a proposal to the University Research Committee?
      Yes _____   No _____

(2) If yes, please list proposals submitted <mark>since July 1, 2002</mark> and indicate if they were funded, amount funded, and the year of the award.
         (Attach sheet if necessary.)

Proposal Title	Funded		Amount Funded	Year of the Award
	Yes	No		

(3) Have you attempted to obtain grants from external funding sources for any other research project?
      Yes _____   No _____

(4) If yes, please list and indicate if they were funded, amount funded, and the year of the award. (Attach sheet if necessary.)

Proposal Title	Funded		Amount Funded	Year of the Award
	Yes	No		

(5) Have you attempted to obtain grants from external funding sources for the <u>attached</u> proposal?
      Yes _____   No _____

(6) If yes, please list external agency, indicate the date submitted, amount funded, or amount requested.

External Agency	Date Submitted	Amount Funded	Amount Requested

(7) If previously funded through URC, list any ensuing presentations or publications generated from those grant awards.

Presentation/Article Title	URC Grant Project Title	Year of the Award

BUDGET REQUEST FORM

RESEARCH PROPOSAL
University Research Committee

Applicant(s) _____

Title of Research Proposal _____

Project Period _____

Total Amount Requested _____

BUDGET LINE ITEMS	AMOUNT REQUESTED	DEPARTMENT/ OTHER SUPPORT	AMOUNT APPROVED (for Committee)
1. Student Salaries	_____	_____	_____
2. Fringe Benefits	_____	_____	_____
3. Travel	_____	_____	_____
4. Supplies	_____	_____	_____
5. Communications	_____	_____	_____
6. Library Materials	_____	_____	_____
7. Equipment	_____	_____	_____
8. Computer Services	_____	_____	_____
9. Copying	_____	_____	_____
10. Exhibition	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____
TOTAL	_____	_____	_____

INSTRUCTIONS:

1. Round all amounts to nearest $1.

2. **Attach one-page, front only, font no smaller than 12 point, "Itemized Budgetary Description."** It must include details under each Budget Line Item so that the nature of the item and its function is clear.

FINAL REPORT FORM

**Final Report of Grant Funded by the
University Research Committee**

Title of Research Project _____

Department _____

Name of Grant Recipient(s) _____

Date of Final Report _____ Date Grant was Funded _____
    (Mo./Yr.)   (Mo./Yr.)

Amount for which grant was funded $_____ Amount expended $_____

Budget Account Number: _____

Summary:

Final use of project results, e.g., Where was it published? At what professional meeting was it presented? How was it disseminated to the academic or regional community? Have you submitted to an external grant funding source?

TRANSFER OF GRANT MATERIALS FORM

**Transfer of Grant Materials Funded by the
University Research Committee**

DATE: _____

TO: University Research Committee Chair

FROM: _____
         (Applicant)

_____
         (Department)   (College)

Title of Research Project _____

The following grant equipment has been transferred to the Department of: _____

ITEMS   **QUANTITY**

The following materials have been transferred to the Crabbe Library:

ITEMS   **QUANTITY**

_____   _____
             Applicant's Signature   Department Chair's Signature

                                                      _____
                                                      Dean of Libraries Signature <mark>(If Library Materials)</mark>

EASTERN KENTUCKY UNIVERSITY
Serving Kentuckians Since 1906

Military Science Department
(859)- 622-1205

Begley Building, Room 524
521 Lancaster Avenue
Richmond, KY 40475-3102

October 2, 2002

TO: Eastern Kentucky University Board of Regents   Approved --

VIA: Council on Academic Affairs   Approved -- 11/21/02

VIA: Faculty Senate   Approved --

VIA: College of Business and Technology Curriculum Committee *Approved 18 Oct 02*
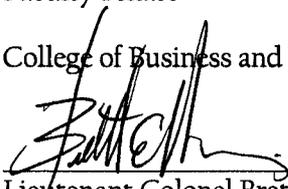
FROM: Lieutenant Colonel Brett E. Morris
           Chair, Department of Military Science

SUBJECT: Request for Department Name Change

1. Request approval to change the name of the Department of Military Science to the Department of Military Science and Leadership.

2. This request is being submitted in conjunction with a comprehensive revision program of instruction (curriculum) as directed by U.S. Army Cadet Command Headquarters at Fort Monroe, Virginia.

3. The revision does not attempt to supplant other leadership initiatives within the university nor lay claim to the ownership of all leadership instruction. It does represent a desire to recognize the value of the leadership component embedded in the new curriculum.

4. Please feel free to contact me if you have any questions. Phone 21205 or email brett.morris@eku.edu.

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Department of Military Science
___ New Course (Parts II, IV)	College	Business and Technology
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Course Dropped (Part II)	*Course Title (30 characters)	
___ New Program (Part III)	*Program Title	Military ~~Leadership~~ Science
X Program Revision (Part III)		(Major ___, Option ___; Minor X; or Certificate ___)
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date			Date
Departmental Committee	2 OCT 02	Graduate Council*		NA
College Curriculum Committee	18 OCT 02	Council on Academic Affairs		
General Education Committee*	NA	Approved X Disapproved ___.		11-21-02
Teacher Education Committee*	NA	Faculty Senate**		
		Board of Regents**		
		Council on Postsecondary Edu.***		NA

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Revised minor to reflect new curriculum from U.S. Army Cadet Command

A. 2. Effective date: (Example: Fall 2001)

Fall 2003

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The Justification for this action:

U.S. Army Cadet Command has directed all Senior ROTC programs adopt a standardized curriculum under the heading of Military Science and Leadership. New minor is aligned with curriculum changes.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None, all faculty will continue to be provided by the United States Army.

Operating Expenses Impact: None, changes can be accommodated within current funding

Equipment/Physical Facility Needs: None.

Library Resources: No Impact

curr:curriculum.form.doc-05-01

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

<div align="center">

Current Program Requirements as Shown in Catalog

</div>

A minor in military science is available to students from any college who wish to obtain a commission as an officer in the United States Army, Army Reserve, or Army National Guard. Students must be contracted into the Advanced Course and complete 18 hours of advanced military science (MIL 301, 302, 401, 402, and 410) and six hours of elective approved by the Professor of Military Science.

<div align="center">

New or Revised* Program
(*Use ~~strikeout~~ for deletions and <u>underlines</u> for additions.)

</div>

A minor in ~~military science~~ <u>Military Leadership</u> is available to students from any college who wish to obtain a commission as an officer in the United States Army, Army Reserve, or Army National Guard. Students must be contracted in the Advanced Course and complete ~~18~~ <u>24</u> hours of advanced military science <u>and leadership (MSL 301, 302, 303, 310, 311, 401, 402.</u> ~~and six hours of elective approved by the Professor of Military Science.~~

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Family and Consumer Sciences
___ New Course (Parts II, IV)	College	Health Sciences
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Course Dropped (Part II)	*Course Title (30 characters)	
___ New Program (Part III)	*Program Title	Child and Family Studies (B.S.)
x ___ Program Revision (Part III)		(Major _X_, Option ___; Minor ___; or Certificate ___)
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date		Date
Departmental Committee	10/16/02	Graduate Council*	NA
College Curriculum Committee	10/23/02	Council on Academic Affairs	
General Education Committee*	NA	Approved _X_ Disapproved ___.	11-21-02
Teacher Education Committee*	11/12/02	Faculty Senate**	
		Board of Regents**	
		Council on Postsecondary Edu.***	NA

*If Applicable (Type NA if not applicable.)
**Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Add FCS 400-Ethics and Advocacy in Family and Consumer Sciences to the Child and Family Studies Curriculum as a major course requirement. Delete minor in Child Development option. Delete minor in Family Studies option. IECE option: Drop 346 and 547, Add CDF 399.

A. 2. Effective date: (Example: Fall 2001) Fall 2003

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

B. The justification for this action:
The Department of Family and Consumer Sciences is seeking accreditation from the American Association of Family and Consumer Sciences. In conducting the self study, the faculty determined that to meet Standard 3, Body of Knowledge, all four year majors in the department must take CDF 132-Introduction to the Family and FCS 400-Ethics and Advocacy. The Child and Family Studies curriculum must add FCS 400 to fully meet Standard 3. The minor in Family Studies is eliminated so that students can elect courses that lead to certification as a Certified Family Life Educator (CFLE). The minor in Child Development is dropped to accommodate a three hour increase in the option and provide students elective courses. The IECE option is changed to better prepare majors for student teaching.

C. The projected cost (or savings) of this proposal is as follows:
Personnel Impact: None

Operating Expenses Impact: No additional cost.

Equipment/Physical Facility Needs: No additional cost.

FCS 24

Library Resources: Additional books will be ordered.

Part II. Recording Data for New, Revised, or Dropped Course
        (For a **new required course,** complete a separate request for the appropriate program revisions.)

1.	For a new course, provide the catalog text.
2.	For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed.
3.	For a dropped course, provide the current catalog text.

New or Revised* Catalog Text
(*Use ~~strikeout~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.

Major Requirements.. **37-48 hours**

    Core .... **27 hours**

    CDF 132, 241, 244, 247, 345, NFA 317, NSC 500, OTS 515,
and SWK 456.

    Options..**12-21 hours**

        Child Development... **21 hours**

        CDF 248, 344, 346, 350 (6), 547, 548.

        Family Studies.. **21 hours**

        CDF 232, or 331; 243, 342, 441; 443 (6), 538.

        Interdisciplinary Early Childhood.............................. **12 hours**

        CDF 248, 344, 346, 547.

Minor Requirements.. **18 hours**

    Child Development... **18 hours**

    Each student will complete a minor selected in consultation
with the Academic Advisor.

    Family Studies.. **18 hours**

    Each student will complete a minor selected in consultation
with the Academic Advisor.

    Interdisciplinary Early Childhood Education.......................... **18 hours**

    (Minor in Special Education)
SED 104, 341, 352, 360, 436, 518.

Supporting Course Requirements.. **3-9 hours**

    Child Development... **9 hours**

    CSC 104 or CIS 104, SED 104, 518.

    Family Studies.. **6 hours**

    FRM 352, CSC 104 or CIS 212

    Interdisciplinary Early Childhood Education............................ **3 hours**

    CSC 104 or CIS 212.

Professional Education Requirements...................................... **19 hours**

    (Interdisciplinary Early Childhood Option)
EDF 103, 203, ELE 519 and CDF 499 (12). (Students must
comply with admission to Teacher Education requirements.)
(EDF 319 met with major; EDF 413 met with SED 352; SED
401 met with special education minor.)

General Education Requirements.. **48 hours**

    Standard General Education Program, excluding course
category 03. Refer to Section Four of this Catalog for
details on the General Education and University
Requirments. .

University Requirements.. **3 hours**

    HSO 100 and three hours of restricted electives.

Free Electives.. **0-4 hours**

Total Curriculum Requirements.................................... **128-131 hours**

New or Revised* Program
(*Use ~~strikeout~~ for deletions and underlines for additions.)

New Catalog Text

Major Requirements... ~~37-48~~ <u>39-54</u> hours
    Core .... ~~27~~ <u>30</u> hours
        CDF 132, 241, 244, 247, 345, <u>FCS 400</u>, NFA 317, NSC 500, OTS 515,
        and SWK 456.
    Options... ~~12-21~~ 9-24 hours
        Child Development... ~~21~~ 24 hours
        CDF 248, 344, 346, 350 (<u>9</u>), 547, 548.
        Family Studies.. 21 hours
        CDF 232, or 331; 243, 342, 441; 443 (6), 538.
        Interdisciplinary Early Childhood................................. ~~12~~ 9 hours
        CDF 248, 344, ~~346, 547~~ <u>399</u>.
Minor Requirements... 18 hours
    ~~Child Development~~.. ~~18 hours~~
    ~~Each student will complete a minor selected in consultation~~
    ~~with the Academic Advisor.~~
    ~~Family Studies~~... ~~18 hours~~
    ~~Each student will complete a minor selected in consultation~~
    ~~with the Academic Advisor.~~
    Interdisciplinary Early Childhood Education........................ 18 hours
    (Minor in Special Education)
    SED 104, 341, 352, 360, 436, 518.
Supporting Course Requirements... 3-9 hours
    Child Development... 9 hours
    CSC 104 or CIS 212, SED 104, 518.
    Family Studies... 6 hours
    FRM 352, CSC 104 or CIS 212
    Interdisciplinary Early Childhood Education.............................. 3 hours
    CSC 104 or CIS 212.
Professional Education Requirements..................................... 19 hours
    (Interdisciplinary Early Childhood Option)
    EDF 103, 203, ELE 519 and CDF 499 (12). (Students must
    comply with admission to Teacher Education requirements.)
    (EDF 319 met with major; EDF 413 met with SED 352; SED
    401 met with special education minor.)
General Education Requirements.. 48 hours
    Standard General Education Program, excluding course
    category 03. Refer to Section Four of this Catalog for
    details on the General Education and University
    Requirments. .
University Requirements... 4 hours
    HSO 100 and three hours of restricted electives.
Free Electives.. 0-19 hours
Total Curriculum Requirements.. 128 -131 hours

Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)	Department Name	Women's Studies
___ New Course (Parts II, IV)	College/Division	Planning & Assessment
___ Course Revision (Parts II, IV)	*Course Prefix & Number	
___ Course Dropped (Part II)	*Course Title (30 characters)	
X New Program (Part III)	*Program Title	Certificate In Women's Studies
___ Program Revision (Part III)		(Major ___, Option ___; Minor ___; or Certificate __x_)
___ Program Suspended (Part III)	*Provide only the information relevant to the proposal.	

Proposal Approved by:	Date			Date
Departmental Committee	09/17/2002	Graduate Council*	NA	
College Curriculum Committee	NA	Council on Academic Affairs		
General Education Committee*	NA	Approved _X_ Disapproved ___.	11-21-02	
Teacher Education Committee*	NA	Faculty Senate**		
		Board of Regents**		
		Council on Postsecondary Edu.***		

  *If Applicable (Type NA if not applicable.)
 **Approval needed for new, revised, or suspended programs
***Approval/Posting needed for new degree program or certificate program

Completion of A, B, and C is required: (Please be specific, but concise.)

A. 1. Specific action requested: (Example: To increase the number of credit hours for ABC 100 from 1 to 2.)

Add a 12-hour certificate in Women's Studies

A. 2. Effective date: (Example: Fall 2001)

Fall 2003

A. 3. Effective date of suspended programs for currently enrolled students: (if applicable)

N/A

B. The justification for this action: Currently, students who take significant coursework in Women's Studies (including the core courses) but fail to complete 18 hours receive no recognition of this work. A substantial number of students complete the core courses and some electives, but not the minor. This group includes participants in the Women Involved in Living and Learning Program (WILL), who take 12 hours of coursework, in addition to participating in community service and Women's Studies related activities. Academic acknowledgement of the students' work in the area of Women's Studies is appropriate.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None - all courses are currently offered for the Minor.

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

Part II. Recording Data for New, Revised, or Dropped Course
(For a **new required course,** complete a separate request for the appropriate program revisions.)

1.   For a new course, provide the catalog text. 2.   For a revised course, provide (a) the current catalog text and (b) the proposed text, reflecting the exact changes being proposed. 3.   For a dropped course, provide the current catalog text.
Current Catalog Text
New or Revised* Catalog Text (*Use ~~strikeout~~ for deletions and <u>underlines</u> for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

Part III. Recording Data for New, Revised, or Suspended Program

1.   For a new program, provide the catalog description as being proposed. 2.   For a revised program, provide (a) the current program requirements and (b) the revised program, reflecting the exact changes being proposed. 3.   For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program's suspension.
Current Program Requirements as Shown in Catalog
New or Revised* Program (*Use ~~strikeout~~ for deletions and <u>underlines</u> for additions.)

Women's Studies, Certificate

A student may complete a certificate in Women's Studies by taking 12 hours as indicated below.

Core Courses: 6 hours

WMS 201; WMS 400

Elective Courses: 6 hours

Six Credit Hours from any of the following courses:

ADM 310, ANT 435 (Topic: India), ANT/SOC 399, CDF 132, CDF 232(or HEA 592), CDF 331, CRJ 305, CRJ 345, CSC 490 (Topic: Seminar in Computer Science: Women and Technology), ENG 301(Topic: Women, Writing and the Internet), ENG 308, ENG 340, ENG 535, ENG 540(Topic: Women in Detective Fiction); ENG 550 (Topic: Scribbling Women), ENG 570(Topic: Jane Austen and Charlotte Bronte), HEA 591, HEA 592 (or CDF 232), HIS 300 (Topics Relating to Women and Gender), HIS 303, HON 312 (Topic: Culture and Child Development), HON 312/316 (Topic: Biology and Gender), MAS 300, NAT 310 (Topic: Women and Science), PHI 390(Topic: Platonic Perspectives), POL 446, PSY 397 (Topic: Cultural Diversity), PSY 420, SPE 400, WMS 349, WMS 495.