

Faculty Senate Agenda

May 3, 2004
3:30 p.m.

Call to order

Approval of Minutes

April 5, 2004

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 Cook

Report from the Student Government Association: Kristina O'Brien

Report from the Standing Committees:

Budget Committee: Senator Siegel

Rules Committee: Senator M. Yoder

Rights and Responsibilities Committee: Senator Dunston

- *Draft of Shared Governance Survey (Informational Item)*

Elections Committee: Senator DeBolt

Committee on Committees: Senator Wolf

Welfare Committee: Senator G. Yoder

Unfinished Business:

- Faculty Welfare Committee Motion

New Business:

- Council on Academic Affairs
 1. *General Psychology (MS) - new program*
 2. *Insurance & Risk Management (BS) - Reactivate previously suspended program; change the title to BS in Insurance; & change the CIP*
 3. *PCC Guidelines for Fall 2004 (Informational Item Only)*
- Parking Consultant Update - Dr. James Conneely (Informational Item)
- Posthumous Degree for Don Hoskins

Adjournment

**Executive Committee Meetings
2004/2005 Academic Year**

August 30
September 20
October 18
November 22
December 13
January 24
February 28th
March 28th
April 18

**Faculty Senate Meetings
2004/2005 Academic Year**

September 13
October 4
November 1
December 6
January 10
February 7
March 14
April 4
May 2

2004-2005 Activities Dates:

Aug. 25 Classes Begin
Sept 6 Holiday
October 11 (M) 12(T) - Fall Break
November 2(T) - Election Day
November 25(R) 26(F) - Thanksgiving
December 13(M) - Finals Begin
December 24 - Offices Close
January 10 - Classes Begin
January 17(M)- Holiday
February 21(M) - Holiday
March 7-12 - Spring Break
May 2 - Finals Begin

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SENATOR	E-MAIL ADDRESS	DEPARTMENT OR TITLE	TERM EXPIRES
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College Of Arts And Sciences			
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Black, Pam	pam.black@eku.edu	Anthropology, Sociology & Social Work	2006
Carmean, Kelli	kelli.carmean@eku.edu	Anthropology, Sociology & Social Work	2006
Carter, Dorothy	dorothy.carter@eku.edu	Foreign Languages & Humanities	2006
Ciocca, Marco	marco.ciocca@eku.edu	Physics & Astronomy	2007
Cropper, Mathew	mathew.cropper@eku.edu	Mathematics & Statistics	(2005)*
Dean, Margaret	margaret.dean@eku.edu	English & Theatre	2005
Dieckmann, Melissa	melissa.dieckmann@eku.edu	Earth Sciences	2007
Dunston, A. G.	a.dunston@eku.edu	History	2005
Eakin, David	david.eakin@eku.edu	Biological Sciences	2007
Flanagan, John	john.flanagan@eku.edu	Psychology	2006
Gossage, Anne	anne.gossage@eku.edu	English & Theatre	2005
Harter, John	john.harter@eku.edu	Economics	(2005)*
James, Rob	rob.james@eku.edu	Music	2006
Janeway, Bill	bill.janeway@eku.edu	Computer Science	2006
Johnson, Keith	keith.johnson@eku.edu	English & Theatre	2006
Jones, Alice	alice.jones@eku.edu	Geography and Planning	2005
Kristofik, Paula	paula.kristofik@eku.edu	English & Theatre	2006
Nguyen, Minh	minh.nguyen@eku.edu	Philosophy & Religion	2007
Pierce, Marcia	marcia.pierce@eku.edu	Biological Sciences	2005
Rahimzadeh, Kevin	kevin.rahimzadeh@eku.edu	English & Theatre	2006
Rainey, Jane	jane.rainey@eku.edu	Government	2005
Smith, Gil	gil.smith@eku.edu	Art	2005
Vance, Diane	diane.vance@eku.edu	Chemistry	2006
Winslow, Matt	matt.winslow@eku.edu	Psychology	(2005)*
Wolf, Joyce	joyce.wolf@eku.edu	Music	2006
Yoder, Margaret	margaret.yoder@eku.edu	Mathematics & Statistics	2006

College Of Business And Technology			
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Black, Stephen	steve.black@eku.edu	Agriculture	2006
Fenton, Edmund	ed.fenton@eku.edu	Accounting, Finance & Information	2007
Haggerty, Stephen	stephen.haggerty@eku.edu	Communication	(2005)*
Marchant, Marlow	marlow.marchant@eku.edu	Technology	2006
Patterson, Lance	lance.patterson@eku.edu	Military Science	2005
Randles, Ted	ted.randles@eku.edu	Accounting, Finance & Information	2007

SENATOR	E-MAIL ADDRESS	DEPARTMENT OR TITLE	TERM EXPIRES
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College Of Business And Technology (continued)			
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Siegel, Carolyn (*)	carolyn.siegel@eku.edu	Management, Marketing, & Admin. Comm.	2006
Stratman, John	john.stratman@eku.edu	Technology	2006

(*)If Siegel is elected Senate Chair, her Senate replacement will be:

Robles, Marcel	marcel.robles@eku.edu	Management, Marketing, & Admin. Comm.	(2006)*
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College Of Education			
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Coyer, Nina	nina.coyer@eku.edu	Special Education	2006
Discepoli, Denise	denise.discepoli@eku.edu	Model	2006
Hubbard, Charlotte	charlotte.hubbard@eku.edu	Special Education	2007
Hyndman, Steve	steve.hyndman@eku.edu	Counseling & Educational Leadership	2007
Jackson, Cheryl	cheryl.jackson@eku.edu	Curriculum & Instruction	2006
McNew, Melinda	melinda.mcnew@eku.edu	Model	2006
Newsome, N. Faye	faye.newsome@eku.edu	Curriculum & Instruction	2006
Wilson, Staci	staci.wilson@eku.edu	Model	2007
Wolf, Gene	gene.wolf@eku.edu	Model	2007

College Of Health Sciences			
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Debolt, Louisa S.	louisa.summers@eku.edu	Exercise & Sports Science	2007
Everett, Charles	charlie.everett@eku.edu	Recreation & Park Administration	2006
Fister, Susan	susan.fister@eku.edu	Baccalaureate Nursing	2006
Jackson, Dawn	dawn.jackston@eku.edu	Health Promotion & Administration	2006
Kelley, Larry	larry.kelley@eku.edu	Baccalaureate Nursing	2005
Konkel, Steve	steve.konkel@eku.edu	Env. Health Science & Clin. Lab. Science	2006
Pierce, Doris	doris.pierce@eku.edu	Occupational Therapy	2006
Sharp, Freda	freda.sharp@eku.edu	Associate Degree Nursing	2006
Shasby, Sharon	sharon.shasby@eku.edu	Occupational Therapy	2006
Ware, Mixon	mixon.ware@eku.edu	Family and Consumer Science	2006

SENATOR	E-MAIL ADDRESS	DEPARTMENT OR TITLE	TERM EXPIRES
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College Of Justice & Safety			
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Collins, Larry	larry.collins@eku.edu	Loss Prevention and Safety	2007
May, David	david.may@eku.edu	Correctional & Juvenile Justice Studies	2007
Reed, Thomas	tom.reed@eku.edu	Criminal Justice and Police Studies	2006

Library			
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Cooper, Carrie	carrie.cooper@eku.edu	Library	2005
McKenney, Nancy	nancy.mckenney@eku.edu	Library	2005

Academic Deans (2 Year Appointment)			
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Larry Sexton	larry.sexton@eku.edu	Dean Representative	2005
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Part-Time Faculty (2 year appointment) (need a one year replacement)			
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NO REPLACEMENT YET _____	_____		2005
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Other			
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Glasser, Joanne	joanne.glasser@eku.edu	President of the University	
Cook, W. Lyle	lyle.cook@eku.edu	Provost/Vice President for Academic Affairs	
Schlomann, Pam	pam.schlomann@eku.edu	Faculty Regent	2007

Senate Chair: TBA

Senate Secretary: TBA

Parliamentarian: Robert Miller JRMWine@aol.com

*Stephen Haggerty will finish out Kathy Werking's term which ends 2005

*John Harter will complete John Wade's term which ends 2005

*Matt Winslow will complete Laura Koppes' term which ends 2005

*Mathew Cropper will replace Lisa Kay whose term ends 2005

FACULTY SENATE MINUTES

April 5, 2004

The Faculty Senate of Eastern Kentucky University met on Monday, April 5, 2004, in the South Room of the Keen Johnson Building. Senator Johnson called the eighth meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

L. Collins*, C. Cooper*, J. Harley, R. James, D. Jones, L. Kelley, M. Marchant, M. McNew, R. Messerich*, L. Patterson, J. Payne, K. Rahimzadeh*, F. Sharp, and F. Souther.

***Indicates prior notification to the Senate Secretary.**

Visitors to the Senate: Paul Blanchard, Government Relations; Byron Bond, Continuing Education & Outreach; Sue Cain, Academic Testing; Jim Conneely, Student Affairs; Ken Johnston, Finances; Cassandra Kirby, *The Eastern Progress*; Diana McGregor, Academic Advising; Kristina O'Brien, SGA; John Shafer, Athletics; William St. Pierre, Continuing Education & Outreach; Aaron Thompson, Enrollment Management; Virginia Underwood, Equal Opportunities; Elizabeth Wachtel, Academic Affairs; and Marc Whitt, Public Relations and Marketing.

APPROVAL OF MINUTES

The March 1, 2004 minutes were approved as written.

REPORT FROM THE PRESIDENT: Senator Glasser

Frankfort still hasn't approved a final state budget. At present, the only things known are that there will be no new state appropriations; there have been two-mid year budget cuts; and there are a number of fixed costs that must be fulfilled. Personnel costs, both faculty and staff, comprise slightly more than 70% of EKU's overall budget which leaves very little room for flexibility to either reallocate or renegotiate funds. Senator Glasser reiterated her commitment to maintain quality of faculty and academic programs as well as quality to our students both in and out of the classroom. Furthermore, she remains committed to honor personnel which, to date, has meant no layoffs. In addition she remains committed, to the extent possible, to maintain health insurance benefits and to provide a cost of living adjustment for employees. At the Board of Regents meeting on April 22, Senator Glasser will be submitting budget guidelines with a recommendation for tuition, fees, and residence hall rates for the next year. While an increase in all fees is unavoidable, EKU will still be among the least expensive institutions in Kentucky.

Senator Glasser plans to meet with the University community on Friday, April 23 to share her budget recommendations. Further details will be forthcoming.

In preparation for next year's expected budget shortfall, Senator Glasser plans to form either a Budget Task Force or a Budget Advisory Committee which will be charged with the task of determining the true cost of educating a student at ECU.

Senator Glasser recently toured four cities on a three-day tour to meet with Alumni in Orlando, Tampa, Fort Myers and Sarasota, Florida. For the past two years Senator Glasser has been diligently trying to reconnect with ECU alumni in an effort to stress the importance and necessity of alumni contributions to the University. This becomes increasingly important in tight budget times, and will hopefully prove fruitful once the national campaign is announced.

The annual Alumni Recognition Dinner will be held on Saturday, April 24. This year's Outstanding Alum will be Lieutenant Governor Stephen Pence. This year's Outstanding Faculty recipients will be Marianne McAdam, in the Department of Exercise & Sports Science and Allen Engle in the Department of Management, Marketing & Administrative Communication.

Congratulations to Jessica Frazier and her colleagues for their excellent work organizing the National American Association of Accountants Conference which was held in Lexington at the Hyatt this past week.

On a sad note, two significant members of ECU's family passed away this past week, Dr. John Rowlett, former Vice President for Academic Affairs and Dr. Dean Cannon, Professor in the Department of Communications. ECU's annual memorial service will be on April 14 at 4:00 p.m. at the Meditation Chapel to honor all those who have passed away during the past year.

The Honor's Day Assembly will be on Sunday, April 18 at 1:00 p.m. in the Student Services Building Auditorium. Senator Glasser thanked Lee Van Orsdel for organizing the event.

The last theater production of the year, "How the Other Half Loves," will be performed from Wednesday, April 14 through Saturday, April 17.

The Associate Provost for Graduate Education and Research search process is in the final stages and hopefully an appointment will be announced soon.

Several noteworthy faculty highlights since the last meeting include:

1. Anne Gossage and Sandra Hill had papers accepted for presentation at the Modern Languages Association Convention in Philadelphia this coming December.
2. Helen Bennett will be attending an NEH Summer Institute in Cambridge, England. The Institute will focus on Interdisciplinary Studies of Medieval Anglo-Saxon Culture.
3. Anne Gossage will be attending an NEH Summer Institute in Staunton, Va., and London, England and she will be working with scholars as well as actors and directors of the Shenandoah Shakespeare Company and Shakespeare's Globe.

4. John Gregory, Assistant Manager of WEKU-FM, and his wife, Cameron Lawrence, received the prestigious Peabody Award for their radio documentary, "Sisters in Pain."

EXECUTIVE COMMITTEE REPORT: Senator Johnson

Senator Johnson reported that the Executive Committee met on March 22, 2004. Senator Dunston was in attendance to present the committee's work on a shared governance survey which will eventually be distributed to all faculty online.

William St. Pierre was in attendance to present an informational report on a distance learning proposal.

The committee discussed and approved listing a Promotion and Tenure Appeals motion on the Senate's agenda. After further consideration, the committee decided to postpone the motion until a later date.

The committee discussed the issue of an evaluation process for coordinators. It was agreed that Senator Johnson would pursue the matter with the Provost.

COSFL REPORT: Senator Siegel

Senator Siegel reported that the next COSFL meeting would be on April 17, 2004.

REPORT FROM THE PROVOST: Senator Cook

Senator Cook continues to visit with departments to discuss three main issues: 1) general education, 2) Promotion and Tenure, and 3) intellectual property documents.

The salary equity appeals process is proceeding with approximately 12 to 14 appeals.

The Faculty Welfare Committee shared with Senator Cook a 14-page document on how to make the salary equity process more effective.

The Provost has been working with the Student Senate to consider ways to improve academic advising for students. As a result, sample curriculum guides will be placed on the web for all majors in the near future.

REPORT FROM STUDENT GOVERNMENT: Kristina O'Brien

There will be a forum for SGA candidates this evening from 7:00 p.m. - 9:00 p.m. in the Student Services Building.

The Campus Safety Walk will be on Tuesday at 7:00 p.m. Students, faculty and staff are encouraged to participate.

There will be a candlelight vigil on Thursday at 7:30 p.m. in the Ravine.

This weekend will be First Weekend.

The SGA elections will be held on April 13. Voting will be online and/or in the Powell Building from 8:00 a.m. to 5:00 p.m.

Spring Fest is scheduled for April 14.

The spring concert with Diamond Rio is scheduled for April 19th at 8:00 p.m. Tickets will be \$12 for full time students and \$20 for the general public.

The Student Government Association's Inauguration Banquet will be on April 22.

STANDING COMMITTEE REPORTS:

Budget Committee. Senator Siegel reported that the committee met on March 25 with John Shafer, Athletics Director, in attendance to discuss the Athletics budget. The Athletics budget is approximately \$5.8 million of which 57% is from ECU support and 43% is from student fees of \$90 per semester per student and other monies. Athletics received a budget cut of \$110,000. The cuts were in money raised, which will be offset by increasing revenue and looking for more in-kind arrangements. Mr. Shafer also noted that ECU's football team will be playing Vanderbilt next season, which is expected to bring in \$250,000 in proceeds from the sale of 2,000 tickets. This will generate new revenue.

The second annual budget forum is scheduled for Tuesday, April 6 in Library 108 from 1:30 p.m. to 3:00 p.m.

The last meeting of the semester is scheduled for April 22. The special guest will be Jim Keith, Director of ITDS.

Rules Committee. Senator M. Yoder reported that the committee met on March 19 to set the format for the internal procedures. The document should be ready to present to the Executive Committee at their last meeting of the year.

Rights and Responsibilities Committee. Senator Dunston distributed a copy of the committee's report on the issue of shared governance along with a motion to be presented under New Business.

Elections Committee. Senator DeBolt announced that Senator Schlomann was re-elected as the faculty representative on the Board of Regents. This year 261 faculty participated in the online election.

Senator DeBolt asked the senators whose terms are expiring to notify the chair and secretary of their replacements.

Committee on Committees. Senator G. Yoder reported that the Institutional Research Office is preparing the online self-nomination form which will be distributed to all faculty in the near future.

Faculty Welfare Committee. Senator G. Yoder reported that the committee met three times in March. One of the committee's actions was to write a letter to the Provost with four suggestions on how to make the salary equity process more effective.

Senator G. Yoder distributed a motion on merit pay which will be discussed under New Business.

NEW BUSINESS:

Council on Academic Affairs. Senator Cook presented the following items:

1. Credit-by-Examination Policy Revision Proposal (information item only)
2. Non-Degree Student Enrollment Policy (Informational Item Only)
3. Health Information Technology (AS) - Suspended
4. Design and Merchandising Minor - Name Change

Senator Cook moved approval of number three, seconded by Senator Flanagan. The motion was approved by the Senate.

Senator Cook moved approval of item four, seconded by Senator Farrar. The motion was approved by the Senate.

Posthumous Degree for Kelli Smoot. Senator Sexton moved approval, seconded by Senator Siegel, of the Posthumous Degree for Kelli Smoot. The motion was approved by the Senate.

Distance Learning Proposal. Byron Bond and William St. Pierre presented an informational report on a new distance learning proposal.

Senate Chair Nominations. Senator A. Jones nominated Senator Siegel for Senate Chair. As there were no further nominations, Senator Dunston moved that nominations cease, seconded by Senator Smith. All were in favor of closing further nominations.

Rights and Responsibilities Motion. Senator Dunston moved, seconded by Senator Smith, to approve the following motion:

The Committee moves that since members of the Faculty Senate represent the faculty leadership of Eastern Kentucky University (EKU), this body, through the efforts of the Faculty Rights and Responsibilities Committee, with the help of the ECU Chapter of the American Association of University Professors (AAUP), and the Office of Institutional Research (IR), undertake a Survey to evaluate the state of shared governance at ECU.

The majority of the Senate were in agreement and the motion passed.

Welfare Committee Motion. Senator G. Yoder moved approval of the following motion, seconded by Senator A. Jones:

The Faculty Senate Welfare Committee moves that Section I C. under “University Merit Pay Guidelines for Academic Units” of the ECU Faculty Handbook be amended to read:

5. The current practice which combines a standard award with a merit award and which bases both on performance shall continue. The standard award is a percentage of one’s annual salary awarded across the board to all faculty/staff who meet minimum performance standards. The merit award varies from individual to individual and is dependent upon the extent to which an individual exceeds minimum performance standards. University merit dollars are to be divided proportionately among departments based on the number of full-time faculty in each department. Individuals who exceed minimum performance standards to an equivalent extent receive merit awards in equal dollar amounts.

Senator Johnson ruled the motion substantive and deferred a vote to the May meeting. After further clarification discussions, Senator G. Yoder stated that he would have an amendment to the motion by the May meeting.

ANNOUNCEMENTS:

Senator Gossage suggested that outgoing Senators remind their replacements that they are expected to be at the organizational meeting in May.

ADJOURNMENT:

Senator Cook moved to adjourn at approximately 5:15 p.m.

INPUT ON INSTRUMENT The members of the Faculty Rights and Responsibilities Committee welcome and appreciate any input from Faculty Senate Members in regard to the design of the ECU Shared Governance Survey, as we have welcomed suggestions from the Senate Executive Committee and the ECU Chapter of the AAUP. We ask that all comments be returned to us **no later than June 1st, 2004**. We will finalize the Survey with Institutional Research over the summer, for dispersal as soon as possible in Fall 2004 (when we are all rested).

**Assessing Shared Governance at Eastern Kentucky University (EKU):
Seeking Data to Plan for Increased Effectiveness in Shared Governance**

The following list of questions was designed by the Faculty Rights and Responsibilities Committee, in conjunction with the EKU chapter of the American Association of University Professors and the Office of Institutional Research, to allow for the immediate evaluation of the state of shared governance at EKU, based on faculty perception. The faculty are asked to answer these questions to help the Committee evaluate the institutional system of shared governance. A consideration and analysis of these questions will provide a useful framework for building and improving the practice of shared governance at EKU.

The issue of shared governance is just as complex as its definition (or explanation). However, the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges have defined ...[shared governance as a joint] effort in an academic institution [which takes] a variety of forms appropriate to the kinds of situations encountered. ...” These organizations recognize that although the “variety of ... approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand. . . . “ All three organizations also agree that faculty have “primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.”

(<http://www.aaup.org/Legal/info%20outlines/Leggovern.htm>)

This Survey will be electronically disseminated to all faculty at EKU. The results of faculty responses will remain confidential. No names or locations will be attached to the responses. The results will be reported to the Faculty Senate with recommendations for areas of improvement. Survey results and recommendations will also be used in reports to external entities, such as the University’s self-assessment in preparation for the Southern Association of Colleges and Schools (SACS) review.

Directions: Check the answer that *best* reflects the situation from your perspective

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
1. Faculty members exhibit collegiality, respect, tolerance, and civility toward other members of the EKU community.	SA	A	N	D	SD	DK
2. Faculty members have timely access to information necessary to give input into governance processes.	SA	A	N	D	SD	DK
3. The chair of my department effectively advocates the principles of shared governance to the dean of the college.	SA	A	N	D	SD	DK
4. The chair of my department models the principles of shared governance in interactions with faculty members.	SA	A	N	D	SD	DK
5. The chair of my department seeks faculty input on issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility.	SA	A	N	D	SD	DK
6. My department meetings are regular, effective, and open to faculty leadership and participation.	SA	A	N	D	SD	DK
7. Colleagues in my department participate effectively in shared governance at the department level.	SA	A	N	D	SD	DK
8. Only on rare occasions are faculty recommendations overturned in hiring, promotion, or tenure decisions.	SA	A	N	D	SD	DK
9. The dean of my college effectively advocates the principles of shared governance to administrators.	SA	A	N	D	SD	DK
10. The dean of my college models the principles of shared governance in interactions with department chairs.	SA	A	N	D	SD	DK
11. The dean of my college seeks department input on issues (such as budgeting) in which the department has an appropriate interest but not primary responsibility.	SA	A	N	D	SD	DK
12. My college meetings are regular, effective, and open to faculty leadership and participation.	SA	A	N	D	SD	DK
13. The Faculty is afforded an appropriate degree of autonomy with regard to its areas of responsibility by administrators.	SA	A	N	D	SD	DK
14. Resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of primary faculty responsibility.	SA	A	N	D	SD	DK
15. Faculty members and administrators share joint responsibility for decision making as it pertains to <i>long-range planning</i> .	SA	A	N	D	SD	DK
16. Faculty members and administrators share joint responsibility for decision making as it pertains to <i>facilities</i> .	SA	A	N	D	SD	DK
17. Faculty members and administrators share joint responsibility for decision making as it pertains to <i>budgeting</i> .	SA	A	N	D	SD	DK
18. Faculty members and administrators share joint responsibility for decision making as it pertains to <i>hiring, tenure, and promotion</i> .	SA	A	N	D	SD	DK

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
19. The structures and processes that allow for faculty collaboration in governance are clearly defined in ECU faculty policies.	SA	A	N	D	SD	DK
20. The Faculty Senate effectively supports faculty collaboration in university governance.	SA	A	N	D	SD	DK
21. Faculty representation on <i>joint committees</i> (university and college committees) reflects the appropriate degree of the faculty's stake in the committee's area or charge.	SA	A	N	D	SD	DK
22. Administrators exhibit collegiality, respect, tolerance, and civility toward other members of the ECU community.	SA	A	N	D	SD	DK
23. Communications between faculty members and administrators are open and carried out in good faith and an atmosphere of trust.	SA	A	N	D	SD	DK
24. Consultation by the administration with faculty leadership allows time and a mechanism for leadership to consult with their constituents before offering recommendations.	SA	A	N	D	SD	DK
25. The President seeks meaningful faculty input on those issues (such as budgeting) in which the Faculty has an appropriate interest but not primary responsibility.	SA	A	N	D	SD	DK
26. The President advocates the principles of shared governance to the Board of Regents.	SA	A	N	D	SD	DK
27. Board of Regents members exhibit collegiality, respect, tolerance, and civility toward other members of the ECU community.	SA	A	N	D	SD	DK
28. The Board of Regents supports the Faculty's traditional role in institutional governance.	SA	A	N	D	SD	DK
29. Overall, ECU as an institution reflects a commitment to shared governance.	SA	A	N	D	SD	DK
30. Over the last ten years, the effectiveness of shared governance at ECU has improved.	SA	A	N	D	SD	DK

The purpose of merit pay is to encourage faculty to contribute to the University's commitment to teaching, service, and scholarship. However, the historical practice of awarding merit pay as a percentage of one's annual salary means that awards have differed, often dramatically, from faculty member to faculty member in any given year even though their contributions to the University were judged to be equivalent. Thus the current percentage-based system affects faculty morale by undermining the merit pay system's fundamental purpose, which is to encourage and reward faculty who have gone beyond expectations.

For this reason, the Faculty Senate Welfare Committee moves that Section I. C. under "University Merit Pay Guidelines For Academic Units" of the EKU Faculty Handbook be amended to read:

- C. The current practice which combines a standard award with a merit award and which bases both on performance shall continue. The standard award is a percentage of one's annual salary awarded across the board to all faculty/staff who meet minimum performance standards. ~~The merit award is a percentage of one's annual salary awarded to those who substantially exceed minimum performance standards.~~ The merit award varies from individual to individual and is dependent upon the extent to which an individual exceeds minimum performance standards. University merit dollars are to be divided proportionately among departments based on the number of full-time faculty who are eligible for merit consideration in each department. Individuals who exceed minimum performance standards to an equivalent extent receive merit awards in equal dollar amounts.

If this change to the handbook is adopted it is expected that the university money which is distributed to a department to be used for merit be based not on the total salary of the department but on the *number* of faculty in that department. Departments continue to determine the number of "merit points" each faculty member deserves. Each merit point would be worth the same number of dollars for each faculty member, not the same percentage of annual salary. The number of dollars per merit point would be based on the total amount of money that is distributed to the department for merit.

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

Part I.

(Check one)	Department Name	Psychology
<input type="checkbox"/> New Course (Parts II, IV)	College	Arts and Sciences
<input type="checkbox"/> Course Revision (Parts II, IV)	*Course Prefix & Number	
<input type="checkbox"/> Course Dropped (Part II)	*Course Title (30 characters)	
<input checked="" type="checkbox"/> New Program (Part III)	*Program Title	M. S. General Psychology
<input type="checkbox"/> Program Revision (Part III)		(Major <u>X</u> , Option __; Minor __; or Certificate __)
<input type="checkbox"/> Program Suspended (Part III)	*Provide only the information relevant to the proposal.	
Proposal Approved by:	Date	Date
Departmental Committee	2/13/04	Graduate Council* 03/17/04
College Curriculum Committee	03/15/04	Council on Academic Affairs
General Education Committee*	N/A	Approved <u>X</u> Disapproved __. 04-15-04
Teacher Education Committee*	N/A	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: To establish a new Master's of Science in General Psychology degree program
A. 2. Effective date: Fall, 2004
A. 3. Effective date of suspended programs for currently enrolled students: (if applicable) N/A

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. 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. 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.)

B. The justification for this action: The proposed Master's of Science in General Psychology offers students advanced course work in the core areas of psychology and provides an opportunity to gain research training and experience. One aim of the program is to prepare students for doctoral studies in nonapplied areas of psychology, particularly those students whose GRE scores are such that they are not strong doctoral program applicants. There are also a number of career options for students who complete the M.S. but choose not to pursue the doctorate (e.g., data analysis, statistical work, research design, in public and private research agencies; research and development in corporate settings; management, sales, and administrative positions; and community college faculty). Students will work closely with a faculty mentor to develop an area of interest and to plan and carry out appropriate research.

A second aim of the program is to address a difficulty encountered by students in our Psy.S. School Psychology program. After two years of course work and practica, the Psy.S. students do a full-time, year-long internship. Some have had problems securing an internship or getting paid for one because a number of states make those decisions based on the applicant having a master's degree and hours earned beyond the masters. All of the students in the School Psychology program would meet the requirements for the M.S. General Psychology degree by the end of their second year of study. They already complete all of the courses that would be required for the M.S. They would use school psychology courses to satisfy M.S. program elective and thesis requirements. The students would then have a master's degree in hand when they begin their internship.

The M.S. in General Psychology program would not require any additional resources. All of the courses are currently being offered as requirements for our existing degree programs (I/O, School, or Clinical). We would not add a single course or offer any course more often than currently offered. In fact, the additional General Psychology students would help boost enrollment in existing low enrollment courses. The Department envisions this as a small program. The typical enrollment in General Psychology master's programs nationally (including similar programs at Murray State, Western, and Morehead State Universities) is between 3-5 new students a year. We anticipate admitting no more than four students to the M.S. program per year. However, the students who will earn the General M.S. on the way to earning the Psy.S. in School Psychology (that program typically enrolls 10 full-time students per year) will ensure sufficient degree production to sustain the program.

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

Personnel Impact: No new faculty will be required to offer the degree. All of the courses comprising the degree program are already being offered as requirements for our existing master's degree programs. Courses will not be offered any more often than they are currently being offered.

Operating Expenses Impact: None.

Equipment/Physical Facility Needs: None.

Library Resources: No additional library resources will be required.

The Department of Psychology offers the Master of Science degree in clinical psychology, industrial and organizational psychology, and general psychology, and the Specialist in Psychology degree in school psychology. A certification-only program in School Psychology is available for students with related master's degrees. Clinical Psychology students may elect to complete a program for providing services to the Deaf and Hard-of-Hearing in cooperation with the Department of Special Education. The department also cooperates with the College of Education in offering course work for the Master of Arts in Education with an option in psychology. Requirements for this degree may be found in the College of Education sections of this Catalog.

Master of Science and Specialist in Psychology

Candidates must satisfy the following special requirements.

Admission – A minimum of five undergraduate courses in psychology: general psychology, statistics, and experimental psychology are required, as well as two other courses acceptable to the departmental admissions committee. An undergraduate course in industrial and organizational psychology or related course is required for the industrial and organizational psychology program. A minimum overall undergraduate grade point average of 2.5, or 2.75 for the last 60 hours, is a Graduate School requirement. Satisfactory performance on the general sections of the Graduate Record Examination is required prior to admission. A minimum combined score of 750 (V&Q) on the GRE is required for full consideration to all graduate programs in the Department of Psychology. Admission is competitive and limited to available space. Meeting the minimum requirement, therefore, does not guarantee admission. Candidates must arrange for submission of three letters of recommendation directly to the department, two related to the undergraduate major, with at least one from psychology faculty.

Applications should be received by March 15. Notification regarding admission normally will be made in April. Students applying later may be accepted as space is available.

Admission to Candidacy - Students in the clinical, industrial and organizational, general, and school psychology programs will normally be evaluated for candidacy at the end of the second or third semester. Candidacy evaluations are scheduled by the department faculty during December and April. Performance at or above the minimum level of academic achievement does not guarantee a student's admission to candidacy. Manifestation of satisfactory personal, professional, and social adjustment are factors which enter into the department faculty's evaluation for the graduate degree in psychology. Refer to the General Academic Information section of this catalog for complete degree completion requirements.

Comprehensive Examination – Candidates for the degree will take written and oral examinations in the area of study in which they seek the master's or specialist degree.

Internship – Students in both the clinical and school psychology programs must perform satisfactorily in PSY 899 or PSY 898 in partial fulfillment of requirements for the degree.

General Psychology Program

A total of 33 credit hours is required of candidates for the Master of Science in General Psychology. In addition to 18 credit hours of required courses, 9 credit hours of electives approved by the student's graduate advisor are required. A total of 6 credit hours of master's thesis is required (students enrolled in the Specialist in School Psychology may substitute 6 credit hours of electives approved by the coordinator of the School Psychology Program).

Psychological Foundations	18 hours
<u>PSY 820, 837, 840, 847, 853, 862</u>	
Electives	9 hours
Thesis (or additional electives for School Psychology students)	6 hours
Total Requirements	33 hours

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

Part I

<input type="checkbox"/> (Check one) New Course (Parts II, IV)	Department Name	AFIS
<input type="checkbox"/> Course Revision (Parts II, IV)	College	CBT
<input type="checkbox"/> Course Dropped (Part II)	*Course Prefix & Number	
<input type="checkbox"/> New Program (Part III)	*Course Title (30 characters)	
<input checked="" type="checkbox"/> Program Revision (Part III)	*Program Title	BS Insurance and Risk Management
<input type="checkbox"/> Program Suspended (Part III)	(Major __, Option __; Minor __; or Certificate __)	
*Provide only the information relevant to the proposal.		

Proposal Approved by:	Date	Date
Departmental Committee	2/25/04	Graduate Council* NA
College Curriculum Committee	3/17/04	Council on Academic Affairs
General Education Committee*	NA	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> 04-15-04
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.)
 This action will (1) reactivate the previously suspended BS degree in Insurance and Risk Management formerly offered through the College of Justice and Safety (effective date of suspension: 7/1/03), (2) change the title of the program to BS in Insurance, and (3) revise the curriculum requirements. *(4) Change the CIP.*

A. 2. Effective date: (Example: Fall 2001)
 Fall 2004

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

B. The justification for this action:
 To allow new students to pursue the Bachelor of Science degree in Insurance. The BS in Insurance allows students an alternative degree within the College of Business & Technology that places more emphasis on industry-specific courses rather than providing the broad general business knowledge contained in the BBA degree.

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

Personnel Impact: None

Operating Expenses Impact: None

Equipment/Physical Facility Needs: None

Library Resources: None

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

Insurance and Risk Management (B.S.)

CIP Code: 52.0805

Major Requirements	48 hours
Core Requirements	27 hours
ACC 201, 202, GBU 204, MGT 300, MKT 300, ACS 201, INS 370, 372, 374.	
Options	
Insurance	21 hours
INS 378, 400, 486 or 488 or 474, APS 110, and nine additional hours may be taken from the following: INS 349 – up to a maximum of six hours, INS 376, INS 380, INS 382, INS 384, INS 400 – up to a maximum of six hours total, INS 490 – up to a maximum of six hours; APS 350, APS 351, APS 352, APS 438, APS 465, FSE 221, FSE 322, FSE 350, FSE 361, FSE 366, TRS 332, TRS 342; or a maximum of three hours from the following five courses: HCA 370, GBU 310, GBU 311, MGT 330 or MKT 310.	
Financial Planning	21 hours
INS 376, INS 380, INS 474, INS 349 (6 hours), RST 310, FIN 324.	
Supporting Courses	15 hours
CIS 212, ECO 230, QMB 200, FIN 300, MAT 107.	
General Education Requirements	42 hours
Standard General Education program, excluding course category 03 and category 21. Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
University Requirements	4 hours
JSO 100 and three hours of restricted electives.	
Free Electives	19 hours
Total Curriculum Requirements	128 hours

Note: Sufficient upper division hours to satisfy University requirements are not listed. Students should select courses in General Education and free electives to satisfy upper division hours.

New or Revised* Program
 (*Strikeout for deletions and underlines for additions not used due to comprehensiveness of changes.)

Insurance (B.S.)
 CIP Code: 52.1701

University Requirement	1 hour
BTO 100.	
General Education Requirements	46 hours
Standard General Education program, excluding general education course categories 09 and 21. Refer to Section Four of this <i>Catalog</i> for details on the General Education and University requirements.	
Supporting Course Requirements	6-9 hours
MAT 211 or the combined courses of MAT 107 and QMB 240; ECO 230	
Free Electives (At least one hour must be upper division)	18-21 hours
Business Requirements	
Pre-Core	12 hours
ACC 201, 202; GBU 204; QMB 200	
Core	21 hours
CCT 300, CIS 300, FIN 300, MGT 300, MKT 300; INS 370, 374.	
Insurance Major Requirements	21 hours
INS 372, 378, 400; 486 or 488 or 474; and nine hours from INS 349 (1-6 hours), 376, 380, 382, 384, 400 (1-3 hours), 490 (1-6 hours), HCA 370, GBU 310, 311, MGT 330, MKT 310, APS 350, 351, 352, 438, 465, FSE 221, 322, 350, 361, 366, TRS 332, or 342.	
Total Curriculum Requirements	128 hours

Remediation Plan of the Kentucky Precollege Curriculum for Fall 2004 at Eastern Kentucky University-Revised

The following proposal was approved by the Council for Academic Affairs April 15, 2004. Students who have not completed Pre-College Curriculum requirements will be allowed to remediate those requirements under the guidelines listed below.

Background on the Need to Revise PCC Guidelines Adopted November 20, 2003

On March 8, 2004 the Provost received a document entitled "Council Staff Review and Recommendations for Institutional Implementation of the Pre-College Curriculum (PCC), January 2004" from Council on Postsecondary Education (CPE). CPE suggested that students not meeting all requirements of the PCC are not necessarily lacking the skills they need to successfully complete entry-level courses; instead, the student is lacking a required course. Requiring students who are not PCC compliant to take non-credit bearing remedial coursework is an undue burden on those students, according to the Council. Therefore, the Council drafted the following recommendations to be in place by July 2004 for institutional treatment of students who have not completed the PCC;

- ☞ Students not meeting PCC requirements should be able to correct PCC deficiencies by taking credit-bearing coursework at the university during their first semester at the university or as soon as the appropriate course is offered.
- ☞ Beginning in Fall 2004, if a student does not meet the PCC for foreign language the student should be able to take credit-bearing coursework to eliminate the deficiency.
- ☞ Remedial (non-credit) coursework should be reserved for those students requiring remediation under the Mandatory Placement Policy and/or institutional cutoff scores for the ACT.
- ☞ This admissions process applies to all students less than 21 years of age entering with PCC requirements, including GED completers, transfer students (with less than 24 credits) and home school students.

This means to us that we will need to identify courses that count for degree credit for PCC requirements areas that we are currently using 098 levels to remediate. The attached chart is a recommendation for remediation of PCC requirements that incorporates the revised CPE guidelines

Background on the Kentucky Pre-college Curriculum

The Guidelines for admission to the state-supported post-secondary education institutions in Kentucky are a part of the House Bill 13 KAR 2:020 (and relates to KRS 164.020). Section 3 Item 1 of the bill outlines the current PCC and Item 2 outlines the standards for Fall 2004. Students under 21 years of age must complete the PCC if they are admitted to the University as a degree seeking student or transfer in with less than 24 credit hours or transfer in with a GPA less than 2.0 on a 4.0 scale. Per documentation from Council on Post-secondary Education on December 2, 2002, a clarification on the regulation concerning non-PCC qualified students entering a college or university can be 5% of the total undergraduate population (and not 5% of incoming new students).

Pre-College Curriculum Requirements Beginning Fall 2004

Beginning Fall 2004, the PCC requirements are

- 👉 Four credits of English/Language Arts (English I, II, III, and English IV or AP English).
- 👉 Three credits of Mathematics (Algebra I, Algebra II, and Geometry)*.
- 👉 Three credits of Social Studies (from U.S. History, Economics, Government, World Geography, and World Civilization)
- 👉 Three credits of Science (credits include life science, physical science, and earth/space science, one course must be a lab course)
- 👉 One-half credit of health
- 👉 One-half credit of physical education
- 👉 One credit of History and Appreciation of Visual, Performing Arts (History and appreciation of visual and performing arts or another arts course that incorporates such content)
- 👉 Two credits or demonstrated competency of Foreign Language

Students are required to have five electives with three of those rigorous electives. It is strongly recommended that students have one or more course that develop computer literacy. Students have a total of 22 credits (17 required credits and 5 elective credits).

* Rigorous electives should have academic content at least as challenging as that in courses required in the minimum high school graduation requirements. These electives should be in social studies, science, math, English and language arts, art and humanities, foreign language, and, above the introductory level, in agriculture, industrial technology, business, marketing, family and consumer sciences, health sciences, and technology education and career pathways. Electives in physical education and health are limited to one-half unit each.

Changes in the Pre-college Curriculum for Fall 2004

There is one significant PCC change from Fall 2002 to Fall 2004 and that is the two credit foreign language component. Because of this addition to PCC requirements, the number of elective credits is now five instead of seven. The Director of Admissions estimates that 40% of the incoming Fall 2004 class will have a PCC foreign language deficiency based on the preliminary information from high schools and applications received for Fall 2004 to date. Using Fall 2003 new student enrollment, that would mean approximately 1,000 students would enter with a PCC language requirement. In Fall 2003 178 of the approximately 2,600 entering freshmen had any PCC requirements. The implementation of this requirement will necessitate the need for two to three full time teaching staff in the Department of Foreign Languages. The attached table indicates the courses ECU proposes to remediate PCC requirements, including the foreign language requirement.

EKUs Identification of Pre-college Curriculum Deficiencies

Each application of admission to the University is carefully reviewed by the Office of Admissions. A part of the application review is a review of the applicant's high school course work. Each degree seeking student under 21 at the time of application for admission to the University must comply with the above PCC requirements. Determinations are made by the Office of Admissions on whether the student has completed the appropriate course contents. Students with PCC requirements are identified by admissions coding, depending on whether the student has developmental (remedial) requirements in English, mathematics and/or reading. All ECU students with developmental (remedial) needs are coded as probationary admits (PR) regardless of PCC need. About 90% of the students with PCC needs also have developmental needs. Students with PCC requirements but no developmental requirements are coded as provisional admits (PA). A few of the students with PCC needs may be in the Special Admission (S1) category, which requires participation in support programs. This category of admission usually indicates developmental need in all three developmental areas. ACT scores can not be used to remediate PCC requirements.

If a student's course work indicates they have not completed one or more of the PCC requirements, the student will complete

needed courses, approved by the University, to remediate deficiencies. The courses ECU uses to remediate PCC deficiencies is outlined in the attached table. Degree credit is not awarded for courses numbered 095 or 098. If degree credit is awarded an asterick (*) appears by the course number.

Eastern Kentucky University Pre-College Curriculum Codes and Remediation

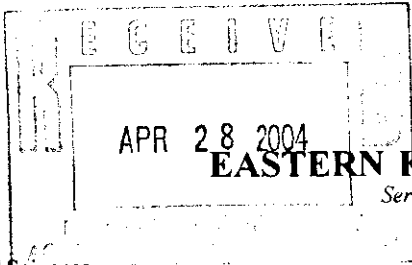
Pre-College Curriculum requirements apply to degree-seeking students under the age of 21 at the time of application for the admission to the University. Pre-College Curriculum deficiencies must be remediated within the first 24 hours of ECU course work, excluding developmental hours.

CODE	Deficiency Area	Course(s) Required for Remediation
ALG1 ALG2 GEOM	Mathematics	<p style="text-align: center;">With Developmental Requirements</p> <p style="text-align: center;">MAT 095</p> <p style="text-align: center;">Without Developmental Requirements</p> <p style="text-align: center;">MAT 095, MAT 098, *MAT 105, *MAT 107, *MAT 109</p>
ENG1 ENG2 ENG3 ENG4	English	<p style="text-align: center;">With Developmental Requirements</p> <p style="text-align: center;">ENG 095</p> <p style="text-align: center;">Without Developmental Requirements</p> <p style="text-align: center;">*ENG 101</p>
SOST	Social Studies	<p>*ECO 110, *ECO 130, *GEO 101, HIS 098, *HIS 142, *HIS 202, *HIS 203, *HIS 231, *HIS 232</p>

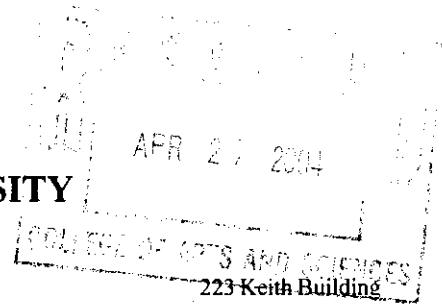
SCIE	Science	SCI 098, *BIO 100,* BIO 102, *BIO 121, *CHE 100, *CHE 101, *CHE 105, *CHE 111, *GLY 102, *GLY 108, *NAT 101, *NAT 171, *NAT 172, *PHY 101, *PHY 102, *PHY 131, * PHY 201
HEAL	Health	*HEA 281
PHYS	Physical Education	*HPR 180
ARTS	Visual, Performing Arts	ART 098, *MUS 171, *THE 100
FORL	Foreign Languages	*ASL 102, *FLS 102, *FRE 102, *GER 102, *ITA 102, *JPN 102, *LAT 102, *RUS 102, *SPA 102

* These courses will count toward degree credit.

Modified: April 16, 2004



EASTERN KENTUCKY UNIVERSITY
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College of Arts and Sciences
Department of Anthropology,
Sociology and Social Work

COLLEGE OF ARTS AND SCIENCES
223 Keith Building
521 Lancaster Avenue
Richmond, KY 40475-3102
(859) 622-1644 ~ FAX: (859) 622-8167

MEMORANDUM

To: Dr. Keith Johnson, Chair
Faculty Senate

Via: Dr. Lyle Cook, Provost *D. Lyle Cook 4-28-04*

Via: Gary Kuhnhehn, Dean *Recommend Approval*
Arts & Sciences *Gary - for 4-28-04*

Via: Dr. Steve Savage, Chair *Recommend approval. Steve Savage*
ANT/SOC/SWK

From: Marlene Huff, Director *MH*
Social Work Program

Date: April 21, 2004

Re: Nomination of Don Hoskins for a Posthumous Degree

Please consider granting a Bachelor's of Social Work degree to Don Hoskins who died unexpectedly on March 15, 2004. Don would have graduated in December, 2004. He had completed 75% of his course requirements and was formally admitted to both the Social Work Program as well as the Social Work Field Program.

Don was an integral part of the ECU Social Work Program. His potential contributions to the field of Social Work will be sorely missed. With full support of the Social Work Faculty, I am recommending Mr. Hoskins for a posthumous degree with the December, 2004 class. The degree meant a great deal to Don and would mean a great deal to his family.



Posthumous Degree Proposal

Student: Don Hoskins

Submitted by: Marlene Belew Huff, Director
Social Work Program

Date: April 21, 2004

Don Hoskins was completing his last year of academic study in the ECU Social Work Program when he died at his home on March 15, 2004.

Don was a leader in the social work student body as a non-traditional student. Don was seen as a mentor, advisor and a strong supporter of other students who were struggling to manage the competing demands of the educational system. One student stated, "I wouldn't have returned to school if it hadn't been for Don. He encouraged me (to come to class) no matter what was happening in my personal life."

Don was committed to a career of social work service to individuals in recovery from drug/alcohol abuse. At the time of his death, Don was completing a field practicum at the Comprehensive Care Center in Barbourville, KY. This practicum focused on the prevention and treatment of drug and alcohol abuse. His field supervisor, Cindy Shannon, states, "He was a wonderful person with so much potential. We will miss him dearly."

Don had successfully completed both the selective SWK admissions process as well as the entrance interview to the SWK field practicum program. Don's final overall grade point average was 3.23.

In short, Don Hoskins was an integral part of the ECU social work student body. He was well respected for his intellect, personal commitment to his peers and his tenacity in approaching classroom and field experiences.

Thank you for your consideration of a posthumous degree for Don Hoskins. The degree would be granted in December, 2004.

Don's sister, Kim Pell, can be contacted at: 304 Fox Hollow Road, Manchester, KY 40962.

Faculty Senate Agenda
May 3, 2004
Organizational Meeting

Call to order

ELECTIONS

- *Election of Senate Chair - 1 nominee (Senator Siegel)*
- *Elections Committee - 3 vacancies*
- *Executive Committee - 3 vacancies*
- *Welfare Committee - 4 vacancies*
- *Rules Committee - 2 vacancies*
- *Budget Committee - 2 vacancies (if Siegel is elected chair)*
- *COSFL Representatives - 1 vacancy*
- *COSFL Alternates - 2 vacancies*
- *Committee on Committees - (no vacancies)*
- *Rights & Responsibilities - (no vacancies)*
- *Election of Senate Secretary*

Adjournment

**SENATE COMMITTEE VACANCIES
For 2004-2005**

ELECTIONS COMMITTEE - 3 VACANCIES

(remaining members are: Charles Everett, Faye Newsome)

John Harley
Edmund Fenton
Louisa Debolt (current chair)

EXECUTIVE COMMITTEE - 3 VACANCIES

(remaining members are: Lyle, Cook, John Flanagan, Dawn Jackson, Steve Konkel, Pam Schlomann [ex officio], and the new Senate chair)

Charlotte Hubbard
Steve Hyndman
Larry Collins

WELFARE COMMITTEE - 4 VACANCIES

(remaining members are: Gary Barksdale [ex officio], Kevin Rahimzadeh)

Garett Yoder (current chair)
Charlotte Hubbard
Larry Collins
Pam Schlomann

RULES COMMITTEE - 2 VACANCIES

(remaining members are: Nancy McKenney, Jane Rainey and Margaret Yoder)

Charlotte Hubbard
Betsy Matthews

BUDGET COMMITTEE - 2 VACANCIES

(remaining members are: Lyle, Cook,, Alice Jones, Jane Rainey, Larry Sexton, Joyce Wolf and the new Senate Chair)

Edmund Fenton
Carolyn Siegel (if elected Senate chair)

COSFL - (only 1 rep required this year) (3 VACANCIES) (1 rep and 2 alternates)

(current reps: Carolyn Siegel and Gil Smith)
(current alternates: John Flanagan and Nancy McKenney)

COMMITTEE ON COMMITTEES - 0 VACANCIES

None

RIGHTS & RESPONSIBILITIES COMMITTEE - 0 VACANCIES

None