

# Faculty Senate Agenda

May 2, 2005  
3:30 p.m.

## **Call to order**

### **Approval of Minutes**

April 4, 2005 Minutes

Report from the President: Senator Glasser

Report from the Executive Committee Chair: Senator Siegel

Report from the Faculty Regent: Senator Schlomann

Report from the COSFL Representative: Senator Smith

Report from the Provost: Senator Chapman

Report from the Student Government Association: Kyle Moon

Report from the Standing Committees:

Budget Committee: Senator Eakin, Chair

Rules Committee: Senator Johnson, Chair

Rights and Responsibilities Committee: Senator Kristofik, Chair

Elections Committee: Senator DeBolt, Chair

Committee on Committees: Senator Vance, Chair

Welfare Committee: Senator Collins, Chair

### **Unfinished Business:**

Motion to Discontinue Lecture Positions

### **New Business:**

- Report from Council on Academic Affairs
  1. *Health Information Coding Certificate - suspended*
- Motion on Summer Teaching Salaries
- Motion on Attendance Policy
- Report on Strategic Planning for 2006-2010 - Jaleh Rezaie
- Report from Faculty Club Board of Governors - Marcel Robles
- Report on ITDS - Mona Isaacs
- Report on New Student Days - Kenna Middleton
- Report on Parking - Jim Conneely

### **For the Good of the Order:**

Strategies for Making Faculty Advising of Students More Efficient and Effective

## **Adjournment**

## **FACULTY SENATE MINUTES**

### **April 4, 2005**

The Faculty Senate of Eastern Kentucky University met on Monday, April 4, 2005, in the South Room of the Keen Johnson Building. Senator Siegel called the eighth meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

S. Black, L. Collins\*, S. Fister\*, J. Glasser\*, D. Jackson, F. Jackson, A. Jones, M. McNew, C. Neumann, L. Patterson, M. Pierce, and S. Wilson

\*Indicates prior notification to the Senate Secretary.

Visitors to the Senate: Sue Cain, Developmental Education; Jim Conneely, Student Affairs; Lisa Crowe, Bookstore; Megan Hansen, Eastern Progress; Tia Hill, Student Life; Susan Kroeg, English; Lance Melching, SGA; Deborah Newsom, Financial Affairs; Shane Redmond, Math; Hayden Shawler, Bookstore; Scott Summer, Academic Advising; Aaron Thompson, Enrollment Management; Virginia Underwood, Chief of Staff; Elizabeth Wachtel, Academic Affairs; Mark Wasicsko, Education; John Wade, Economics; Cari Wallace, First Year Programs; and Marc Whitt, Public Relations and Marketing.

#### **ANNOUNCEMENTS:**

Senator Siegel thanked Senator Marchant for filling in as Parliamentarian for today's meeting.

Senator Siegel expressed her appreciation to Senator Glasser for the refreshments for today's meeting.

#### **APPROVAL OF MINUTES:**

The March 14, 2005 minutes were approved as written.

#### **PRESIDENT'S REPORT: Virginia Underwood reported for Senator Glasser**

President Glasser sent her apologies for not being able to attend the meeting.

The recently approved state budget included restoration of funds, some new funding for higher education, and approval of some very important capital projects for EKU—phase II of the Business and Technology Center and funding for the Manchester Center. Additionally \$5 million in planning funds was approved for a new science facility.

With the finalization of the state budget, recommendations for EKU's 2005-06 budget have been submitted to the Board of Regent's Finance Committee and will be reviewed by the full Board at the April 11 meeting. Some of the recommendations include the following:

1. A \$242 per semester increase in tuition for in-state full-time undergraduate tuition
2. An additional \$1 million in funding for institutional need-based aid
3. A 3.5% cost of living salary increase for faculty and staff;
4. An additional \$500 per tenure-track faculty member to supplement existing academic budgets for faculty development needs
5. An additional \$350,000 for faculty salary equity adjustments
6. An increase of \$750,000 to the University's contingency funds

All proposed recommendations are contingent on Board approval.

There will be an approximate 11% increase in the total cost of the University's self-insured health plan for 2005-06. The low and high PPO options under Anthem will still be available, with an additional economy plan introduced as a third level of coverage to provide a more affordable family option. The University will share with employees in the increased cost of health insurance, and will also absorb the administrative costs of the flexible spending accounts for those employees who choose to participate in this program. The annual benefits fair scheduled for April 12-15 will provide additional information for employees.

The capital campaign is continuing and the development office continues to expand the donor base through the Phonathon. Since July 1 of last year, ECU students have contacted 11,558 people and have received 4,469 pledges totaling over \$208,000 for the alumni fund for scholarships.

Recent faculty highlights include the following:

1. Dr. Tim Houghton, Department of English and Theatre, had his fourth book published entitled "Drop Light: Poems".
2. Dr. Mark Biermann, Department of Physics, co-authored two recently published papers in Applied Physics Letters
3. Dr. Guenter Schuster, Department of Biological Sciences, co-authored the recently published book, "The Crayfishes of Kentucky".
4. Dr. Ron Jones, Department of Biological Sciences, was the author of the recently published book "Plant Life of Kentucky: An Illustrated Guide".

The ECU Reads Committee has chosen Frank McCourt's Pulitzer prizewinning "Angela's Ashes" as the 2005 First Year book. Incoming students will read the book and discuss it in small groups during New Students Days in August. The author will visit campus on September 13 and immediately following his review will be a community discussion on the book. Faculty, staff and students are invited to participate as facilitators in the community.

Please note the following upcoming events:

1. The fifteenth annual Honor's Program senior thesis presentation is scheduled for April 7-10
2. The President's conversation with the campus will be on April 12 at 8:00 a.m. in Brock Auditorium
3. The second annual College of Education Honor's day will be on Tuesday, April 12 from 4:00 – 6:00 p.m. at the Student Services Building
4. The fourth undergraduate presentation showcase will be on April 17<sup>th</sup>
5. Alumni Weekend is scheduled for the last weekend in April and will include many special events including honoring the class of 1955 at the Pioneer Recognition Ceremony.
6. Two Spring Commencement ceremonies will be held on May 8. Ricky Skaggs will be the guest speaker at the morning ceremony and Mark Grayson will speak in the afternoon.

**EXECUTIVE COMMITTEE REPORT: Senator Siegel**

Senator Eakin, Chair of the Budget Committee, presented the preliminary report on summer teaching salaries.

The Welfare Committee proposed two motions on merit, which will be presented later today.

Greg Engstrom, Chair of the Faculty Club Governors Board, will be speaking to the Senate in May to discuss how to revitalize the Faculty Club.

Lisa Crowe reported that 85% of summer textbook adoptions have been submitted and 52% of fall textbook adoptions have already been received.

Tia Hill, on behalf of Student Life and the Student Activities Council, encouraged faculty and administrators to participate in the upcoming Midnight Breakfast. on April 28. Anyone interested in participating should e-mail [studentlife@eku.edu](mailto:studentlife@eku.edu).

The next Provost and Faculty Senate Roundtable discussion will be on April 12 from 2:00 – 3:30 p.m. in the Faculty Club. The topic of discussion has been changed from “Collegial Governance” to the “Budget”. The “Collegial Governance” topic will be addressed at a roundtable discussion in the fall semester.

The last coffee chat of the academic year will be on April 21 from 8:00 – 900 a.m. in the Faculty Club; and the last Meet and Greet will be on May 2 prior to the last Senate meeting of the year.

Senator Siegel thanked the Senators for their excellent work on Senate Committees this year. She urged new senators to consider serving on a Senate committee next year.

**REPORT FROM FACULTY REGENT: Senator Schlomann**

Senator Schlomann announced that the next Board meeting is scheduled for April 11. Senator Schlomann attended the recent Finance Committee meeting and reported that the overall atmosphere was different than in the past few years. While the Committee continues to express concern for affordability and increased need-based scholarships, there was also strong concern for overall quality and the need for increased, competitive faculty salaries.

One important thing for faculty to note is that the administrative cost for flexible spending accounts will be assumed by the University, if approved by the Board.

Another motion the Board will be considering is a policy to move to a smoke-free indoor policy over the next two years.

**REPORT FROM COSFL: Senator Smith**

The next meeting is scheduled for the 23<sup>rd</sup> of this month.

**REPORT FROM THE PROVOST: Senator Chapman**

This year's salary equity adjustment process is now complete and funds should be distributed to the 190 individuals affected by April 29. The Welfare Committee is currently reviewing the salary equity formula used this year to see if adjustments need to be made. By doing so now, when new monies become available, the adjustments for 2005-06 can be made by July 1, 2005.

The candidates for the position of Associate Vice President for Research and Dean of the Graduate School will be visiting campus this week. Bios of the candidates are available online at <http://www.academicaffairs.eku.edu/finalists/gsdean/>. Please try to meet each of the candidates during their scheduled visits and provide feedback.

Senator Chapman reported on the effectiveness of the lectureship positions that were created in 2003. A full written report will be submitted electronically in the near future. Based on his findings, Senator Chapman moved, seconded by Senator Smith, to eliminate the lectureship title and move those individuals in lectureship positions to either visiting or tenure track positions. Senator Siegel ruled the motion substantive and deferred the vote to the May Senate meeting.

**REPORT FROM STUDENT GOVERNMENT: Lance Melching**

The student election debate is scheduled for tonight in the Combs Building Grise Room at 7:30 p.m. The student election for Richmond's campus will be on April 12. Please encourage students to vote.

The Student Government Association is sponsoring a forum for students to ask questions of University administrators on Wednesday, April 6 at 5:00 p.m. in the Ferrell Room in the Combs Building.

O.A.R. concert tickets are on sale. Tickets are \$25 through Ticket master.

Senator Siegel expressed her appreciation to Lance for his leadership as SGA President throughout the past year.

**STANDING COMMITTEE REPORTS:**

Budget Committee. Senator Eakin reported that the preliminary report on summer teaching salaries was submitted to the Executive Committee for their review and feedback.

Rules Committee. Senator Johnson reported that the Rules Committee continues to work on revamping the Council on Academic Affairs. The committee hopes to present a motion to the Executive Committee later this month. The committee also continues to work on updating the Faculty Senate Rules.

Rights & Responsibilities Committee. Senator Kristofik reported that the committee is still accepting feedback for the proposed recommendations distributed at the March meeting. The committee is currently working on rewriting the recommendations to comply with formal handbook language. When completed the proposal will be shared with the University attorney, and then brought to the Senate at a later date.

Committee on Committees. Senator Vance reported that the committee received 68 self-nominations for the nine committees with vacancies. A list should be available to the Senate Chair within the next week.

Faculty Welfare Committee. Senator Hubbard reported that the committee has addressed the salary equity request received from Senator Chapman. The committee also continues to gather information on the tenure clock issue and the role of coordinators on campus

Two motions on merit will be considered later in today's meeting.

**NEW BUSINESS:**

Council on Academic Affairs. Senator Chapman

1. Specialist in Education Ed. Ad And Supervision (pulled by Dr. Chapman at Jan. 2005 FS meeting) – Reactivate suspended program

2. Specialist in Education: Educational Administration and Supervision – Revise the GRE requirements
3. Marketing (BBA): Professional Golf Management Option – Adding golf option
4. General Studies (BA) – New program

Senator Chapman moved approval of items 1 & 2, seconded by Senator Deters. The Senate were in agreement to approve items 1 and 2 so the motion carried.

Senator Chapman moved approval of item three, seconded by Senator Ault. The Senate were in agreement, and the motion carried.

Senator Chapman moved to approve item four, the new General Studies degree, seconded by Senator May. The majority of the Senate were in favor, and the motion carried.

Orientation & New Student Days. Cari Wallace was present to discuss Orientation and New Student Days and to encourage faculty participation in these events. Also, there are five GSO Orientation courses available. Anyone interested in teaching a GSO Orientation course or seeking information on Orientation or New Student Days, should contact Cari Wallace at [cari.Wallace@eku.edu](mailto:cari.Wallace@eku.edu).

Dr. Susan Kroeg, Chair of the Reads Project, distributed a 'EKU Reads Book Discussion Leader Application' form to Senators. Anyone interested in participating as a discussion leader should fill out the form and return to her. Questions should also be directed to her by e-mail at [susan.kroeg@eku.edu](mailto:susan.kroeg@eku.edu) or call 622-2282. The book discussion will be on September 13, 2005.

Motions on Merit. Senator Hubbard moved approval of motion one (listed below), seconded by Senator Johnson. The majority of the Senate were in agreement and the motion carried.

At such time when merit money is available, previous non-merit years should be considered, and each department shall create a committee to deal with awarding credit for past non-Merit years.

Senator Hubbard moved approval of motion two (listed below), seconded by Senator Johnson. The Senate were in agreement and the motion carried.

(Motion 1) will be applied in the event that non-merit years occur in the future.

Suspension of Rules. Senator Robles moved to suspend the rules to continue the meeting beyond 5:30 p.m., seconded by Senator Johnson. The Senate were in agreement and the motion carried.

Senate Chair Nominees. Senator Siegel was nominated to serve as chair for 2005-06.

Senate Committee Nominations. (Please note: additions or deletions can be made to all committees prior to the vote at the May meeting.)

Budget Committee. (2 vacancies) Senator Ciocca and Senator C. Taylor were nominated

Rules Committee. (2 vacancies) Senators, Gossage, Randles, Rainey and McKenney were nominated.

Elections Committee. (1 vacancy) Senator May was nominated.

Faculty Welfare Committee. (1 vacancy) Senator Wright was nominated.

COSFL. (1 rep and 2 alternates) Senators Ware, P. Black and Robles were nominated.

**FOR THE GOOD OF THE ORDER:**

The topic of discussion was “Strategies for Making Faculty Advising of Students More Efficient and Effective”.

Due to time constraints, the discussion was postponed to the May meeting.

**ADJOURNMENT:**

Senator Chapman moved to adjourn at approximately 5:45 p.m.



Lectureship Report to the Faculty Senate  
April 4, 2005  
James P. Chapman, Interim Provost

**History:** An *Ad Hoc* Committee on Lectureships and Part-Time Lectureships provided to the Faculty Senate a report (Attachment A) on the subject of lectureships in February 2003. The committee was supportive of the creation of such a rank and recommended its phase in over a five year period. The Committee was very clear that these positions should not replace tenure-track positions.

**Purpose:** Attached as Attachment B is the informational item presented at the September 6, 2003, Board of Regents meeting. It explains the reason for the pilot project on lectureships. The purposes for this rank as stated are very broad. It allows for special opportunities for programming as well as bringing to campus distinguished professionals, successful professionals, and “up-and-coming,” non-terminal degree individuals with practical experience. This background information indicates that lectureships will be used sparingly and will not replace tenure track lines.

**Time Period of Pilot:** Immediate implementation for a two-year period.

**Review:** An annual review was to be conducted.

**Statistics:** There are currently approximately 30 Lecturer positions on campus (see Attachment C).

CAS

Number:	There are 20-21 lectureship positions in the College teaching in Sociology (1), Social Work (1), Art (2), Computer Science (1), English (7), History (1), Math (3), Music (3), and Physics (1).
Salary Range:	The salaries are generally around \$27,000 although three individuals are receiving higher salaries (\$29,000, \$34,169, and \$46,690)
Teaching Load:	The teaching load the spring 2005 semester varies from 1 to 27 hours taught with a majority in the 12 range (8) or 15-16 hours (5). Workloads are primarily in the 12-hour range. Dean Schoolmaster reports the load is usually a 5/4 course load or vice versa. The individual in Physics also is the lab manager and teaches labs. Music lecturers teach more individual performance oriented classes and the individual with a one-hour course load is also the accompanist.
Credentials:	Only six of the twenty seem to hold the terminal degree. Only three individuals without the terminal degree are teaching upper division courses.
General Review:	For the most part the lecturer is used to teach a heavier course load at lower cost than tenure-track faculty, to reduce the reliance on part-time, and to fill in for lost RTP and retired faculty. Many of the positions were created by adding a supplement to the cost of part

time instruction. The number of part-time is less than it would be without these positions but the CAS reliance on part-time is still very heavy. The title is used to continue individuals past the three-year limit as well and improve stability in the teaching faculty. Problems seen by the Dean are 1) the pay is low and the workload is high; 2) since service and advising are not required of the lecturers, that work falls to the full-time faculty as the number of students grows; and 3) as quasi-outsiders, lecturers are at times considered as less than full members of the faculty. A CAS faculty member commenting on the lecturer series also expressed concerns about larger class sizes given to lecturers, lecturer assignments for other activities than teaching, and the creation of a non-tenure track cadre of teachers diminishing the role of faculty in governance. The consensus of the College seems to be that using the budgets from these lines to create more tenure-track positions is the best solution. If that is not to be, the lecturer position is preferred over part-time faculty because of the higher pay and benefits for those accepting those positions, but only if abuses can be kept in check.

#### CBT

Number: There are only two positions in the College of Business and Technology , both in the Department of Communications.

Salary Range: One person is paid \$45,000 and the other \$39,000.

Teaching Load: This spring the teaching load for one position is 12 hours and 9 for the other. The individual with the 9-hour teaching load has an additional workload assignment equivalent to 3 hours to make a workload equal to the other lecturer.

Credentials: One of the individuals has a BS in Journalism and the other has a Ph.D. in Communications. Both individuals are teaching upper level courses.

General Review: In this college this title is used to hire individuals with certain skills although with lesser than terminal academic credentials and to continue individuals indefinitely as long as they are doing a good job. If the lectureship cannot go beyond the three-year limit as is the restriction with visiting professors, the Dean does not feel this rank is necessary and would prefer to seek visiting professors.

#### COE

Number: There are eight positions in the College of Education: Educational Leadership (3), Curriculum and Instruction (3), Special Education (2).

Salary Range: The salaries vary from a low of \$42,947 to a high of \$52,273 with most of the salaries being in the \$48,000-52,000 range (6). The faculty members are paid the same as tenure-track faculty.

Teaching Load: Four individuals have the responsibility for 15 credit hours of instruction this spring, two with 12, one with 9, and one with 45.

Workloads vary from 12 to 17 hours; the individual with the 45 credit hour responsibility has a 17-hour workload. The four individuals with 15 credit hour loads really have 12-hour loads since three have 3-hour overloads and one is teaching a cross-listed course that equates to 3 rather than 6 hours. For the most part the workload is similar to tenure-track and visiting positions. There are two individuals with MOA from the Fayette County Public Schools that were switched from Visiting status to Lecturer this year, who were not showing in Banner as lecturers and therefore are not included in this report.

**Credentials:** Three of the individuals according to the updated material in Banner have terminal degrees, four have master's degrees, and one has a bachelor's degree. The individual with the bachelor's degree is responsible for one graduate practicum, and according to the Associate Dean of the College is a master's level audiologist. Graduate courses are taught by the individuals with the doctorates. The master's degree holders teach upper division courses. The College states that all those hired meet the requirements of SACS for faculty.

**General Review:** The purposes vary by department. Educational Leadership used the lecturer position to hire "second career" superintendents to teach in programs leading to administrative and superintendent certification. These individuals teach the standard 12-hour load, advise, and do service in the department. They are not expected to do research. Curriculum and Instruction used the positions to hire respected and skilled public school practitioners for working with undergraduate coursework and field experiences. The department is seeking practitioners who are simultaneously working on a doctoral degree and who would be eligible for a tenure-track position at a later date. Special Education uses the lectureship to fill positions that have teaching and clinical responsibilities. One of the lecturer positions is for an individual who is on a 12-month appointment, teaches 5 courses per year, and directs the audiology clinic. The Department of Special Education used a tenure-track position for this lectureship because of repeated unsuccessful searches for a terminally-prepared audiologist.

The College sees these appointments as meeting its goals and providing a vehicle for practitioners to gain experience in college teaching while finishing a doctoral degree and simultaneously for the students in the College to obtain very current experience from skilled practitioners. The College wishes to continue this title and has funded these positions with existing faculty lines.

**Recommendation:** I recommend that this title be eliminated and that individuals who are in this status be changed to a visiting or tenure-track position. Concerns with the continuation of this title are:

1. There are too many purposes for which this title is being used.
  - a. It is being used allegedly for a larger teaching load with no service but significantly larger loads do not seem to be occurring. There are few instances of a 15-15 load which should be the expectation without research or service.
  - b. It is not being used solely for teaching purposes. Some have additional duties as part of their loads.
  - c. It is being used where there is a concern with not having a terminal degree. In most cases it seems that lack of a terminal degree could be justified to SACS with the unique experiences that are being brought to the classroom to enhance the education of the students.
  - d. It is being used to skirt some of the concerns expressed in the AAUP policy on contingent faculty appointments (Attachment D) and the required three-year limitation for EKV visiting faculty. Lines that could be tenure-track lines are now used for these lecturer positions in opposition to what the original intent of the *ad hoc* committee was.
  - e. The way the lecturer title is being employed allows for easing individuals into tenure-track positions without searches. Our recruitment and hiring should be open and inclusive.
2. The title is being used to hire individuals at low salaries. The salaries for some of the lecturer position are below the prevailing wage.
3. We should address our needs for continuity of skilled teachers through a more carefully defined method than currently exists.
4. Most issues can be addressed through other means than the creation of the lecturer title.

**TO:** Executive Committee/Faculty Senate  
**FROM:** Ad-Hoc committee on Lectureships and Part-time lectureships (Renee Everett & a committee from the Chairs' Association comprised of Dr. Jaleh Rezie, Dr. Bonnie Plummer, Dr. Pat Costello, Dr. Larry Collins, Dr. Steve Savage and Dr. Carole Garrison )  
**DATE:** 2/1/03  
**RE:** Proposal for non-tenure, renewable Lecturer position at EKU  
Summary Chart Attached

**Summary:**

The committee was asked to consider the viability of creating a yearly renewable non-tenured lecturer position at Eastern Kentucky University as a (a) partial solution to the hiring of part-time or adjunct instructors and (b) to provide a way to hire "professionals" with a particular skill set necessary in some applied fields. The ad-hoc committee on Promotion and Tenure also recommended this type of position based on (b) above.

Almost **all** other schools in our benchmark listing **have** such a position, as do Northern Kentucky University and the University of Kentucky (see attached chart).

The position is **not** intended to replace or detract from tenure track positions. This position would be in **addition** to such lines. The number of such positions would also be clearly limited in terms of the overall percentage of such positions within the university.

The committee's discussions, along with input from the Provost's Council (consensus of agreement to support 2/26/03), Chairs' Association (consensus of agreement to support 2/19/03) and faculty, plus comments from AAUP and COSFL, led the committee to conclude there is an appropriate use of such a rank at EKU.

**Statement of Principle:**

Although the committee has agreed such a position is appropriate at EKU, it is understood that this type of rank is never a "first" choice at a comprehensive, regional university. It is our belief that the university should always attempt to create full-time, tenure-track lines first and to consider the creation of lectureships as only a second choice. The committee also believes it is the University's responsibility to indicate why a tenure track line could not be created and why a lectureship might be recommended instead.

**Possible Modified Statement of Principle (recommended by Provost's Council):**

Although the committee has agreed such a position is appropriate at EKU, it is understood that this type of rank would rarely be a "first" choice at a comprehensive, regional university. It is our belief that the university should attempt to create full-time, tenure-track lines and lectureships as appropriate based on departmental wants/needs. The committee also believes it is the University's responsibility to indicate why a tenure track line could not be created and why a lectureship might be recommended instead.

**Guidelines for Creation of a Lecturer Rank:**

To make this system work, **guidelines** must be clearly set forth. The committee has looked at concerns from both AAUP and COSFL and feel those concerns can be addressed through a clear articulation of guidelines to govern the non-tenure lecturer rank..

1. This rank will **not** be considered tenurable regardless of years re-hired into rank and is **not** intended to replace or detract from tenure-track positions.
2. Non-tenured renewable faculty should constitute no more than 15% of the total full-time faculty within the institution and should be no more than 20% of the total full-time faculty within any given department (**or** departments could be permitted to vary that percentage individually based upon their needs)
3. The faculty member hired into the non-tenured, renewable rank would be hired into a fixed 9-month term with limitless renewals
4. Credential requirements **could** be less than those for tenure track faculty (MA/MS required, plus any additional credentials as required by individual departments)
5. All appointments in the non-tenured, renewable rank should have a description of the specific professional duties required in the position
6. The performance of faculty members on non-tenured, renewable tracks should be evaluated annually by the respective department with appropriate, established criteria
7. Faculty in the non-tenured, renewable rank should be eligible for merit pay based on the specified duties of the position
8. Compensation for non-tenured, renewable rank faculty should include such essential fringe benefits as health insurance, life insurance and retirement contributions
9. Faculty in non-tenured, renewable rank who have been employed consecutively for 3 or more academic years should receive at least a full term's notice of nonreappointment
10. Departments with faculty in non-tenured, renewable rank must provide the conditions necessary to perform the assigned duties in a professional manner, including such things as appropriate office space, necessary supplies, support services and equipment.
11. Faculty in non-tenured, renewable rank should be included in appropriate departmental and institutional structures of faculty governance
12. A faculty member in this position **may** apply for a full-time tenure track position and would be permitted to negotiate for early tenure based upon some portion of the teaching completed in the non-tenure, renewable position.

**Justification:**

Even AAUP acknowledges, "there are legitimate uses" of non-tenure track, full-time lecturers to "meet unexpected increases in enrollment or faculty vacancies, to provide service in a specialized field, or to develop a new academic program" (AAUP Non Tenure Track Guidelines, 2001). In fact, non-tenure track, full time faculty now hold more than 20 percent of all faculty positions across the U.S. (AAUP).

A system, which combines the use of both tenure track and non-tenure faculty, seems appropriate. Different kinds of faculty are appropriate to different kinds of settings and classroom experiences. However, to protect those faculty in non-tenure track positions, certain guidelines and policies must be established. When this is done and clearly communicated to all faculty, the "divide" that so often occurs between the two tracks can be diminished.

To make this system work successfully, those guidelines must be clearly set forth. The committee has looked at concerns from both AAUP and COSFL and feel those concerns can be allayed through clear articulation of guidelines to govern non-tenure track, full-time faculty. Most of those concerns revolve around the fact that part-time or non-tenure track faculty are short term and can't participate in the long-term plans and goals of a department and/or university. However,

the renewable, non-tenure track position (the “lecturer” or “teaching associate”) would be continuing. The individual could be rehired year after year and provide the continuity missing in part-timers and/adjuncts. Another concern is the “reduction in the sense of community of the university” (COSFL comment page). The statement is made that part-timers are not considered part of the university family (i.e., no benefits, short-term contracts). This would not be true of a renewable position that the committee will suggest here. Individuals holding the rank of “teaching associate” would have benefits, would undergo evaluation, and would be eligible for return the next year.

Anecdotal evidence from several institutions (University of Cincinnati Pharmacy School, West Virginia University, University of Illinois at Champagne-Urbana, Berry University, University of Georgia, Northern Kentucky University and Ball State University) supports the viability of such non-tenured lecturer positions. Faculty in those positions are long-term. The committee talked to several faculty members who had been in such positions for over 15 years. They felt completely welcome in their respective departments and believed they were full and active participants in the university. Most underwent annual evaluations, received merit raises, and were active in departmental committees. Jobs posted on the West Virginia University web site were written to allow the candidates to choose either a tenure-track (which included research, etc.) or a non-tenure track renewable lecturer track (with a heavier emphasis on teaching and less on research).

The committee’s polling of deans and faculty on campus also generally supported the creation of such a “teaching associate” rank (see attached summary of comments). It is particularly interesting to note Dean Hart’s comments. Dean Hart chaired a committee charged with this same issue back in 1993. That committee decided not to recommend such a position at that time. However, Dean Hart now notes that he would be “somewhat softer on the possibility now than he was several years ago – though [he] still has serious misgivings.” Dean Hart recommends, “If it were to be instated, there should be appropriate and secure restrictions on its use.” This committee agrees, wholeheartedly.

The committee feels the “treatment of non-tenure track faculty is the barometer whereby the general status of the profession may be measured. While the colleague whose performance is undervalued or whose potential is blighted by underemployment bears the brunt of the situation, the status of all faculty is undermined by the degree of exploitation the profession allows of its members” (AAUP, non-tenure track guidelines, 2001).

There is justification for the creation of such a position, but it must be treated carefully to ensure faculty placed in such positions are not de-valued or treated as second-class citizens.

Additionally, by ensuring such faculty do not exceed 15% of the entire institution, we protect against the marginalization of faculty as whole and the de-valuing of tenure among the rest of the faculty.

#### Recommendations for Implementation of the Non-Tenure Lecturer Rank:

1. It is recommended that this rank be phased in over a period of 5 years.
2. It is recommended that during Phase One (first year), the University convert **some** existing Visiting Instructor (3-year positions) lines into Non-Tenure Lecturer positions
3. It is recommended that additional Non-Tenure Lecturer lines be created in the remaining 4 years following a review of Phase One and keeping within the % guidelines as set forth
4. It is recommended that Non-Tenure Lecturers undergo annual evaluation and that the whole rank be reviewed at the end of year one.

### **Summary of Deans' Comments (2002):**

Dean Rogow (College of Business and Technology): (verbal discussion) Dean Rogow is in favor of such a position and attempted for 7 years to create such a position at Auburn University. He feels it is useful in cases of "skills" oriented classes such as accounting, broadcast skills, and others.

Dean Hart (College of Arts and Sciences): (email) Dean Hart was on a committee in 1993 that decided against such a "lecturer" position, but notes today that he "would be somewhat softer on the possibility [now] than he was several years ago – though [he] still has serious misgivings." He is fearful that such positions are often used to "staff lower division course which the regular faculty often find unattractive and to do so at a reduced cost." Dean Hart also recommends that "if it were to be instituted, there should be appropriate and secure restrictions on its use."

Dean Cordner (College of Justice and Safety): (email) Dean Cordner is generally agreeable to the idea and notes that he checked with several folks in his area and that "we generally support the idea. Anything that would give us more flexibility in hiring would be a plus." He also cautioned "figuring out how to avoid making such folks second class citizens is important." Larry Collins, chair of Loss Prevention and Fire Safety, also added he feels this "has potential to solve the problem of finding people in some of the technical areas. In some fields, even the best don't pursue terminal degrees."

Dean Gale (College of Health Sciences): (by phone) Dean Gale is also very much in favor of this kind of position, as it would be extremely helpful in the areas of clinical work. He said he has also tried for several years to get ECU to pursue this kind of position to no avail.

Dean Wasicsko (former Dean of College of Education): Declined to respond. (Now, as Acting Provost, Dr. Wasicsko has commented he is interested in seeing such a plan regarding the creation of a non-tenure, lecturer position.)



**Copy****Informational Item****Executive and Academic Affairs Committee****I. Lectureship Pilot Program****II. Issue and Background**

For over 10 years EKU has been investigating the possibility of adding another faculty rank called "Lecturer." A Lecturer is a non-tenure track faculty position that can be filled on a year-to-year basis. Most universities have created similar ranks to take advantage of special opportunities for programming and to bring distinguished professionals who, due to career path, interests or academic background, do not fit the typical tenure track ranks. Unlike a visiting position, lecturers may be hired beyond the three year limit and would not be expected to (nor would they be eligible to) pursue tenure. Lecturers will be used sparingly and not as a replacement for tenure track lines. Examples of persons who might fit the Lecturer ranks would be successful professionals such as retired school superintendents to teach in the graduate educational administration program or up-and-coming, non terminal degree individuals who bring practical experience to programs as they work to complete degrees such as minority, grow-your-own candidates.

The Faculty Senate recommended a two-year pilot period during which departments may design models and procedures for using Lecturers. The use of such positions will be evaluated annually by the Provost, Deans and the Senate. The President recommends approval for the pilot period.

**III. Alternatives**

Not approve the attached and continue with only the present policy on Visiting faculty positions.

**IV. Projected Timeline**

For implementation immediately for a two year pilot period.

Board of Regents  
Sept. 6, 2003

Motion:

Effective with the fall of 2003 and for a period of two years, pilot programs to create and test the concept of "Lectureship" in its broad definition, will be permitted under the following guidelines:

Departments, working in concert with their dean, may develop procedures and guidelines for the use of Lectureships for specific purposes that are unavailable under current faculty regulations. Any such plan will have the approval of the department faculty, chair and dean prior to submitting it for approval to the provost. The policy and guidelines will specify all conditions under which Lecturers will be employed and will clearly delineate their duties and responsibilities.

Evaluation of the use of Lectureships will be conducted annually and a report will be submitted to the Provost and Senate by the April meeting of each year. By the May meeting of the second year, the Senate will make a recommendation to the President and Provost regarding the continuation of the use of Lectureships.

COL	Home Department	Salary	Degree	Discipline	Institution	CRN	Course #	Course Title	Credits	Workload	Enrolled
1	CAS Anthro, Socio, and Social Work	\$ 27,405	BA MA JD	Sociology Sociology Law	University Of Kentucky University Of Kentucky University Of Kentucky	21191	SOC 131	Introductory Sociology	3.00	0.00	41
						21299	SOC 235	Social Problems	3.00	3.00	25
						21351	SOC 235	Social Problems	3.00	3.00	27
						21367	SOC 395	Research Methods in Sociology	3.00	3.00	21
						25258	SOC 360	The Community	3.00	3.00	24
								<b>15</b>	<b>12</b>	<b>138</b>	
2	CAS Anthro, Socio, and Social Work	\$ 27,000	BS PHD	Social Work Social Work	Southeast Missouri State Univ University Of Kansas	21386	SWK 210	Introduction to Social Work	2.00	2.00	14
						21388	SWK 210	Introduction to Social Work	2.00	2.00	11
						21462	SWK 310	Introduction to Social Welfare	3.00	3.00	17
						25260	SWK 225	Human Behav/Social Environ I		3.00	20
						25795	SWK 390	Field Experience Social Agency	3.00	3.00	6
						25677	SWK 310	Introduction to Social Welfare	3.00	0.00	3
						25850	SWK 310	Introduction to Social Welfare	3.00	0.00	4
							<b>16</b>	<b>13</b>	<b>75</b>		
3	CAS Art and Design	\$ 27,405	BA BA MA PHD PHD	Art English Art Art Art	Illinois Wesleyan University Illinois Wesleyan University University Of Utah Transfer University Foreign University I	20466	ART 200	Art Appreciation: Orientation	3.00	3.00	29
						20476	ART 200	Art Appreciation: Orientation	3.00	1.00	66
						20946	ART 391	Survey of Art History II	3.00	3.00	42
						22102	ART 200	Art Appreciation: Orientation	3.00	1.00	9
						22118	ART 200	Art Appreciation: Orientation	3.00	1.00	6
						22122	ART 200	Art Appreciation: Orientation	3.00	2.00	9
						25705	ART 560	Non-Western Art History	3.00	3.00	21
						25706	ART 760	Non-Western Art History	3.00	3.00	2
						26307	ART 863	Problems in Art & Design	3.00	0.00	1
4	CAS Art and Design	\$ 27,000	BS MFA	Art:Teaching P-12 Art	Kutztown University Of Pennsy Virginia Commonwealth Univers	20446	ART 152	Design, Two-Dimensional	3.00	4.50	12
						20448	ART 153	Design, Three-Dimensional	3.00	4.50	17
						20460	ART 164	Concepts of Art and Design	3.00	3.00	40
						25245	ART 164	Concepts of Art and Design	3.00	3.00	37
5	CAS Computer Science	\$ 46,690	BS MS MS	Health, Phys Educ, and Rec CDP Comp Sci & Math Teaching Health Education	University of the Cumberlands University Of Evansville University of the Cumberlands	20163	CSC 104	Comp Lit with Software Applic	3.00	3.00	20
						20166	CSC 110	Introduction to the Internet	1.00	1.00	22
						20167	CSC 110	Introduction to the Internet	1.00	1.00	22
						20169	CSC 110	Introduction to the Internet	1.00	1.00	20
						23907	CSC 110	Introduction to the Internet	1.00	1.00	17
						23908	CSC 110	Introduction to the Internet	1.00	1.00	20
						25219	CSC 110	Introduction to the Internet	1.00	1.00	19
							Other	Coordinator		3.00	
									<b>8</b>	<b>12</b>	<b>140</b>
6	CAS English and Theatre	\$ 27,405	BA MA	Journalism English	Eastern Kentucky University Eastern Kentucky University	22227	ENG 101	English Composition I	3.00	3.00	16
						22368	ENG 101	English Composition I	3.00	3.00	15
						22372	ENG 211	Survey of World Literature I	3.00	3.00	17
						22940	ENG 211	Survey of World Literature I	3.00	3.00	31
									<b>12</b>	<b>12</b>	<b>79</b>
7	CAS English and Theatre	\$ 27,405	BA MAED	Sociology English	Carleton College Western Carolina University	22766	ENG 102	English Composition II	3.00	3.00	11
						22886	ENG 211	Survey of World Literature I	3.00	3.00	33
						25378	ENG 359	Kentucky Literature	3.00	3.00	17
						25432	ENG 351	American Literature II	3.00	3.00	13
									<b>12</b>	<b>12</b>	<b>74</b>
8	CAS English and Theatre	\$ 27,405	BA MA	English English	Eastern Kentucky University Eastern Kentucky University	22230	ENG 101	English Composition I	3.00	3.00	24
						22288	ENG 102	English Composition II	3.00	3.00	25
						22305	ENG 212	Survey of World Literature II	3.00	3.00	32
						22802	ENG 102	English Composition II	3.00	3.00	25
									<b>12</b>	<b>12</b>	<b>106</b>
9	CAS English and Theatre	\$ 27,405	BA BA	Economics English	Univ Of Wisconsin-Madison Univ Of Wisconsin-Madison	22347	ENG 102	English Composition II	3.00	3.00	23
						23057	ENG 212	Survey of World Literature II	3.00	3.00	32

COL	Home Department	Salary	Degree	Discipline	Institution	CRN	Course #	Course Title	Credits	Workload	Enrolled
			MA	English	Central Missouri State Univer	22268	ENG 212	Survey of World Literature II	3.00	3.00	34
						23120	ENG 212	Survey of World Literature II	3.00	3.00	34
									<b>12</b>	<b>12</b>	<b>123</b>
10	CAS English and Theatre	\$ 27,403	BA MA	English English	Eastern Kentucky University Eastern Kentucky University	22248 22263 25169 25283 25288	ENG 102 ENG 102 FLS 102 HON 304 HON 308	English Composition II English Composition II Standard Arabic II Qur'an in Arabic/Islamic Cntxt Qur'an in Arabic/Islamic Cntxt	3.00 3.00 3.00 3.00 3.00	3.00 3.00 3.00 1.50 1.50	11 15 10 9 7
									<b>15</b>	<b>12</b>	<b>52</b>
11	CAS English and Theatre	\$ 27,405	BA MA	English English	Eastern Kentucky University Eastern Kentucky University	22159 22184 22938 22990	ENG 101 ENG 101 ENG 211 ENG 211	English Composition I English Composition I Survey of World Literature I Survey of World Literature I	3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00	24 22 31 33
									<b>12</b>	<b>12</b>	<b>110</b>
12	CAS English and Theatre	\$ 27,405	BA BA MA MA PHD	English History English Journalism English	Centre College Centre College Eastern Kentucky University Univ Of Missouri-Columbia University Of Kentucky	22162 22765 22804 22830	ENG 101 ENG 102 ENG 102 ENG 102	English Composition I English Composition II English Composition II English Composition II	3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00	22 25 24 25
									<b>12</b>	<b>12</b>	<b>96</b>
13	CAS History	\$ 27,500	BA MA	History History	Eastern Kentucky University University Of Notre Dame	21541 25031 25032 25044	HIS 202 HIS 202 HIS 202 HIS 424	Amer Civ to 1877 Amer Civ to 1877 Amer Civ to 1877 Civil War and Reconstruction	3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00	29 23 26 18
									<b>12</b>	<b>12</b>	<b>96</b>
14	CAS Mathematics & Statistics	\$ 29,000	MS	Mathematics	Eastern Kentucky University	21168 21170 21267 21270	MAT 105 MAT 105 MAT 201 MAT 202	Mathematics with Applications Mathematics with Applications Mat for Mid & Ele Teachers I Mat for Mid & Elem Teachers II	3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00	36 37 22 22
									<b>12</b>	<b>12</b>	<b>117</b>
15	CAS Mathematics & Statistics	\$ 34,169	BA (specia ? Assume Mathematics		?	21147 21148 21149 21150 21151 21152 21161	MAT 095 MAT 095 MAT 095 MAT 095 MAT 095 MAT 095 MAT 098	Developmental Algebra I Developmental Algebra I Developmental Algebra I Developmental Algebra I Developmental Algebra I Developmental Algebra I Algebra II	3.00 0.00 0.00 0.00 0.00 0.00 3.00	6.00 0.00 0.00 0.00 0.00 0.00 3.00	126 26 28 28 28 16 32
									<b>6</b>	<b>9</b>	<b>284</b>
16	CAS Mathematics & Statistics	\$ 27,405	BS BS MS	Mathematics Mathematics	University Of Kentucky University Of Kentucky Eastern Kentucky University	21329 22537 22539 25206 25207 25208 25210	STA 215 MAT 105 MAT 105 MAT 202 STA 215 STA 215 STA 215	Elementary Probability & Stati Mathematics with Applications Mathematics with Applications Mat for Mid & Elem Teachers II Elementary Probability & Stati Elementary Probability & Stati Elementary Probability & Stati	3.00 3.00 3.00 3.00 3.00 3.00 3.00	3.00 3.00 3.00 3.00 0.00 0.00 0.00	23 31 28 6 24 17 9
									<b>21</b>	<b>12</b>	<b>138</b>
17	CAS Music	\$ 27,405	BA MM	Music Music	University Of Central Florida Eastern Kentucky University	22495	MUS 111	Beginning Class Piano II	1.00	2.00	3
									<b>1</b>	<b>2</b>	<b>3</b>
18	CAS Music	\$ 27,405	BS BM MM	Accounting Music Music	University Of Kentucky University Of Kentucky University Of Louisville	22615 22616 22678 22874 23102 23336	MUS 132F MUS 132F MUS 232F MUS 332F MUS 384 MUS 832	Guitar I Guitar I Guitar II Guitar III Electronic Music String Instruments	1.00 2.00 2.00 3.00 2.00 2.00	2.00 2.33 1.00 1.00 2.00 1.00	2 9 1 1 3 1

COL	Home Department	Salary	Degree	Discipline	Institution	CRN	Course #	Course Title	Credits	Workload	Enrolled
						25483	MUS 257	Guitar Ensemble	1.00	3.00	7
						25484	MUS 457	Guitar Ensemble	1.00	3.00	1
									<b>14</b>	<b>15</b>	<b>25</b>
19	CAS Music	\$ 27,405	BA MM	Sociology Music	University Of Kentucky University Of Kentucky	22719	MUS 146E	Saxophone I	1.00	1.66	1
						22721	MUS 146E	Saxophone I	2.00	1.33	2
						22744	MUS 246E	Saxophone II	1.00	0.33	1
						22768	MUS 246E	Saxophone II	2.00	0.66	1
						22824	MUS 250	Saxophone Ensemble	0.50	1.50	2
						23408	MUS 872	Seminar in Music History	3.00	3.00	12
						25477	MUS 285	Jazz Improvisation	3.00	3.00	8
									<b>13</b>	<b>11</b>	<b>27</b>
20	CAS Physics and Astronomy	\$ 27,000	BS MS	Physics Physics	Eastern Kentucky University Eastern Kentucky University	21409	PHY 101	Concepts of the Physical World	3.00	2.00	23
						21436	PHY 202	University Physics II	0.00	2.25	15
						21437	PHY 202	University Physics II	0.00	2.25	7
						21448	AST 135	Introductory Astronomy	3.00	2.00	59
						21450	AST 135	Introductory Astronomy	0.00	1.50	16
						21452	AST 135	Introductory Astronomy	0.00	1.50	23
									<b>6</b>	<b>12</b>	<b>143</b>
21	CBT Communication	\$ 45,000	BS	Journalism	University Of Florida	22293	COM 200	Mass Media and Society	3.00	3.00	39
						22342	COM 200	Mass Media and Society	3.00	3.00	40
						22506	JOU 325	Photojournalism	3.00	3.00	17
						22508	JOU 325	Photojournalism	3.00	3.00	18
									<b>12</b>	<b>12</b>	<b>114</b>
22	CBT Communication	\$ 39,000	BA MDIV PHD	English & Speech Theology Communication	Asbury College Trinity International Univers University Of Kentucky	24946	CMS 100	Intro to Human Communication	3.00	3.00	24
						24947	CMS 100	Intro to Human Communication	3.00	3.00	24
						24974	CMS 320	Persuasion	3.00	3.00	27
							Other	Coordinator		3.00	
									<b>9</b>	<b>12</b>	<b>75</b>
23	COE Counseling & Educ Leadership	\$ 52,273	BS MAED EDD	Rel. & Phil. & History English & History Adminstration	University Southern Mississip Georgetown College University Of Kentucky	25530	EAD 846	Leadership: Schl Com Relations	3.00	3.00	28
						25531	EAD 846	Leadership: Schl Com Relations	3.00	3.00	17
						25538	EAD 846	Leadership: Schl Com Relations	3.00	3.00	33
						25539	EAD 846	Leadership: Schl Com Relations	3.00	3.00	23
						26285	EAD 846	Leadership: Schl Com Relations	3.00	3.00	17
									<b>15</b>	<b>15</b>	<b>118</b>
24	COE Counseling & Educ Leadership	\$ 51,227	BA MAED EDD	English Admin of Pupil Pers Services Admin of Pupil Pers Services	Lincoln Memorial University Xavier University Indiana University Bloomngto	25443	EAD 810	Educational Leadership Pract	3.00	3.00	17
						25503	EAD 869	Decision-Making & Act Res	3.00	3.00	29
						25506	EAD 869	Decision-Making & Act Res	3.00	3.00	30
						25523	EAD 869	Decision-Making & Act Res	3.00	3.00	25
						25764	EAD 869	Decision-Making & Act Res	3.00	3.00	31
									<b>15</b>	<b>15</b>	<b>132</b>
25	COE Counseling & Educ Leadership	\$ 51,227	BA MAED PHD	Biology Guidance & Counseling Education Administration	Berea College Eastern Kentucky University Other University	22084	EAD 821	Pract in Admin & Supervision	3.00	3.00	15
						25511	EAD 810	Educational Leadership Pract	3.00	3.00	12
						25513	EAD 869	Decision-Making & Act Res	3.00	3.00	22
						25540	EAD 810	Educational Leadership Pract	3.00	3.00	11
						25542	EAD 869	Decision-Making & Act Res	3.00	3.00	21
									<b>15</b>	<b>15</b>	<b>81</b>
26	COE Curriculum and Instruction	\$ 48,080	BS MA MA	Elementary Education Teaching Library Science Education Educ Admin & Supervision	Tennessee Technological Unive Tennessee Technological Unive University Of South Florida	22714	EDF 203	Schooling & Society	3.00	3.00	31
						22716	EDF 203	Schooling & Society	3.00	3.00	19
						22775	EDF 319	Human Development and Learning	3.00	3.00	30
						22779	EDF 319	Human Development and Learning	3.00	3.00	32
									<b>12</b>	<b>12</b>	<b>112</b>
27	COE Curriculum and Instruction	\$ 49,810	BS	Mathematics	Jacksonville State University	22784	EDF 413	Assessment in Education	3.00	3.00	23

COL	Home Department	Salary	Degree	Discipline	Institution	CRN	Course #	Course Title	Credits	Workload	Enrolled
			MAED	Mathematics Teaching	Eastern Kentucky University	22792	EDF 413	Assessment in Education	3.00	3.00	26
						22798	EDF 413	Assessment in Education	3.00	6.00	32
									<b>9</b>	<b>12</b>	<b>81</b>
28	COE Curriculum and Instruction	\$ 43,138	BS	Spec Educ: L & B Disorders	Eastern Kentucky University	22903	ELE 445	Foundation-Reading/Lang Arts	3.00	1.50	21
			MAED	Education Administration & Supervision	Lincoln Memorial University	22908	ELE 445	Foundation-Reading/Lang Arts	3.00	3.00	25
			MED	shows transfer work but no degree	Transfer Transcript	22909	ELE 445	Foundation-Reading/Lang Arts	3.00	3.00	23
						22912	ELE 445	Foundation-Reading/Lang Arts	3.00	3.00	27
						22974	EMG 445	Foundations-Reading/Lang Arts	3.00	1.50	6
									<b>15</b>	<b>12</b>	<b>102</b>
29	COE Special Education	\$ 49,938	BS	Hearing Impaired 5-8 Teaching	Eastern Kentucky University	22392	SED 485	Audiologic Evaluation	3.00	3.00	32
						22396	SED 486	Audiologic Evaluation	1.00	1.00	12
						22398	SED 486	Audiologic Evaluation	1.00	0.75	10
						22399	SED 486	Audiologic Evaluation	1.00	0.75	10
						22401	SED 487	Aural Rehabilitation	3.00	3.00	24
						22404	SED 488	Practicum in Audiology	1.00	0.50	4
						22405	SED 488	Practicum in Audiology	1.00	0.50	4
						22407	SED 488	Practicum in Audiology	1.00	0.50	3
							Other	Other Instructional Support		6.00	
									<b>12</b>	<b>16</b>	<b>99</b>
30	COE Special Education	\$ 42,947	BA	Recreation	University Of Kentucky	22428	SED 545	Program Personnel Management	3.00	1.50	20
			MS	Special Education	University Of Kentucky	22438	SED 577	Dual Sensory and Communication	3.00	1.50	18
						22454	SED 745	Program Personnel Management	3.00	1.50	14
						22460	SED 777	Dual Sensory and Communication	3.00	1.50	13
						25647	SED 499	Supvisd Stu Teach In Spec Educ	12.00	3.00	3
						25649	SED 500	Best Prac/Prog/Mod-Severe Dis	3.00	1.50	8
						25656	SED 700	Best Practices & Prog in MSD	3.00	1.00	4
						26104	SED 897	Practicum in Special Education	6.00	3.00	7
						26269	SED 375	Practicum in Spec Ed	6.00	1.00	2
						26270	SED 375	Practicum in Spec Ed	3.00	1.00	3
									<b>45</b>	<b>17</b>	<b>92</b>
									408.5	376	3,123

## ATTACHMENT D

**Fair Use Notice**

For immediate release

**AAUP Council Adopts Policy on Contingent Faculty Appointments and the Academic Profession**

Washington, D.C.—The governing Council of the American Association of University Professors adopted a new policy statement, Contingent Appointments and the Academic Profession, on November 9.

The statement addresses the increasing overreliance on part-time and non-tenure-track faculty that threaten the quality and stability of higher education and the academic profession's capacity to serve the public good. "Contingent" appointments include all those off the tenure track, whether part or full time, and whether compensated on a per-course or salary basis. Individuals holding such appointments are called by various titles including "adjuncts," "lecturers," "instructors," and "visiting professors."

"The statement breaks new ground by offering concrete guidance for stabilizing the profession and combining a comprehensive analysis of the costs of contingency to higher education with an articulation of long-standing Association principles," says David Gruber, professor of philosophy at Truman State University and chair of the AAUP subcommittee that developed the statement. "It addresses the current challenges faced by faculty and institutions in securing the integrity and effectiveness of the profession."

Contingent Appointments and the Academic Profession makes new recommendations in two areas: increasing the proportion of faculty appointments that are on the tenure line, and improving job security and due process protections for those with contingent appointments.

The proportion of tenure-line appointments may be increased in two ways:

- (1) changing the status of faculty members currently holding non-tenure-track appointments, and
- (2) creating new tenure-line appointments. With the first method, individuals holding contingent appointments are offered tenure-eligible reappointments.

With the second method, new tenure-line positions are created and open searches are held for candidates to fill them. In both cases, a well-planned transition to a higher proportion of tenured faculty should be accomplished primarily through attrition, retirements, and, where appropriate, "grandfathering" of currently contingent faculty into tenured positions. Faculty in contingent positions should not bear the cost of transition.

The policy recommends that when contingent faculty appointments are used, they should include the full range of faculty responsibilities (teaching, scholarship, service); comparable compensation for comparable work; assurance of continuing employment after a reasonable opportunity for successive reviews; inclusion in institutional governance structures; and appointment and review processes that involve faculty peers and rely on accepted academic due process.

The policy discusses the negative effects of the increased use of contingent faculty appointments on academic freedom, undergraduate education, and academic collegiality. No matter how qualified and dedicated they are, many contingent faculty members are hobbled in the performance of their duties by a lack of professional treatment and support.

"The overuse and abuse of contingent faculty, both full-time and part-time, profoundly threaten academic freedom and the quality of the education we provide our students because, without the protection of tenure, faculty too often are reluctant to explore controversial issues," comments AAUP president Jane Buck. "The Association's new policy provides a theoretical framework and practical guidelines for colleges and universities committed to providing equity for faculty and an intellectually stimulating environment for students."

The draft policy builds on previous AAUP policies, including *The Status of Part-Time Faculty* (1980), *On Full-Time Non-Tenure-Track Appointments* (1986), and *The Status of Non-Tenure-Track Faculty* (1993). Recognizing that the use of contingent appointments has increased dramatically since even the most recent of these statements was issued, a joint subcommittee of the Association's Committee on Part-Time and Non-Tenure-Track Appointments and Committee A on Academic Freedom and Tenure revisited the issue, affirming the AAUP's long-standing policy that all faculty with full-time appointments should be eligible for tenure after a reasonable probationary period, and that part-time and non-tenure-track appointments should be limited to no more than 15 percent of total instruction within an institution and no more than 25 percent within a department.

A draft of the statement was published for comment in the September–October issue of the AAUP's magazine, *Academe*, and on the Association's Web site. It was revised in response to comments received. The final statement is now available on the Web site <[www.aaup.org](http://www.aaup.org)>.

The American Association of University Professors is a nonprofit charitable and educational organization that promotes academic freedom by supporting tenure, academic due process, and standards of quality in higher education. The AAUP has more than 45,000 members at colleges and universities throughout the United States.  
Robin Burns

American Association of University Professors

Department of Public Policy and Communications  
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Washington, DC 20005



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

**Part I**

(Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input type="checkbox"/> Program Revision (Part III) <input checked="" type="checkbox"/> Program Suspended (Part III)	Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal.	Health Promotion and Administration Health Sciences  Health Information Coding Certificate (Major __, Option __; Minor __; or Certificate <u>X</u> )
Proposal Approved by:		
	<u>Date</u>	<u>Date</u>
Departmental Committee	2/25/05	Graduate Council* NA
<i>Is this a SACS Substantive Change?</i>	Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/>	Council on Academic Affairs
College Curriculum Committee	3/23/05	Approved <input checked="" type="checkbox"/> Disapproved <input type="checkbox"/> <span style="float: right;">04-21-05</span>
General Education Committee*	NA	Faculty Senate**
Teacher Education Committee*	NA	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 ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness.		

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

<b>A. 1. Specific action requested:</b> (Example: To increase the number of credit hours for ABC 100 from 1 to 2.) To suspend the Coding Certificate  <b>A. 2. Effective date:</b> (Example: Fall 2001) Fall 2005  <b>A. 3. Effective date of suspended programs for currently enrolled students:</b> (if applicable) It is anticipated that all currently enrolled students will complete the coding certificate by Spring 2006	
<b>B. The justification for this action:</b>  The decision to suspend the coding certificate is based on 1) decreasing student enrollment and 2) decreasing faculty size (due to retirement), and 3) increasing number of coding programs in Kentucky. In addition, the elimination of the coding certificate will allow the program to revise course content within the coding courses to better align with accreditation requirements of the Health Information Management option.	
<b>C. The projected cost (or savings) of this proposal is as follows:</b>  <b>Personnel Impact:</b> NA  <b>Operating Expenses Impact:</b> NA  <b>Equipment/Physical Facility Needs:</b> NA  <b>Library Resources:</b> NA	

HPAD 5

**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 the current catalog text with the proposed text using ~~strikethrough~~ for deletions and underlines for additions.
3. For a dropped course, provide the current catalog text.

**New or Revised\* Catalog Text**

(\*Use ~~strikethrough~~ for deletions and underlines for additions. Also include Crs. Prefix, No., and description, limited to 35 words.)

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

4. For a new program, provide the catalog description as being proposed.
5. For a revised program, provide the current program requirements using ~~strikethrough~~ for deletions and underlines for additions.
6. 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.

**New or Revised\* Program Text**

(\*Use ~~strikethrough~~ for deletions and underlines for additions.)

**HEALTH INFORMATION CODING CERTIFICATE**

~~Major Requirements~~ — ~~HSA 203, 305, 306, 314; MAS 200~~ ..... ~~16 HOURS~~

**Support Course Requirements** ..... **6 hours**  
~~BIO 171 and 304.~~

**Total Curriculum Requirements** ..... **22 hours**

From: Faculty Senate Budget Committee

Members: Dave Eakin, [Chairperson], Allen Ault, Edmund Fenton, Jane Rainey, Alice Jones, Joyce Wolf, and Carolyn Siegel [Ex-Officio]

To: Executive Committee of Faculty Senate

Subject: Proposed Motion [April 20, 2005]

#### Background:

This year the Budget Committee for Faculty Senate was charged with studying the current structure and rationale for Summer Salaries at Eastern Kentucky University. As a part of this study we gathered information from our 2004-2005 Benchmark Institutions, our fellow Regional Universities, the Provost, and other key administrators charged with the administration of the Summer Program. This included Dr. James Chapman, Interim Provost and Vice President; Deborah Newsom, Interim Vice President for Financial Affairs and Treasurer; Christine Bogie, Manager, CEO Development; and Rhonda Wheeler, Senior Director of Continuing Education.

#### Motion:

The Faculty Senate Budget Committee makes the following motion:

Summer school salaries should be adjusted to 10% of the base salary for nine-month, full-time tenure track or tenured faculty [for each 3-credit hour course]. No salary cap should be applied. No more than three courses [9 credit hours] can be taught during the entire summer.

#### Rationale:

Based on our Final Report we believe that EKU is woefully behind all of our benchmark institutions – and our fellow regional institutions - with regard to Summer Salaries. 9.53% is the average salary for our Benchmark Institutions – none of which have a salary cap. This adjustment will make us more competitive in attracting the finest available instructors for our Summer Courses.

In addition, since there is no current way to monetarily reward instructors with high merit – we recommend that departments reward professors with high merit - and significant contributions to programs - by allowing them first shot at summer courses.

EKU Faculty Senate  
Summer Salary Survey  
Spring 2005  
Final Report to Executive Committee

Review Committee: Dave Eakin, Chairperson

Members: Allen Ault, Edmund Fenton, Jane Rainey, Alice Jones, Joyce Wolf, Carolyn Siegel [Ex-Officio]

Introduction:

The Budget Committee of the EKU Faculty Senate was charged to compare our current policy for determining summer salary compensation. We have gathered information from two sources: [1] other regional universities in the Commonwealth, and [2] our current benchmark institutions [2004-2005].

Current EKU Computation for Full-Time Faculty:

Previous academic year base salary x 7.0% = summer salary for a 3 semester hour course. The current maximum salary allowed for summer for a 3-semester hour course is \$3750.

Methodology:

The institutions were divided among the committee members for contact. In each case they were asked for their current policy for calculating summer salaries. Twenty-one of our target institutions responded. At present, we have not received information from four of the benchmarks.

Reimbursement formulas fall into three general categories:

#1 Schools that use a fixed percentage of the current salary - multiplied by the number of credit hours.

#2 Schools that use a fixed percentage of the current salary – multiplied by the number of credit hours yet *retain a cap* on the total amount paid per course.

#3 Schools that pay a flat amount of money per credit hour.

Note: for the purpose of comparative analysis - all formulas have been converted to percentages. For example, institutions that pay one month's salary for a three-hour course are the equivalent of 11% [100/9].

Of our benchmarks, eleven of the sixteen responding fall into category #1, one is in category #2, and four fall into category #3. Of our regional institutions, *Murray State University* and *Morehead State University* are in category #1, while *Eastern Kentucky University*, *Western Kentucky*

University and Northern Kentucky University are in category #2. Kentucky State University is in category #3.

Of the institutions that use a fixed percentage of the current salary – there is a significant variation in that percentage. This is reflected in the following table:

Table #1

Summer Salary Comparisons By Percentage of Nine-Month Salary [per 3-hour course]							
							YSU
				UNCG			EIU
		Ball State		SEMO			ISU
		ISU		NMU	NKU		UNI
MSU*	EKU	MSU**	WKU	KS	CMSU	EMU	WIU
6.0%	7.0%	7.5%	8.0%	8.3%	9.0%	10.0%	11.0%

MSU\* - Morehead State University

MSU\*\* - Murray State University

At present, Eastern Kentucky University *falls below all* benchmark institutions, and *all but one* of the regional universities [Morehead State University] based solely on percentage. Since there is no dollar cap at Morehead, EKU is the lowest of all institutions participating in the survey.

We have presented the data in an alternative form in which each institution can be compared using nine-month salaries of \$40,000, \$50,000, \$60,000 and \$70,000 respectively. Please refer to Spreadsheet #1. Note the average salaries for the benchmarks and the average salaries for the regionals, both by % and actual dollar amount.

#### EKU Compared To Other Regional Universities:

*Kentucky State University* pays a flat fee per hour based on rank. The highest amount would be paid to a Full Professor - \$2400 per 3-hour course. We don't know if there is a cap on the number of courses that can be taught in the summer.

*Morehead State University* has the lowest percentage – at 6% per 3-hour course. However, it is possible to teach a total of four courses during the summer terms. There is no dollar cap.

*Murray State University* uses a 7.5% rate per 3-hour course - with no dollar cap.

*Northern Kentucky University* uses 3%/credit hour – thus 9% per 3-hour course up to a cap of \$5,800.

*Western Kentucky University* uses an 8.0% rate per 3-hour course, with a maximum of \$3,750. This amount represents 8.0% of \$46,875. Thus, professors whose base salary exceeds \$46,875 actually begin lowering the rate they are paid - below 8.0%.

*Eastern Kentucky University*, using a 7.0% rate per 3-hour course, also has a dollar cap of \$3,750. This means a faculty member earning over \$53,575 will be making proportionately less than 7.0%.

As an example, based on a nine-month salary of \$46,875, a faculty member at WKU earns \$3750, a faculty member at Murray actually makes \$3515, at Eastern \$3281, at Morehead \$2812, and at KSU \$2400.

### Cost of Living as a Factor:

The Committee attempted to analyze the differences between communities with regard to the Cost of Living. Unfortunately, there are too many gaps in the data. Many cities are not included in the on-line resources. This is an important factor, however. For example, an ECU professor making \$50,000 while living in Lexington could save approximately \$6,600/year by living in Richmond; cost of living is much higher in Lexington. It was surprising to find that a professor making \$50,000 in Richmond would need to make \$60,000 to live in Bowling Green at a comparable level. The cost of living in Berea would be only \$500/year less than living in Richmond.

Interestingly, the available cost of living figures do not correlate consistently with the differences in the % rates for salaries.

### Professional Programs Requiring Summer Teaching Loads:

One serious issue that needs to be studied relates to professors who are required to teach programs requirements during the summer session – yet only receive summer salary compensation. When we asked about this concern, we found no other university that has addressed it. We are sure that the problem exists in nearly all of these schools. We were made aware that some programs hire new instructors on the condition that they must teach program requirements during the summer.

## Conclusions and Recommendations:

[1] After analyzing data from 16 of our current benchmark institutions and each of the regionals we found that Eastern Kentucky University is the lowest. Our colleagues have the lowest potential earning power due to: [a] the low percentage used in our formula, and [2] the existence and/or structure of pay caps.

[2] None of our current\*\* benchmarks have pay caps, and all use a higher percentage to calculate summer salaries.

[3] We recommend that the entire mission and structure of summer school instruction be reviewed at ECU. We use only about one-fourth of the physical capacity of our facilities during the summer, and 95%+ of our summer school students are continuing students. This immediately puts constraints on what courses are taught.

[4] In order to attract and better serve our students, while maximizing the use of our facilities, we recommend the establishment of both monetary and non-monetary incentives to attract and encourage faculty to become summer instructors.

[5] In conjunction with the above, we must expand summer teaching into potential markets that have been previously untapped. We must serve more than our continuing students if we are to make effective and efficient use of campus facilities – with the goal to make summer parking difficulties rival those of the fall semester.

[6] In light of our recent discussion of how to reward high merit performance of instructors in the absence of monetary compensation, we recommend that professors with the highest merit be given first choice to teach summer courses.

[7] We would recommend a university goal dedicated to attaining the highest possible percentage for our faculty. This goal should be part of our Strategic Plan.

[8] Since the average percentage for summer pay equals 9.53%, we recommend raising the % rate at ECU to 10% - up from the current 7%. In addition we recommend removal of the \$3,750 salary cap in order to be in line with the standard practice of nearly every surveyed institution.

[9] With reference to those programs requiring faculty to teach mandated courses year round, we recommend that the administration require those programs to hire faculty on 12-month contracts.

\*\* We were informed on March 23, 2005 that there is an imminent change in our benchmark institutions. We do not know which universities have been selected for comparison.



Summer Salary Survey  
 Faculty Senate Budget Committee 2004 - 2005

Summary of Benchmark Universities' SUMMER PAY SCALES

School	3-Hour Course		Amount of Pay at Various Salary Levels for 3-hours:				Credit Hour Teaching Cap	Overall Pay Cap
	Pay Rate	Pay Cap	\$ 40,000	\$ 50,000	\$ 60,000	\$ 70,000		
EKU	7%	\$ 3,750	\$ 2,800	\$ 3,500	\$ 3,750	\$ 3,750		
<b>Benchmark Schools</b>								
Appalachian State	Flat Rate		\$ 3,183	\$ 3,183	\$ 3,183	\$ 3,183		
Ball State	7.50%		\$ 3,000	\$ 3,750	\$ 4,500	\$ 5,250	Lower for smaller classes	
Bowling Green State	Flat Rate		\$ 3,774	\$ 3,774	\$ 3,774	\$ 3,774		
Cal. State - Fresno	No data							
Central Missouri	9.90%		\$ 3,960	\$ 4,950	\$ 5,940	\$ 6,930	12 hours	
Eastern Illinois	11.11%		\$ 4,444	\$ 5,555	\$ 6,666	\$ 7,777	Rate reduction over 6 hours	
Eastern Michigan	10%		\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000	6 hours	
Illinois State	11.11%		\$ 4,444	\$ 5,555	\$ 6,666	\$ 7,777		
Indiana State	7.50%		\$ 3,000	\$ 3,750	\$ 4,500	\$ 5,250	6 hours/5 weeks	30% of academic year base
Kent State	8.33%		\$ 3,332	\$ 4,165	\$ 4,998	\$ 5,831	12 hours	1/3 of academic year base
Northern Michigan	8.33%		\$ 3,332	\$ 4,165	\$ 4,998	\$ 5,831		
Southeast Missouri	8.25%		\$ 3,300	\$ 4,125	\$ 4,950	\$ 5,775		
Akron	No data							
North Carolina - Greensbc	8.33%		\$ 3,332	\$ 4,165	\$ 4,998	\$ 5,831		
Northern Iowa	11.11%		\$ 4,444	\$ 5,555	\$ 6,666	\$ 7,777		
West Chester (PA)	No data							
Western Carolina	Flat rate		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	For professor; slightly lower for other ranks	
Western Illinois	11.11%		\$ 4,444	\$ 5,555	\$ 6,666	\$ 7,777		
Youngstown State	11.25%		\$ 4,500	\$ 5,625	\$ 6,750	\$ 7,875		
<b>Benchmark Averages</b>	<b>9.53%</b>		<b>\$ 3,718</b>	<b>\$ 4,492</b>	<b>\$ 5,266</b>	<b>\$ 6,040</b>		
<b>Kentucky Schools</b>								
Kentucky State	Flat rate		\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	For professor; slightly lower for other ranks	
Morehead State	6%		\$ 2,400	\$ 3,000	\$ 3,600	\$ 4,200		
Murray State	7.50%		\$ 3,000	\$ 3,750	\$ 4,500	\$ 5,250		
Western	8%	\$ 3,750	\$ 3,200	\$ 3,750	\$ 3,750	\$ 3,750		
Northern	9%		\$ 3,600	\$ 4,500	\$ 5,400	\$ 6,300		
<b>Kentucky Averages</b>			<b>\$ 2,920</b>	<b>\$ 3,480</b>	<b>\$ 3,930</b>	<b>\$ 4,380</b>		

To: Faculty Senate  
From: The Committee on Rules  
Date: April 29, 2005

The Committee on Rules requests that the Faculty Senate adopt the following motion at its meeting on May 2, 2005.

**MOTION:**

The Committee on Rules moves that the following be added to the Faculty Senate Internal Procedures:

Except in emergencies, Faculty Senators are expected to e-mail the Senate Secretary in advance if they will be absent from a Senate meeting for a legitimate reason.

Senators who are aware of scheduling conflicts that will prohibit them from attending Faculty Senate meetings should make a request of their department that they be replaced for a semester, academic year or for the remainder of their terms. The Chair of the Faculty Senate and Executive Committee may request of a department that a Senator representing that department be replaced for lack of attendance at Senate meetings. The Chair of the Senate shall first consult with the Senator in question concerning the reasons for absences. The Senator must be notified in writing of a pending removal action and be afforded the opportunity to meet with the Senate Chair and/or Executive Committee to discuss the action.

A Faculty Senate Committee member who becomes unable to regularly attend meetings or otherwise actively participate in the committee's work should notify the committee chair of a need to step down. The committee chair shall then forward a request to the Chair of the Faculty Senate that the Senator be replaced. The Chair of a standing Faculty Senate Committee may also initiate a request that the Chair of the Faculty Senate and the Executive Committee replace a member of that Chair's committee for lack of attendance at committee meetings and/or participation in that committee's responsibilities. Supporting documentation must be provided by the committee chair along with the request to the Chair of the Senate and Executive Committee. The committee member must be notified in writing of a pending removal action and be afforded the opportunity to meet with the Senate Chair and/or Executive Committee to discuss the action. If other members of the Committee disagree with this request, they may state their reasons to the Chair of the Senate and the Executive Committee who shall make the final decision. A replacement shall serve until the committee seat is filled at the next Faculty Senate Organizational meeting elections.

**JUSTIFICATION OF THE MOTION:**

Since the Faculty Senate and its Standing Committees have been asked to assume more responsibilities in the shared governance model Eastern Kentucky University has adopted, it has been called to the Senate Rules Committee's attention that neither the Senate nor its committees can function well or make legitimate recommendations without adequate attendance and participation by all of their members.

Therefore, in order to promote responsibility and participation by all Senators and elected or appointed members of Senate Committees, the Faculty Senate Rules Committee presents the above motion.

**2006 – 2010 EKU STRATEGIC PLAN ELEMENTS**

**DRAFT**  
**April 20, 2005**

**Vision Statement**

Eastern Kentucky University will hold national distinction as a leading comprehensive university focused on students and learning.

**Mission Statement**

Eastern Kentucky University is a student-centered comprehensive public university dedicated to high-quality instruction, scholarship, and service.

**Institutional Goals**

(NOTE: these are not listed in any particular order or suggested priority)

- To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population.
- To continuously assess and improve the programs, services, and infrastructure of the University.
- To promote learning through high quality programs, research and support services.
- Develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the university community.
- To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

**STRATEGIC DIRECTIONS**

**GOAL 1: To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty and staff population.**

STRATEGIC DIRECTION 1.1: *Enhance a climate that supports diversity.*

STRATEGIC DIRECTION 1.2: *Increase recruitment and retention of faculty, staff, and students to reflect a diverse society.*

STRATEGIC DIRECTION 1.3: *Develop and implement a comprehensive and systematic enrollment planning process to increase diversity.*

STRATEGIC DIRECTION 1.4: *Develop a student-centered support system for a diverse student population.*

**GOAL 2: To continuously assess and improve the programs, services, and infrastructure of the University.**

STRATEGIC DIRECTION 2.1: *Enhance technology to ensure access to adequate and secure technology for all faculty, students and staff.*

STRATEGIC DIRECTION 2.2: *Improve institutional effectiveness by utilizing a strategic planning, budgeting, and assessment process that incorporates shared governance.*

STRATEGIC DIRECTION 2.3: *Continue a model whereby all units within the university will enable stakeholders to actively participate in the strategic planning, budgeting and assessment process.*

STRATEGIC DIRECTION 2.4: *Increase base budget funding for deferred maintenance annually.*

STRATEGIC DIRECTION 2.5: *Increase financial flexibility.*

**GOAL 3: To promote learning through high quality programs, research and support services.**

STRATEGIC DIRECTION 3.1: *Enhance student learning through excellence in instruction.*

STRATEGIC DIRECTION 3.2: *Enhance student learning through excellence in research and scholarship.*

STRATEGIC DIRECTION 3.3: *Enhance student learning through excellence in community service.*

STRATEGIC DIRECTION 3.4: *Enhance student learning through excellence in support services.*

STRATEGIC DIRECTION 3.5: *Improve compensation, ~~and~~ working conditions, and support for research to attract and retain high quality faculty and staff.*

STRATEGIC DIRECTION 3.6: *Develop and implement a Quality Enhancement Plan (QEP) involving faculty, staff and students.*

STRATEGIC DIRECTION 3.7: *Identify and implement a resource/funding reallocation plan to maximize effective academic program support.*

STRATEGIC DIRECTION 3.8: *Identify and implement a combination of academic programs to meet the current and future workforce needs of ECU students.*

**GOAL 4: Develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the university community.**

STRATEGIC DIRECTION 4.1: *Enhance professional development opportunities.*

STRATEGIC DIRECTION 4.2: *Enhance facilities, resources, and opportunities for faculty, staff, and students to pursue creative endeavors and research.*

STRATEGIC DIRECTION 4.3: *Develop and implement a plan to increase the amount of time available for faculty and staff to pursue professional activities, creative endeavors, and research.*

**GOAL 5: To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.**

Strategic Direction 5.1: *Increase net external funding.*

Strategic Direction 5.2: *Enhance partnerships with business, community and educational entities.*

Strategic Direction 5.3: *Enhance external and internal marketing and public relations to increase visibility.*

Strategic Direction 5.4: *Enhance ECU's sense of stewardship of place by increasing its commitment to Southeastern Kentucky.*

# ITDS ongoing projects and planned summer upgrades

## *Upcoming Changes:*

### **Conversion to Active Directory**

We began this project last summer. To date we have converted four of the five colleges. We will be concentrating on the last college and the administrative offices. We are targeting December 2005 as a completion date for this project. As a refresher, some of the positive highlights of this project are listed below:

### **Network space for employees**

As a part of the upgrade in services, we will be offering 150M of network space for employees to store work related and personal documents. Users can find this space on their u:\ drive in My Computer after the conversion to Active Directory. Files saved in the u:\ drive will be stored securely, backed up nightly and available at any on-campus PC to which you have logged into Active Directory.

### **Directory and File structure change, the structure matches the university**

In previous years, network accounts, servers, and files have been designed around buildings on campus. This led to problems maintaining accounts as we didn't know when people moved jobs, buildings, or responsibilities. Also, it's difficult to determine what level of access someone should have based on the old structure. Our new design will follow the organizational structure of the University. There will be six organizational units, one for each college and one for administrative offices. Under each unit there will be folders for each department.

This new structure will allow us to easily determine what level of access a person needs to network resources, and allows us to better meet the needs of our users.

### **Web space for all Employees**

Web space has always been available for employees on campus, but it usually required additional assistance from ITDS for users to get their homepage setup. Previously, the employee's homepage was only available through the department where a user worked (<http://www.english.eku.edu/staff/bobsmith>) and therefore was difficult for a student to find if he didn't know where his instructor worked. When an instructor moved to a different department, his webpage did not come with him unless he requested assistance.

We aim to address this issue by implementing a single area for all employee personal sites at ECU. After the conversion to Active Directory, all employee web pages will be located in a central location under <http://people.ecu.edu>. For example, John Smith's webpage would be located at <http://people.ecu.edu/smithj>. This will allow John to change positions within ECU and never have to move his webpage. Additionally students will have one place to go and look for their instructor's webpage.

*Student web space quota will also increase to 50MB over the summer.*

### **Managed Antivirus software**

In the past few months, a number of employees have been affected by computer virus outbreaks. As a response to this we will provide a solution that allows us to apply anti-virus signature updates automatically to everyone's PC.

### **Security updates**

Another initiative to defend against computer virus outbreaks is to make it easier for users to keep their Windows software up to date. Microsoft releases security updates on a regular basis for Windows 98, 2000, and XP. These security updates help prevent computer viruses from taking advantage of Windows vulnerabilities. As a response, we will update the users' PC's by applying pre-approved security updates.

### **Further step towards Single Sign On**

One aim of ITDS is that users have both more security and an easier time accessing the resources we have made available. Currently, users must remember at least four different user account/password combinations to function at EKU:

Banner Account (access to enter grades, run reports, update information)

Email Account (email access)

Novell Account (file access . . . Q drive, W: drive)

Voicemail Account (access to check voicemail)

These accounts share little in common, and are problematic in that they all have different purposes and expiration of passwords. Our conversion to Active Directory means that users have one less account to remember. After the conversion, your PC login will be the same as your email account and will give you access to your network resources. The Novell account will no longer be required. We are not currently planning to include Banner and Voicemail for the Active Directory project.

### **Backup software upgrade**

As a part of the Active Directory conversion we are consolidating our backup solutions for the file servers and email systems. This will allow us additional flexibility in regards to data retention periods.

### **Migration of University Forms to Web**

All forms currently accessible through the Q: drive will be made available via the web.

## ***Email Updates:***

### **Mailbox Storage Quota Increase**

We have purchased additional storage capacity for the faculty/staff email servers which has allowed us to increase each faculty and staffs mailbox storage quota from 75mb to 150mb.

### **Anti-Spam Trial**

On 4/19/2005 our server side anti-spam software for the students, faculty, and staff on was activated. We hope this solution will reduce the amount of spam that everyone gets daily.

## ***Network Updates:***

### **Wireless Project:**

We are in the process of implementing wireless in several of the classroom buildings, Keen Johnson, Powell, and the Student Services Building . We hope to have this supplement to the rest of the network in place by the end of the summer. Once implemented, users should be able to access it in any place in the building. The eventual goal of this project is to get wireless available in all locations on campus.

### **Internet 2**

Internet2 is now operational and available to the campus community. Internet2 is a high speed network that connect universities, corporate, and government research entities together for ease of collaboration. The purpose of it is to allow people to collaborate quickly whether it be video conferencing, access to super computers, or access large amounts of data. No special equipment is required to use Internet2 but it is only available if you connect to another Internet2 site.

### **Network Building Upgrades**

Along with wireless, we are also upgrading the network in some buildings this summer. Memorial Science and Moore buildings will be rewired and the network hardware will be upgraded also. The Dizney and Wallace buildings will also receive network hardware upgrades. This will allow users to operate at 100 m/bits instead of 10 m/bits.



**Faculty Senate Organizational Agenda**  
**May 2, 2005**  
**(10 minutes after regular meeting adjourns)**

**Call to order**

**New Business:**

- **Election of Senate Chair**  
*Senator Siegel*
- **Budget Committee (2 vacancies)**  
(Remaining members include: Allen Ault, dean rep; James Chapman; David Eakin; Edmund Fention; Joyce Wolf; Carolyn Siegel, ex officio)
  1. *Senator Ciocca*
  2. *Senator C. Taylor*
- **Rules Committee (2 vacancies)**  
(Remaining members include: Melissa Dickmann, Keith Johnson, Margaret Yoder)
  1. *Senator Gossage*
  2. *Senator Randles*
  3. *Senator Rainey*
  4. *Senator McKenney*
- **Election Committee (1 vacancy)**  
(Remaining members include: Louisa DeBolt, Edmund Fenton, Faye Newsome, Ted Randles)
  1. *Senator May*
- **Faculty Welfare Committee (1 vacancy)**  
(Remaining members include: Gary Barksdale, ex officio; Larry Collins; Cheryl Jackson, Keith Johnson; Charlotte Hubbard)
  1. *Senator Wright*
- **COSFL Rep and two alternates**
  1. *Senator Ware*
  2. *Senator P. Black*
  3. *Senator Robles*

**Adjournment**