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Faculty Senate Minutes, Mar. 5, 2001

Eastern Kentucky University, Faculty Senate

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FACULTY SENATE MINUTES

March 5, 2001

The Faculty Senate of Eastern Kentucky University met on Monday, March 5, 2001 in the South Room of the Keen Johnson Building. Senator Taylor called the sixth meeting of the academic year to order at 3:30 p.m.

The following members of the Senate were absent:

Banks*, Breeden, Brown, Dantic, Dilka, Harley, Hodge, Jackson, Konkel*, Melton*, Miranda, Rini, Strong, and Vance*.

*** denotes prior notification of absence to the Faculty Senate Secretary**

Visitors to the Senate were:

Jill Allgier, Sue Cain, Rita Davis, Tina Davis, Karen Janssen, Chris Laird, and Elizabeth Wachtel.

APPROVAL OF THE MINUTES:

The February 5, 2000 minutes were approved.

REPORT FROM THE PRESIDENT: Senator Kustra

The President briefly mentioned his recent resignation as President of the University effective July 1, 2002. He indicated that the rationale for such an early announcement was to allow the University sufficient time to search for a replacement.

Ken Johnston, the new Vice President for Finance, recently proposed a budget for the university for this year which will be presented at budget hearings to the campus community sometime between now and early April. The final budget proposal will be presented to the Board for approval the last week in April.

The Strategic Planning and Budgeting Council will be attending a retreat soon to begin discussions on the future direction of the University.

The President indicated the need to move forward with the General Education reform.

The committee on the new Fitness Center is beginning their research. Now is the time for the faculty, staff and students to come together and decide the kind of center needed, the programs needed, and how the center will serve the health needs not only of our own students but of the students and their parents and all of the members of the community of East Kentucky.

A new effort is being launched to integrate Academic and Student Affairs. Beginning as early as next Fall, the new Living and Learning experience will be assembled under the direction of Dr. Dee Cockrille. There are some very significant and meaningful roles for faculty to play in building an academic component into a living experience for students.

The Board of Regents will discuss the proposal on insurance for domestic partners when they next address the health insurance issue, which will probably be sometime in April. Ken Johnston is currently working with the Committee on Health Insurance to determine if an adjustment in insurance premiums is needed and to what extent to cover the increase in medical bills this past year.

The President reported that Ron and Sherrie Noel, former graduates of Eastern, have made a gift to the University of a quarter of a million dollars. The President has decided to use these funds to set up a permanent endowment for the Teaching and Learning Center.

The President announced that Doug Robertson has been appointed as the new Director of the Teaching and Learning Center. The President further announced his appreciation to Bill Jones and Harold Blythe for their excellent work in getting the Teaching and Learning Center started.

REPORT FROM THE CHAIR: Senator Taylor

Senator Taylor reported that he has appointed an Ad Hoc Committee on Compensation and Benefits which will be expected to give a report to the Faculty Senate next year. The members of the committee are: Kevin Rahimzadeh, Kim Naugle, Allen Engle, Kevin Minor, and Elaine Waters.

Senator Taylor mentioned that the Faculty Senate Budget Committee has been busily working on the new budget. He indicated a couple of points that should be considered in the future when determining the budget: 1) multi-year budgeting; 2) designated funds for capital expenditures; and 3) establishing a faculty minimum wage.

Senator Taylor mentioned that nominations for the Faculty Senate Chair will be taken at the April meeting.

Senator Taylor asked that status reports be given at the April meeting for all appointed committees from this year.

NEW BUSINESS:

Minimum Wage Proposal: Senator Miller temporarily took over the Chair duties while Senator Taylor made a motion, seconded by Senator Everett, to accept the proposed minimum wage policy which states that:

1. The Faculty Senate recommends that the following minimum wage requirements be enacted:

Professor - \$54,000
Requirements: terminal degree, tenure, and 15 years of ECU service.

Associate Professor - \$45,400
Requirements: terminal degree and tenure

Assistant Professor - \$36,800
Requirements: terminal degree

Instructor - \$27,100
2. This minimum would be implemented after determining the current faculty member's contract at 3 percent (50 COLA raise/50 merit).
3. Funds to implement this policy should be provided through the Faculty Salary Equity Pool proposed in the current budget at an allocation of \$50,000.
4. Additional funding (approximately \$30,000) should be added to this pool by:
 - A. Requesting \$30,000 from the Action Agenda fund which is subject to CPE approval,
or
 - B. Limiting the three percent raises of all ECU personnel holding tenure/faculty rank to no more than \$2,100. The amount the faculty member would have received beyond the \$2,100 amount will be added to the Faculty Salary Equity Pool.
5. After this minimum wage policy has been implemented, any remaining funds should be held for either resolving other salary inequities as specified by a university wide salary equity policy when approved by the ECU faculty senate or for continued implementation of this policy in the budget period of 2002-2003.

Senator Wolf made a motion, seconded by Senator Dunston, to delay discussion of the proposal until the April 2 Senate meeting. The motion to postpone discussion until April 2 was approved by the Faculty Senate.

REPORT FROM THE PROVOST: Senator Marsden

Student Progress Report, Senator Marsden made a motion, seconded by Senator Huebner, to approve the proposed Student Progress Report which would replace mid-term deficiencies and require faculty to provide all students with a written report of their progress in class by the seventh week.

Senator Maclaren moved to postpone discussion indefinitely, seconded by Senator Dunston. The Faculty Senate voted to postpone discussion indefinitely.

Developmental Course Grades. Senator Marsden made a motion, seconded by Senator Yoder, to approve the developmental course grade proposal which included two parts: 1) Eliminate the grade of D in terms of course grade that was optional for a developmental course and; 2) Eliminate the use of the plus/minus grading system for developmental courses. The Faculty Senate voted to approve the motion.

Placement Proposal for Development English and Reading. Senator Marsden made a motion, seconded by Senator Flanagan, to approve the placement proposal for Developmental English and Reading which will bring Eastern s requirements in line with the Council on Postsecondary Education which defines students as remedial or developmental if they have an ACT subscore less than 18 for the areas of English, Mathematics and Reading effective Fall 2001. The motion was approved by the Faculty Senate.

Council on Academic Affairs Curriculum Items. Senator Marsden made a motion, seconded by Senator Wasicsko, to approve the two curriculum proposals from the College of Education:

College of Education

Program & Certificate Revision: Elementary Education with option in Reading
M.A.Ed. in Education with an option in Gifted Education (P-12)

The proposals were approved by the Faculty Senate.

Senator Marsden made a motion, seconded by Senator Elrod, to approve the three proposed curriculum items from the College of Justice and Safety.

College of Justice & Safety

Program Revision: Corrections and Juvenile Services (B.S.)
Program Revision: Corrections and Juvenile Services (A.A.)
Minor Revision: Corrections and Juvenile Services

The proposals were approved by the Faculty Senate.

Posthumous Degree. Senator Marsden made a motion, seconded by Senator Collins, to approve Lance Barnett for a posthumous degree. This was approved by the Faculty Senate.

Report from the Faculty Regent. Senator Thompson reported that the Board of Regents met on Thursday on campus to vote on two action items and discuss the University budget. One action taken was to pass the Student Government Association amendment which extends their voting time in elections from one day to one week. The second action was to pass the Retirement

Transition Program (RTP) for faculty. This item was passed with few questions, as the Board had seen it before. The section of the RTP document which was discussed at some length in the Senate was the question of how long the faculty member might be able to participate in the program. The document approved by the Board stated two or three years, and the length of time and the exact nature of the work were to be negotiated at the beginning of the period.

The rest of the Board meeting was a lengthy discussion of the proposed budget. There seemed to be agreement about budgeting conservatively, but trying to hold to at least a 3% raise for faculty and staff. The Buck study was discussed at some length, and concern was expressed by several people about the need to do the best we can, given constraints, to improve staff salaries that are so far out of line with the market.

The Board did not take any action regarding President Kustra's resignation, or planning for a presidential search. To date they have been busy studying the budget. Mr. Rice, Chair of the Board, has indicated that a special meeting might be called in the coming weeks to begin to plan.

Report from the COSFL Representative. Karen Janssen reported that the COSFL met on Saturday, February 24 at 10:00 a.m. at the W.T. Young Library at UK.

A change in the COSFL constitution was passed. The officers of COSFL (President, Vice President, and Treasurer) were changed from one-year terms of office to terms of two years or until a successor is elected.

The major items of discussion were (1) State financial picture and the impact on postsecondary education, (2) the draft of the Key Indicators of Progress toward Reform, and (3) revision of COSFL's document on Shared Governance.

CPE member, Merl Hackbert, gave a clear explanation of the data and how it is interpreted to project what money our state government will have. He and COSFL members discussed the problems in the distribution of funds to the colleges, including the amount of money for base funding compared to the funds tied to specific purposes. The different uses of benchmarks were also discussed.

The President of CPE, Gordon Davies attended part of the meeting, primarily to discuss the draft Key Indicators of Progress toward Reform. COSFL members voiced strong opinions and raised questions. After listening to his response and explanation, it was suggested that Dr. Davies clarification be available on the Web site when the Key Indicators are posted. It is interesting to note that graduates will include certificates, not just degrees.

The final item of discussion was revising the Faculty Participation in University Governance Position Paper that was adopted in 1986 and based on a document by AAUP in 1966. There is strong consensus among COSFL members that a revision is needed. Changes to update the document were discussed, including removal of a list of university functions for which faculty did not share responsibility. The consensus is that all aspects of an institution of higher education are of importance to the instruction of our students, and thus of concern to faculty.

COSFL will meet again on March 24, 2001 to vote to adopt the Faculty Participation in University Governance Position Paper. COSFL is asking the eight universities and KCTCS to vote approval of the spirit of this document at their April meetings. The position paper will then go to CPE with a request that COSFL present it at the CPE s annual Fall 2001 meeting.

STANDING COMMITTEES:

Committee on the Budget: Senator Rink reported that the budget committee met with Vice President Johnston on February 12th. He provided the members with a preliminary spreadsheet that included income versus expenses. The Budget Committee meet a week later and composed an internal memo to Vice President Johnson indicating possible cuts and changes that could be made in the budget.

Committee on Elections. Senator McAdams reported that on February 6, she sent out an e-mail to everyone asking the chairs to download information and xerox for their departments. As there have been concerns as to whether everyone received the e-mail, the deadline for nominations has been extended to Friday at noon. Information will then be sent to Printing Services so that the forms will be in faculty boxes after Spring break. Two forums are scheduled for the candidate(s) on Tuesday and Wednesday after Spring break at 3:30 p.m.

ADJOURNMENT:

Senator Marsden moved to adjourn the meeting at approximately 5:00 p.m.

Proposal for Developmental Course Grades

The University Developmental Committee submits the following grading proposal for developmental courses. All developmental courses eliminate the course grade of D from the grading scale. This proposal is in agreement with the Kentucky Council of Postsecondary Education "Guidelines for admission to the state-supported postsecondary education institutions in Kentucky" that states that an institution shall report to the council data that monitors the performance of first-time freshmen in remedial and entry-level courses. One of the core elements of the first-time freshmen performance monitoring system will be grades (item 11 d). Students are monitored as passing if they have course grades of C or higher. The proposal to eliminate the course grade of D from developmental courses was approved by the University Developmental Advisory Committee on January 10, 2001.

It has been proposed that developmental education courses (any course below the 100 level) not use the plus/minus grading system. The Kentucky Council of Post-secondary Education (CPE) again uses course grades of C or higher to monitor remedial student progress. Having a course grade of C- is not in the best interest of students in developmental courses. Further, since courses below the 100 level are not used in calculating GPAs, the issue of grade inflation, which was used to implement the plus/minus grading system, does not apply. This recommendation was approved by the University Developmental Advisory Committee on January 29, 2001.

Placement Proposal for Developmental English and Reading, effective Fall 2001

The Council of Postsecondary Education has defined remedial placement for students with ACT subscores less than 18 for the areas of English, mathematics and reading beginning Fall 2001. This necessitates a change in placement procedures for developmental English and reading courses. Following is a proposal designed to implement the CPE Assessment and Placement Guidelines that would take effect for the Fall 2001 semester.

The current guidelines for placement in Developmental reading and English courses are given in the chart below.

Course Placement	ACT Score or Subscore
ENG 090 (Basic Writing)	English subscore 1 - 12
ENG 095 (Developmental Composition)	English subscore 13 - 15
GSL 090 (Developmental Reading I)	Composite* score 1 - 12
GSL 095 (Developmental Reading II)	Composite* score 13-14 or Composite* score 15 - 17 with Reading subscore < 20

* Note that the Reading subscore is based on the ACT Composite score and not on the ACT reading score. Students had the opportunity to take placement tests to demonstrate proficiency if they felt they had been misplaced based on the ACT scores.

Proposed guidelines for placement in Developmental reading and English courses.

Course Placement	ACT Score or Subscore
ENG 090 (Basic Writing)	English subscore 1 - 12
ENG 095 (Developmental Composition)	English subscore 13 - 17
GSL 090 (Developmental Reading I)	Reading subscore 1 - 12
GSL 095 (Developmental Reading II)	Reading subscore 13 - 17

Students would have the opportunity to take placement tests to demonstrate proficiency if they feel they have been misplaced based on the ACT scores.

The proposed changes would have the following impact on current developmental English and reading enrollments. The proposed change to implement CPE Guidelines for English means that students with ACT English scores of 16 or 17 would now have an ENG 095 requirement instead of being placed in ENG 101. Using the entering freshmen data for Fall 2000, there were 290 students with ACT English scores of 16 and 17. This means there would be an increase of 290 students for ENG 095 (and a decrease of 290 students for ENG 101). There were approximately 8% of all students in developmental English courses in the Fall 2000 semester who demonstrated English proficiency based on a writing sample given during the first class

meeting. Overall, we would predict an increase of 267 students in ENG 095 for the Fall 2001 semester. This would not effect the number of English courses currently being offered, only the level of courses offered. The change in the reading requirement, from a ACT Composite score to the ACT Reading score will have an impact on the GSL 090 course. Again using the entering freshmen data for Fall 2000, there were 35 students with an ACT Composite score less than 12 and 123 students with an ACT Reading score less than 12. On the other hand 578 students had ACT Composite scores between 13 and 17 and only 493 had ACT reading scores between 13 and 17. This should mean that approximately the same number of students will be placed in developmental reading courses, but more students would be placed at the GSL 090 level. Approximately 14% of students who had a developmental reading requirement for the Fall 2000 semester were able to demonstrate reading proficiency based on placement tests. Therefore, we predict no increase in the number of students having developmental reading requirements. Following are the actual Fall enrollments for developmental English and reading courses. These were based on enrollments as of September 5, 2000. These enrollments include students who entered semesters other than Fall 2000 and had not yet completed a needed requirement. There were 38 students in GSL 090; 502 students in GSL 095 ; 139 students in ENG 090; and 335 students in ENG 095.

Developmental Education Description, Requirements, and Policies for the Catalog

The developmental education program at Eastern Kentucky University helps students achieve academic success by developing or enhancing skill level proficiencies in the areas of reading, writing, and mathematics needed for success in college-level courses. At EKU all students must demonstrate basic skill proficiencies in the areas of reading, writing, and mathematics as determined by ACT and placement test scores. Since these proficiencies are determined by the ACT test, all students are responsible for having ACT scores and subscores on file at the University. A student whose ACT subscore is less than 18 in the area of reading, English, or mathematics is considered developmental for that area. In the case of transfer students, the University also considers performance at the previous institution. Before confronting a rigorous academic program, students identified through testing as needing additional help in these basic skill areas are placed in developmental courses designed to improve their skills. Listed below are developmental courses offered at Eastern. Please see Part IV of this Catalog for descriptions of these courses.

ENG 090 (Basic Writing)
ENG 095 (Developmental Composition)
GSL 090 (Developmental Reading I)
GSL 095 (Developmental Reading II)
MAT 090 (Prealgebra)
MAT 095 (Developmental Algebra I)

Each course is a three hour institutional credit course. This means that the credit hours for these courses do not apply toward graduation but do count toward enrollment status for such purposes as financial aid eligibility and full-time student status.

Developmental Enrollment and Completion Requirements

Following are the policies concerning developmental enrollment and completion requirements for degree seeking students.

- 1) All full or part time students with developmental requirements in two or more areas must take GSO 102 in the first semester of enrollment.
- 2) All full or part time students with developmental requirements, identified by the ACT and local placement testing, are required to enroll in the specified developmental course(s) during their first and each subsequent semester of enrollment at EKU until all developmental requirements are completed.
- 3) Part-time students must enroll in any required developmental course(s) before attempting course work which carries academic credit other than GSO 102.
- 4) Students with developmental requirements are allowed a maximum of two consecutive terms of university enrollment to successfully complete each required course.
- 5) Students with developmental requirements must complete all required developmental courses by the end of the term in which they attempt their 45th credit hour, including developmental hours. Withdrawal from a developmental course counts as one semester of university enrollment toward the attempted completion of developmental requirements.
- 6) Students not completing developmental requirements as outlined above will be developmentally dismissed from the university until the developmental deficiencies are remediated by some alternative means such as taking the appropriate course(s) at another institution.

Restrictions with Developmental Requirements

- Students with two or more developmental requirements are restricted to 12 hours of university enrollment.
- Students with developmental requirements cannot enroll in a general education mathematics course until all developmental requirements are remediated.
- Students enrolled in MAT 090 (Prealgebra) cannot enroll in any course with the following prefixes: AST, BIO, CHE, CNM, CSC, FOR, GLY, NAT, PHY, SCI, or STA.