

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
Secondary Education with option in Gifted and Talented Education

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.

Motion:

- 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).

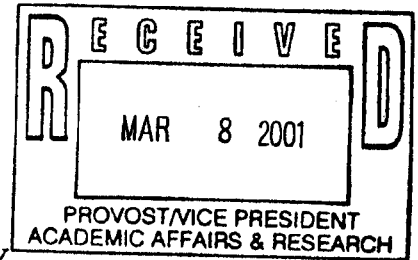
- 2) This minimum would be implemented after determining the current faculty member's contract at 3 percent (50 COLA raise/50 merit).
- 3) Funds to implement this policy should be provided through the "Faculty Salary Equity Pool" proposed in the current budget at an allocation of \$50,000.
- 4) Additional 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.

Justification:

- 1) Salary inequities currently exist across several areas of the university. This policy will resolve inequities that exist at the minimum wage end of the salary continuum.
- 2) If this policy is followed during current and future faculty contracts, the salary inequities that exist at the minimum wage end of the salary continuum should cease to exist.
- 3) Either requesting \$30,000 from the "Action Agenda" fund which is subject to CPE approval, or limiting raises is necessary because the proposed funding for faculty salary inequities can not resolve the inequities that occur at the minimum wage end of the salary continuum, and will not allow the establishment of the proposed minimum wage for faculty.



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TO: Dr. Marsden

FROM:


Rita Davis

DATE: March 8, 2001

RE: Proposal

Attached is a proposal for the next Council of Academic Affairs meeting. This is a major retention initiative from the Student Success Institute.

/clr

Attachment



Proposal for Students Entering the University with Two or More Developmental Requirements

Proposal: The Student Success Institute proposes that students entering the University with two or more developmental requirements be enrolled as an "undeclared" major, linking to the intended major.

Justification: To improve the retention rate of students with two or more developmental requirements, intrusive advising is required. The Office of Academic Advising, an part of the Student Success Institute, hired three full-time academic advisors specifically trained to enhance the support offered to students with undeclared majors. Students with low retention rates would best be served by these trained advisors.

Evidence: The retention rate of students with two or more developmental requirements is significantly lower than students entering the University with one or no developmental requirements. The following information was obtained from the Fall 1999 student data and Fall 2001 guidelines for developmental placement. (Data analyses of the entire group is attached..) Of the 255 students with two developmental requirement areas (reading, English, and/or mathematics), the one-year retention rate was 47.4%. This compares to a 71.6% one-year retention rate for students without any developmental requirements and a 55% retention rate for students with one developmental requirement area. Students with three developmental requirement areas had a 46.9% one-year retention rate. From the attached information, it is also apparent that students entering the University with any developmental requirement at the 090 level are particularly at risk. In order to better support these students intrusive advising is needed.

The three full-time academic advisors in the Office of Academic Advising have been specifically trained to enhance the support offered to students with undeclared majors. These advisors would be assigned to advise students with undeclared majors and support, through supplementary advising, the advising needs of the GSO 102 (Transition to College) students.

This proposal was discussed and approved at the January 10, 2001 meeting of the University Developmental Advisory Committee.

EKU Retention of Students with Developmental Requirements

Karen Sue Cain

January 22, 2001

An analysis of the Fall 1999 first time student data was completed to look at the retention rates of students with and without developmental requirements. The developmental requirements can fall into three areas: English, mathematics, and reading. Each area has two developmental levels, an 090 and an 095 level. Following are results of the analyses.

- Overall there were 2145 students entering the university in Fall 1999. Of those students, 1360 (63.4%) returned for the Fall 2000 semester.
- There were 1289 (60.1%) students with no developmental requirements. Of those students 924 (71.6%) returned for the Fall 2000 semester.
- There were 405 (18.9%) students who had developmental requirements in only one area. Of those students 233 (55%) returned for the Fall 2000 semester. A second analysis of developmental entry level was completed for this group. Of the 255 students who entered at the 095 level, 146 (57.3%) returned for the Fall 2000 semester. Of the 150 students who entered at the 090 level, 77 (51.3%) returned for the Fall 2000 semester.
- There were 255 (11.9%) students who had developmental requirements in two areas. Of those students 121 (47.4%) returned for the Fall 2000 semester. A second analysis of developmental areas was completed for this group. Of the 95 students who entered with both requirements at the 095 level 56 (58.9%) returned for the Fall 2000 semester. Of the 137 students who had one requirement at the 090 level and the other requirement at the 095 level, 57 (41.6%) returned for the Fall 2000 semester. Of the 24 students who entered with both area requirements at the 090 level 8 (33.3%) returned for the Fall 2000 semester.
- There were 196 (9.1%) students who had developmental requirements in all three areas. Of those students 92 (46.9%) returned for the Fall 2000 semester. A second analysis of the developmental areas was completed for this group. Of the 25 students who entered with all three developmental requirements at the 095 level 14 (56%) returned for the Fall 2000 semester. Of the 86 students who entered with two requirements at the 095 level and one requirement at the 090 level, 41 (47.%) returned for the Fall 2000 semester. Of the 59 students who entered with one developmental requirement at the 095 level and two requirements at the 090 level, 25 (42.4%) returned for the Fall 2000 semester. Of the 26 students who entered with all three requirements at the 090 level 11 (42.3%) returned for the Fall 2000 semester.

Notes:

- 1) Several students entering at the 090 levels have not completed all developmental requirements at this time.
- 2) Students who withdrew from developmental courses were rarely retained, regardless of the number of requirements.
- 3) Students who failed any 090 level requirements were rarely retained.

Academic Majors and Developmental Requirements

Using Fall 2001 CPE Guidelines for Placement

Karen Sue Cain

An item of discussion during a recent Student Success Institute Directors meeting was the academic majors of students with developmental deficiencies. The question arose about how many ECU students with

undecided majors (category K01) had developmental requirements and the number of developmental requirements they would have under the Fall 2001 guidelines. This is an attempt to answer that question and to shed light on the academic majors of students with developmental requirements. ACT and major code information for students entering the University in Fall 1999 was utilized. There were 2233 students in this particular data set. An investigation using Fall 2001 CPE developmental guidelines was used to determine the number of developmental requirements the students had. The major codes investigated were K01 (Undecided), K03 (Developmental), K07 (special student, usually high school students), K09 (PCC Deficiency), no reported major, and all other majors. Following are the findings of that investigation.

- Of the 1025 students entering with declared majors (other than K01, K03, K07, and K09), 10 had no ACT reported (these could be added to the 3 developmental requirement category), 595 (58%) had no developmental requirements, 220 (21%) had one developmental requirement, 144 (14%) had two developmental requirements, and 56 (5%) had three developmental requirements under the new CPE guidelines.
- Of the 610 students entering with an undecided in major (K01), 1 had no ACT reported (could be added to the 3 developmental requirement category), 246 (40%) had no developmental requirements, 200 (33%) had one developmental requirement, 110 (18%) had two developmental requirements, and 53 (9%) had three developmental requirements under the new CPE guidelines.
- Of the 266 students entering with developmental requirements (K03), 2 had no ACT reported (these could be added to the 3 developmental requirement category), 2 (0.8%) had no developmental requirements, 1 (2%) had one developmental requirement, 84 (32%) had two developmental requirements, and 170 (64%) had three developmental requirements under the new CPE guidelines.
- Of the 2 students entering from high schools (K07), 1 (50%) had one developmental requirement and 1 (50%) had three developmental requirements under the new CPE guidelines.
- Of the 129 students entering with Precollege Curriculum deficiencies (PCC) (K09), 1 had no ACT reported (could be added to the 3 developmental requirement category), 0 (0%) had no developmental requirements, 2 (2%) had one developmental requirement, 25 (19%) had two developmental requirements, and 101 (78%) had three developmental requirements under the new CPE guidelines.
- Of the 200 students entering with any major code listed, 23 (12%) had no ACT reported (these could be added to the 3 developmental requirement category), 78 (39%) had no developmental requirements, 45 (23%) had one developmental requirement, 30 (15%) had two developmental requirements, and 24 (12%) had three developmental requirements under the new CPE guidelines.
- Of all students entering the University in Fall 1999 (2233), 40 (2%) had no ACT scores reported (these could be added to the 3 developmental requirement category), 921 (41%) had no developmental requirements, 473 (21%) had one developmental requirement, 393 (18%) had two developmental requirements, and 405 (18%) had three developmental requirements under the new CPE guidelines.

Eastern Kentucky University

Faculty Senate

Report of Ad Hoc Committee on Faculty Workload

March 2001

Members:

William Abney
Patricia Birchfield
Marcia MacLaren
Frank O Connor, Chair
Alan Schick
Gary Steinbach
Joyce Thomas
Margaret Yoder

INTRODUCTION

The Faculty Senate created the Ad Hoc Committee on Faculty Workload in October 1999. The Committee did not receive a detailed charge from the Faculty Senate. The Chair of the Senate indicated that comparative information from our benchmark institutions should be included in our deliberations. Information was also obtained on the regional universities in Kentucky. The Committee identified other issues that it considered worthy of discussion and study. These include the impact of changes in the typical teaching load, the effect of technology on workload, and equity of workload across campus.

CURRENT POLICY

The Policy

The policy on faculty work load at Eastern Kentucky University is set forth in page 103 of the Faculty/Staff Handbook 1998-2000 and is further elaborated in the Policy and Procedure Manual for Academic Affairs and Research under Human Resources Management, Section A 4.h.1-3. Copies of the two documents are given in Appendix A.

The main point of the statement in the Faculty/Staff Handbook is that the standard teaching load is 12 semester credit hours with appropriate adjustment for size and type of class. It further points out the desirability of adjustment in teaching load for faculty with substantial service responsibilities, administrative responsibilities, and faculty who teach graduate classes or engage regularly in significant scholarly activities including grant proposals. The policy was approved by the Board of Regents on July 30, 1987.

The more detailed statement in the Policy and Procedure Manual for Academic Affairs and Research outlines the conditions under which a reduction in teaching load is appropriate and the activities for which it may be approved. The central premise is that departments need to generate credit hour production that is at least as large as the number of F.T.E. positions in the department. The statement also calls for flexibility for chairs and deans in how to generate the credit hours. It calls for a 12 hour teaching load including equivalent adjusted loads based on contact hours. Provision for reduced teaching load is provided for a series of activities including research, provided certain conditions are met.

Administration of the Policy

The policy has been carried out in a reasonably consistent fashion for faculty members with administrative and service responsibilities. These include department chairs, program directors, such as MBA Director in the Business College, and other assignments such as the Extended Campus office. In addition, it has been standard practice to allow a reduction in teaching load for service as chair of Faculty Senate or faculty regent. It has been the policy that faculty preparing a course on KTLN for the first time are given a three hour reduction in teaching load.

The provision allowing for reduced teaching load for scholarly activity and graduate teaching has been applied in some parts of the university but not in others. The former College of Business had a policy of having a nine-hour teaching load for a faculty member teaching a graduate class. This is required by the accrediting agency (AACSB) on the grounds that there is a greater research expectation for those teaching graduate courses. In some instances, faculty active in research had a nine-hour teaching load even when they did not have a graduate class. It is our understanding that in the two business departments of the new College of Business and Technology, a faculty member who is active in research will have a nine-hour teaching load.

The College of Law Enforcement is another unit where reduced teaching loads are common. This seems to reflect the fact that the College obtains a substantial amount of outside funding for training and research. The policy does not call for faculty teaching a graduate course to have a reduced teaching load but this is arranged in particular cases. In the remaining colleges, it is common for faculty teaching graduate courses to have a 12-hour load. Indeed, there were cases where a faculty member had more than one graduate course and a 12-hour load.

Where a research grant provides for purchase of a faculty member's time, a reduction in teaching load is a standard practice campus wide.

COMPARABLE INSTITUTIONS

We obtained information on workload policies and their operation from both our benchmark universities and the other regional universities in Kentucky. A summary of the basic information is provided in Table 1. The general teaching standard at these schools is a 12-hour teaching load. All have provision for adjustment of teaching load for administrative assignments such as department chair or head of an honors program. Buying back time through an externally funded grant is standard when release time is part of the grant provisions. It also the case that almost all have nine-hour teaching loads in their Colleges of Business and in the remaining cases, a nine-hour teaching load for faculty with graduate courses. Law schools have a six-hour teaching load.

Benchmark Universities

In areas other than business and law, the benchmark institutions differ not in their base line teaching loads as stated in policy manuals but in the realized teaching load, as measured by the number of semester credit hours of classes taught. Among the benchmark schools there is a continuum from schools with a 12 hour teaching load without much exception, such as, Youngstown State, the two California schools and East Tennessee State to universities where a nine hour teaching load is standard practice or close to it. These include Ball State, Indiana State, Illinois State, Marshall University, University of Wisconsin at Oshkosh, and Southern Illinois at Edwardsville. Where a university has some doctoral programs, we are reporting teaching loads in BA/MA departments. Some universities indicated that they had concluded that nine-hour teaching loads were highly desirable but they had not succeeded in obtaining the necessary resources to carry them out.

In most of the benchmark institutions, there is a clear understanding that reduced teaching loads imply an increased commitment to scholarly activity. In many, there are explicit plans in place at either the individual level or the departmental level. The University of Wisconsin at Oshkosh and the University of Southern Illinois at Edwardsville seem to have relatively well developed policies in this respect. Since there are quite comparable institutions to Eastern, their policies and practices may merit more detailed attention.

Other Regional Universities in Kentucky

The other regional comprehensive universities in Kentucky are Morehead, Murray, Northern, and Western. All have a standard 12-semester hour teaching load. Both Morehead and Western indicated that those teaching graduate courses may teach less than 12 hours per semester. In the case of Western, there is an explicit connection between reduction in teaching load for graduate faculty and a program of research. Such reduction would also seem to be available for faculty active in research even when not teaching graduate courses.

FEASIBILITY OF REDUCED TEACHING LOAD

Members of the Committee discussed informally with department chairs, in disciplines adjacent to their own, the potential impact of reducing teaching loads while maintaining the quality of instruction but without increasing the number of faculty positions. There was almost unanimous agreement on the desirability of some reduction in the typical teaching load. Many Chairs believed that it was feasible in their departments. Some pointed out that it was hard to demonstrate for their disciplines that moderate changes in class size had a significant effect on the quality of instruction. A view expressed by a number of people was that a faculty member might be more effective in teaching three sections of forty-six rather than four sections of thirty-two. Two major concerns were raised. In some departments the current classrooms would not allow for increasing the size of sections. The second point raised was that in some disciplines, sections were already as large as would be desirable.

TECHNOLOGY AND WORKLOAD

Perhaps the most significant change in the teaching environment in the past decade is the arrival of new kinds of technology that are available to faculty for teaching. These include e-mail, presentation packages such as Power Point, distance learning technologies, and the internet. The nature and ultimate impact of these developments on what we teach and how we teach is a matter of speculation at this time. Some points are however clear by now. To date, the new technologies have for the most part caused a significant increase in the use of faculty time. The impact of such technologies on student learning is not yet

clear. Those selling the technology are sure of its positive impact on learning and teaching effectiveness. More disinterested parties don't find the evidence quite as convincing. Whether the new technologies will allow for substitution of machines or capital for faculty time is an open question. As happened in medicine, it may turn out that we get an increase in quality but no reduction in overall cost. An issue that needs attention is the nature and role of support staff in the new environment. A detailed study of the impact of technology on both the nature of teaching and the use of faculty time is worthy of consideration.

DISCUSSION

During its discussions, the Committee was made aware of the fact that there are concerns in some departments regarding the equity of teaching assignments and advising loads within the department. Some of the issues involve the way in which the 12 hour teaching load is translated into contact hours while others involve questions such as extended campus teaching assignments and changing of schedules at a late date. The Committee believes that such problems are peculiar to particular departments and disciplines and are best solved by the department. The question of how we treat undeclared advising relative to the advising of majors may well be worthy of university wide attention. Paying for advising on a per student basis is reminiscent of an hourly wage mentality and seems to indicate that advising of students is not central to the professional obligations of a faculty member.

Past policy at Eastern was not especially favorable to research and scholarly activity. In particular, there was not an explicit recognition that in most disciplines there is a strong connection over the long run between being active in research and one's ability to offer students an education of high quality. A result in many cases was depreciation in intellectual or human capital, which ultimately had a negative effect on the quality of education offered to our students. This is a hinge time for Eastern. A generation change of significant proportions is occurring among the faculty. A large number of younger faculty members are being hired. The long run health of the institution and its ability to offer education of high quality to undergraduate and Master's students will depend crucially on such faculty maintaining and developing their intellectual capital. In many fields, they are not likely to do so if they have a 12-semester hour teaching load during the academic year and go on to teach six hours in summer. Patterns developed in the early stages of careers tend to persist. The most effective way for most faculty members to maintain vitality in the classroom over the long run is to be active in scholarly work. In

many fields, this involves serious research and a significant commitment of time. There has been increased emphasis on scholarly activity at Eastern in the past couple of years. It is not yet clear that there is acknowledgment that increased scholarly output will require time as well as resources in many fields. In addition to maintaining the intellectual capital of current faculty, the teaching load is also a significant factor in a department's ability to hire faculty of the caliber that the university would wish.

Eastern's role and that of the regional comprehensive university is changing in response to developments in society. A noteworthy development of recent years is the change in expectations regarding qualifications for promotion in organizations, both private and public. A decade ago, having a Masters degree tended to guarantee promotion. Now, many organizations expect a person to have a Master's degree in order to be even considered for advancement and promotion. A consequence of this trend is that regional universities like ECU that are located in Metropolitan Statistical Areas (MSAs) will face increased demand for Master's programs, typically on a part-time basis. This development will also result in the need for greater scholarly output on the part of faculty.

If one grants the desirability of moving to a reduction in the typical teaching load, then there are the practical questions of implementation. Does the university have the resources to carry out such a program? It may be possible in some fields to generate additional funding through external grants. It may also be possible to establish a pool of funds for Summer stipends for younger faculty.

Current policy is not radically different from those of our benchmark institutions. Where we differ from some of the institutions is in the practical application of the policy. We recommend that serious consideration be given to adopting a practice similar to the University of Wisconsin at Oshkosh or Southern Illinois at Edwardsville where there is variation across departments but where individual departments have specific policies on file regarding scholarly activity and teaching load.

RECOMMENDATIONS

1. In view of the fact that many seemed unaware of the existence of the current policy, it is recommended that the current policy, or its revised version, be widely circulated to both faculty and administrators.
2. The Committee recommends that Eastern move in the direction of reducing teaching loads. The Committee recognizes that because of the size and diversity of a comprehensive university, it is not possible and, probably not desirable, to have a simple and uniform set of rules governing faculty workload. A policy has to be flexible enough to allow for the many differences across disciplines and departments. We recognize that a uniform reduction in the standard teaching load from 12 hours to 9 hours is not likely to be feasible under current circumstances. However, it is quite possible that adjustments in teaching load are feasible in a number of areas. Because of the wide variation in disciplines, it is best handled at departmental levels.

It is proposed that a department, or discipline within a department, that wishes to have a reduced teaching load formulate a plan regarding scholarly activity and teaching load. Such a plan would indicate how the department proposes to generate its FTE credit hours, or an equivalent measure of output, and the nature of its research and scholarly activities. The plan would also include the plans of individual faculty in the department regarding research and scholarly activity. Where appropriate, the plan would also deal with the service responsibilities of the department. The plan would be submitted for approval to the Dean of the College and the Vice President for Academic Affairs. On approval, the plan would provide the framework for decisions regarding the allocation of workload in the department or discipline, as the case may be.

3. It is recommended that a benefit-cost analysis of the role of technology in the university be undertaken. Such a study would examine the effectiveness of technology in enhancing instruction and its cost in both monetary expenditures and faculty time.
4. It is recommended that the policy regarding advising be examined, as it relates to the treatment of undeclared advising relative to advising majors.

APPENDIX A

Board of Regents
July 30, 1987

FACULTY WORKLOAD

Faculty workload consists of three major areas of responsibility: teaching, service, and research.

The standard teaching load of full-time faculty members with the rank of assistant professor or above is 12 semester hours. Size and type of class, not simply number of credit hours, may be considered in establishing an equitable teaching load. Included in the teaching responsibility are such activities as class preparation, maintaining reasonable office hours, grading, and conferences with students.

While the teaching responsibility alone takes the bulk of the available time for faculty, they also have an obligation to carry a fair share of the service responsibility to the University (normally through committee service and student advising), to the community (related to one's professional expertise), and to the profession (through participation in appropriate professional organizations).

In addition, faculty members have an obligation to engage in scholarly activity beyond that required for preparation of classes. Scholarly activity is defined as research, artistic performance, or creative or technical achievement.

Because of the demands of the three parts of the faculty workload, it is desirable to reduce the teaching load for a faculty member carrying an exceptional service load (e.g., chair of a major committee, administrative duties, a heavy advising load or comparable responsibilities). Faculty member who regularly engage in significant scholarly activity (including grant proposals) or who teach at the graduate level may also be considered for a reduced teaching load. All reduced teaching loads, including those of department chair, must be justified and approved through administrative channels.

Faculty responsibilities are not confined to the five-day week, to the operating hours of the university administrative offices, or to the Richmond campus.

President
February 5, 1986

HUMAN RESOURCES MANAGEMENT

Effective management of human resources implies that we are an institution of talented, sensible, sensitive, but not perfect human beings, that it is our job as administrators to help people to work in effective and constructive ways, and that those closest to the problem often have the best solution. It also demands trust. Without trust nothing is attempted, much less achieved.

Effective management of people also implies that judgments will be made and that complete equity of assignments and responsibility is an unattainable goal.

The Council on Higher Education Funding Formula is to be used as a guide in determining the size of the F.T.E. faculty of a department. The F.T.E. faculty of a department includes the following elements:

1. FTE contract faculty assigned instructional duties in the unit
2. FTE part-time faculty
3. FTE contract faculty teaching extended Campus classes as overloads
4. FTE graduate teaching assistants
5. FTE advising within unit, including paid advising
6. FTE administration
7. FTE institutionally funded research
8. FTE service
9. FTE teaching laboratory assistants in lieu of or in addition to graduate teaching assistants
10. FTE sabbatical leaves

A basic management guide is to achieve a departmental/college credit hour production that will generate at least as many C.H.E. formula funded F.T.E. positions as are utilized by the department/college when calculating departmental F.T.E. faculty from items 1-10 above. It is recognized that in a very few disciplines, the C.H.E. Funding Formula does not seem to fit. These disciplines will be identified.

The department chairs and deans should be provided the flexibility, authority, and responsibility to utilize faculty in the most effective and efficient way in order to achieve the basic purposes of the department and college. The central purpose is to provide effective instruction for the students who choose to study at Eastern, including those enrolled in extended campus classes. Coupled with the teaching function is an obligation to provide an effective advising system that will include, beginning with students' initial enrollments, mentor relationships between departmental faculties and students.

It is proposed that the University Policy on Faculty Workload provide flexibility to department chairs in faculty assignments related to teaching, advising, professional development, department/college/ university service, public service, and research.

The basic teaching load of 12 semester hours per semester (including equivalent adjusted loads based on contact hours) for ranks above instructor may take several forms, including:

1. Nine and fifteen semester hours over two semesters.
2. Other combinations that may extend over two academic years that will average twelve hours per semester.

REDUCTIONS IN TEACHING LOADS

A chair, with the approval of the dean, may approve a reduced teaching load for a faculty member during the academic year with the following conditions:

1. The instructional responsibilities of the department for both on-campus and off-campus classes will be met by the departmental faculty.
2. The departmental advising system, including the mentor relationship, will not be compromised.
3. There will be no added costs to the university in terms of replacement faculty. Reallocations within the college may be utilized.
4. The credit hour production of the department/college will not be diminished.
5. The credit hour production of the department/college will generate at least the F.T.E. faculty positions as provided by the C.H.E. Funding Formula. *

6. Opportunities for release time may be provided for faculty in those departments that are currently over-staffed but have detailed plans (projected retirements, expansion of extended campus offerings, Saturday classes, sharing of faculty with other departments, etc.) for bringing F.T.E. faculty in line with the C.H.E. Funding Formula. The dean of the college will prepare and review such plans with the Vice President for Academic Affairs and Research prior to approving released time for departments that are over-staffed.

A reduction in teaching load may be approved for such activities as follows:

1. Activities that will strengthen the department and its educational programs such as:
 - a. course and curriculum development
 - b. retraining
 - c. upgrading of skills and knowledge
 - d. recruitment of students
 - e. research related to instructional responsibilities
 - f. special projects
 - g. writing proposals for extramural funding

* It is recognized that in a very few disciplines, the CHE Funding Formula does not seem to "fit." These disciplines will be identified.

2. Released time to pursue an activity that brings recognition and credit to the individual and the institution. Examples of these activities include:
 - a. research, scholarly, and creative activities
 - b. state, regional, or national professional office
3. Released time to assist units outside of the department of the college.
4. Reduce inequities in teaching loads based on number of students, contact hours, and other responsibilities.

The dean of the college will provide a report to the Vice President for Academic Affairs and Research, shortly after the beginning of each semester during the academic year, of the released time approved for faculty in the departments of the college.

Faculty Senate Election Committee Report
April 2, 2001

**Members: Marianne McAdam (chair), Charles Everett, Peggy McGuire, Sara Sutton,
Joyce Wolf**

The Regent Forums were held as planned on March 20 & 21 and ballots were mailed on Friday, March 23.

Please remind your faculty that when the ballot arrives, the week of March 26th, it is essential that they sign the outside of the envelope if they want their vote counted. Votes without legible information on the outside of the envelope, will have to be thrown out. Also, if you know of any faculty member who is an assistant professor or higher that does not get a ballot, please contact Marianne McAdam or Sara Sutton. Ballots must be returned by April 6th.