Call to order

Approval of Minutes
   December 11, 2006 Minutes

President's Report Overview & Questions: Senator Glasser

Unfinished Business:
   • Report from Council on Academic Affairs
     1.Incomplete Grades Proposal

New Business:
   • Budget Committee Report on Alternative Scheduling Survey Results (Informational only)
   • SACS & QEP Update - Jaleh Rezaie
   • Health Care Plans Update - Wally Skiba
   • Adopt EKU Senate Resolution Regarding KTRS
   • Adopt EKU Senate Resolution Regarding Faculty Workload
   • Report from Council on Academic Affairs
     1. Change catalog text regarding class attendance (informational only)
     2. Change Credit-by-Examination CLEP Policy to include Financial Accounting (informational only)
     3. Change to President's Award (informational only)
     4. General Education Course Syllabus Policy (informational only)
     5. Departmental name change from Loss Prevention & Safety TO Safety, Security & Emergency Management (informational only)
     6. CIS Program revision (BBA) - adding 2 options: 1) General CIS & 2) Networks Management
     7. Health Services Administration Program revision: merge Health Care Administration & Health Information Management into one: Health Care Administration & Informatics
     8. Health Care Administration Minor - Suspend
     9. Health Information Management Minor - Suspend
     10. Post-baccalaureate HIM Certificate - Suspend
     11. Corrections & Juvenile Justice Studies - delete At-Youth Studies Option (CAA approved 2-16-06)

Report Overview & Questions:
   Executive Committee Chair: Senator Eakin
   Faculty Regent: Senator Schlomann
   COSFL Representative: Senator Ware
   Provost: Senator Piercey
   Student Government Association: David Fifer

Standing Committees:
   - Budget Committee: Senator Taylor, Chair
   - Rules Committee: Senator McKenney, Chair
   - Rights and Responsibilities Committee: Senator Robles, Chair
   - Elections Committee: Senator Randles, Chair
   - Committee on Committees: Senator Dieckmann, Chair
   - Welfare Committee: Senator Collins, Chair

Reports from Ad Hoc Committees:
   (none presently)

For the Good of the Order
   "Faculty Workload Issue"

Adjournment
The Faculty Senate of Eastern Kentucky University met on Monday, December 11, 2006, in the South Room of the Keen Johnson Building. Senator May called the fourth meeting of the academic year to order at approximately 3:30 p.m.

The following members were absent:

\(^{*}\)Indicates prior notification to the Senate Secretary  
\(^{*}\) ALT Stuart Kendall attended for D. Carter  
\(^{*}\) ALT Kathy Halcomb attended for B. Gaffney  
\(^{*}\) ALT Pat Costello attended for M. Gebert  
\(^{*}\) ALT Elizabeth Young attended for J. Koontz  
\(^{*}\) ALT Rob Christensen attended for C. Resor

Visitors to the Senate: Jim Conneely, Student Affairs; David Fifer, SGA; and Deborah Newsom, Financial Affairs

**ANNOUNCEMENTS:**

As Senator Eakin was absent due to illness, Senator May announced that he would chair the meeting.

**APPROVAL OF MINUTES:**

The November 6 minutes were approved as written.

**PRESIDENT’S REPORT: Senator Glasser**

Senator Glasser was in attendance at the 2006 SACS-COC Annual meeting and sent her apologies for missing the Senate meeting. She shared the following information in her written report to the Senate.

The QEP draft report will be distributed to the campus communities for review and feedback in early January. Also, the QEP Committee welcomes the opportunity to visit with any department, unit, and group to discuss the plan and answer any questions.

Deans and chairs have been informed about the new budget process for the next academic year. The process is intended to give departments the opportunity to include for consideration in their budget requests needed academic support. This includes both operational and capital requests.

Since the last President's report, the CPE has established tuition and fee parameters for all Kentucky public universities. The maximum percentage increase for all the comprehensive universities is 9.5%. EKU’s Budget Advisory Council has completed its work relative to the overall budget guidelines for next year’s budget. The proposed budget guidelines and a tuition recommendation will be presented to the Board of Regents for approval at the January 12th Board meeting. Following the Board’s approval, the University’s tuition increase request will go
forward to the Council on Postsecondary Education in late January. There is also a plan to discuss the tuition, residence hall, and meal plan increases at a student forum in January.

More detailed information regarding the budget guidelines and tuition request will be available in early January.

Senator Glasser expressed her gratitude again for the EKU Foundation’s commitment of one million dollars for one-time funding of campus-wide proposals. Numerous proposals were received, and the committee, chaired by Mr. Tom Coffey, has spent countless hours reviewing proposals and carefully considering their funding decisions. The committee should be able to make announcements by December 8th.

The Provost & Vice President for Academic Affairs Search Committee has completed the on-campus interview portion of the search. Five finalists were interviewed: Dr. Rodney Piercey, Dr. D’Ann Campbell, Dr. Chris McGowan, Dr. Linda Calendrillo, and Dr. William Trumble. Each candidate was on campus for a two-day interview schedule. The committee is now considering the summaries of strengths and weaknesses for each candidate that will be provided to the President.

Senator Glasser announced that Mr. Dan Mason will be the Honorary Degree speaker at the 10:00 a.m. Commencement Ceremony on December 16. At the 3:00 p.m. Ceremony, Mr. Homer Ledford will be the Honorary Degree recipient. Mr. Ledford’s daughter, Ms. Cindy Lowy, will speak on Mr. Ledford’s behalf.

Senator Glasser thanked everyone for their hard work and dedication throughout the fall semester and wished everyone a safe and happy holiday season.

UNFINISHED BUSINESS:

Report from Council on Academic Affairs

1. Incomplete Grades Proposal

Senator May announced that the discussion on the Incomplete Grades Proposal would be postponed until the February Senate meeting.

Motion to include faculty on Council on Academic Affairs. At the November meeting, Senator May moved approval of the motion to include faculty on the Council on Academic Affairs, seconded by Senator Hubbard.

As Senator May proposed the original motion, he temporarily stepped down as chair and Parliamentarian Bob Miller opened the floor for further discussion.

Senator May asked to amend the motion on the table to include the following language, seconded by Senator Johnson.
The Council on Academic Affairs is the major policy-making body for the academic programs of the University. All college curriculum committees report to the council. All actions of the council are reviewed by the Faculty Senate and subsequently presented to the President of the University and the Board of Regents for final approval. Council membership includes representatives from the following:

One voting representative each from
- the dean’s office of each academic college
- each college faculty (an elected, tenure-track representative)
- the office of the Dean of Libraries
- the Faculty Senate
- the Chairs Association
- the office of the Dean of Graduate Education and Research
- the library faculty (an elected, full-time representative)

Two voting representatives from the student body

One non-voting representative each from
- the office of the Director of Admissions
- the office of the Director of Advising and Retention
- the office of the Registrar

With the exception of the student representatives, all voting members must hold academic rank at the university. The Associate Vice-President of University Programs will serve as the non-voting chair of the council. Other key personnel may be represented on the Council but in non-voting roles. Each college shall determine the qualifications of its faculty representative.

Senator Johnson moved to amend the new amendment in two places, seconded by Senator Milde. He first proposed to change the following sentence from "All actions of the council are reviewed by the Faculty Senate and subsequently presented to the President of the University and the Board of Regents for final approval." to "All actions concerning policies and major curriculum items of the council are reviewed by the Faculty Senate and subsequently presented to the President of the University and the Board of Regents for final approval." His second proposal was to add the following sentence "Faculty representatives shall serve terms of three years."

Parliamentarian Miller stated that unless there was considerable objection, the two amendments would be considered as one motion. The majority were in favor and the amendment to the new amendment was approved.

The majority of the Senators were in favor of the newly revised motion and the motion carried.

**NEW BUSINESS:**

- Report from Council on Academic Affairs
  1. Transfer of Graduate & Undergraduate Catalogs (informational item)
  2. Transfer of African/African-American & Appalachian Studies Courses (informational item)
  3. Course Syllabi Policy Revision
  4. Forensic Anthropology Minor Program Suspension
  5. AGR w/Business Minor Program Suspension
  6. Horticulture w/Business Minor Program Suspension
  7. Post MSN Certificate - New Certificate
  8. Agriculture Area Major (B.S.) - add Minor in Business option
  9. Horticulture Area Major (B.S.) - add Minor in Business option
  10. MBA - add Accounting option & Integrated Communication Option
Items 1-2 were presented as informational items only. On behalf of Senator Chapman, Senator Johnson moved approval of items 3 - 10, seconded by Senator Ciocca. The majority were in favor and the motion carried.

SACS Update Report. Senator Johnson gave a brief update on SACS and the QEP report. He announced that Onda Bennett, Jaleh Razaie and Byron Bond are willing to meet with individual areas to discuss the QEP report and to answer any questions. He reminded everyone that the SACS visit will be on April 10-12, and that SACS must give their approval before any funds can be expended on any of the QEP proposals that have been put forth up to this time. Check the QEP web site for any additional information you might need.

Update Report on Parking & Transportation. Vice President Conneely give an update on campus parking and transportation. He first addressed a question from the last Senate meeting regarding the Enterprise leasing program. He has received confirmation from Enterprise that cars may be picked up the night before without incurring additional charges.

He announced some upcoming changes regarding on campus parking. Beginning in January, the Powell West lot will be converted to visitor parking. All of the visitor parking behind the Student Services Building will be converted to employee parking which means a net gain of 21 additional faculty/staff parking spaces. Secondly, all the spots in front of SSB which are now faculty/staff and handicap will be converted to metered parking.

New electronic hand-held readers will be implemented in the spring semester to provide more efficient and effective ticketing of illegally parked vehicles. Also in the spring semester, new shuttle buses, similar to those used at airports, will be purchased.

Handicap tickets will increase in January to $100 and fire lane tickets will increase to $60. An updated towing and booting policy will also be finalized sometime during the spring semester.

3 Rules Committee Motions. Senator McKenney introduced three rules committee motions for approval. The first two motions will need to be presented to the faculty-at-large, if approved by the senate. The third motion is for the Senate internal procedures and will not have to go before the faculty-at-large.

Senator Dieckmann moved approval of motion 1, seconded by Senator Collins, to change the Faculty Handbook under VII.C.3.A. to the following: "The Secretary shall be appointed annually by the Chair of the Senate at the regular meeting in December. The term of the Secretary shall be for one year and shall begin on January 1. The Secretary will be paid on an hourly basis from the Senate budget for all services rendered to the Senate.” Motion carried.

Senator Shasby moved approval of motion 2, seconded by Senator Shaffer, to change the Faculty Handbook under VII.D.4. To the following: "The current edition of Robert's Rules of Order Newly Revised shall govern conduct of meetings of the Senate, except when the Senate shall adopt rules otherwise. The Executive Committee shall seek a parliamentarian from among the faculty or retired faculty. The parliamentarian shall not be at the same time a member of Senate.
If no qualified person is available and willing to serve, or in the absence of that person, the vice-chair shall serve as parliamentarian until a qualified person is found." Motion carried.

Senator Taylor moved approval of motion 3, seconded by Gerken, to add the following statement in the Internal Procedures under the Senate Chair section titled "After the May Senate Meeting": "Work with the incoming Vice Chair to define how to share your duties. You should arrange to work together in a way that is comfortable to both of you, and which reflects the ratio of course releases given to each of you. The Chair has two releases, the Vice Chair one, so your arrangement should give about one-third of the burden to the Vice Chair." Motion carried.

GENERAL & STANDING COMMITTEE REPORTS

COSFL REPORT: Senator Ware
COSFL met on Saturday, December 9th with the main discussion centering on the search for the CPE President. Senator Ware asked for input from faculty on the criteria that should be considered by the search committee in selecting the next CPE President. E-mail comments to her at mixon.ware@eku.edu.

REPORT FROM STUDENT GOVERNMENT: David Fifer
SGA is sponsoring a contest to name and design the new shuttle bus system. A $500 prize will be awarded to the winning design.

All students are charged a technology fee. SGA receives $100,000 of that money to distribute to the university community every spring. This grant program is available to any segment of the University through an application process. Applications will be available beginning next Wednesday with an anticipated deadline in late February or early March.

SGA has scheduled the following events in late January and early February:
   - Listen Up Legislators
   - Rally for Higher Education in the Capital Rotunda in Frankfort
   - Old Crow Medicine Show Concert - Brock Auditorium
   - Lecture session "Inside Iraq" - Brock Auditorium - February 7
   - President's Ball - Keen Johnson - February 9 @ 8p.m.

Budget Committee. In her written report, Senator Taylor shared the following:

The committee has just received the data from the faculty survey regarding scheduling. Forty-eight percent of the tenured and tenure-track faculty on this campus responded. The committee is now analyzing the date and will submit the findings to the Executive Committee in January.

Rules Committee. In her written report, Senator McKenney shared the following:

The Rules Committee met on November 13, 2006, and finalized three motions to be presented to the Faculty Senate on December 11.
Rights & Responsibilities Committee. Senator Robles shared the following in her written report:

The Rights and Responsibilities committee has met a few times with the Provost regarding the charge of “Faculty Workload.” The committee are looking at FTE distribution, committees and other service work, scholarship expectations, and flexibility for departments to work within general parameters of the college and the university. Discussion has included the use of faculty activity forms, the accuracy of the FTE calculations, inclusion of faculty/department expectations in the strategic plan, and methods for receiving feedback from Senate members.

Election Committee. Senator Randles reported that the committee met earlier today to discuss two upcoming elections--faculty regent and part-time faculty representatives. More information will be announced on January 26. He urged senators to consider running for faculty regent and also urged them to encourage their part-time faculty to run for the part-time faculty representative position.

Committee on Committee. Senator Dieckmann shared the following in her written report:

The committee met on Thursday, November 16th to plan to address the two charges of the committee. The committee identified three action steps for the upcoming year:

1. Contact the former Chair of Committee on Committees to learn how to recommend faculty for the various university committees (i.e., to complete our primary purpose);
2. Obtain archived lists of university committees for the past 10 years and analyze to determine if a problem actually exists regarding faculty who are sitting on too many university-level committees; and
3. Obtain minutes of all university-level committees over the past 10 years to determine activity and develop a recommended list of committees that could effectively be merged or deactivated.

The committee is in the process of drafting a report to the Executive Committee that effectively explains the philosophy of the Committee on Committees regarding this task. Such letter will be delivered to the Executive Committee at the beginning of the Spring semester.

Welfare Committee. Senator Collins reported that the committee is analyzing the data gathered with regards to the number of full time faculty, part time faculty, and administrators. The committee should have some data available to share at the next Senate meeting.

FOR THE GOOD OF THE ORDER:

The topic of discussion was "Discussion of EKU's Benefits Package and Arlington Membership."

Senator Flanagan stated that with the new increase in Arlington membership dues, it is becoming increasingly more difficult for faculty to participate which is why he asked for this to be considered as a "For the Good of the Order" topic.

Senator Johnson mentioned that when he was chair of the Senate, he went to the Board at Arlington and voiced frustration concerning their raising of fees, etc., and suggested that they break apart some of the memberships so it would be more affordable. In their bylaws it states
that Arlington is supposedly for the faculty and staff of the University and yet the vast majority of the faculty and staff at this institution cannot afford to be members.

Senator Flanagan said that it actually states in the bylaws that Arlington is for faculty, staff and members of the University community plus friends of the University community.

Senator Shasby indicated that she and her husband are Arlington members and it saddens her to hear people in the community refer to it as "the Richmond Country Club" or "the Arlington Country Club". A large number of people do not realize that it is an EKU event. She expressed concerns about the $2800 assessment fee that has been mandated and how that will affect current membership.

Senator Rainey mentioned that she and her husband used to be members of Arlington and dropped their membership some years ago. When they first joined there were various social activities and other activities available. After that, it seemed to become more or less a restaurant. Why pay dues to belong to Arlington when you can go to any restaurant without having to pay monthly fees?

Senator Gerken said that if this is really a place where we are wanting faculty and staff to be engaged, then there should be opportunities available for those that want to go maybe one time a week or one time a month.

Senator May suggested that the Executive Committee write a letter to the Arlington Board capturing the discussion today. Once drafted, the letter would be shared with the Senators for feedback before forwarding on to the Arlington Board. Senator May asked that anyone with comments or suggestions should contact either the Senate secretary or one of the Executive Committee members.

Senator Flanagan called for a straw pool to see how many senators are members of Arlington and about how many of those will drop the membership because of the increase in dues. Approximately 10% are current members and of those the majority indicated they plan to drop their membership because of the assessment fee and the dues increase.

Senator Robles stated that one faculty member suggested allowing faculty to go to Arlington for a year without having to pay the initiation fee but being required to pay the monthly dues. Then if they wanted to continue membership after the one year period, they could pay the initiation fee at that point.

Senator Houston would like the Senate to discuss what has been going on with the employer contributions to the optional retirement plan and asked that it be discussed as a "For The Good Of The Order" topic at some point.

Senator Ware stated that while she didn't have an answer, she could address the topic. The Benefits Committee has been reviewing this topic as well as all the other Universities. She heard an unconfirmed report at the last COSFL meeting that one of the new KTRS board members is from Murray State and that individual reports that KTRS is aware of the displeasure and realizes
that something is going to have to be done. Senator May requested that Senator Ware include any updates on this situation in her monthly COSFL reports.

Senator Johnson asked that anyone with suggestions regarding the ORP should contact a member of the Senate Welfare Committee, because they also serve as members on the University Benefits Committee.

Senator Collins reminded everyone that EKU is self insured and the health costs keep going up. The biggest way to help insurance costs, is to reduce health care costs. That is one of the reasons why so much emphasis is being placed on wellness programs.

Senator Waters indicated that the University is looking at several programs aimed at reducing costs, especially pharmaceutical costs. When compared to benchmark schools, EKU’s medical claim costs and pharmaceutical costs far exceed those of other surrounding Universities.

Senator Robles commented that if the University is focused on reducing health care costs, one benefit the university could offer is to allow faculty to join the new fitness and wellness center. The cost isn’t that much per year, and it might help reduce health care costs.

Senator Collins mentioned that Weaver is available for use and has a lot of the same type of equipment as the new center. The new facility was originally designed for students.

Senator Waters mentioned that flexible spending accounts can help in costing out health care dollars, and it is also pre-taxed. More faculty should consider this option.

Debbie Newsom stated that the University spends $11 million a year in health care costs.

**ADJOURNMENT:**

Senator Case moved to adjourn at approximately 5:00 p.m.
I am looking forward to the first Faculty Senate meeting of the Spring semester on Monday, February 5. By all accounts we are off to a very positive beginning, and I am very pleased to share with you, in addition to those set out in my January 16, 2007 Campus Update and my January 22, 2007 email (Clarification of Faculty Merit Pool) to all full time faculty, the following items:

**Senator Rodney Piercey**
Please join me in welcoming Senator Piercey to his first EKU Faculty Senate meeting on Monday, February 5.

**New Financial Aid Initiatives**
As you may have read in the Jan. 29th edition of EKUpdate, EKU unveiled new financial aid initiatives this week. In keeping with our heritage as a School of Opportunity, it is my intention as president, and our intention as a university, to make sure that no student is ever turned away from our doors for financial reasons. That's why we were so excited to announce the launch of the BEACON Program, a bold, new financial aid program that widens our safety net to reach those students and families least able to finance a college education.

BEACON is an acronym for "Bringing Educational Access to the Commonwealth and Our Nation". The program contains several initiatives designed to enhance accessibility and affordability while also addressing our efforts to improve retention and graduation rates. Another initiative addresses the critical need to attract more students into science- and math-related professions. For further information on the BEACON Program, please see EKUpdate (http://www.prm.eku.edu/Update/?issue=82&department=0&article=849).

**Budget Process Update**
As I shared with you in my December report, a new and improved budget calendar and process are in place. The Academic Affairs budget information submitted to date is being accumulated/processed for redistribution through the Provost's Office for the Provost review.

**Student Tuition Forum**
As has been the case over the past few years, the Student Government Association, in conjunction with the President's Office, held a student tuition forum to give our students the opportunity to ask questions and express any concerns regarding the tuition increase for next year. Members of the panel included Dr. Piercey, Ms. Newsom, Dr. Keeley, Mr. Fifer and me. The forum was held in Walnut Hall on January 23rd and was also made available via broadcast and web-cast to students at our extended campuses. Those attending were given the opportunity to ask questions concerning tuition and related issues, and many good discussions ensued.

**Council on Postsecondary Education**
On January 29th, I brought the 2007-08 Board of Regents approved tuition before the Council on Postsecondary Education for approval. The CPE approved the tuition increase without discussion.
University Advancement and Capital Campaign Update

Since the last campus update, there has been a significant emphasis on regional events and visits. Events have been held in key cities in Florida and California, along with multiple campaign visits. Numerous other events and visits are scheduled in the coming days in Texas, Tennessee and other cities in Florida. While the multiple events and visits do require a great deal of time, the regional outreach program has been and continues to be key to securing support for the capital campaign.

Our Spring Phonathon and Annual Fund efforts are off to a very good start. Student calling is underway and annual fund initiatives targeting key constituencies, especially class gifts, are also off to a promising start.

Efforts are underway to redesign the alumni magazine to provide more features, better coverage of special interest stories and a revitalized look for the magazine. The first edition of the redesigned magazine will be mailed in early March.

Planning is well underway for this year's Alumni Weekend, scheduled for April 27 – 29, 2007. This year's programming promises to be very exciting and many alumni and friends are already planning their return to campus. If you would like more information regarding this year's Alumni Weekend, please contact Jackie Collier, Director of Alumni Relations, at 622-1260.

Childcare Feasibility Study

The Department of Family and Consumer Sciences and Human Resources submitted a proposal for funding to the EKU Foundation for a Feasibility Study for an On-site Child Care Center. The proposal was approved and funding is now available to conduct this study.

The proposed feasibility study will be designed to provide insight into the child care needs of students, faculty and staff and assist the University in identifying alternatives that might be available to address those needs.

The Department of Family and Consumer Sciences and Human Resources are currently working with Bright Horizons, one of the nations leading providers of worksite childcare, early education and work life consulting firms. It is anticipated that the study will begin during the spring and be concluded by summer.

In closing, I would like to take this opportunity to thank you for your hard work and dedication to EKU and wish you a very successful Spring semester.
MEMORANDUM

TO: E.J. Keeley, Interim Assistant Vice President for Enrollment Management and Executive Director for Institutional Effectiveness
   Aaron Thompson, Associate Vice President for University Programs

FROM: Heidi Terry, University Registrar

DATE: Sept. 7, 2006 (original date)  October 4, 2006 – 2nd iteration

RE: Proposed Changes to Incomplete Grade Procedures

RATIONALE
1. Current EKU policy does not require students or faculty to document the agreement between instructors and students for the assignment of an incomplete grade. However, the implementation and use of a standard university-wide protocol would ensure consistency in practice and allow for confirmation of expectations. Opportunities for misinformation or different interpretations of policy and/or discussions would be lessened and appropriate university personnel would be better informed should questions arise. In situations where the faculty is not available the next semester, the student is then protected as there would be a record of expectations to complete the course.

2. EKU currently allows the conferring of degrees and awarding of diplomas regardless of the fact that incomplete grades remain unresolved on the transcript.

PROPOSAL (Spring 2007 Effective Date)
1. Students (undergraduate and graduate) who wish to pursue an incomplete grade must submit a “Request for Incomplete Grade” form to their instructor prior to the last day of class (sample form attached). If the instructor agrees that students have extenuating circumstances beyond their control and he/she agrees to assign an incomplete grade, the instructor will identify on the Request for Incomplete Grade form all outstanding assignments and/or other conditions needed to complete the course; secure all the necessary approving signatures and submit the form to the Registrar’s Office by the advertised deadline for final grade submission. Students will continue to have until the last day of classes in the immediately proceeding semester (excluding summer) to finish all incomplete coursework as specified in the University Catalog, unless a shorter time frame is indicated on the Request for Incomplete Grade form. If the student fails to complete their course requirements by the stated deadline, the incomplete will be automatically changed to a failing grade.

2. EKU will not award a degree to any student with an incomplete EKU course on his/her transcript. This represents best practices as supported by AACRAO and a recent poll of our colleagues in Kentucky and across the nation (see attached documentation).
An instructor may assign a grade of “I” if the instructor believes that the student has been unable to complete the course on time because of unavoidable conditions and the student has already completed at least 70% of the course requirements. A Request for an Incomplete Grade contract must be approved and received by the Registrar’s Office no later than the semester deadline for final grade submission. Any student receiving a grade of “I” must coordinate with the instructor to satisfy all outstanding coursework for the course. Students should not register to repeat the course in a subsequent term. Once outstanding requirements for the course are satisfied, the instructor will process a change of grade converting the “I” to a letter grade. The deadline for the grade change is the last day of class of the next full-length (i.e., fall or spring) term. Once this deadline has passed, the “I” becomes an “F.”

If, due to extenuating circumstances, a student is unable to complete the contracted coursework to fulfill the incomplete course by the established timeline, the student has the option of requesting a one-time, one semester extension to the incomplete deadline. This request is initiated through the Registrar’s Office and requires the endorsement of the instructor and department chair and the approval of the college dean. Approval of an extension of an incomplete grade is not automatic and depends on the student’s unique circumstances.

A degree cannot be awarded to a student with an incomplete EKU course on his/her record. Any student who is a pending graduate with an unresolved incomplete (“I” or “IP”) grade will be given the choice of accepting an “F” for the course or being deferred to the next term for graduation consideration.

Add the following stipulation to the list of comprehensive requirements for baccalaureate degrees:

10. Complete all EKU coursework with a final grade. Any student who is a pending graduate with an unresolved incomplete (“I” or “IP”) grade will be given the choice of accepting an “F” for the course or being deferred to the next term for graduation consideration.
REQUEST FOR INCOMPLETE GRADE FORM

Student’s Name (please print)                              Student ID Number

Faculty Member’s Name (please print)                        Department

Course Title                                                   Course # & Section  Semester  Year

An Incomplete grade may be assigned at the instructor’s discretion under the following circumstances:

• The student has completed at least 70 percent of the course requirements with a grade of “C” or higher (Grade at time of contract is: ________); and
• An illness or other legitimate extenuating circumstance has prevented the student from completing the required work by the established deadline (supporting documentation required) and;
• The incomplete is not based solely on a student’s failure to complete work or as a means of raising his/her grade by doing additional work after the grade report time; and
• The instructor agrees to complete this form and ensure that it is received by the Registrar’s Office by the deadline for final grade submission for the term in question.

Reason for Incomplete: (all requests must include supporting documentation from a legitimate source. Reference letters from friends or family are not sufficient and will not be taken into consideration unless also accompanied by additional documentation).

□ Medical condition documented by university health services or outside vendor
□ Mental health condition documented by university counseling services or outside vendor
□ Other Extenuating Circumstance – (please explain below – attach additional sheets if necessary)

Outstanding Course Assignments that Need Completion: (please provide specific details below)

All outstanding work must be completed and a Grade Change form must be submitted by the instructor to the Office of the Registrar by the last day of classes of the regular semester (fall/spring) immediately following the term in which the incomplete grade was originally assigned. If a grade is not submitted by the established deadline, the incomplete will automatically default to a failing (F) grade.

Special Note Regarding Graduation Eligibility & Incomplete Grades: A degree cannot be awarded to students with incomplete grades on their record. Pending graduates are cautioned about the consequences of agreeing to the assignment of an incomplete grade as it can prevent a student from graduating on time. Pending graduates with unresolved incompletes will be given the choice of accepting an “F” in the course or being deferred to the next term for graduation consideration.

By signing below, I am acknowledging that I understand and accept the terms and conditions as outlined on this document.

Student Signature          Date       Instructor Signature          Date

Department Chair Signature Date       College Dean Signature     Date
FACULTY SENATE BUDGET SUBCOMMITTEE
COURSE SCHEDULING SURVEY RESULTS

Elected Members: Marco Ciocca, David Fenton, David May, Beth Anne Pruitt, Christiane Taylor
Ex-Officio Members: James Chapman, David Eakin, Andrew Schoolmaster

January, 2007
Introduction
The following document is a brief synopsis of the results of data collected through an electronic questionnaire in the November, 2006. The purpose of this survey was to assess the opinions of the tenured and tenure-track faculty at EKU Richmond campus with: (1) the degree to which the current daytime, evening, and weekend course scheduling configurations meets students’ educational needs and (2) its willingness to consider alternative daytime, evening, and weekend course scheduling configurations to better meet students’ educational needs.

Methodology, Response Rate, and Respondents’ Profile
On November 8, 2006, employees in Institutional Research (IR) distributed the attached cover letter from Faculty Senate President, David Eakin electronically to all 564 tenure and tenure-track faculty on the Richmond campus inviting them to participate in the attached survey and directing them to the website that housed the electronic questionnaire developed by the Faculty Senate Subcommittee (attached). The website remained active until November 21, 2006; Institutional Research then tabulated the statistical data and members of the Senate Budget Subcommittee created summaries of all the open-ended comments.

Forty-eight percent of the sample (269) responded, a rate nearly twice the response rates of previously electronically distributed surveys (according to IR). This response rate suggests that there was significant faculty interest in the issue of course scheduling. As the following response profile suggests, the majority of respondents were tenured (77%) and part of the EKU faculty for more than ten years (52%). Moreover and not surprisingly given the size of the college, nearly half the respondents (48%) were faculty within the College of Arts and Sciences.

<table>
<thead>
<tr>
<th>Tenure Status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure Track</td>
<td>23%</td>
</tr>
<tr>
<td>Tenured</td>
<td>77%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length of Service at EKU</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>26%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>22%</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>52%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>48%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>23%</td>
</tr>
<tr>
<td>Business &amp; Technology</td>
<td>12%</td>
</tr>
<tr>
<td>Education</td>
<td>10%</td>
</tr>
<tr>
<td>Justice &amp; Safety</td>
<td>7%</td>
</tr>
</tbody>
</table>
Results

Objective 1: Satisfaction with Current Scheduling Configurations

Respondents were first asked to indicate their level of satisfaction (with response categories ranging from very satisfied to very dissatisfied) with the various configurations currently used at the EKU Richmond campus. The majority of respondents felt that the current scheduling configurations for the daytime, evening, and weekend classes met students’ educational needs. The vast majority of respondents (86%) were satisfied with the current evening configuration; although the percentage of respondents indicating satisfaction with the weekend (77%) and daytime (69%) configurations were lower, at least two in three faculty were still satisfied with each configuration. These levels did not vary significantly by tenure status, length of service, or college.

<table>
<thead>
<tr>
<th>Configuration</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Daytime Configuration</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td>Current Evening Configuration</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>Current Weekend Configuration</td>
<td>23%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Respondents were also provided space to offer written comments for each of the closed-ended questions above. The following information reflects the comments submitted by faculty regarding the survey’s open-ended questions regarding satisfaction with current scheduling configurations. Specific comments are provided and coded according to common themes/comments.

The open-ended comments offered some insight into why faculty appeared so satisfied with the current evening and weekend scheduling configuration but appeared less satisfied with the current daytime scheduling configuration. The open-ended comments presented in Table 1 suggest that the daytime class configuration received lower satisfaction rates because faculty perceived that a significant amount of students prefer a two-day course configurations (e.g., offering courses on Monday/Wednesday or Tuesday/Thursday). Furthermore, a significant number of faculty members commented that they disliked 50-minute class periods or wanted to see consistent start and stop times for all classes. The categorized open-ended comments presented in Table 2 suggest that while a number of respondents felt that the 2 hour 45 minute, once a week evening class configuration currently being used was fatiguing, twice as many respondents felt that requiring students to come to campus only once a week was preferable to making students come to campus two or more times per week. Finally, the comments presented in Table 3 suggest that few faculty members had any suggestions for improvement to the current weekend scheduling configuration.
**Table 1. Summary of Open-Ended Comments Regarding Current Daytime Scheduling**

<table>
<thead>
<tr>
<th>Category</th>
<th>Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfied</strong></td>
<td>Fine as is/enough flexibility built in</td>
<td>25</td>
</tr>
<tr>
<td><strong>Comments Regarding 2-day Configuration</strong></td>
<td>Should move to 2-day configuration</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Students prefer T/R; more classes now offered than M/W/F</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Increasing # of students not showing up on Fridays</td>
<td>7</td>
</tr>
<tr>
<td><strong>Class Length</strong></td>
<td>50 minute classes too short</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Consistent start and stop times needed between M/W/F and T/R</td>
<td>7</td>
</tr>
<tr>
<td><strong>Greater Flexibility Needed</strong></td>
<td>Why not let content of course determine schedule, 1-5 times per week as needed, length each day as needed</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Current configuration doesn’t work well for graduate students, those working full time or long distance commuters</td>
<td>8</td>
</tr>
<tr>
<td><strong>Flip Fridays</strong></td>
<td>Prefer flip Friday</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Anything but flip Fridays</td>
<td>2</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Classrooms are underutilized in early morning and/or afternoon</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>All across the university need to use similar scheduling (M/W vs M/W/F)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cut time between classes to 10 minutes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>All full-time undergraduates be required to attend 5 days a week</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Have a January term</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Need more sections with less students</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Not sure, ask students</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 2. Summary of Open-Ended Comments Regarding Current Evening Scheduling

<table>
<thead>
<tr>
<th>Satisfied</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fine as is given student body for evening classes</td>
<td>30</td>
</tr>
<tr>
<td>• Fine as is, but acknowledge length exhausting</td>
<td>6</td>
</tr>
<tr>
<td>• Current schedule flexible enough to meet student needs</td>
<td>6</td>
</tr>
</tbody>
</table>

| Course length                                                             |                |
| • 2 hours 45 minutes too long, unproductive, fatiguing                     | 15             |
| • Prefer 2 times per week to eliminate fatigue                             | 3              |

| Start-Stop Time                                                           |                |
| • Start offering earlier than 6                                           | 6              |
| • 7 p.m. start time too late                                             | 3              |
| • Need more flexibility in courses start and stop times                   | 3              |
| • Courses ending after 8:30 too late                                     | 2              |
| • Too many start and stop times, need more uniformity                     | 1              |
| • KTLN offering classes beginning at 7 too late                          | 1              |
| • 6 p.m. good start time for commuters                                   | 1              |

| Other                                                                     |                |
| • Spread evening course load among faculty or pay those who consistently having to teach evening classes more | 1              |
| • Teach either day or evening, not both                                   | 1              |
| • Evening classes conflict with required department events                | 1              |
| • Monday evening classes are disaster because of all Mon. holidays        | 1              |
| • Need more evening classes                                               | 1              |
Table 3. Summary of Open-Ended Comments Regarding Current Weekend Scheduling

<table>
<thead>
<tr>
<th></th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive Comments</strong></td>
<td></td>
</tr>
<tr>
<td>• work well for field trips and all day classes</td>
<td>2</td>
</tr>
<tr>
<td>• ideal for nontraditional students</td>
<td>2</td>
</tr>
<tr>
<td>• Our Sat. programming is flexible</td>
<td>2</td>
</tr>
<tr>
<td>• Students love weekend classes</td>
<td>2</td>
</tr>
<tr>
<td>• Like Sat. only</td>
<td>1</td>
</tr>
<tr>
<td>• Work well when done 5 Sat. throughout semester</td>
<td>1</td>
</tr>
<tr>
<td><strong>Critical Comments</strong></td>
<td></td>
</tr>
<tr>
<td>• Need more weekend classes, but insufficient faculty to cover this</td>
<td>2</td>
</tr>
<tr>
<td>• Banner will not accommodate Sat/Sun classes</td>
<td>1</td>
</tr>
<tr>
<td>• Weekend classes only work for self-directed students</td>
<td>1</td>
</tr>
<tr>
<td>• Need BIO classes on weekend once a year or so</td>
<td>1</td>
</tr>
<tr>
<td>• Weekend classes make faculty work 6-day weeks; requires dedicated</td>
<td></td>
</tr>
<tr>
<td>• Faculty and appropriate compensation</td>
<td>1</td>
</tr>
<tr>
<td>• No faculty incentive to cover in terms of comp. time or pay</td>
<td>1</td>
</tr>
</tbody>
</table>
Objective 2: Willingness to Examine Alternative Scheduling Configurations

Respondents were then asked to indicate their willingness (with response categories ranging from very willing to very unwilling) to examine alternative scheduling configurations to better meet students’ educational needs. The majority of respondents expressed willingness to examine alternative course scheduling configurations to better meet students’ educational needs. While 85% were willing to examine daytime alternatives, less than two-thirds were willing to examine either alternative weekend (61%) or evening (58%) configurations. As with satisfaction with the current scheduling configurations, willingness to consider alternatives did not vary significantly by tenure, length of service, or college.

<table>
<thead>
<tr>
<th></th>
<th>Unwilling</th>
<th>Willing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Daytime Configurations</td>
<td>15%</td>
<td>85%</td>
</tr>
<tr>
<td>Alternative Evening Configurations</td>
<td>43%</td>
<td>58%</td>
</tr>
<tr>
<td>Alternative Weekend Configuration</td>
<td>39%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Respondents were again provided space to offer written comments for each of the closed-ended questions above. The following information reflects the comments submitted by faculty as a response to the survey’s open-ended questions regarding their willingness to consider alternative scheduling formats. Specific comments are provided and coded according to common themes/comments.

The open-ended comments offer some insight into why faculty members appeared so willing to consider daytime scheduling alternatives but were significantly less enthusiastic about considering either alternative evening or weekend scheduling configurations. Comments regarding willingness to consider alternatives were strikingly similar to those given in regard to satisfaction. These categories of responses are presented in Table 4-6.

The general sentiment of the open-ended comments was that the majority of faculty members were open to considering alternative daytime scheduling options if these alternatives better met student needs. This sentiment did not extend to evening and weekend class configurations, as the open-ended comments suggested that most faculty members felt the current evening and weekend class configurations were sufficient for student and faculty needs.
Table 4.  Willingness to Examine Daytime Scheduling Alternatives

<table>
<thead>
<tr>
<th>Positive Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meet student and faculty scheduling and academic needs better</td>
<td>17</td>
</tr>
<tr>
<td>• Sounds acceptable/reasonable</td>
<td>7</td>
</tr>
<tr>
<td>• Department already does this &amp; really likes it</td>
<td>5</td>
</tr>
<tr>
<td>• Better learning facilitation</td>
<td>2</td>
</tr>
<tr>
<td>• Longer classes more conducive in certain fields</td>
<td>2</td>
</tr>
<tr>
<td>• Would reduce energy consumption among commuters</td>
<td>1</td>
</tr>
<tr>
<td>• Ok, but what exists is fine too</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wouldn’t work in my area</td>
<td>9</td>
</tr>
<tr>
<td>• My students need repetition 3 times per week</td>
<td>7</td>
</tr>
<tr>
<td>• Compromises academic integrity, need 5 days per week</td>
<td>6</td>
</tr>
<tr>
<td>• May increase poor student performance</td>
<td>4</td>
</tr>
<tr>
<td>• Might give “political/Frankfort types” notion work only 4 days per week</td>
<td>1</td>
</tr>
<tr>
<td>• Will hurt accreditation, not enough classroom time</td>
<td>1</td>
</tr>
<tr>
<td>• Increase students’ scheduling problems and extend time required for graduating</td>
<td>1</td>
</tr>
<tr>
<td>• Won’t work, too limited facilities, will have to cut classes and</td>
<td>1</td>
</tr>
<tr>
<td>Therefore, not reach enrollment goals</td>
<td></td>
</tr>
<tr>
<td>• No scheduling changes—fewer students per section</td>
<td>1</td>
</tr>
<tr>
<td>• Enough changes already</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions/General Observations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What ever is done, must be faculty and student friendly</td>
<td>2</td>
</tr>
<tr>
<td>• What about classes worth more than 3 credits?</td>
<td>1</td>
</tr>
<tr>
<td>• Willing to consider as long as not increasing workload and</td>
<td></td>
</tr>
<tr>
<td>making faculty availability 24/7</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments regarding all possible options</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Need to explore all possible options</td>
<td>10</td>
</tr>
<tr>
<td>• Make Friday be the “off” day</td>
<td>9</td>
</tr>
<tr>
<td>• Faculty can pick “off” day for themselves</td>
<td>2</td>
</tr>
<tr>
<td>• Do more web-based courses</td>
<td>2</td>
</tr>
<tr>
<td>• Do flip Friday</td>
<td>2</td>
</tr>
<tr>
<td>• Use Blackboard for one formal meeting day for MWF classes</td>
<td>1</td>
</tr>
<tr>
<td>• Make Wed. the “off” day</td>
<td>1</td>
</tr>
<tr>
<td>• Anything but flip Fridays</td>
<td>1</td>
</tr>
<tr>
<td>• All classes 50 min. long give students’ attention spans</td>
<td>1</td>
</tr>
<tr>
<td>• All classes meet only 1 time per week</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 5. Willingness to Examine Evening Scheduling Alternatives

<table>
<thead>
<tr>
<th>Positive Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two times per week pedagogically superior</td>
<td>9</td>
</tr>
<tr>
<td>Prefer option to teach 1 or more than 1 night, flexibility</td>
<td>8</td>
</tr>
<tr>
<td>6:00-8:45 too fatiguing, need shorter classes</td>
<td>6</td>
</tr>
<tr>
<td>Would reduce night required on campus if taking more than 2 evening Classes</td>
<td>1</td>
</tr>
<tr>
<td>Only do if sound academic reason for</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disastrous, bad idea for community, graduate, working, and/or Non-traditional students</td>
<td>38</td>
</tr>
<tr>
<td>Would tie up too much of my already limited time</td>
<td>8</td>
</tr>
<tr>
<td>Such options already available</td>
<td>6</td>
</tr>
<tr>
<td>Scheduling becomes even more difficult</td>
<td>5</td>
</tr>
<tr>
<td>What exists is fine, no changes needed</td>
<td>5</td>
</tr>
<tr>
<td>Start earlier, 2 courses available at night, not one</td>
<td>4</td>
</tr>
<tr>
<td>Work only if more classes/programs offered online or 1 time in Classroom and 1 time online</td>
<td>2</td>
</tr>
<tr>
<td>Would make it difficult to be full-time student only taking night classes</td>
<td>1</td>
</tr>
<tr>
<td>Might be difficult to find adjuncts willing to teach 2 evenings per week</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 6. Willingness to Examine Weekend Scheduling Alternatives

<table>
<thead>
<tr>
<th>Positive Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good for non-traditional students</td>
<td>8</td>
</tr>
<tr>
<td>Willing to consider</td>
<td>4</td>
</tr>
<tr>
<td>Great for field trips, intensive workshops</td>
<td>2</td>
</tr>
<tr>
<td>Ideal for courses combining classroom and online</td>
<td>1</td>
</tr>
<tr>
<td>If department has need, fine; be flexible enough to permit such</td>
<td>1</td>
</tr>
<tr>
<td>Need to offer BIO 100-300 classes Sat. at least once per year</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Comments</th>
<th># of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefer not to do; interferes with family life and/or community service</td>
<td>10</td>
</tr>
<tr>
<td>We already work weekends, inhibits scholarly/research/creative Activities and keeping up with teaching related duties</td>
<td>6</td>
</tr>
<tr>
<td>Might lead to faculty being expected to work 6 days a week</td>
<td>2</td>
</tr>
<tr>
<td>Not sure students desire this</td>
<td>2</td>
</tr>
<tr>
<td>Will need additional faculty to cover</td>
<td>1</td>
</tr>
<tr>
<td>Question if faculty willing to take this on</td>
<td>1</td>
</tr>
<tr>
<td>Will make scheduling even more difficult</td>
<td>1</td>
</tr>
</tbody>
</table>

Questions/Observations

<table>
<thead>
<tr>
<th>Question/Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What about T/R/S option?</td>
</tr>
</tbody>
</table>
Conclusions and Recommendations

The survey results presented here suggest no immediate need to change EKU’s current course configurations. In light of these results and the institution’s apparent future enrollment goals, however, the only change to the current configuration that might merit further consideration is the current daytime course-scheduling configuration. Should alternative daytime scheduling be considered, the committee recommends that current and prospective students be surveyed regarding possible daytime course scheduling alternatives. Nevertheless, the committee also strongly urges that because such a survey would likely suggest to students that an alternative course scheduling was under consideration, the survey should not be conducted until all possibly affected administrative areas have determined that the proposed daytime scheduling alternatives are logistically and financially feasible and are willing to implement such changes should students indicate their preference for change.
RESOLUTION OF THE FACULTY SENATE
OF
EASTERN KENTUCKY UNIVERSITY

— Whereas the Kentucky Teachers’ Retirement System has an unfunded liability running into the hundreds of millions of dollars, and

— Whereas that unfunded liability threatens the stability of Kentucky’s K-12 educational system by placing in jeopardy the retirement funds of thousands of teachers around the Commonwealth, and

— Whereas that unfunded liability also threatens the stability of higher education in Kentucky by placing in jeopardy the retirement funds of thousands of teachers as well as hiring and retention of quality faculty worried about the stability of retirement options in Commonwealth Universities, and

— Whereas that unfunded liability also threatens the stability of higher education in Kentucky by placing in jeopardy the hiring and retention of quality faculty worried about the stability of retirement options in Commonwealth Universities, and

— Whereas Governor Fletcher, citing a budget surplus in the Commonwealth, has asked citizens of the Commonwealth to submit ideas for how best to use that surplus,

Be it resolved that the Faculty Senate of Eastern Kentucky University joins the Western Kentucky University Senate and strongly urges the Governor to help secure the retirement system of thousands of educators in this Commonwealth by using that budget surplus to help place the Kentucky Teachers’ Retirement System on a financial footing that does not endanger the retirement fund of Commonwealth educators, and

Be it resolved that the Faculty Senate of Eastern Kentucky University joins the Western Kentucky University Senate and strongly urges Faculty and University Senates at other institutions of higher education in the Commonwealth to pass resolutions similar to this one.
Informational Item Only

for the

“For the Good of the Order” Discussion

Resolution Regarding the Faculty Workload Issue at Eastern Kentucky University
Submitted by the Rights and Responsibilities Committee of the Faculty Senate
February 2007

Whereas,

Eastern Kentucky University Strategic Plan includes the following goals and directions:

Goal 2 “to continually assess and improve the services and infrastructure of the University to support and maintain high quality programs”

Strategic Direction 2.5 “implement a comprehensive and systematic enrollment planning process to balance student enrollment with campus physical and academic capacities, including numbers of faculty and staff,” by increasing the head count enrollment to 20,000 by the year 2010, maintaining an overall student to faculty ratio at or less than 19 to 1, increasing number of student credit hours generated by distance education and each of the extended campuses by 10% per year

Goal 3 “to promote learning through high quality programs, research and support services”

Strategic Direction 3.5 “improve compensation, working conditions, and support for research to attract and retain high quality faculty and staff”

Strategic Direction 3.7 “identify and implement a resource/funding plan to maximize effective academic program support” by maintaining or increasing the current faculty to staff FTE ratio funded by institutional dollars

Goal 4 “to develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the university community”

Strategic Direction 4.3 “increase by 10 percentage points, the percentage of faculty with reassigned time specifically for scholarly and creative endeavors by 2010” and “by 2010, all faculty actively pursuing scholarly and creative endeavors will receive a one 3-credit hour course reassigned time per year”

Be it therefore resolved,

That Administration at Eastern Kentucky University will provide faculty lines and resources to departments that insure the departments’ capacity to anticipate, accommodate, and accomplish a successful performance of Eastern Kentucky University’s Strategic Plan.
TO: Council on Academic Affairs

FROM: Edward J. Keeley, Ph.D.
Interim Assistant Vice President
Enrollment Management

DATE: January 4, 2007

RE: Proposed Change to Catalog Text Regarding Class Attendance

I wish to put forward the attached proposal for Council on Academic Affairs consideration.

This proposed change to the catalog text is intended to clarify expectations of students regarding registration and attendance, and ultimately to enhance student success and persistence.

Thank you for your consideration.

Attachments
MEMORANDUM

TO: Council of Academic Affairs
VIA: Dr. Edward Keeley
      Interim Vice President of Enrollment Management
FROM: Heidi Terry
      University Registrar
DATE: November 16, 2006
RE: Request for Clarification/Revision to Catalog Text Regarding Class Attendance

Special note: This version incorporates the “friendly amendments” suggested at the January 18th CAA meeting.

Proposal and Rational
While it is a common understanding that students are expected to be officially enrolled/registered in those courses for which they are attending, the university catalogs do not explicitly speak to that expectation. Consequently, I request the following revision to both the Undergraduate and Graduate catalogs:

Class Attendance (2006-07 UG Catalog, pg 37 & GR Catalog, pg 29)
The University expects all students to be officially registered and to attend classes. Students are responsible for course work covered during all class periods, including the first class meeting. Each instructor will record absences and deal with them in a manner consistent with departmental policy for that course. Since attendance policies vary among departments and for courses within departments, students must be familiar with the policy printed on the course syllabus. IF a student presents the instructor with an adequate and documented reason for an absence, the instructor normally will give the student an opportunity to make up the work missed, if this is feasible. Adequate reasons involve circumstances beyond the student’s control, such as personal illness, critical illness or death in the immediate family, or participation in an approved University activity. No absence of any nature will be construed as relieving the student from responsibility for the timely completion of all work assigned by the instructor. It is the student’s responsibility to initiate the request to make up class work missed.
TO: Council of Academic Affairs

FROM: Edward J. Keeley, Ph.D.
Interim Assistant Vice President
Enrollment Management

DATE: January 4, 2007

RE: Revised Credit-by-Examination, CLEP® Proposal

In December the Office of Academic Testing received information concerning a new CLEP® test developed by Educational Testing Service for Financial Accounting. Information about that test was distributed to the College of Business & Technology for consideration. On January 2, departmental and college approval was given to add the Financial Accounting exam to the list of CLEP® exams available to validate the accounting knowledge/experience of students.

The Division of Enrollment Management wishes to put forth a proposal for Council of Academic Affairs consideration to revise the credit-by-examination CLEP® exams list to include Financial Accounting as an option. A proposed revised list which includes this exam and appropriate credit to be awarded given the approved exam score is attached. An email from Janna Vice indicating departmental and college approval is attached.

Attachments
The College Board offers a **College-Level Examination Program (CLEP)** that includes tests for various subject areas. These tests recognize a student's comprehensive subject knowledge acquired through independent or prior study. EKU accepts credit for these examinations according to the following guidelines. No credit is given for exams without equivalent courses at EKU. In order to receive credit, a student must complete the Credit-by-Examination form available from the Office of Academic Testing, Student Services Building, Room 327. Information about the College-Level Examination Program (CLEP) can be found at [www.testing.eku.edu](http://www.testing.eku.edu). The Office of Academic Testing administers CLEP® tests for currently enrolled EKU students. Please contact 859-622-1281 for testing information.

Click here to download the CLEP application form in PDF format.

<table>
<thead>
<tr>
<th>CLEP® Test</th>
<th>Minimum Score</th>
<th>Credit Hours</th>
<th>Equivalent EKU Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>50</td>
<td>3</td>
<td>POL 101</td>
</tr>
<tr>
<td>American Literature</td>
<td>50</td>
<td>3</td>
<td>ENG 350 or ENG 351</td>
</tr>
<tr>
<td>Analyzing and Interpreting Literature</td>
<td>50</td>
<td>4</td>
<td>No course credit given</td>
</tr>
<tr>
<td>Biology</td>
<td>50</td>
<td>4</td>
<td>BIO 121</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>4</td>
<td>MAT 124</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>4</td>
<td>CHE 111 / 115</td>
</tr>
<tr>
<td>College Algebra</td>
<td>55</td>
<td>3</td>
<td>MAT 107</td>
</tr>
<tr>
<td>Precalculus</td>
<td>50</td>
<td>5</td>
<td>MAT 109</td>
</tr>
<tr>
<td>College Mathematics (with essay)</td>
<td>50</td>
<td>3</td>
<td>MAT 105</td>
</tr>
<tr>
<td>English Composition (with essay)</td>
<td>50</td>
<td>3</td>
<td>ENG 101</td>
</tr>
<tr>
<td>English Composition (without essay)</td>
<td>50</td>
<td>3</td>
<td>No course credit given</td>
</tr>
<tr>
<td>English Literature</td>
<td>50</td>
<td>3</td>
<td>ENG 352 or ENG 353</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td>53</td>
<td>3</td>
<td>ACC 201</td>
</tr>
<tr>
<td>French Language</td>
<td>50</td>
<td>6</td>
<td>FRE 101 and FRE 102</td>
</tr>
<tr>
<td>Freshman College Composition</td>
<td>50</td>
<td>3</td>
<td>No course credit given</td>
</tr>
<tr>
<td>German Language</td>
<td>50</td>
<td>6</td>
<td>GER 101 and GER 102</td>
</tr>
<tr>
<td>History of the United States I</td>
<td>60</td>
<td>3</td>
<td>HIS 202</td>
</tr>
<tr>
<td>History of the United States II</td>
<td>60</td>
<td>3</td>
<td>HIS 203</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>50</td>
<td>3</td>
<td>No course credit given</td>
</tr>
<tr>
<td>Humanities</td>
<td>50</td>
<td>3</td>
<td>HUM 124</td>
</tr>
<tr>
<td>Information Systems and Computer</td>
<td>50</td>
<td>3</td>
<td>CIS 212</td>
</tr>
<tr>
<td>Applications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td></td>
<td></td>
<td>No course credit given</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>50</td>
<td>3</td>
<td>PSY 200</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>50</td>
<td>3</td>
<td>SOC 131</td>
</tr>
<tr>
<td>Principles of Accounting</td>
<td>50</td>
<td>3</td>
<td>ACC 201</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>3</td>
<td>ECO 231</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>56</td>
<td>3</td>
<td>MGT 300</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>56</td>
<td>3</td>
<td>MKT 300</td>
</tr>
<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
<td>3</td>
<td>ECO 230</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td></td>
<td></td>
<td>No course credit given</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>50</td>
<td>6</td>
<td>SPA 101 and SPA 102</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>60</td>
<td>3</td>
<td>HIS 231</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>60</td>
<td>3</td>
<td>HIS 232</td>
</tr>
</tbody>
</table>

_Last updated: October 26, 2006_
Thanks, that will be great.

Janna

-----Original Message-----
From: Cain, Sue
Sent: Tuesday, January 02, 2007 2:48 PM
To: Vice, Janna; Neal, Marlene
Cc: Feltus, Oliver; Rogow, Robert; Elbert, Norb; Spain, Judy; Pschorr, Rebecca; Cain, Sue
Subject: RE: CLEP test for Financial Accounting

Janna,
Thank you for this information. I will submit a proposal to CAA to add this course to the courses that can be given CLEP credit.

Sue Cain, Director
Transition and University Services

From: Vice, Janna
Sent: Tuesday, January 02, 2007 2:39 PM
To: Cain, Sue
Cc: Feltus, Oliver; Rogow, Robert; Elbert, Norb; Spain, Judy; Pschorr, Rebecca
Subject: CLEP test for Financial Accounting

Sue,

Thanks for making us aware of the new CLEP test for Financial Accounting. Based on Dr. Feltus' recommendation, we would approve giving a student credit for ACC 201 (Financial Accounting) if he/she scores at least 53/75 (70.6 percent). This test will be helpful to allow students to validate a course taken beyond the eight-year limit or the accounting knowledge/experience they claim to have.

For students needing both courses in accounting principles (e.g., for the MBA program), a Managerial Accounting (ACC 202) test would also be helpful. If they should ever develop one, please let us know.

Best wishes for a great 2007,

Janna
TO: Council on Academic Affairs

FROM: Aaron Thompson
Associate Vice President

DATE: January 16, 2007

RE: President’s Award for Summer School Students

The Office of the President has determined they would like to present the President’s Award to students enrolled full-time during the summer (10 hours effective summer 2007) who earn a 4.0 GPA. The catalog text will be revised as follows:

“As a further recognition of academic achievement, the University presents the President’s Award to students who complete a enroll for a minimum of 12 credit hours full time course load, with regular normal grading, and who attain a 4.0 grade point average for the semester. Students receiving the President’s award receive a letter of recognition from the President. In addition, the Division of Public Relations and Marketing distributes the names of the recipients to appropriate news media, including their hometown newspaper.”
TO: Council on Academic Affairs

FROM: Aaron Thompson
Associate Vice President

DATE: January 17, 2007

RE: General Education Course Syllabus Policy

The Division of University Programs would like to submit the attached general education course syllabus policy which was approved by the Provost’s Council in November 2006 to the Council for approval.
General Education Course Syllabus Policy

Background

When the University General Education Committee designed the new general education program, the Committee strongly favored two changes to the syllabus of an approved general education course to ensure program coherence. The General Education Program Guidelines required each of these changes as conditions for course approval.

First, faculty members are required to include on the syllabus the general education goals addressed by the course. This requirement is intended to keep both faculty members and students focused on addressing general education goals in a systematic and coherent manner. This is very important, since student mastery of these goals will be systematically and regularly assessed as a requirement for continuing certification for general education.

Second, faculty members are required to write a core of student learning objectives that are common to all sections of an approved course. Individual faculty members, however, may add objectives to the core objectives. During the design phase of the course approval process, the Committee wanted faculty members to examine what knowledge and skills students were expected to acquire in a specific course in light of the general education goals addressed by the course. This requirement is intended to improve program coherence and address some of the challenges of assessing student mastery of general education goals in multi-section courses.

As part of the program assessment of general education, the General Education Coordinator and the General Education Assessment Coordinator regularly review the course syllabus for each section of an approved general education course. Courses are approved to address general education goals and to ensure some consistency in student learning objectives across sections of each course. Thus, program coherence is undermined and assessment data are compromised when individual faculty members choose to pursue different goals and different student learning objectives than were stated on the original approved syllabus.

Recommendation

The General Education Committee has no faculty members to instruct approved general education courses. The Committee therefore delegates instructional responsibilities to faculty members in the University’s five colleges under the conditions outlined in the General Education Program Guidelines. If one or more sections of an approved course do not comply with these conditions after approval, then the Committee has several options, which are outlined below, for resolving these problems. Given the use of general education courses as supporting courses in specific programs, these options are not optimal in that they may impose costs on both offenders and innocent bystanders. For this reason the best solution is to enlist the Deans’ support for and assistance in achieving and maintaining an effective and coherent general education program.
The Deans need to require compliance with the syllabus policy in all approved general education courses and require department chairs to collect and monitor electronic copies of the course syllabi from all sections of approved general education courses each semester. Department chairs should normally have electronic copies of course syllabi by the end of the third week of a semester. To simplify this process, the General Education website provides access to documents describing the goals and approved student learning objectives for each approved course in Blocks I – VII and option two of Block VIII (www.gened.eku.edu/faculty/syllabus). Faculty members may simply copy the relevant goals and approved student learning objectives from these documents for inclusion in the course syllabus.

The Deans will collect syllabi for general education courses from the Department Chairs. The General Education Coordinator will then ask Deans for copies of those syllabi shortly after the third week and begin reviewing the syllabi. At the end of the review process, the General Education Coordinator will forward a summary of issues to the Dean. If a department is not complying with course syllabus requirements, then the General Education Committee will not consider further course proposals from that department until compliance occurs. This applies not only to new courses, but also to requests to include approved courses in a new theme. Repeated non-compliance will strongly suggest that the course is really designed to address goals other than approved general education goals and will ultimately force the Committee to deny re-certification of the course at the end of the four-year cycle.

This proposal is intended to help the University achieve some coherence in general education. A coherent program is beneficial to our students and will make assessing the goals of general education feasible. Assessing student mastery of program goals is particularly challenging, since many intervening factors may explain student performance. By keeping both faculty members and students focused on a common set of goals and learning objectives, we can improve the assessment process.
To: Dr. Allen Ault, Dean
College of Justice and Safety

From: Larry R. Collins, Chair
Loss Prevention and Safety

Date: December 8, 2006

Re: Name change for the Department of Loss Prevention and Safety

Please process a name change for the Department of Loss Prevention and Safety to the Department of Safety, Security and Emergency Management. Current LPS faculty voted to change the name of the department to match the name change for the master’s degree program.

Rationale and Justification:

Recent market studies related to our online master’s program indicated the term “Loss Prevention” is primarily associated with retail theft countermeasures and does not necessarily attract students to any of the other majors within the programs in the department. All of the programs within the department including the new Homeland Security program have some connection to the three components of the new name.

We would offer the LPS master’s courses with the prefix SSE and we request the banner designation LPRV be changed to SSEM. If you have any questions, or I need to process any other paperwork, please contact me.
Curriculum Change Form  
(Present only one proposed curriculum change per form)  
(Complete only the section(s) applicable.)

<table>
<thead>
<tr>
<th>Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check one)</td>
</tr>
<tr>
<td>New Course (Parts II, IV)</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
</tr>
<tr>
<td>New Program (Part III)</td>
</tr>
<tr>
<td>X Program Revision (Part III)</td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
</tr>
</tbody>
</table>

*Provide only the information relevant to the proposal.*

<table>
<thead>
<tr>
<th>Proposal Approved by:</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Committee</td>
<td>9/21/2006</td>
<td>Graduate Council*</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>11/17/06</td>
<td>Council on Academic Affairs</td>
</tr>
<tr>
<td>General Education Committee*</td>
<td>NA</td>
<td>Approved X</td>
</tr>
<tr>
<td>Teacher Education Committee*</td>
<td>NA</td>
<td>Faculty Senate**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board of Regents**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Council on Postsecondary Edu.***</td>
</tr>
</tbody>
</table>

*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.)

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

To provide two options: General CIS and Networks Management with an emphasis on data base administration and IS project management

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

Summer 2007

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

B. **The justification for this action:**

(1) The curriculum is being revised to meet existing and emerging IT industry trends by adding options which will give graduates skills in networking, database, and website design. These areas are projected to have the highest job growth over the next ten years.

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

**Personnel Impact:** None

**Operating Expenses Impact:** None

**Equipment/Physical Facility Needs:** None

**Library Resources:** None
Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using strikethrough for deletions and underlines for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

<table>
<thead>
<tr>
<th>New or Revised* Program Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Use strikethrough for deletions and underlines for additions.)</td>
</tr>
</tbody>
</table>

**Computer Information Systems (B.B.A.)**  
CIP Code: 52.1201

<table>
<thead>
<tr>
<th>University Requirement</th>
<th>1 hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTO 100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>39 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard General Education program, excluding general education blocks II, VB, and VC. Refer to Section Four of this Catalog for details on the General Education and University requirements.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Course Requirements</th>
<th>12-15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 211 or the combined courses of MAT 107 and QMB 240; SOC 131; ECO 230, 231</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Free Electives (non-businesses)</th>
<th>13-16 hours</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Business Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Business Core</td>
<td>12 hours</td>
</tr>
<tr>
<td>ACC 201, 202; GBU 204; QMB 200</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Core</th>
<th>21 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCT 300, CIS 300, FIN 300, MGT 300, MGT 370, MKT 300, GBU 480</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>27 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 215, 250, 340, 375, 380, 435, 480, and six elective hours</td>
<td></td>
</tr>
<tr>
<td>(three from CIS 355, CIS 370, CIS 400, CIS 410, or CIS 436, and an additional three from this list or a non-CIS upper-division course approved by advisor.)</td>
<td></td>
</tr>
<tr>
<td>CIS 215, 335, 340, 375, 380, 410, and one of the following options:</td>
<td></td>
</tr>
</tbody>
</table>

**General Computer Information Systems Option:**  
Six hours from CIS 250, 370, 400, 436, or 475. An additional three hours selected from the above list or CIS 349, or an upper-division course approved by department

**Networks Management Option**  
Three hours from CIS 349, CIS 250, CIS 370, CIS 400, or CIS 436. An additional six hours selected from CIS 475, EET 354, EET 403, or an upper-division course approved by department

<table>
<thead>
<tr>
<th>Total Curriculum Requirements</th>
<th>128 hours</th>
</tr>
</thead>
</table>

http://www.forms.eku.edu/docs/Curriculum_Change_Form.doc-9-05
# Curriculum Change Form

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

<table>
<thead>
<tr>
<th>Part I</th>
<th>Department Name</th>
<th>Health Promotion and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check one)</td>
<td>College</td>
<td>College of Health Sciences</td>
</tr>
<tr>
<td>New Course (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
<td></td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td>*Course Title (30 characters)</td>
<td></td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td>*Program Title</td>
<td></td>
</tr>
<tr>
<td>New Program (Part III)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X Program Revision (Part III)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
<td>*Provide only the information relevant to the proposal.</td>
<td></td>
</tr>
</tbody>
</table>

Proposal Approved by:  
Departmental Committee  
College Curriculum Committee  
General Education Committee*  
Teacher Education Committee*  
Graduate Council*  
Council on Academic Affairs  
Approved  
Disapproved  
Faculty Senate**  
Board of Regents**  
Council on Postsecondary Edu.***  

Date  
9/29/2006  
11/29/06  
NA  
NA  
NA  
01-18-07  
NA  
NA  
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.)

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

To merge the Health Care Administration and Health Information Management options into one – Health Care Administration and Informatics.

A. 2. Effective date:  
(Example: Fall 2001) FALL 2007

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

B. The justification for this action:  
To comply with accreditation requirements and to respond to graduate surveys, course requirements for the Health Care Administration and Health Information Management options were revised. Resulting in only two courses differentiating the options. Given this, the decision was to merge the two options into one.

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

Personnel Impact: NONE

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: NONE

Library Resources: NONE

HPAD 33
### Part III. Recording Data for New, Revised, or Suspended Program

**New or Revised** Program Text

The department offers a baccalaureate degree in Health Services Administration with options in Ancillary Health Management and Health Care Administration and Informatics, and Health Information Management.

### Ancillary Health Management Option

This degree progression option gives individuals with an associate degree in a health-related field the opportunity to obtain the management skills needed to become a healthcare supervisor or manager.

#### Health Care Administration and Informatics Option

This option gives individuals interested in the administrative aspects of healthcare an interdisciplinary curriculum designed to provide a balance between business, healthcare, and information technology. This option is accredited by the Commission on Health Informatics and Information Management Education (CAHIIM).

#### Health Information Management Option

This option offers a unique opportunity to combine an interest in healthcare with information technology. HIM professionals play a critical role in maintaining, collecting and analyzing the data that is used in both clinical and administrative decision-making processes.

All students who are accepted by the EKU Admissions Office and declare their major as Health Services Administration are accepted into the pre-HSA major. Admission to the upper-division (professional) program requires an overall grade point average of 2.50 with a grade of C or better on each of the required supporting and major courses found in the pre-HSA curriculum. This includes: ACC 201, 202; BIO 171, 301; CCT 280; CSC 104; CMS 101; ECO 230; MAT 105 or 107; STA 215 or STA 220. Students who meet the minimum requirements will be accepted into the program within the enrollment limits determined by the faculty. The Program reserves the right to accept only the best qualified applications who meet the minimum requirements.

#### Admission/Progression Criteria

All majors utilize the regular admission policy of the University for students taking courses offered during the first semester of the program. In order to continue in the program and to enroll in major courses, the student must meet the following criteria: (1) maintain an overall (cumulative) GPA of 2.5 on a 4.0 scale and (2) complete all major and support courses with a minimum grade of "C" after a maximum of two attempts. A student who is not allowed to continue in the major may appeal the decision by presenting the reasons in writing to the Program's Admission and Progression Committee. The student may appeal this committee's decision to the College Admissions Committee by submitting a written request to the Dean of Health Sciences. The decision of this committee shall be final.

#### Professional Practice Experience

An important part of the curriculum is professional practice experience in which the student is required to spend part of a semester at a hospital or other health care facility for observation and supervised practice of the skills required for entry into the profession. The University assumes full responsibility for making assignments to the professional practice sites based on predetermined criteria. Some sites may require health screening such as physical examinations and/or proof of immunizations. The student is responsible for these medical expenses and for living expenses and travel involved in relocation for these assignments.

#### Major Requirements

<table>
<thead>
<tr>
<th>Core</th>
<th>36-53 hours</th>
</tr>
</thead>
</table>

#### Options

| Ancillary Health Management | 16-0 hours |
| Health Care Administration and Informatics | 12 hours |
| Health Information Management | 29 hours |

#### Supporting Course Requirements

| HSA 203, 305, 306, 314, 316, 401, 410, 412. | 30-45 hours |

#### All Options

| BIO 201, 202, ECO 230, 306, 370; MKT 301. | 30 hours |
| STA 215 or 270. | 90 hours |

#### General Education Requirements

| 30-33 hours |

#### Ancillary Health Management

| 33 hours |

#### Health Care Administration and Informatics

| 30 hours |

#### Health Information Management

| 48 hours |

#### University Requirement

| 1 hour |

#### Free Electives

| 8-33 hours |

#### Health Care Administration and Informatics

| 3 hours |

#### Health Information Management

| 3 hours |

#### Total Curriculum Requirements

| 128 hours |
Curriculum Change Form
(Present only one proposed curriculum change per form)
(Complete only the section(s) applicable.)

Part I

(Check one)

New Course (Parts II, IV)  ◆
Course Revision (Parts II, IV)
Course Dropped (Part II)
New Program (Part III)
Program Revision (Part III)

Department Name  ◆ Health Promotion and Administration
College  ◆ College of Health Sciences
Course Prefix & Number
Course Title (30 characters)
Program Title
Health Care Administration Minor
(Major ___ Option ___; Minor ___ x ___; or Certificate ___)

Program Suspended (Part III)  ◆

*Provide only the information relevant to the proposal.

Departmental Committee
Graduate Council*
Date
College Curriculum Committee  11/29/06
Approved  ◆ Disapproved  01-18-07
Disapproved
General Education Committee*  NA
Council on Academic Affairs
Teacher Education Committee*  NA
Faculty Senate**

*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.)

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

To suspend the minor in Health Care Administration.

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

Fall 2007

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

B. The justification for this action:  The minor is being suspended due the restructuring of the baccalaureate degree and the elimination of an option under the name Health Care Administration.

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

Personnel Impact:  NONE

Operating Expenses Impact:  NONE

Equipment/Physical Facility Needs:  NONE

Library Resources:  NONE

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

New or Revised* Program Text
(*)Use strikethrough for deletions and underlines for additions.

Minor Requirements  18 hours
HCA 372, 375, MGT 301, and nine hours selected from HEA 416, 456; HIV 370, 401, 405, 406, or 409.
**Curriculum Change Form**

*(Present only one proposed curriculum change per form)*

*(Complete only the section(s) applicable.)*

<table>
<thead>
<tr>
<th>Part I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check one)</td>
<td></td>
</tr>
<tr>
<td>New Course (Parts II, IV)</td>
<td>Department Name: Health Promotion and Administration</td>
</tr>
<tr>
<td>College</td>
<td>College: College of Health Sciences</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td><em>Course Prefix &amp; Number</em></td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td><em>Course Title (30 characters)</em></td>
</tr>
<tr>
<td>New Program (Part III)</td>
<td><em>Program Title</em></td>
</tr>
<tr>
<td>Program Revision (Part III)</td>
<td>(Major ____ , Option ____ ; Minor ____ X ; or Certificate ____ )</td>
</tr>
<tr>
<td>X Program Suspended (Part III)</td>
<td><em>Provide only the information relevant to the proposal.</em></td>
</tr>
</tbody>
</table>

Proposal Approved by:

<table>
<thead>
<tr>
<th>Departmental Committee</th>
<th>Date</th>
<th>Graduate Council*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/29/2006</td>
<td>NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If Applicable (Type NA if not applicable.)*

**Is this a SACS Substantive Change?**

| Yes*** | No X |

College Curriculum Committee

| 11/29/06 | Approved X |

General Education Committee*

| NA | Faculty Senate** |

Teacher Education Committee*

| NA | Board of Regents** |

Council on Postsecondary Edu.***

**Approval needed for new, revised, or suspended programs**

***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.)*

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

To suspend the minor in Health Information Management.

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

Fall 2007

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

**B. The justification for this action:** The minor is being suspended due the restructuring of the baccalaureate degree and the elimination of an option under the name Health Information Management.

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

**Personnel Impact:** NONE

**Operating Expenses Impact:** NONE

**Equipment/Physical Facility Needs:** NONE

**Library Resources:** NONE

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

| New or Revised* Program Text |
| (*Use strikethrough for deletions and underline for additions.*) |

Designed for the non Health Information Management major who wishes to have the unique opportunity to be involved with multifaceted health information management challenges. A student may minor in Health Information by completing, with a grade of "C" or better, HSA 100, HSA 370, 401, 406, and an additional nine hours selected from course with departmental approval for a minimum of 21 hours.
# Curriculum Change Form

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

## Part I

<table>
<thead>
<tr>
<th>(Check one)</th>
<th>Department Name</th>
<th>Health Promotion and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course (Parts II, IV)</td>
<td>College</td>
<td>College of Health Sciences</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
<td>*Course Prefix &amp; Number</td>
<td></td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
<td><em>Course Title (30 characters)</em></td>
<td></td>
</tr>
<tr>
<td>New Program (Part III)</td>
<td>*Program Title</td>
<td></td>
</tr>
<tr>
<td>Program Revision (Part III)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X Program Suspended (Part III)</td>
<td><em>Provide only the information relevant to the proposal.</em></td>
<td></td>
</tr>
</tbody>
</table>

### Proposal Approved by:

<table>
<thead>
<tr>
<th>Departmental Committee</th>
<th>Date</th>
<th>Graduate Council*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/29/2006</td>
<td></td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

### College Curriculum Committee

<table>
<thead>
<tr>
<th>Date</th>
<th>Approved</th>
<th>Disapproved</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/29/06</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### General Education Committee*

<table>
<thead>
<tr>
<th>Date</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Education Committee*

<table>
<thead>
<tr>
<th>Date</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

---

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

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

To suspend the post-baccalaureate Health Information Management certificate.

**A. 2. Effective date:** *(Example: Fall 2001) FALL 2007*

**A. 3. Effective date of suspended programs for currently enrolled students:** *(if applicable) Spring 2008*

#### B. The justification for this action: *The certificate is being suspended due to low enrollment and the restructuring of the baccalaureate degree.*

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

- **Personnel Impact:** NONE
- **Operating Expenses Impact:** NONE
- **Equipment/Physical Facility Needs:** NONE
- **Library Resources:** NONE

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

**New or Revised* Program Text**

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

#### Major Requirements


**Supporting Course Requirements**

- CMS 390, 406.

**Total Curriculum Requirements**

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

<table>
<thead>
<tr>
<th>Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check one)</td>
</tr>
<tr>
<td>New Course (Parts II, IV)</td>
</tr>
<tr>
<td>Course Revision (Parts II, IV)</td>
</tr>
<tr>
<td>Course Dropped (Part II)</td>
</tr>
<tr>
<td>New Program (Part III)</td>
</tr>
<tr>
<td>Program Revision (Part III)</td>
</tr>
<tr>
<td>Program Suspended (Part III)</td>
</tr>
</tbody>
</table>

*Provide only the information relevant to the proposal.

Proposal Approved by:  
Departmental Committee  
College Curriculum Committee  
General Education Committee*  
Teacher Education Committee*  

College  
Graduate Council*  
Council on Academic Affairs  
1-24-2006  
Approved  
Council on Postsecondary Edu.***  
12-12-05  
Graduate Council*  
Council on Academic Affairs  
02-16-06  
Disapproved  
Faculty Senate**  
Board of Regents**  
Teacher Education Committee*  

Is this a SACS Substantive Change?  
Yes****  
No  

*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.)

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

To revise the AA major requirements

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

Fall 2006

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

B. **The justification for this action:**  Departmental consensus is that: (a) COR 100 should be expanded from a 2 to 3 hour course and required of AA students to allow more in-depth orientation, (b) COR 315 presently contains too much material to adequately cover and should be split into two courses (315 and 316) and moved to the options where students take either 315 or 316 so as to more firmly establish the adult and juvenile options, (c) the three-hour elective requirement should be replaced with COR 100, and (d) the At-Risk Youth Studies Option should be dropped due to lack of student interest.

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

**Personnel Impact:**  Creation of the new course (COR 316) will have no net impact on costs since it will be offered alternating semesters with COR 315; COR 315 is presently offered each semester.

**Operating Expenses Impact:**  No impact is projected.

**Equipment/Physical Facility Needs:**  None

**Library Resources:**  Library resources are adequate to accommodate the revisions.
Part III. Recording Data for New, Revised, or Suspended Program

1. For a new program, provide the catalog description as being proposed.
2. For a revised program, provide the current program requirements using *strikethrough* for deletions and *underlines* for additions.
3. For a suspended program, provide the current program requirements as shown in catalog. List any options and/or minors affected by the program’s suspension.

**New or Revised* Program Text**
(*Use strikethrough for deletions and underlines for additions.*)

Correctional and Juvenile Justice Studies (A.A.)

**Major Requirements**

COR 100, 201, 315, 350, 3 hours of Correctional and Juvenile Justice Studies electives, and the courses within one of the following options: either the Adult Corrections option or the Juvenile Justice option. (Students may choose to complete both these options, but such students will complete a minimum of 27 hours of major coursework.) Students must enroll in COR 100 the first semester this course if offered following declaration of a major in Correctional and Juvenile Justice Studies.

- Adult Corrections Option: COR 301, 315, and 330
- Juvenile Justice Option: COR 311, 316, and 321
- At-Risk Youth Studies Option: COR 311 and CDF 342

**General Education Requirements**

- Core Component (33 hours): One 3-hour course from each of the following areas of general education: Areas 01, 02, 05 or 06, 07, 09, 10, 11, 13 or 14, 15, 20, 21
- Program Component (15 hours): One 3-hour course from each of areas 3 and 12 of general education and 9 hours of the following courses selected from at least two programs in consultation with major advisor and observant of prerequisites: POL 100, 101, 210, 211, 220, 300; PSY 300; SOC 131, 235; SPA 101, 102, 105, 201, 202, 206, 360, 370

Refer to Section Four of this *Catalog* for details on the General Education and University requirements.

**University Requirement**

JSO 100

**Total Curriculum Requirements**

67 hours

**NOTE:** Courses selected under the program component of general education may not duplicate those used for the general education core component. A maximum of three hours total may be selected from COR 349, 375, or 460.
ONLINE COURSEWORK

The major requirements for the B.S. and A.A. degrees may be completed online. In addition to satisfying Eastern Kentucky University's (EKU's) requirements for full freshman admission or provisional admission, admission to an online cohort requires either that students reside at least 60 miles from campus, or if they reside closer, demonstrate a rationale that is satisfactory to the department for pursuing requirements online. Admission to pursue major requirements online further requires a composite ACT score of 20 or greater. Students with composite ACT scores of 18 or 19 may be admitted on a probationary basis but are required to furnish a writing sample. Though students transferring from another accredited institution are not required to submit test scores, such students must meet EKU's requirements for admission as a transfer student. In addition, transfer students must have an overall 2.5 or greater grade point average (GPA) on a 4.0 scale on all work from accredited institutions. Transfer students with overall GPAs less than 2.5 but at least 2.0 may be admitted on a probationary basis but are required to furnish a writing sample. The requirement that students must earn a minimum of 15 of the last 18 hours through EKU is waived for students pursuing these A.A. major requirements online. Likewise, the requirement that B.S. students must earn a minimum of 30 of the last 36 hours through EKU is waived for students pursuing these B.S. major requirements online. However, for the AA degree, a minimum of 16 semester hours must be earned through EKU, and for the BS degree, a minimum of 32 hours must be earned through EKU. Visit www.corrections.eku.edu and contact the Online Program Coordinator for additional details.
Report
Chairperson Faculty Senate

First - a note of thanks to all of you for understanding that I was unable to be at the last meeting because I had the flu. I have found that I am too old [62] for a 103° temperature! I would like to specifically thank our Vice Chair, Dave May, for taking on the Chair’s responsibilities in my absence – especially on such short notice.

On behalf of each of you, I would like to congratulate President Glasser on receiving this years Education Award from the Richmond Chamber of Commerce. Eastern Kentucky University was well represented at the banquet and among the awards recipients – an indication of the need for maintaining a healthy and productive partnership with the citizens and leadership of Madison County. Their pride in Eastern Kentucky University as an integral part of the economy and future of Madison County was quite apparent.

By now you have received information on the policies and procedures for the upcoming election of our faculty Regent. If you have an interest in representing our faculty on the Board of Regents, please get your name and support signatures to Senator Ted Randles and the elections committee.

With regard to your comments and suggestions during the "For the Good of the Order" discussion in December - the Executive Committee is drafting a letter on behalf of the Faculty Senate to present to the Arlington Board. After the letter is finalized by the Executive Board it will come to the full Senate for additional feedback before being sent on to the Arlington Board.
The Board of Regents met on January 12, 2007 for its regular quarterly meeting. In preparation for that meeting, most Board committees met either earlier that day or the day before. Reports were received from several parties including the President and Chair of the Foundation. Updates were provided regarding SACS reaffirmation process, construction and projects, the capital campaign, annual audit, fiscal operations, and several other items.

Action items included:

1. Personnel items
   a. President Glasser’s contract: extended four years, base pay increased by 10%; 15% deferred pay added; up to an additional 15% annual bonus (goals to be established)
   b. Faculty and Staff: hires, resignations, retired transition program participants, promotion and tenure

2. Council on Academic Affairs: curriculum and program items previously approved by the Senate

3. Fiscal and Budget Planning
   a. 9.5% tuition increase
   b. 3.5% across the board salary adjustment for all eligible employees
   c. Other proposed allocation of new revenues
      i. completing staff equity adjustments-$673,000;
      ii. increased fixed costs
         1. scholarships ($1.3 million)
         2. benefits ($1.0 million)
         3. establish capital pools ($2 million)
         4. new academic and student support initiatives ($1 million; $900,000 of this for QEP initiative)
         5. Other faculty/academic (additional $250,000 for faculty development and $500,000 for Provost initiatives)
      iii. financial aid ($1.4 million—increase graduate stipend to $10,000/yr; transfer student initiative; increase funding of institutional work study)

4. Residence Halls: increased rate by 10% (facilitate move to self-supporting)
5. Parking regulations: allow option for both on and off-site impoundment facility
6. Nominations for Honorary degree recipients
7. Formalize the relationship between the University and the Foundation

All action items were unanimously approved with the exception of those which I voted against. The items which I voted against included the President’s contract, the tuition increase and the proposed allocation of new revenues.

Please feel free to contact me for further information about any of these items or to discuss topics of concern to you.

Respectfully submitted,

Pam Schloemann
622-1959
pam.schlomann@eku.edu
GRADUATE EDUCATION AND RESEARCH

Personnel Actions

• The Graduate School has two new staff members:
  
  o Ms. Stefney Simpson is our new Data Specialist: Graduate Admissions Officer for programs in the College of Education and College of Justice and Safety.
  o Our new Administrative Assistant II is Ms. Nicole Kowalski. Among other duties, Nicole will manage applications for graduate assistants and will provide staff support to the Graduate Council.

• Mr. Gus Benson has been named as Director of the Division of Sponsored Programs. Gus has served as Interim Director since 2004. A search is currently underway for an Associate Director of Sponsored Programs.

• Finalists have been selected for the Associate Dean of the Graduate School. Candidates for the position are:
  
  o Dr. Jaleh Rezaie, Chair and Professor, Department of Computer Science
  o Dr. Paula Kopacz, Professor, Department of English and Theater
  o Dr. Victor Kappeler, Department of Criminal Justice and Police Studies
  o Dr. Barbara Pierce, Associate Dean, School of Business, Florida Institute of Technology, and
  o Dr. Michael Collins, Chair and Professor of the Department of Plant and Soil Sciences at Mississippi State University.

Interviews for the position are being schedule for mid-February.

OTHER INFORMATION

• President Glasser has recommended an increase in the stipend levels for graduate assistants in the FY08 budget approved by the Board of Regents in January. Beginning in the Fall of 2007, graduate assistant stipends will be increased from their current level of $6500/academic year to $10,000/academic year.

• President Glasser has also provided additional funds under the Special One-Time Funding Initiative to support Graduate Recruitment and Retention and Faculty Research. A pool of $300,000 has been designated to support faculty research and $100,000 will be targeted toward graduate recruitment and retention.

• The Division of Sponsored programs will be implementing a new database system for funding searchers called SPINplus. The new system includes information from over 5000 Sponsoring agencies plus an alert service on an individualized basis when additional opportunities become available. Training sessions for funding searches using the new system will be held on February 7 and February 13. Please contact Sponsored Programs for more information.
INSTITUTIONAL EFFECTIVENESS AND RESEARCH

The Office of Institutional Effectiveness was engaged in the following primary activities in January 2007:

- Worked with the Strategic Planning Committee to develop rubrics and reporting templates for the 96 key performance indicators of the 2006-10 EKU Strategic Plan to be used by academic leaders, including deans and department chairs.

- Began or continued work with five academic programs – social work, athletic training, computer science, interior design, and art & design – to achieve or retain programmatic accreditation.


- Finalized the 2003-06 EKU Strategic Plan progress report to the President reflecting progress toward the goals and direction of the plan (i.e., “closing the loop”).

- Prepared for NSSE administration and began promotion of the survey to prospective student respondents.

- Continued to work with SACS committees.

- Finalized institutional initiatives in 2005-06 CPE accountability report.

- Provided support to University Assessment Committee and Academic Program Review Committee.

- The end of the fall and the beginning of the spring semesters are the busiest time for Institutional Research. Within this time frame, IR has completed a variety of federal and external agency reporting, as well as conducted on campus research.
  
  - The Integrated Postsecondary Educational System (IPEDS) federal reporting for enrollment and fall staff are complete.
  
  - The faculty salary and benefits surveys, CUPA and AAUP, are complete. IDEA, the student evaluation of classes for fall 2006, have been submitted, processed, and recently distributed.
  
  - The annual SACS Institutional Profile has been submitted.
  
  - A non-returning student survey was administered to students who were enrolled in spring 2006 that did not return for fall 2006: results have been analyzed and findings are being written.

  - The Factbook has been updated and is currently being reviewed for printing.

- In addition, IR has completed at least seven external surveys and assisted several departments/programs/committees with survey creation, data requests, and data analysis.

ENROLLMENT MANAGEMENT

Enrollment Management was engaged in the following primary activities in January 2007:

- Moderated and participated in Tuition Forum for EKU students.

- Set up Youth Competition (160 participants) recruiting event to be held on-campus March 30.

- Supported and participated in the Retention and Graduation Task Force.
ENROLLMENT MANAGEMENT (CONT.)

- RFP Admissions Review (reviewed bids to do admissions publications out of house) resulting in choice of FMB Advertising in Knoxville who did a spectacular job on the BEACON publication.
- Collaborated on financial aid strategies with Financial Affairs—culminating in BEACON grants & scholarships program recently announced by President Glasser.
- Helped numerous students resolve admission and enrollment problems for the Spring Term.
- Coordinated Admitted Student Publication with Admissions and Student Services.
- Coordinated Admissions Activities for All-A Classic.
- Admissions/Financial Aid Coordination for Marketing of BEACON program.
- The Office of Admissions conducted 130 high school visits and 18 Community College visits, and hosted 330 visitors for campus visits.
- Admissions also collaborated with the ROTC program and hosted 20 Junior ROTC students for a campus visit program.
- The Communications Department mailed approximately 8,500 pieces of mail, including the collaborative piece for the NACAC national fair.
- Recommended Initiatives for CPE 2020 Goals.
- Preparing for February Spotlight to be held 2/24.
- Started generating diplomas for those students who were confirmed to have completed all of their curriculum requirements in Fall 2006.
- Named the following Enrollment Management staff members as recipients of the Outstanding Service Awards for the most recent quarter ending in December:
  - Bobetta Bullins (Registrar’s Office),
  - Sharon Smith & Steve Greenwell (Admissions),
  - Lisa Sons (Educational Talent Search),
  - Betty Parke (Student Financial Assistance), and
  - Debbie Zabawa (Academic Advising & Retention).
Enrollment Management (cont.)

- We have recently started the search for an Associate VP for Enrollment Management. Everyone is encouraged to help promote this important position to their colleagues inside and outside the university.

Continuing Education and Outreach

- Dr. Byron Bond and his staff have assisted the institution in hosting the All “A” Scholarship competition; the All “A” Classic Basketball tournament and Models regional swim competition this week. About 50,000 participants were in Richmond for the event.
- The EC started their second semester at the new Lancaster Higher Ed Center with enrollments growing since the spring term. (up to 61)
- The EC also saw an increase in their Blue Grass Community and Technical College site.
- The Danville campus has completed an expansion and its enrollments are up 25%.
- Plans for the new campus in Manchester are proceeding.

Academic Affairs

- The SACS Leadership Team is continuing to develop Focus Reports and is preparing for the April site visit. There are still outstanding issues of non-compliance, but substantial research is being done to address them prior to the site visit and much progress is being made.
- We have recently started the search for an Associate VP for Enrollment Management. I encourage everyone to help promote this important position to their colleagues inside and outside the university.
- Based on initial meetings with the Associate Vice Presidents in the Provost’s Office; with the College Deans, with members of the Faculty Senate, and with others from the university community, I am encouraging a renewed, university-wide discourse on our academic enterprise. These “Conversations on Academics” will include topics such as:
  - fundamental principles of shared governance;
  - faculty workload reporting;
  - the role of the academic units in pursuing the university’s strategic plan, and,
  - other topics of interest.

These conversations strengthen our ability to communicate regularly and will help us build a “common vocabulary” of shared values as we “move forward together”.

4
**Personal Note**

I have now been with EKU for over a month and have started to become more familiar with Eastern's campus, its policy and practices; and its people. My most important lesson to date is that I have much to learn, and I pledge to continue to meet with faculty, staff, and students as I better understand how to serve this great university. I would like to publicly thank the President, the staff in the Provost’s office and everybody else that has welcomed me so warmly to the university. I already feel at home.
The Rights & Responsibilities Committee Report
January 31, 2007

The Rights and Responsibilities committee met with the new Provost regarding our charge of “Faculty Workload.” We debriefed him on our progress and asked for his input on the topic of faculty workload. We have noticed other committees/people on campus are also addressing this same issue.

The R&R committee is working on a resolution to bring to Faculty Senate and will discuss the faculty workload subject as the “for the good of the order” topic at the February Senate meeting.

Committee Members:
Paula Kristofik
Chris Neumann
Lynnette Noblitt
Tom Reed
Marcel Robles, Chair
Standing Committee Report of the Elections Committee

The Elections Committee of the Faculty Senate is conducting the process of electing a Faculty Regent. A call for candidates and the announcement of the election was communicated to faculty of the rank of assistant professor or higher and to the librarians. This was done via e-mail on January 26, 2007 and will be followed up by future e-mails. Please support us in this process by urging your department faculty to participate in this important process.

The process of electing a Part-time Faculty representative for the Faculty Senate has also begun. We request that you to identify strong candidates from your respective departments and urge them to run for this important position.