



UNIVERSITY GOVERNANCE RECORD

The October meeting of the University Faculty will be held on Monday, October 4, 2004, beginning at 5:00 PM in the Langone Center Forum. Professor Martin Ligare will preside. If there are any amendments to the September, 2004 minutes, please send them to Andrea Halpern, Secretary of the Faculty, in advance of the meeting.

AGENDA

1. Amendments to September 2004 minutes

2. Announcements and remarks by the President and members of his staff

Update on review of campus security

3. Announcements by the Chair of the Faculty

4. New Business

a. Report from Committee on Instruction: Tom Cassidy

1. In September CoI approved recommendations from the University Library Committee regarding the Patriot Act and its enforcement at Bucknell.
2. In April CoI approved the Bucknell's Assessment Plan written by the Committee on Assessment. A link to Bucknell's Assessment Plan can be found on the Institutional Research Homepage:
http://www.bucknell.edu/About_Bucknell/Offices_Resources/Institutional_Research/Educational_Outcomes_Assessment.html
3. The Committee on Admissions and Financial Aid has been collecting feedback from the faculty regarding merit scholarships. We will report briefly on this process.

b. Report from the Committee on Faculty and Academic Personnel: Geoff Schneider Status of the revised edition of the *Faculty Handbook*.

c. Report from Committee on Staff Planning: Tony Massoud Update on five-course load plan (see attached)

II. PRINCIPLES GUIDING THE DEVELOPMENT AND IMPLEMENTATION OF A FIVE-COURSE LOAD PLAN.

[DRAFT]

The goals of the five-course load plan are to enhance the quality of undergraduate education, improve student-faculty ratio and student-faculty interaction, better support the teacher-scholar ideal, facilitate recruiting and retaining outstanding faculty, and raise Bucknell's overall reputation and competitiveness among national liberal arts colleges and universities. The following principles and rationales are presented to advance these essential goals.

Principle	Rationale
A. General Considerations	
1. Conversion to a five-course load plan should not be implemented without the addition of necessary new faculty lines.	A. Adoption of the plan without new faculty lines will have a serious negative impact on the curriculum, course offerings, class size, and pedagogy.
2. A five-course load plan should be an integral part of Bucknell's next strategic plan.	A. The plan should be consistent with Bucknell's overall strategic vision and properly funded.
3. A five-course load should result in enhancing the undergraduate education at Bucknell.	A. More time will be available for one-on-one instruction, undergraduate research, mentoring, and advising. B. More time will be available to experiment with different pedagogical approaches and refine existing courses. C. Additional time will allow us to undertake assessment procedures that are required by our accrediting agencies.
4. The change to a five-course load should be used to bring more balance to Bucknell's teacher-scholar model.	A. Plan will allow more time for curricular development and innovation. B. Not enough time exists during the year to pursue and maintain scholarship and professional development under the current course load. C. New plan will allow more opportunity for participation in governance and service.
5. Adoption of the five-course plan should not raise scholarly expectations associated with reappointment, tenure, promotion or merit review.	A. Plan is designed primarily to improve undergraduate education and bring more balance to teacher-scholar model by creating time to better meet existing expectations.
6. Development of a five-course load plan should	A. The university should examine current course

account for how existing resources can be used to achieve this goal.	releases in terms of equity in the context of the five-course load plans found in comparable institutions. B. Plan should not create new inequities among faculty.
B. Curriculum	
7. A move to a five-course load should not compromise the academic quality of any major.	A. Bucknell's distinctive niche as an institution with a strong liberal arts curriculum and professional programs in the context of the liberal arts is based on maintaining breadth of curriculum and strong majors.
8. A reduction of courses in elective offerings should negatively impact the fewest number of general education students.	A. It is important that enough courses are offered to meet demands of majors and non-majors. B. Departments might have to alternate offerings of electives from year to year and possibly eliminate some non-required small classes.
9. Adoption of the five-course load plan should not adversely affect the current offerings of General Education, particularly, Engineering 100, Foundation Seminars, and Capstones.	A. General Education is an important element of Bucknell's curriculum. B. A five-course plan must not be implemented at the expense of CLA.
10. A reduction in course load should not increase average class size by more than absolutely necessary for implementation.	A. Class size has relevance to pedagogy and is important to the faculty. B. Class size should not increase to such a level that it damages our national ranking in published sources as <i>U.S. News and World Report</i> .
11. Under the adopted five-course load plan, classes should be offered in a balanced way across the teaching days of the week.	A. One concern is that faculty will move over to a two-day schedule, e.g., (T, TH) in the semester in which they have two courses. B. Care must be taken to insure students have choices when selecting their courses by spreading offerings across the week.
C. Implementation	
12. Allocation of new faculty lines shall be considered through the normal procedures of CSP.	A. CSP already has procedures for allocating new positions. B. CSP is the authorized committee to make such decisions. C. CSP presumably would add new criteria to existing procedures for the allocation of positions under the new plan.

13. The course load reduction plan should not decrease faculty presence on campus.	<p>A. The new plan is not designed to increase faculty absences from campus.</p> <p>B. Faculty presence on campus is necessary to allow for greater interaction and consultations with students.</p>
14. Temporary faculty will teach a six-course load.	A. Bucknell's expectations for temporary faculty are different from tenure track appointees in terms of scholarship and service.
15. A five-course load plan should strive to achieve and maintain equity in teaching across different departments and divisions within the university.	<p>A. Adoption of the plan should not burden some departments and divisions more than others.</p> <p>B. Current distributions as measured by number of faculty, student enrollment, number of majors, should be used as a benchmark for future comparisons.</p>
16. Course offerings within departments should be balanced between the two semesters unless the curriculum dictates otherwise.	<p>A. A balance in offerings is necessary to insure adequate and diverse offerings for each semester.</p> <p>B. This balance will provide students with flexibility in selecting courses.</p> <p>C. Such a balance is necessary to prevent competition by faculty for the same students and classrooms.</p>
17. The number of sections offered by departments should be roughly equivalent for both semesters.	<p>A. It is important to insure that not all departments offer their two courses in the same semester.</p> <p>B. A balance within each department will make this situation less likely to occur.</p>
18. The five-course load plan should be phased in over a five-year period.	A. Previous distribution of a large number of faculty lines has been conducted through a gradual process to allow CSP to make the best use of these new lines.
19. Departments will be requested to provide a five-course implementation plan consistent with these principles.	A. CSP requires additional and accurate data to make sound decisions about the five-course load plan.