



## UNIVERSITY GOVERNANCE RECORD

The November 2008 meeting of the University Faculty will be held on Tuesday, November 4 and, if needed, on Tuesday, November 18 in the Langone Center Forum beginning at 12:00 p.m. and running until 12:52 p.m. or the conclusion of business, whichever comes first. Professor Tony Massoud, Chair of the Faculty, will preside. Any amendments to the October 2008 minutes should be sent to Faculty Secretary Tom Cassidy prior to the October meeting.

### AGENDA

**A. Amendments to and approval of October 2008 minutes**

**B. Announcements and remarks by the Chair of the Faculty**

**C. Announcements and remarks by the President**

Question from Katie Faull and Ben Marsh directed to the President: "We note with appreciation President Mitchell's recent description of the rewards to the university of our prudent financial policies in these unstable times. But huge risk remains, of course. Can the administration reassure the Faculty that any significant changes in the overall financial commitment to the academic core, and any programmatic or staffing realignments, will be made in consultation with the Faculty through the relevant standing committees?"

**D. Committee Reports:**

**1. Faculty and Academic Personnel Committee**

Four motions to amend the faculty handbook. The first three motions were introduced at the October meeting and are to be voted on at the November meeting. The fourth motion will not be voted on until the December meeting.

- a. Change the Faculty Handbook policy regarding leaves
- b. Change the Faculty Handbook policy regarding faculty pay when a faculty member chooses a one-year leave at half pay
- c. Change the Faculty Handbook to allow hiring with tenure

The Faculty Council offers two motions to amend motion (c).

- i. The “hire with tenure” option should not be exercised until an implementation policy is approved by CSP and FAPC and reported to the Faculty.

Note: This motion does not affect the Handbook change itself.

Rationale: The hire with tenure option provides opportunities to the university, but it is a significant shift from past practice, and should be approached with care and planning. The implementation policy might clarify the circumstances under which such hires are appropriate and the procedures and/or process to make such hires.

- ii. Under the “FAPC Motion to Allow Hiring with Tenure,” new paragraph 3, the text should be modified as follows:

*Individuals appointed with tenure are expected to have earned tenure at another institution. The approvals of the home department or program, ~~the Chair of the University Review Committee~~ two faculty members from the University Review Committee (one of the co-Chairs of the URC and the faculty representative on the URC from the same division as the candidate), the Dean and the Provost are required before an offer of appointment with tenure can be made. In the event that the faculty representative on the URC from the same division as the candidate is unavailable or otherwise cannot participate (to avoid a conflict of interest, for example), another URC faculty member, selected by the URC, will serve in that role.*

Rationale: This proposed change is more consistent with current practice and upholds the authority of the URC as a body.

- d. Multiple changes to correct mistakes and update language to reflect current practices.

The written report of the Faculty and Academic Personnel Committee addressing all four sets of Handbook amendments in detail appears in the Appendix to this agenda.

## **2. Committee on Instruction**

Motion: The faculty endorses the Bucknell University Strategic Educational Vision document.

Discussion: In response to a range of campus needs (Revisions to the Common Learning Agenda; University Comprehensive Campaign; Middle States accreditation), in 2007 the Committee on Instruction (COI) was tasked with drafting an educational vision document that would be useful to a broad range of campus constituencies. Working from preliminary documents written by the Academic Planning Group and the Ad Hoc Committee on Educational Goals, COI drafted a single document including the following: 1. a statement of the university's educational vision; 2. a list of educational goals that stem logically from this vision; 3. a list of facilities, programs, and

practices that are necessary to achieve these goals; 4. a statement of the role that assessment will play in monitoring our progress in achieving these goals.

In Fall 2007, COI deemed the list of goals (part 2) most pressing. COI held its first open forum on this section and solicited feedback from numerous campus constituencies and individuals. COI used this feedback to revise the list of educational goals which it then submitted to the faculty for a vote. The list of goals was officially endorsed by the faculty in Spring 2008. Following this vote, a second open forum was held to solicit feedback on the three remaining sections of the document. COI used the feedback it received to revise these three sections. At the October 2008 faculty meeting, the entire document was presented to the faculty for consideration. At that meeting, a few small suggestions were submitted to COI and, after consideration by the committee members, the document was modified one last time. Having received and incorporated a wide range of feedback over the past year, COI now submits this document for endorsement by the faculty.

The proposed Bucknell University Strategic Educational Vision appears in the Appendix to this agenda.

### **3. Committee on Planning and Budget**

The Committee is in the process of making the annual recommendations on comprehensive fee and compensation increases for academic year 2009-2010. We are presently discussing fee increases in the range that would be considered prudent under the current economic circumstances. The Committee's recommendation last fall was for a comprehensive fee increase in the 5-5.5% range; however, the Board of Trustees settled on an increase of 4.75%. Committee on Planning and Budget fully expects that the recommendation we make will be adjusted by the Board as April approaches and a fee increase is set that best reflects the economic conditions at that time. After we have reached a decision on comprehensive fee, the Committee expects to discuss faculty salary peer school rankings and methodology, focusing on maintaining the progress made over all categories the past few years.

In the spring semester of 2008, Committee on Planning and Budget regularly met to discuss financial contingency planning. The spring 2008 Committee devised a set of core principles that are generally consistent with the 8 strategic recommendations proposed by the Committee on Planning and Budget to the president at the February 3, 2003 faculty meeting (see the report at [http://www.departments.bucknell.edu/faculty\\_meetings/Agendas/2002-2003/February\\_3\\_2003.pdf](http://www.departments.bucknell.edu/faculty_meetings/Agendas/2002-2003/February_3_2003.pdf)) The central tenets of the current Committee's working document include the following:

- Academic programs should be preserved
- Academic standards for acceptance and graduation should be maintained
- Budget adjustments must be consistent with the Strategic Plan

There are many ways of acting on these principles. We are continuing to work toward a set of specific recommendations and will attempt to identify their associated tradeoffs.

### **4. Committee on Complementary Activities**

**5. Committee on Staff Planning**

In spring 2008, the Committee on Staff Planning proposed a new round of tenure-track positions in keeping with the first strategy, “Strengthen the Academic Core,” of The Plan for Bucknell, with the goal of minimizing the disruptions to Bucknell’s instructional program caused by hiring and turnover of visiting faculty in certain departments. The Committee recommended to the President’s Senior Staff the creation of twelve (12) new tenure-track faculty positions. President Mitchell approved this proposal in October, authorizing up to twelve new positions. President Mitchell has asked that we begin the hiring process this year if possible, and that the hiring be spread over the next three years, subject to financial conditions. As a result, the Committee allocated tenure-track positions to five departments that have demonstrated a strong and consistent need for visiting faculty over the past several years and that have had difficulty filling these positions during that time. The Committee is soliciting proposals from all departments for the remaining tenure-track positions, a total of up to seven additional positions, and has distributed the criteria for these positions during the past week.

**6. Committee on Faculty Development**

**7. Committee on Honorary Degrees**

**8. University Review Committee**

**9. Committee on Academic Freedom and Tenure**

**10. Committee on Athletics**

**E. Announcements and remarks by members of the President’s staff**

**F. New business**

**G. Adjournment**

# APPENDIX

## FAPC Report to the Faculty, October 2008

**Below are three motions to amend the handbook from the Faculty and Academic Personnel Committee (FAPC).**

---

### **1. FAPC Motion to Amend the Faculty Handbook Policy regarding leaves**

In the sections below we outline the changes that we recommend in the handbook and provide a brief rationale. Where suggestions for new Handbook text is laid out, the proposed additions to the handbook underlined and deletions are designated via ~~strikethrough~~.

### **FAPC Proposed Changes to the Faculty Handbook regarding Leaves**

If this policy is passed by the faculty and approved by the President, it will go into effect in the fall of 2009.

Rationale:

Change **1** paragraph 2. This change In our efforts to make sure that all forms of leave are treated consistently, FAPC proposes that leaves of more than six weeks result in a year which will not normally count as full-time service as far as the tenure clock is concerned. The idea is that a leave of any type that requires more than six weeks of time away from teaching and scholarship is sufficiently disruptive that the year should not count towards the tenure clock. This change means that all forms of leave of more than six weeks (either continuous or aggregated from several leaves) are treated uniformly with respect to the tenure clock.

Change **2** paragraph 3. The date for deciding whether or not to count a year with a leave towards tenure or not is changed from May 1<sup>st</sup> to the Friday before Commencement. This is to allow additional time for consultation with the department chair and dean and to allow faculty under review to see their teaching evaluations before reaching a decision.

In addition, previously, the decision on whether or not to count a year in which a leave occurred towards tenure was to be made in May of the calendar year in which the next review was to occur. (If you completed a leave and were scheduled for a review in the fall, then you had to decide by May of that year whether or not you would stand for review.) That schedule required some faculty to make the decision at the end of the year in which they took the leave, while others could wait an additional year to make the decision. (If you were on leave during your 4th year, you could wait an entire year after your leave before deciding if you wanted to count the leave year towards tenure.) The change was made to provide uniformity in the date of decision relative to the time of the faculty member's untenured leave. Under this revised policy, all faculty decide at the end of the year in which a leave occurs whether or not they want to count that year towards tenure.

Change **3** paragraph 4. This change extends the consultation process currently in place for untenured leaves to other kinds of leaves.

Change 4 section IV E. This change is purely informational, and refers faculty to the proper section of the handbook where they can find information on the effects of leaves on the tenure clock.

---

### III. B. TENURE-TRACK APPOINTMENTS

Provisional Appointments may be made at any rank to tenure-track positions; such appointments provide an opportunity for the University to assess the qualifications of a person for a tenured appointment. A provisional appointment is a probationary one which does not include the right to permanent employment. The minimum requirements and conditions for retention and for the award of tenure are set forth in each department's stated criteria and in this Handbook, Section III.K.

1 The period of service without tenure for someone at the rank of assistant professor may not normally exceed seven years of full-time service at Bucknell. The period of service without tenure for someone at the rank of professor or associate professor may not normally exceed four years of full-time service at Bucknell. A year in which a faculty member on a provisional appointment has a reduced teaching load to complete a doctoral dissertation, or takes a childbearing or childrearing leave, ~~or takes~~ an untenured faculty leave, a short-term disability leave, a family and medical leave, or a military leave normally will not count as full-time service if the leave is of more than six weeks duration (either continuous or aggregated from several leaves).

1 2 Upon consultation with the department chair and the appropriate academic dean, a faculty member may opt to have the year in which he or she takes an untenured leave, a child-bearing or childrearing leave, a short-term disability leave, a family and medical leave, or a military leave count as service toward tenure. The faculty member's decision must be made by the Friday before Commencement May 1<sup>st</sup> of the academic calendar year in which the leave was taken ~~next review will occur~~. The faculty member's decision is then forwarded to the Provost for consultation if the faculty member deems a consultation appropriate.

3 3 Upon consultation with the department chair and the appropriate academic dean, a provisional faculty member, regardless of years of service, may opt ~~is entitled~~ to stop the tenure clock or extend the probationary period, with or without taking a full or partial leave of absence, if the faculty member (whether male or female) is a primary or coequal caregiver of newborn or newly adopted children. Thus, faculty members are entitled to stop the tenure clock while continuing to perform faculty duties at full salary. The tenure clock can be stopped for up to one year for each child, but faculty may normally take no more than two one-year extensions of the probationary period (for child-bearing/child-rearing or for any other reason, such as an untenured faculty leave). A faculty member's decision must be made by the Friday before Commencement of the academic year in which the care of the child was given. The faculty member's decision is then forwarded to the Provost for consultation if the faculty member deems a consultation appropriate.

Only in exceptional cases may a provisional appointment be extended for one year beyond the limits specified above. These are cases in which (a) illness of one year's

duration or more has reduced the opportunity for the evaluation of teaching and scholarship, (b) the goals of a department or its programs have shifted so significantly that the time required for an individual's professional development has reduced the opportunity for the evaluation of teaching and scholarship, or (c) there are other extenuating circumstances of a compelling nature. In these circumstances only, the faculty member and the department may petition the Provost for a one-year extension. The petition must be tendered prior to the year of the review in which the decision on tenure is to be made. An extension requires the consent of the Provost.

A faculty member may request a maximum of three years of credit for full-time teaching at Bucknell or elsewhere, even though the total period of provisional appointment at Bucknell and elsewhere is extended beyond six years. Such credit requires the written agreement of the Dean and the Provost.

4

---

#### IV. E. LEAVES OF ABSENCE \*

\* For the possible effects of a leave of absence on one's tenure clock, see III.B.

---

### **2. FAPC proposed handbook changes regarding faculty pay when a faculty member chooses a one-year leave (as opposed to one semester) at half pay.**

Rationale: this proposal is not costly to the university and could be quite beneficial. This may allow more faculty members to take leaves of one year, and it should allow departments to hire one-year replacements rather than one-semester replacements. Also, this policy is already being offered by the Provost's office.

#### **III.I.4.a.1)**

1) Every tenure-track faculty member is eligible to apply for a sabbatical leave of one semester at full pay or one academic year at half pay after each six-year period of service. (The years of service do not have to be consecutive; one who receives a fellowship, or takes a leave of absence to do work elsewhere, normally "loses" only the time away from campus.) If the faculty member is awarded one academic year at half pay, the faculty member may choose one of the following payroll options:

- During the sabbatical year, the faculty member will be paid at 50% his/her salary. Upon return from sabbatical, the subsequent year will be paid at 100 % of his/her salary.
  - During the sabbatical year, the faculty member will be paid at 75% of his/her salary. Upon return from sabbatical, the subsequent year will also be paid at 75 % of his/her salary.
- 

### **3. FAPC Motion to Allow Hiring With Tenure**

Currently the Faculty Handbook forbids awarding tenure at the time of hire. The Faculty and Academic Personnel Committee was asked to explore Handbook changes that would

enable Bucknell to hire with tenure in special circumstances. The primary purpose of these changes is to allow Bucknell to hire outstanding tenured faculty for endowed chairs and other key academic posts. The process we envision is one driven primarily by departments in consultation with the Dean. Below is a draft of the changes identified by FAPC that would need to be made to the Faculty Handbook to allow hiring with tenure.

The Faculty Handbook currently has two statements in section III.B. relevant to appointments with tenure. First, we propose the following change:

*The period of service without tenure for someone at the rank of professor or associate professor may not normally exceed three years of full-time service at Bucknell; i.e., the tenure decision for professors and associate professors is made no later than the end of the third academic year.*

This allows a shortened tenure process for someone coming to Bucknell with significant amounts of experience. By changing the language such that the decision is made *no later than* the third year (rather than *in* the third year), it allows for the tenure decision to be made earlier.

Subsequently in this section the Handbook states:

*A faculty member may request a maximum of three years of credit for full-time teaching at Bucknell or elsewhere, even though the total period of provisional appointment at Bucknell and elsewhere is extended beyond six years. Such credit requires the written agreement of the Dean and the Provost.*

FAPC suggests removing this paragraph and replacing it with the following three paragraphs:

*A provisional faculty member may request a maximum of four years of credit toward tenure for full-time teaching at Bucknell or elsewhere. Such credit requires the written agreement of the Dean and the Provost.*

*An initial appointment with tenure is rare but is sometimes made in order to strengthen departments or to develop new curricular programs. Such an appointment may be made only for appointees with exceptional qualifications. Designating a position as one in which a candidate may be hired with tenure will only be considered upon approval of the department or program, the Dean, and the Committee on Staff Planning at the beginning of the search process. In a search in which hiring with tenure is an option, it shall not be a mandatory requirement that a candidate be hired with tenure for the position to be filled. Thus, the position could be filled with either a tenured or a provisional candidate.*

*Individuals appointed with tenure are expected to have earned tenure at another institution. The approvals of the home department or program, the Chair of the University Review Committee, the Dean and the Provost are required before an*



*offer of appointment with tenure can be made. Departments and programs hiring candidates with tenure must compile a file that approximates the typical tenure file.<sup>1</sup> Departments and programs should encourage candidates seeking an appointment with tenure to submit such materials as part of the finalist stage of the application process. This file shall be evaluated using the same criteria as are applied to candidates in probationary appointments. As for all faculty, tenure is conferred only by vote of the Trustees through the President.*

*Credit toward tenure is not the same thing as credit toward a sabbatical leave. A faculty member who moves from a visiting position to a tenure track position may request a maximum of three years of credit towards a sabbatical for full-time teaching at Bucknell. Such credit requires the written agreement of the Dean. No credit toward a sabbatical will be awarded for teaching elsewhere.*

### III. L. Promotion

**b. Time in Service:** Promotion to professor normally will not be considered until at least the sixth year of service at the level of associate professor. However, in the case of a faculty member hired with tenure at the associate professor level and with experience as an associate professor at another institution of higher learning, it is possible to receive up to 3 years of credit towards promotion to professor. Promotion is not to be treated as automatic or as a just reward for past service; rather, it marks distinction as a teacher and a scholar.

---

1. This file should include at least 3 years of teaching evaluations, a representative sample of scholarship, and some form of self-statement that puts the candidate's teaching, scholarship, and service into the appropriate context. Furthermore, references should, to the extent that they are able, address the individual's scholarship in a similar fashion as external reviewers do whose input is solicited for a tenure review.

The Faculty and Academic Personnel Committee (FAPC) has been systematically reviewing the Faculty Handbook for obvious mistakes and old language that does not reflect current accepted practices. As a result, FAPC proposes the following changes to the Faculty Handbook.

(New text is underlined and deleted text is ~~strikethrough~~.)

**(1) History and Mission: 6<sup>th</sup> Paragraph**

*“The period since 1965 has been characterized by a strong interest in interdisciplinary studies, including the establishment of the College Major, and the addition of new and interdisciplinary programs in such areas as Animal Behavior, International Relations, Computer Science, Cell Biology/Biochemistry, Latin American Studies, and Comparative Humanities. ~~Later, Residential Colleges were also instituted, each distinguished by a common theme and an interdisciplinary course designed to introduce issues inherent in the theme.~~ ~~Bucknell currently awards bachelor of arts and bachelor of science degrees in nearly 50 fields, including six interdisciplinary programs. In addition, twelve academic departments award master’s degrees.”~~*

*Bucknell awards bachelor of arts and bachelor of science degrees in the College of Arts and Sciences in many traditional and interdisciplinary fields, including professional degree programs in Education, Management and Accounting, and Music Education. The College of Engineering awards bachelor of science degrees in a wide range of engineering disciplines, and dual-degree programs combining a bachelor of science degree in an engineering discipline with a bachelor of arts or bachelor of management for engineers degree from the College of Arts and Sciences are offered as well. In addition, many academic programs offer degrees at the master’s level.*

**Rationale:** Update language to bring statements into alignment with current practice while avoiding lists of specific items which would require frequent changes.

**(2) I. I.F The Colleges**

*The University is organized in two Colleges, each administered by a Dean who reports to the Provost. The instructional departments within the colleges are ~~organized according to traditional divisions of knowledge and are~~ responsible to the curricular programs of the college of which they are a part and to the professional standards and commitments of their disciplines. Each department designs its own major and minor programs for approval by its college curriculum committee.*

**Rationale:** With the advent of many new programs of an interdisciplinary nature, the deleted phrase has become less characteristic of the curricular programs.

### **(3) II.C.1**

Under the membership of the following Faculty and University Committees, change the entry for the Provost to read

*Provost or the Provost's designate.*

Faculty Committees

1. Committee on Faculty and Academic Personnel
2. Committee on Faculty Development
4. Committee on Staff Planning

University Committees

3. Committee on Instruction
4. Committee on Planning and Budget

**Rationale:** It is impractical from the point of view of scheduling to expect the Provost to always be available for each of these Committees on a weekly basis. Providing for an alternate to the Provost ensures the important representation on these Committees from the Provost's office, and is in line with current practices.

### **(4) III. H.1 2<sup>nd</sup> Paragraph**

*"In trying to reach the goals expressed above, certain traditional activities on the part of teachers are essential. These include planning a syllabus for each course, preparing regularly for class, preparing and evaluating examinations, forms of assessment such as examinations, laboratory experiments, or papers, and advising students. While the evaluation of teaching takes all these activities into consideration, the critical focus of such an evaluation is not so much on the exact strategies adopted by a teacher as it is on whether the teacher has been able to contribute in a significant way to the attainment of the larger goals noted above."*

**Rationale:** Written examinations are only one form of assessment of student learning that is a common practice across campus.

### **(5) III. H.1.a 3<sup>rd</sup> Paragraph**

*"The principal responsibility of all faculty members is to teach according to high professional standards. If a faculty member is ill or if he/she in rare instances must miss classes in order to attend a professional meeting, it is his/her obligation to inform the department chairperson and, when possible, to make arrangements for a faculty colleague to take the class or to make arrangements for an additional class meeting to recover the time lost to students. Absences of more than three days for reasons other than illness are to be approved by the Dean of the College."*

**Rationale:** Efforts should be made to ensure that a member of the faculty will always be overseeing regular classroom activities.

### **(6) III. H.1.b 2<sup>nd</sup> Paragraph**

*Advisers receive information about their advisees from the Office of the Registrar several times each year, including mid-semester and final grades and ~~Degree~~ Academic Progress Reports.*

**Rationale:** Change “Degree” to “Academic” to reflect the name currently used by the Registrar’s Office for this document.

### **(7) III. I.4.a 1st Paragraph**

#### *“a. Sabbatical Leaves*

*Sabbatical leaves of absence are granted to members of the Faculty according to these provisions:*

*1) Every tenure-track faculty member is eligible to apply for a sabbatical leave of one semester at full pay or one academic year at half pay after each six-year period of service. Some funding at ¾ pay for the academic year is available through a competitive process. (The years of service do not have to be ...”*

**Rationale:** Reflects newly adopted option approved by the Provost for financial remuneration during faculty sabbatical leaves.

### **(8) II. Sec. B Faculty Meetings**

The following text should be inserted between the 3<sup>rd</sup> and 4<sup>th</sup> paragraphs of section B:

*“Meetings are conducted according to the procedures in Robert’s Rules of Order.”*

*Any voting member of the faculty may submit items for the agenda to the Secretary of the Faculty, but these must be received in time to be published at least three days before a regular or special meeting. There is also a question time at the beginning of regular meetings. Questions for the President or members of the President’s staff must be submitted in writing, according to the three-day rule, for inclusion on the agenda. Question time is normally limited to 10 minutes. According to Robert’s Rules, normally members of the Faculty are to speak no more than twice to each issue on the agenda.*

*Reports of the Faculty’s seven standing committees are endorsed by the Faculty following their presentation and discussion at regular or special meetings unless they are amended or voted down. Such reports can also be endorsed by vote. Normally chairs of standing committees provide written summaries of their reports for attachment to the published agenda.”*

**Rationale:** This statement reflects current practice that originated in the early 1990’s by the Chair of the Faculty at that time and has continued since.

### **(9) III. H.1.a 1<sup>st</sup> Paragraph**

#### *a. The Teaching Load*

*The teaching load for full-time ~~members of the Faculty~~ tenured or tenure –track Faculty consists of ~~three~~ five courses or their equivalent each ~~semester~~ year, with adjustments for those courses that include laboratories. The teaching load for full-time non-tenure track faculty consists of three courses or their equivalent each semester, with adjustments for those courses that include laboratories.”*

**Rationale:** Reflects current practice as accepted by the faculty in the new five-course load plan.

**(10) III. H.1.b 5<sup>th</sup> Paragraph**

*Psychological Services, the Office of the Dean of Students, the Offices of the Deans of the Colleges, the department chairpersons, the Career Development Center, the Office of International Education, ~~and~~ the Graduate Adviser, the Pre-Health Adviser and Pre-Law Adviser are additional sources of assistance to academic advisers and to students. If tutoring assistance is required, advisers are encouraged to take the initiative in suggesting tutors or in encouraging students to locate suitable tutoring assistance with the help of the department chairperson and the Dean of the College.*

**Rationale:** Raise faculty awareness of advising opportunities in two very important areas for our students.

**(11) III. I.2 5<sup>th</sup> Paragraphs**

***Institutional Support for Teaching***

The Teaching and Learning Center, Library and Information ~~Services and Resources~~ Technology, the Writing Center, and the Career Development Center provide members of the Faculty with a range of services in support of instruction. Information about these services may be found in section V.

**Rationale:** Include the TLC as a support resource for faculty and reflect the name change of the former ISR.

**(12) III. I.4.a.1 & I.4.b.7**

Insert the following sentence at the end of the 1<sup>st</sup> paragraph:

*“Faculty taking a one semester leave will teach three courses or their equivalent during the academic year in which the leave occurs.”*

**Rationale:** This is a provision given as part of the Five-Course Load plan adopted by the Faculty.

**(13) III.I.4.a.6 & III. I.4.b.7**

Add the following sentence at the end of each of these paragraphs:

*“In addition, Faculty members taking a full-year leave at ½ salary may elect to spread the financial consequences of the leave over two years by taking ¾ salary the year of the leave and the following year.”*

**Rationale:** Reflects newly adopted option approved by the Provost for financial remuneration during faculty sabbatical leaves.

## **(14) II.D.1**

Make the following change to the membership of the Committee on Athletics:

### *I. COMMITTEE ON ATHLETICS*

#### *Membership:*

*Three members of the faculty elected at-large (3-yr terms)*

*Faculty Athletics Representative to the NCAA*

*Athletic Director*

*Dean of Students (or appointee)*

*VP for Enrollment Management (or appointee)*

*~~Associate Dean for Academic Policy~~ Associate Dean of Arts and Sciences*

*Associate Dean of Engineering*

*Senior Woman Administrator of Athletics, without vote*

*Senior Associate Director of Athletics, without vote*

*Two students (one male, one female) elected from the Student Athlete Advisory Committee (SAAC) for a term to be set by SAAC, but not less than 1 year*

*Student elected by the BSG, for a term to be set by the BSG, but not less than one year*

*The chairperson of the committee shall be elected from its elected faculty membership.*

**Rationale:** As there is no “Associate Dean for Academic Policy” this balances the symmetry of representation on this committee from both Colleges.

## **(15) V. Credit Union**

The Service 1<sup>st</sup> Federal Credit Union provides financial services to its members, who include Bucknell faculty members and members of their immediate families. Savings and loan programs are available and payroll deductions can be arranged by the Credit Union. ~~A credit union office is located in the Langone Center.~~

**Rationale:** There is no longer a credit union office in the Langone Center.

## **(16) V. The Teaching and Learning Center**

Add the following text which describes the activities of the TLC:

*“The teaching and Learning Center (TLC) conducts workshops and programs related to teaching, pedagogy, and advising students. Programs cover a wide range of topics, from cutting edge pedagogy to nuts and bolts sessions. In addition, the TLC offers individualized support for faculty. TLC consultants are available to meet with faculty and to visit their classes. The TLC also provides mentoring services for new faculty, and funds faculty groups to meet and discuss issues related to teaching, and pedagogy, and advising. The TLC maintains a web page and a small library that contain resources and materials on teaching.”*

**Rationale:** Currently no description of the Teaching and Learning Center and its major activities exists in the handbook.

## **(17) V. Library and Information Technology**

Add the following text which describes the services and responsibilities of the newly renamed Office of Library Information and Technology:

Library and Information Technology is responsible for providing library, technology, telecommunications, and classroom and event support services to the Bucknell community. Library and IT provides broad support for the curricular and scholarly needs of the University and is designed to promote access to and an understanding of the resources available. The library's collections are developed in partnership with faculty to support teaching, learning and research. Services include individualized reference assistance, print and electronic reserve readings, instruction in information literacy and research skills, online database searching, and a materials loan and delivery program. The library's catalog, which includes books, serials, government documents, media and other materials, can be used in the library or accessed from the campus network or off campus. The Bertrand Library provides a comfortable and attractive setting for nearly 1000 students and faculty to work individually or in collaborative groups, using the library's collection, both print and electronic, and the wealth of technology provided in the building. The Bertrand Library provides a strong mix of print and electronic resources – nearly 1,000,000 volumes and bound periodicals, more than 2,000 periodical subscriptions, hundreds of electronic subscriptions including access to over hundreds of thousands of full-text articles. Services include online information access, personal training and assistance, classroom user education, multi-media workstations, video editing equipment, video collection, and a satellite downlink. More information is online at [www.bucknell.edu/library](http://www.bucknell.edu/library). Library and IT is available to assist faculty members and students with instructional technology in their coursework and research. Short courses and online training addressing specific tools, facilities and services are offered throughout the semester. Library and IT partners with the faculty to place technology throughout the campus in ways to directly and appropriately support the academic mission of the University. Library and IT provides staff support for faculty and staff technology issues throughout the day and into the evening hours.

Library and IT also makes a variety of technology equipment available for loan to faculty, staff and students for use in instruction as well as in research and instructional projects. In addition, media production, language learning, and graphics services are available. Previewing and viewing space for small groups or individuals and for instructional presentations of video materials is available on demand in the Bertrand Library and by reservation at other sites. Library and Information Technology also provides consultation on design and utilization of instructional media and technology.

# Bucknell University Strategic Educational Vision

October 2008

The Bucknell University Strategic Educational Vision, founded upon the Bucknell University Mission Statement and the Bucknell University Vision Statement, defines the broad education purposes of our institution, informs the evolution of its programs, and guides our future planning and development efforts.

*Bucknell University Mission Statement (from: Bucknell University Catalog):* Bucknell is a unique national university where liberal arts and professional programs complement each other. Bucknell educates men and women for a lifetime of critical thinking and strong leadership characterized by continued intellectual exploration, creativity, and imagination. A Bucknell education enables students to interact daily with faculty who exemplify a passion for learning and a dedication to teaching and scholarship. Bucknell fosters a residential, co-curricular environment in which students develop intellectual maturity, personal conviction and strength of character, informed by a deep understanding of different cultures and diverse perspectives. Bucknell seeks to educate our students to serve the common good and to promote justice in ways sensitive to the moral and ethical dimensions of life.

*Bucknell University Vision Statement (from: The Plan for Bucknell, Spring 2006):* To provide students with the premier undergraduate experience in American higher education.

## ***Educational Vision Statement***

Bucknell has long been dedicated to providing outstanding educational opportunities to a predominantly undergraduate student body of great potential. The institution's educational vision statement, arising appropriately from the university's mission and vision, is:

**To provide students with an exemplary undergraduate education, founded upon close interaction with faculty dedicated to teaching and scholarship. This education, supported by a residential environment rich in co-curricular opportunities, prepares students for a lifetime of critical thinking and civic engagement.**



For the educational vision statement to be meaningful, it must be articulated through a description of broad educational goals. The last comprehensive articulation of Bucknell's institutional educational goals is found in *Foundations for the Future: A Strategic Plan for Bucknell*, adopted in 1991. As noted in a 2007 report from the National Leadership Council for Liberal Education & America's Promise, "the ground has shifted for Americans in virtually every important sphere of life – economic, global, cross-cultural, environmental, civic. The world is being dramatically reshaped by scientific and technological innovations, global interdependence, cross-cultural encounters and changes in the balance of economic and political power." It is clear that a new set of educational goals is warranted.

### ***Bucknell University Educational Goals***

The goal of a Bucknell education is to transform students through rigorous and sustained academic study supported and enriched by co-curricular and residential experiences. To that end, Bucknell University's students will:

1. Learn, integrate, and apply knowledge and methodological approaches through in-depth study of an academic discipline.
2. Integrate and synthesize a range of knowledge, perspectives, and creative methods acquired through study and practice across multiple academic disciplines and diverse educational experiences.
3. Develop knowledge and skills for interpreting the commonalities and differences among human societies, including diverse cultural perspectives and traditions within the United States and internationally, to enable living and working effectively in a global context.
4. Develop knowledge and skills to identify and respond creatively and effectively to local and global challenges to humans and the natural world.
5. Understand the importance of and develop the capacities for self-assessment, ethical reasoning, and effective interaction with others so as to act responsibly and to promote justice in professional and communal life.
6. Develop critical thinking skills to evaluate arguments and address complex issues using techniques including quantitative and qualitative analysis and scientific reasoning.
7. Develop skills in oral and written communication to articulate ideas and arguments clearly and effectively.
8. Develop information literacy and technological competency across disciplines.
9. Develop the desire and intellectual skills for life-long learning.

These educational goals are derived from the mission statement and are in turn supported and further defined by specific sets of learning goals and objectives for each college and academic discipline, the general education programs, and the student affairs/residential life division.

### ***Institutional Support for the Educational Vision***

Achievement of Bucknell's educational vision will be based on the foundation of our current institutional strengths. We have an outstanding faculty and staff of leading experts in their respective fields dedicated to the intellectual and personal growth of our students. Our students are talented, curious, and energetic. The university enjoys a financial foundation that enables substantial investment in educational opportunities. The principal resources and opportunities that will enable the full achievement of our vision are the following:

1. A culture defined by the expectation that its members will be dedicated to the highest standards of intellectual and creative achievement.
2. A strong tradition of shared governance.
3. Facilities and programs that effectively support student learning.
4. Curricula that challenge and inspire students in both their major fields of study and their elective courses.
5. Opportunities for interdisciplinary study, integrating information and ideas from multiple perspectives.
6. Opportunities for students to interact closely with faculty throughout their entire academic career, as well as opportunities for students to engage in independent study and faculty-guided research.
7. Opportunities to integrate professional degree programs and the tradition of the liberal arts.
8. A range of educational opportunities that will result from sustained collaborative efforts between faculty and student affairs personnel, including but not limited to:
  - a. a wide range of cultural and fine arts performances;
  - b. outside speakers who bring to campus perspectives from academia and beyond;
  - c. opportunities for off-campus learning through field study, field trips, internships, and externships;
  - d. service-learning and civic-engagement opportunities integrated into coursework and as co-curricular offerings;
  - e. student participation in professional societies, national conferences, meetings, and competitions; and
  - f. opportunities to engage in meaningful creative, intellectual, and athletic endeavors.
9. A campus culture enriched by a diverse faculty, staff, and student body.
10. Opportunities for students to increase their understanding of different cultures through effective study-abroad programs, off-campus programs, and on-campus educational experiences.
11. Institutional recognition and support for faculty excellence in teaching, scholarship, and service.

### ***Assessing Achievement of the Educational Vision***

To ensure that the educational vision is being achieved and to allow it to be responsive to needed change over time, Bucknell is committed to systematic assessment. Assessment seeks to answer fundamental questions about whether we are realizing our aspirations as a university. Assessment processes inform and guide decision-making as we work to achieve the vision.

Assessment processes related to the educational goals allow us to address three fundamental questions:

1. *To what degree are students achieving the educational goals that we have established?* Both direct and indirect assessment methods will need to be employed, and assessment will need to take place at many levels. Assessment at the course and program levels will be of special value and importance.
2. *Are we demonstrating improvement over time in the degree to which our students achieve these goals?* Longitudinal tracking of student achievement allows us to monitor our performance over time and facilitates a commitment to continuous improvement.
3. *Do these goals remain forward-looking and responsive to the educational needs of a changing world society?* The educational goals are not intended to be static. These goals (and corresponding sets of learning goals at the level of the colleges and the degree programs) must be re-evaluated at regular intervals. The faculty and university leadership should routinely participate in re-evaluating the educational goals using information from assessment processes and multiple external constituents to ensure that we are preparing our students to enter a dynamic global society.

Assessment of the educational vision at the institutional level allows us to answer broader fundamental questions such as:

1. *In what ways can we improve and refine our programs and curricula, set priorities for the support of existing programs, and identify new initiatives?* Quality educational opportunities are maintained and enhanced when critical aspects are supported. Institutional support must be responsive to changing external conditions to guarantee an education that will continue to provide enduring value for students.
2. *Do the performance and achievements of our students compare favorably to those of students at appropriate peer institutions?* Appropriate benchmarking and acquisition of normative data allow us to take steps to ensure our leadership position in higher education.
3. *Does the performance of our students meet or exceed external standards and public expectations?* While the expectations for higher education are many and varied, the requirements of our regional and specialized accrediting agencies may be regarded as a proxy for public expectations.