



## UNIVERSITY GOVERNANCE RECORD

The October 2008 meeting of the University Faculty will be held on Tuesday, October 7 and, if needed, on Tuesday, October 21 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 September 2008 minutes should be sent to Faculty Secretary Tom Cassidy prior to the October meeting.

### AGENDA

1. **Amendments to and approval of September 2008 minutes**
  2. **Announcements and remarks by the Chair of the Faculty**
  3. **Announcements and remarks by the President**

Questions from Debby Abowitz directed to the President: “What is the current status of the campus Task Force on Sexual Assault? What progress has been made in the past two years in revising the policies and procedures?”
  4. **Announcements and remarks by the Provost**
  5. **Committee Reports:**
    - a. **Committee preparing the Middle States Periodic Review Statement**

An update on the Periodic Review Report for Middle States from Candice Stefanou and Tom Solomon.
    - b. **Faculty and Academic Personnel Committee**
      - i. A report on faculty background checks
      - ii. Three motions to amend the faculty handbook
        - Change the Faculty Handbook policy regarding leaves
        - Change the Faculty Handbook policy regarding faculty pay when a faculty member chooses a one-year leave at half pay
        - Change the Faculty Handbook to allow hiring with tenure
- The written report of the Faculty and Academic Personnel Committee addressing the Handbook amendments in detail appears in the Appendix to this agenda.

**c. Committee on Instruction**

Bucknell University Strategic Educational Vision

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. Now the entire document is complete and, having received and incorporated a wide range of feedback over the past year, COI submits it for endorsement by the faculty.

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

**d. Committee on Planning and Budget**

**e. Committee on Complementary Activities**

**f. Committee on Staff Planning**

**g. Committee on Faculty Development**

**h. Committee on Honorary Degrees**

**i. University Review Committee**

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

- 6. Announcements and remarks by members of the President's staff**
- 7. New business**
- 8. 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).**

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### **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.

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### 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 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.

②  
③ Upon consultation with the department chair and the appropriate academic dean, a 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.

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

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

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### **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.

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### **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.

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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.

# 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 university governance shared among faculty, staff, students, trustees, and administration.
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.