

Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING

THURSDAY MAY 15, 1997

12:45 P.M.

(IMMEDIATELY FOLLOWING NOON LUNCHEON)

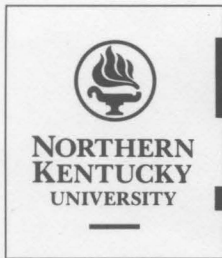
UC BALLROOM

AGENDA

- I. Call to Order
- II. Adoption of Agenda
- III. Approval of Minutes
- IV. Introductions
 - A. Guests
 - B. New Faculty Regent
- V. Senate Scholarship Award
- VI. Committee Reports
 - A. Budget and Commonwealth Affairs Committee
 1. Ad Hoc Joint Salary Committee Recommendations **Voting item**
Attachment A (voting is only on the 5 recommendations)
 2. Cosfl
 - B. Curriculum Committee
 1. Curriculum Changes (**Voting items**)
 - a. Program Change in MPA (approved by UCC April 19, 1997)
Attachment B)
 - b. Program Changes in Public Administration (approved by UCC
April 24, 1997) attachment C.
 - c. New Track for BFA-Playwriting (Approved by UCC April 24,
1997) Attachment D.
 - d. Program Changes in Respiratory Care (Approved by UCC on April
24, 1997) Attachment E.
 - e. Program Change in Anthropology **The following statement is
added to the requirements for the Anthropology Major and
should be listed in the Catalog; A minimum grade of C must be
obtained in all upper division courses used for the
requirements for the ANT major. (Approved by UCC April 24,
1997)**
 2. General Studies



- C. Faculty Benefits Committee
 - 1. Tuition Waiver **voting item** Attachment F
- D. Professional Concerns Committee
 - 1. Handbook Amendment - Attachment G.
- VII. Informational Items
 - A. Extended Campus Policy -Attachment H
 - B. Partnership Steering Committee
 - C. Faculty Priorities for the next year **Information item only** - Attachment I
- VIII. Passing of the Gavel
- XIX. Adjournment



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE

May 15, 1997

UC Ballroom

Let us begin, again.

Jiu jiubii

Senators Present: D. Agard, C. Bredemayer (**Vice Pres.**), Y. Datta, J. Filaseta, C. Frank (**Fac. Ben.**), J. Gresham, C. Hewan, R. Holt, D. Kelm (**Sec'y.**), M. King, M. Kirk, K. Kurk, C. McCoy (**Pres.**), D. McGill, D. Miller, B. Mittal, L. Olasov (**Curric.**), T. Pence, V. Raghavan, G. Ragsdale (**Parli.**), B. Reno, J. Roeder, F. Schneider (**Prof. Concerns**), V. Schulte, G. Scott, D. Smith, B. Thiel, J. Thomas, T. Weiss

Senators Absent: S. Chicurel, S. Cortez, L. Ebersole (**Budget**), C. Furnish, R. Garns,

Guests: B. Andersen, L. Bennett, J. Conger, C. Comte, M. Gorbandt, M. Huening, B. Langenderfer, R. Mauldin, M. Ryan, J. Michael Thomson,

I. **CALL TO ORDER:** The meeting was convened at 12:47 PM

II. **ADOPTION OF THE AGENDA:** Agenda adopted as presented.

III. **APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING:**

Minutes of the April 21, 1997 meeting were **Approved as presented**

IV. **INTRODUCTIONS:**

A. **NEW FACULTY REGENT:** Barry Andersen, Department of Art

V. **SENATE SCHOLARSHIP AWARD:**

A. Two recipients, Laurel Hagner and Katie Thomson will share the scholarship and book award.

VI. **ANNOUNCEMENTS:**

A. **Thanks** to the **Senate Elections Committee** for their work with the Faculty Regent election.

B. **Thanks** is expressed also by that committee for **Peg Goodrich**, Secretary for Faculty Senate, for all of her assistance during the process.

C. **Thanks to J. Michael Thomson** outgoing Faculty Regent.

D. Invoking a Point of Privilege, D. Kelm addressed the Senate to extol the excellent work of the outgoing President of Faculty Senate, Carrie McCoy who performed in an exemplary manner in what to many was one of this university's more difficult years, if not the most difficult.

VII. **COMMITTEE REPORTS:**

A. **BUDGET AND COMMONWEALTH AFFAIRS** (Lynn Ebersole)

1. **Ad Hoc Joint Salary Recommendations** [Voting Item]

The committee was charged with assessing the 1994 ad hoc committee [Budget and Commonwealth] proposed policies solutions to deal with salary inequities. The report, four single-spaced pages summarized the history/background briefly and then went on to assess and make recommendations. [Department Senators have a copy of the full report.] The submitted recommendations were

a. **Categories recommended:** College, Department, Name, Sex, CUPA, or Equivalent Average for Rank and Appropriate Category, Salary as a percentage of CUPA, or equivalent average, Contract Length, Contract Status, Salary last Year, Salary this Year, Percentage Change in Salary, Factors in Change, Rank, Years in Rank, Year Hired, Highest Degree Earned, Terminal Degree? (Y/N).

Discussed and Voted on

Accepted/Passes

b. Colleges should be raised to 100% of CUPA, or equivalent, and the Deans should distribute the monies equitably among their disciplines such that the overall result would be that the average performing faculty member with an average number of years in rank is at 100% of CUPA, or equivalent, and that the faculty members who measure up to a greater or lesser degree would be either above or below the CUPA, ..., average.

Discussed and Voted on

Accepted/Passes

c. The faculty salary raise pool should be allocated to the Colleges as a percentages of their base adjusted to equal the College with the highest CUPA, ...

Discussed and Voted on

Accepted/Passes

d. Upon granting of rank promotion, the faculty members will be compensated with the customary fixed dollar amount for rank promotion plus the dollar difference between her/his salary and 100% of the CUPA, ..., average for the rank the person leaving. This will apply if the Faculty member has served at least the average amount of time in the rank he/she is leaving (currently: 4 years as assistant and 8 years as Associate) and is not a case of early tenure.

Discussed and Voted on

Accepted/Passes

e. Minimally, new hires shall be compensated at the national CUPA, ..., average for new hires.

Discussed and Voted on

Accepted/Passes

These recommendations shall be sent on to the Office of the Provost and to the incoming Senate President

2. COSFL:

a. As a part of the Reform of Higher Education an amendment has been introduced to have a **faculty representative on the re-constituted CHE**. The faculty representative will be chosen from the Faculty Regents of the universities. Three names will be submitted to the Governor who will make the final choice.

B. UNIVERSITY CURRICULUM (Linda Olasov)

1. Curriculum Changes:

a. Program Change in the MPA

Passes with 2 Abstentions

b. Program Changes in Public Administration

Passes with 2 Abstentions

c. New Track for BFA in Playwriting

Passes with 2 Abstentions

d. Program Changes in Respiratory Care

Passes with 2 Abstentions

e. Program Change in Anthropology

Passes with 2 Abstentions

2. General Studies: Met on May 14 but lacked a quorum and could therefore not conduct business.

C. FACULTY BENEFITS (C. Frank)

1. With the assistance of Mary Ryan monies were moved within the Project Grants. Many thanks to Mary Ryan.

2. The Faculty Senate and Staff Congress Benefits Committees have collaborated on the Issue of a **Tuition Waiver Transfer Program**. Their proposal was that any unused portion of tuition waivers now given to full-time faculty and staff be extended to their spouse and dependent children.

Presented and discussed

Passes

The Senate lauded not only this effort but the co-operative effort between the two groups and looks forward to other such ventures which will improve understanding and relations between faculty and staff.

D. PROFESSIONAL CONCERNS (Fred Schneider)

1. **Proposed Amendment** to the Northern Kentucky University Faculty Policies and Procedures Handbook. In Part One, Article IX., **Performance Review**, Section C:

Delete: The Provost will issue a notice of deadlines for faculty performance reviews to all full-time tenure track faculty and to all full-time, non-tenure track faculty at least sixty (60) days prior to the earliest date on which the faculty performance reviews will be due.

Add: (New material in italics)The chair, *in consultation with the department or program faculty*, will set the date for the faculty member's performance review. *The performance review should take place no later than April 1 and no earlier than one week after the receipt by all faculty in a department or program of fall semester student evaluations.* Prior to that date...

Discussion: Friendly Amendment B. Mittal Change "...should take place..." to
"...should be completed...".
Proposed Amendment as Amended

Accepted
Passes 1 Against

VIII. INFORMATIONAL ITEMS:

A. Extended Campus Policy: A statement of policy concerning NKU's extended campus offerings and offerings of programs and courses in NKU's designated service by other state institutions was presented to the members of the Senate.

B. A copy of the memorandum from the NKU Partnerships Steering Committee concerning **Summary of Central Issues** was sent by that committee to newly appointed President James Votruba and the Board of Regents. Twelve (12) central issues were stated and summarized and included such issues as...

1. Needing the full support of the community in meeting challenges ahead
2. Establishing mutual expectations between high schools, the university, and the business and professional communities
3. Ensuring faculty effectiveness and quality teaching
4. Establishing academic standards for admission of students and a method of accountability to ensure that those are being reached and maintained
5. Improving public awareness about programs and opportunities the university offers to the community
6. Establishing an effective system of internal communication
7. Creating opportunities for students to learn through experience in the work place, etc.
8. Increasing its technological capability
9. Enhancing the quality of student life
10. Having a vision that is relevant to the citizens of the region
11. Making alterations on the budgeting process
12. Increasing the awareness of the advantages of equitable funding

C. Faculty Priorities for '97/'98: Informational Item prepared by the Senate Executive Committee. Food for Thought.

A list of the Top Five Priorities for '97/'98, Items of Concern, and a Complete List of Suggestions for Priorities was arrived at by the Senate Executive committee. These priorities were developed from suggestions received from faculty. The list was also developed in response to a request from Dr. Votruba who specifically requested our top 3 to 5 priorities. Not wishing to miss an opportunity to air our hopes, dreams, and wishes the committee expanded its response.

The Top Five Priorities (Envelope, please)

1. Post Tenure Review
2. Limiting enrollment to academically prepared students
3. Library resources
4. Faculty development
5. Marketing the university

Items also of Concern (Drum roll)

1. LINKING PLANNING AND BUDGETING
2. Restructuring technological support services
3. Use of part-time Faculty

Other Notable Concerns were: Reviewing Financial Aid Services; Moving Registration and Admissions to the Academic Side of the University; AND MORE! See your senator.

IX. ADJOURNMENT : 4:15 PM

Respectfully submitted,

Don Kelm, Sec'y

Report of the Salary Policy and Analysis Subcommittee of the Faculty Senate
Budget and Commonwealth Committee

ASSESSMENT OF THE AD HOC JOINT SALARY COMMITTEE REPORT

(SUMMARY AND ACTION ITEMS AS AMENDED AND APPROVED BY THE BUDGET AND
COMMONWEALTH COMMITTEE April 16, 1997)

Introduction

This is a summary along with recommended action items from the full report of the Salary Policy and Analysis Subcommittee of the Faculty Senate Budget and Commonwealth Committee's assessment of the Ad Hoc Joint Salary Committee Report (AHJSC).

History and Background to this Report

The charge of our committee was to assess the findings and recommendations of the AHJSC report and make recommendations to the Faculty Senate.

In April of 1994 an ad hoc committee of the Budget and Commonwealth Committee proposed policy solutions to deal with salary inequities. Of primary concern was the policy of basing salary increases to the Colleges and Departments on equal percentages of their current base. This creates two sorts of inequities. The first is that since the Colleges and Departments are not equal with respect to current percentages of national averages for disciplines and ranks, relative differences between the Colleges and Departments will grow. The second problem is that the Colleges and Departments which are hurt most by this unfair policy are also contain most of the women. This creates a non-intentional kind of sex discrimination. We have a policy which, though facially sex neutral, nevertheless has a disparate and adverse impact on a protected class. In this case it is women. There is, therefore, a burden upon the University to fix the policy or defend it as a business necessity.

The Budget subcommittee which brought this issue to the fore proposed a variety of ways to fix this problem but it was presented too late in the semester to deal properly with the issues. It was therefore decided to ask the Faculty Senate to make a resolution to have a joint committee of faculty and administrators to look into the matter and make recommendations concerning salary policy. It was understood that the Faculty Senate would then assess those recommendations. They made a report to the Faculty Senate in May 1995. The AHJSC found: (1) no systematic gender bias with respect to salaries and (2) Departmental salary policies were vague. It recommended: (1) categories used in its analysis of salaries should be compiled and made available to the faculty by the Office of the Institutional Research (OIR) on an annual basis; (2) "each department or college adopt a comprehensive salary policy," and (3) that the Budget committee look into salary compression and suggest policies.

The Basis for Assessment

We evaluated the report on the basis of whether the committee fulfilled its charge in light of the background which brought it into existence. (See page 1 of Report for the text of the AHJSC charge).

Assessment of the AHJSC Report Findings

We concur with finding (2) but reject finding (1).

The AHJSC was charged with examining all the salary policies at the University for inequalities, not just Department policies and not just for sexual inequalities. The very policy which was said to be problematic (base percentage pass alongs) was never investigated. Our own study and the latest report from the OIR confirms what was said in 1994. (i.e. inequalities among Colleges and Departments are large and getting larger). There is no rebuttal of the claim that current policy does not systematically and adversely affect Departments and Colleges at the lower percentages of national average salaries. There is no attempt to dispute that the majority

of the women faculty are in the Colleges and Departments with the lowest percentages of the national salaries for their ranks and disciplines. There is no defense offered that these low salaries are a business necessity.

AHJSC finding (1) implies that they considered all the Universities policies. It is clear, however, that they did not consider the most important policy--the one identified as problematic. The finding is, therefore, overly broad and unsubstantiated. The best AHJSC could claim is that there was no systematic gender bias where they looked, using their methods of looking.

Unfortunately, even this more accurate and circumspect conclusion is doubtful. The method AHJSC chose was to break disciplines into nine rather arbitrary groups and then compare the salaries of men and women of the same rank and factoring in years of service as a means of accounting for differences. The basic assumption was that if two faculty members are of the same rank and years of service then they should have about the same salary. The assumption is false. You cannot reliably conclude from equal salaries that there is equal treatment. More information is needed. What is needed is information about the market value of the discipline rank. For example, if you assume that because a new hire in the Life Sciences is paid at \$35,000 while a new Accounting hire is paid at \$52,500 there is injustice, you would be mistaken. These are the national figures for new hires for 1994-95. What the AHJSC should have done is compare percentages of the national market values. This would let you know that although the salaries are different the two new hires would be treated equally since they would have about the same percentage of the national market value. Comparison to national standards would have obviated the rather arbitrary division into nine discipline groups.

Recommendations

We would modify AHJSC recommendation (1): make recommendations in accord with recommendation (3). We take no position on (2).

AHJSC recommendation (1) suggested categories used in its analysis of salaries should be compiled and made available to the faculty by the Office of the Institutional Research (OIR) on an annual basis. We would amend the recommendation because it is both too broad and too narrow. It leaves out information currently reported or previously requested by the Faculty Senate, but also adds discipline groups which serves no useful purpose.

The categories we recommend are: College, Department, Name, Sex, CUPA (or equivalent) average for rank or appropriate category, Salary as a percentage of CUPA (or equivalent) average, Contract length (Academic, Fiscal, one term), Contract status (continuing, New hire, Promotion, Reassigned), Salary last year, Salary this year, Percentage change in salary, Factors in change (Across the board, discretionary, market/equity, Promotion, Stipend), Rank, Years in Rank, Year hired, Highest degree earned, Terminal degree? (Y/N). (See page 3 of report)

AHJSC recommendation (2) is based on the finding that departmental and college salary policies are various and often vague and recommends that each department or college adopt a "comprehensive salary policy." We take no position on this issue because it was never suggested that such policies are a source of salary inequities between departments and sexes, they are presently reviewable, and we are unsure what is meant by a "comprehensive policy."

AHJSC recommendation (3) was that the Budget committee look into salary compression and suggest policies. There was no finding by the AHJSC that salary compression existed. The claim is evidentially gratuitous. Even more puzzling, was the fact that policies dealing with salary compression and other inequities had been submitted to the AHJSC by the Budget Committee. The Budget Committee is being asked to do what it had already done.

We have revived, considered and discussed those proposals along with others. They are contained in the full report. The central problem which the AHJSC overlooked, and we reaffirm, is that there are salary inequities among the Colleges and Disciplines which are aggravated by the current salary distribution policy. Since most of the women are in the worst off disciplines

this policy has a disparate and adverse impact on them. The solution to the latter problem is to fix the former.

Proposed Remedies (and Comment)¹

We are proposing a variety of ways of dealing with the above noted salary inequities. Like our predecessor committee, we too do not see this as primarily a problem of sex discrimination. The unintentional adverse impact our salary policies have on women is due to the more basic inequity created by passing along percentages of the base when there are existing inequalities. We, therefore, do not propose targeting women for remedy. Our proposals, however, if enacted, will wipe out sexual inequities for women without discriminating against men.

We propose attacking this problem on a variety of fronts. The first two proposals correct the inequities of the current policy and the rest deal with other ways of addressing salary inequities.

The first proposal deserves some special comment about the way we would like to see it carried out. We envision that additional funds are given to the departments who are at below CUPA (or equivalent). The distributions should be allocated by the Chair. Relative differences between faculty salaries due to differing merit and years in rank should be preserved. We think that the average faculty member with an average number of years in rank should be at 100% of CUPA (or equivalent). Faculty members who measure up to a greater or lesser degree would be either above or below the CUPA (or equivalent) average. Since department chairs are going to be most familiar with compression issues, hiring and merit history, we would have them make the determinations regarding salary distributions.

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| 1. Colleges should be raised to 100% of CUPA (or equivalent) and the Deans should distribute the monies equitably among their disciplines such that the overall result would be that the average performing faculty member with an average number of years in rank is at 100% of CUPA (or equivalent) and that faculty members who measure up to a greater or lesser degree would be either above or below the CUPA (or equivalent) average. |
|--|

Comment:

This is, by far, the preferred approach. This would remove the inequities among the Colleges, Departments, Disciplines and sexes without reducing the funds to any of the above CUPA Colleges and Departments. It would address the Law School salary issue while dealing fairly with other Colleges. This remedy presupposes an influx of funds to address this issue, but if the budget percentage is allocated more fairly to Academic Affairs or the funding formula from the state is adjusted, this could be done. The fact that the current policy has a discriminatory impact on women is also an additional incentive to solve this problem.

The approximate amount needed to accomplish this is \$1,338,377. To raise all Disciplines to 95% of CUPA (or equivalent) is \$672,927. To raise all Disciplines to 91.5% (the University average) of CUPA (or equivalent) is \$347,375. (See Table 8)

¹ The following proposals refer to CUPA, ALA, and selected Law School benchmark institutions (see footnote 1 on page 5 of the report). In doing so we are using the measures the University has accepted. We do not mean to imply that they are beyond dispute. The University decides the appropriate category, if there is one, for individual faculty when reporting to the College and University Personnel Association. It usually resolves category ambiguity in the favor of the faculty (i.e. the faculty is reported in the higher salaried category). But some difficulties remain. CUPA has categories for librarians, but the libraries argue that the ALA category of the librarian is a more important determinant of salary. The Learning Assistance Center faculty are reported to CUPA as lecturers, but have been compared to the assistant rank in the past for purposes of salary equity (see page 3 of the appendix). Nursing presents a problem too. CUPA does not distinguish between AD and Baccalaureate programs. Administrators carrying out salary proposals need to be mindful of these and other such issues.

2. The faculty salary raise pool should be allocated to the Colleges as a percentage of their base adjusted to equal the College with the highest CUPA (or equivalent).

Comment:

The salary policy which created the current inequities did so over time. This revision of that policy would, over time, reverse those inequities. It is not as desirable as number 1 because it is a slower remedy and it would mean a reduction of the amounts given to the most favored Colleges and Disciplines. In its favor, it would not require additional funds. It more equitably distributes the salary raise pool no matter how large or small. Projected changes in the salary percentages given to the Colleges are spelled out on Table 1.

3. Upon the granting of rank promotion, the faculty members will be compensated with the customary fixed dollar amount for rank promotion plus the dollar difference between his/her salary and 100 % of the CUPA (or equivalent) average for the rank the person is leaving. This will apply if the Faculty member has served at least the average amount of time in the rank he/she is leaving (currently: 4 years for Assistant and 8 years for the Associate) and it is not a case of early tenure.

Comment:

This should be a noncontroversial way to remedy past salary inequities. If the person has a low CUPA (or equivalent) percentage and is worthy of promotion they should be compensated at least at the rate of the rank he/she is leaving.

4. Minimally, new hires should be compensated at the national CUPA (or equivalent) average for new hires).

Comment:

This policy may already be in place in some of the Colleges. The idea is to be nationally competitive and to provide mechanisms so that if you do well you can at least maintain a competitive salary. Something is very wrong if the Department acknowledged to be the most honored in the university is also the worst paid.

We ask the Faculty Senate to approve our recommendations and to send the full report along to the administration as background and information.

Members of the Salary Policy and Analysis Subcommittee are: Terry Pence (Chair), Dave Agard, James Claypool, Sue Cortez, and Jim Thomas.

NEW MPA Program Summary

Type	Prefix	Num.	Title
Core	PAD	601	Human Resource Management
Core	PAD	602	Organizational Behavior and Theory
Core	PAD	603	Policy Analysis
Core	PAD	604	Ethics
Core	PAD	611	Budgeting Techniques and Applications
Core	PAD	612	Administrative Law
Core	PAD	615	Research Methods
Core	PAD	616	Management of Public Information

Core Changes: PAD 610 (Public Budgeting) replaced by PAD 611, PAD 630 (Ethics) renumbered to PAD 604. PAD 601, 602 and 612 have title and some substance modifications. *RESULT: No hour change.*

Elective	PAD	620	Managing Not-for-Profit Organizations
Elective	PAD	625	Criminal Justice Administration
Elective	PAD	675	Local Government Management
Elective	PAD	680	National and International Administration
Elective	PAD	685	Administrative Law II
Elective	PAD	691	Topics in Public Administration
Elective	PAD	695	Readings and Practica

Elective Changes: All tracks are eliminated. Two electives remain the same (PAD 620, 625). Three new electives PAD 675, 680 and 685 replace 11 electives: PAD 610, 613, 632, 640, 645, 650, 655, 660, 661, 665, 670. *RESULT: No hour change.*

Grad	PAD	692	Public Administration Internship
Grad	PAD	696	Public Administration Portfolio
Grad	PAD	697	Comprehensive Examination

Graduation Changes: The thesis option (PAD 694, 699) is eliminated. All students must intern, hence a second elective track is eliminated. The old internship (PAD 698) is eliminated and replaced by one that is reduced to three credits and 150 hours. A portfolio experience (PAD 696) replaces the three credits and 150 hours. Comprehensive examinations involve a new one credit course (PAD 697) and are reduced from five hours of written and 1 - 1½ hour orals to one three hour written examination with oral exams for borderline students. *RESULT: one hour increase for most students.*

MPA Program Summary		
	Old	New
Core	24	24
Elective	9	9
Graduation	6 - 9	7
Total	39 - 42	40

Approved by the PSC faculty March 4, 1997.

Graduation: All students will have take an internship (PAD 496) or a practicum. (PAD 497). PAD students are strongly encouraged to select an internship. A practicum option is retained for outstanding students with research and writing skills, who can work independently on projects. Only students with a total GPA of 3.50 or higher may opt for a practicum.

A) Internship: Interning students will take a three credit internship PAD 496. Students will work in a public organization or a private organization with substantive public interest. An internship can be paid or unpaid, but involves 225 hours of direct supervision by a manager working in cooperation with a faculty supervisor.

B) Practicum: Students with strong academic background as demonstrated by a GPA of 3.50 or above may opt for a practicum project(s). These live research projects are developed in conjunction with the local area public managers.

New Courses:

PAD 497 (3,0,3) Practicum. Students work in an individual format on practical projects under supervision by a faculty member and in conjunction with a local area public manager. Prereq: consent of instructor.

Change: The internship was part of the core and is now a separate graduation requirement. Practicum is added to accommodate student needs. **RESULT:** this is a three hour increase.

Total graduation hours: 3

Program

Conversion: Program prerequisites will take effect immediately. The 1997 - 1998 year will feature both programs. Program changes will be available as an option to the Fall, 1997 majors, and any other student in the program who desires to convert. The old program options will be terminated and only the new program will be used starting in Fall, 1998. Students currently in the program will have two options: a) graduate by December, 1998 under the old program, or b) convert to the new program.. Given the hour decrease, we suspect that almost all students will opt for the new program immediately.

New PAD Program Summary

1. Prerequisites:

PSC 100, PSC 101 or JUS 101	or equivalence
CSC 130 or IFS 205	or equivalence
MAT 205	or equivalence

Prerequisite Total: 0 - 9 hours

2. Core

Type	Prefix	Num.	Title	Sem.	Change
Core - Found	PAD	300	Introduction to Public Administration	Fall, Spring	
Core - Found	PAD	315	Research Methods	Fall, Spring	
Core - Found	PAD	316	Data Analysis	Fall, Spring	
Core - Mgmt	PAD	401	Human Resource Management	Fall	Title
Core - Mgmt	PAD	403	Policy Analysis	Spring	
Core - Mgmt	PAD	404	Administrative Ethics	Spring	
Core - Mgmt	PAD	411	Budgeting Techniques and Applications	Fall	
Core - Mgmt	PAD	412	Administrative Law	Spring	Title

Core Total: 24 hours

3. Electives

Type	Prefix	Num.	Title	Change
PA Elective	PAD	326	Urban Government	
PA Elective	PAD	402	Organizational Behavior / Theory	Title
PA Elective	PAD	410	National Public Budgeting	Title
PA Elective	PAD	420	Managing Not-for-Profit Organizations	
PA Elective	PAD	455	Urban Administration	
PA Elective	PAD	475	Local Government Management	New
CJ Elective	PAD	309	Court Administration	New CROSS LIST
CJ Elective	PAD	310	Police Management	
CJ Elective	PAD	312	Correctional Administration	New CROSS LIST
CJ Elective	PAD	409	Alternative Dispute Resolution	New CROSS LIST
CJ Elective	PAD	425	Criminal Justice Management	New
CJ Elective	JUS	495	Justice Studies Seminar	
PA /CJ Elec	PAD	450	Public Sector Labor Relations	
PA/CJ Elec	PAD	491	Topics in Public Administration	
PA/CJ Elec	PAD	495	Readings and Practica	
Elective Total: 12 hours				

4. Graduation

Grad	PAD	496	Public Administration Internship
Grad	PAD	497	Public Administration Portfolio

Graduation Total: 3 hours

Prerequisite Changes: PSC 100 or 101 now a prerequisite with JUS 101 added to the list. The computer and statistical skills are new. *This is a 0 - 9 hours increase.*

Core Changes: PSC 100, 101 moved to prerequisites. PAD 411 (budget practice) replaces PAD 410 (budget theory). PAD 404 (Ethics) is added. Internship (PAD 496) moved to a graduation experience. *Hour total is the same.*

Elective Changes: Four tracks are replaced with two. Hours reduced from 24 to 12. Seven courses are eliminated. Two courses are added and will be taught in conjunction with MPA electives. Three courses are new cross listed versions of JUS courses. *This is a 12 hour decrease.*

Graduation Changes: The internship was part of the core and is now a separate graduation requirement. Practicum is added to accommodate student needs. *This is a three hour increase.*

PAD Program Summary		
	Old	New
Prerequisites	0	0 - 9
Core	24	24
Elective	24	12
Graduation	0	3
Total	48	39 - 45

BFA Performance -- Playwriting Emphasis Proposal

General Studies Requirements:

Students must take English 101 Composition, English 291, and 6 hours of 200 or 300-level courses in Literature, the first of which will be at the 200 level.

BFA in Playwriting -- a track within the BFA Performance Degree in Theatre.

TAR 101	Essentials of Theatre	3
TAR 110	Acting One	3
TAR 150	Stagecraft	2
TAR 160L	Stagecraft Lab	1
TAR 116	Makeup 1	3
ENG 292	Creative Writing 1	3
ENG 308	Shakespeare 1	3
ENG 309	Shakespeare 2	3
TAR 340	Playscript Analysis	3
TAR 345	History of the Theatre 1	3
TAR 353	Survey of Dramatic Literature 1	3
ENG 300-497	Literature or Writing (not to include ENG 491, 308, 309)	3
TAR 370	Directing 1	3
TAR 380	Playwriting 1	3
TAR 442	Dramatic Theory and Criticism	3
TAR 445	History of the Theatre 2	3
TAR 453	Survey of Dramatic Literature 2	3
TAR 481	Playwriting 2 - Special Problems	3
TAR 482 or ENG 491	Screenwriting	3
TAR 477	Business of Theatre	1
TAR 495	Senior Project	1
TAR 498	Individual Playwriting Project	3
Elective in TAR		3
		<hr/> 62 Total

Note: Minor changes have taken place in the make up for this proposed degree due to the Council of Higher Education mandates about commonality and due to changes (re-numberings, new titles, etc.) in the offerings of new courses by the Department of Theatre. J. Conger

ATTACHMENT E

(Proposed Revisions) Northern Kentucky University Respiratory Care Curriculum

1st Semester, Fall

CHE 115	Physiological Chemistry	4 hr.
CHE 115L	Physiological Chemistry Lab	0 hr.
BIO 208	Human Anatomy and Physiology I	4 hr.
BIO 208L	Lab	0 hr.
RSP 110	Fundamentals of Respiratory Care	4 hr.
(Increased to allow time for math skills review, basic infection control, and application of protocols.)		
RSP 110L	Patient Assessment Lab	1 hr.
RSP 115	Clinical Practicum I	2 hr.

Total -- 15 hr.

2nd Semester, Spring.

General Studies		3 hr
BIO 209	Human Anatomy and Physiology II	4 hr.
BIO 209L	Lab	0 hr.
RSP 130	Respiratory Physiology and Physics	3 hr.
RSP 120	Ventilatory Support	4 hr.
(Increased to 4 cr. to include disinfection/sterilization and microbiology topics applicable to respiratory care.)		
RSP 120L	Respiratory Lab II	1 hr.
RSP 125	Clinical Practicum II	2 hr.

Total -- 17 hr

3rd Semester Summer Session

RSP 210	Artificial Ventilation	3 hr.
RSP 210L	Respiratory Lab II	1 hr.
RSP 240	Pulmonary Rehabilitation	2 hr.
RSP 225	Clinical Practicum III	2 hr.

Total -- 8 hr.

4th Semester, Fall

General Studies Requirement		3 hr.
General Studies Requirement		3 hr.
RSP 262	Perinatal-Pediatric Resp. Care	3 hr.
(Combines the old 2 hr pediatrics and 2 hr neonatal courses.)		
RSP 231	Cardiopulmonary Pharm.& Monitoring	3 hr.
(Old R.C.Pharm plus hemodynamics, with PFT's moved to spring)		
RSP 250	Chest Diseases	2 hr.
RSP 265	Clinical Practicum IV	3 hr.
(Includes new ventilators, procedures and orientation to new clinical rotations, plus 24-26 clinical days)		

Total -- 17 hr.

5th Semester, Spring

General Studies Requirement	3 hr.
General Studies Requirement	3 hr.
RSP 233 Pulmonary Function Testing	2 cr.
RSP 280 Respiratory Care Seminar	3 hr.
(Combines essential content from old R.C. Dept. Management and R.C. Seminar)	
RSP 285 Clinical Practicum V	3 hr.
(Includes new ventilators, procedures and orientation to new clinical rotations, plus 24-26 clinical days.)	
SPE 230 Small Group Communication	3 hr.

Total -- 17 hr

Program Total: 74 hr.

SPE 230 Small Group Communication (3,0,3) Theories and activities that increase understanding and skills of communication in groups; decision-making, problem-solving, leadership, listening, cohesiveness, climate-setting, conflict management, groupthink, and systems theory.

NORTHERN KENTUCKY UNIVERSITY
Office of Curriculum & Assessment

MEMORANDUM

May 15, 1997

TO: Chuck Frank, President-elect of Faculty Senate

FR: Bob Appleson *RAA*

RE: Factors suggesting immediate adjustments in General Studies

Thank you for inviting me to discuss two factors suggesting some immediate adjustments in general studies.

1. The current General Studies program requires too many hours. According to CHE's conventions which count hours needed by most students, NKU's minimum General Studies requirement is 52 hours and average requirement is 55. This is because very few of our students succeed in double counting all three of the perspectives, and the majority of our students can double count no more than one course.

In the case of transfer students (who comprise roughly 45% of NKU's seniors), frequently no double counting is possible because the choices of social science or humanities at their previous institution did not include a perspectives course. In such cases, students may have to take 57-61 hours to satisfy General Studies, depending on the type of science selected and whether a foreign language is used. According to samples we looked at last year, it appears that roughly 20% of those who graduate with baccalaureate degrees (combined transfers and natives) under the current catalog will require this high range of general studies hours.

Our situation must be contrasted with those at our sister public Kentucky universities, where the highest number of hours needed (by CHE count) is 52 and where six institutions require 49 or less. None of the other institutions has provisions that increase hours if certain courses are not double counted. It is not surprising therefore that our graduating seniors have been by far the most likely to report that their graduation has been delayed. In 1994, when CHE last reported comparative data, 82.3% of NKU's seniors reported delays. It is interesting (and depressing) to note that seniors at U of L (which has a slightly higher proportion of part-time undergraduates than NKU) reported delays at 39.5%. Although half of those reporting delays at NKU attributed the problem to conflicting work or family obligations, 40% attributed them to lack of availability of a required course.

Naturally, the course or courses that a respondent found unavailable could have been in the major rather than in General Studies. However, two facts seem to pin the disparity in the proportion of delays at least substantially on General Studies. First, unlike General Studies, our required major coursework does not systematically exceed that at the other institutions. Second, several of our program reviewers in the social and behavioral sciences have suggested that the number of General Studies sections offered is interfering with staffing the major curriculum. Thus, the lack of available major coursework may be traceable in some majors to the high level of General Studies hours.

On its face, a level of General Studies hours that helps push reported delays well beyond the norm, would warrant reduction. Beyond addressing this direct concern over timely completion, however, we must also confront the likelihood, according to Admissions, that the level of General Studies hours (along with its organization) is hampering recruitment of both native and transfer students, especially those that are not placebound. I do not have any summary data, but I can confirm that this issue arose several times during an Admissions visit to Cincinnati State on which I tagged along.

Moreover, we have the immediate impact of Performance Funding, which depends in part on graduation rates. While we would expect to have trouble raising our rate because of our heavy part-time enrollment, we are exacerbating our problem by requiring so many General Studies hours. We do not know how the Governor's initiative will affect funding, but if Performance Funding remains intact, we are looking at perhaps \$100,00 to \$200,000 significantly dependent on graduation rates. While we cannot affect graduation rates immediately, the longer we delay taking steps to improve them, the greater is our exposure in future years.

2. General Studies is excessively limited to lower division courses. The sole exceptions are some literature courses and a few race-gender courses. This presents particular problems for transfer students who are trying to meet the 45-hour upper-division requirement while being forced to take almost exclusively lower division General Studies.

With the exception of Murray, we are the only Kentucky public university with this kind of restriction. Surely, General Studies should be "general," but many institutions consider courses such as Social Psychology general enough for inclusion in General Studies. Indeed, our sister universities commonly list 20% or more of general education courses in the Humanities and in the Social/Behavioral Sciences as upper-division.

As a consequence of our policies we are channeling students into lower-division courses, thus requiring more sections at that level while many upper division sections have substantial excess capacity. Because of our funding constraints, we are, in turn, forced to staff many lower division sections with part-time faculty,

which tends to worsen our excessive reliance on them (29% of all NKU organized sections, as compared with 19% at the highest other KY institution). This degree of reliance carries obvious disadvantages for the student.

In addition, there are important financial implications. Our mix of undergraduate SCH (lower division vs. upper division) is by far the most heavily slanted to lower division (74.4%) among our sister comprehensive regionals, among whom the highest percentage is 69.0%. Because state funding runs about \$50 higher per SCH for upper division than for lower-division, our shortfall in the proportion of upper division SCH amounts to roughly \$650,000 annually. While other reasons, notably the lack of a community college in our service region, may also contribute to this shortfall, it is likely that our baccalaureate graduates have taken, on average, 3 to 6 fewer upper-division hours than have graduates of all other KY institutions except Murray, solely as a consequence of our General Studies policies. This would correspond to \$150,000 - \$300,000 in lost income annually.

Please keep in mind that none of this discussion relates to more basic educational issues, such as coherence, which still need to be addressed. In addition, I have not tried to deal with all factors that argue for action in the near term, such as the need for prompt implementation for degree audit, the need for curricular simplification to improve advising, and the need to align our science requirements with those of our sister institutions in conformance with the Transfer Module. However, I believe the foregoing provides sufficient cause to proceed with some adjustment as soon as possible and without waiting until the more basic review is completed. Naturally, such adjustment would necessarily be regarded as an initial step (and one subject to revision) in improving General Studies.

cc: Carrie McCoy
✓ Linda Olasov
Paul Gaston
Meg Winchell

To: Bob Appleson Margaret Myers
Sharon Crawford David Potter
Mary Huenning Rogers Redding
Don Kelm Harriette Richard
Maria Falbo-Kenkel Carol Ryan
Tony Mazzaro Barbara Thiel
Diana McGill Steven Weiss
Tom Zaniello

Fr: Olasov

Da: May 1997

LONG BUT URGENT MEETING

Date: Wednesday, May 14, 1997

Time: 8:45 am to Lunch and on me)

Place: University Center, ground floor meeting room next to Delta

Purpose: PLEASE READ ON!

At the Faculty Senate Executive Committee there was a sense of urgency that the major work of this committee be completed before the end of spring 1997 semester so that the approval process can begin at the August, 1997 meeting of the University Curriculum Committee. Although it was recognized that this might be difficult given the current date, the Executive Committee felt that the work could be accomplished by whatever faculty/staff were able to attend. It was suggested that a chunk of time be reserved in order to work without the intrusions of classes, exams, colleagues, students, and telephones. Carrie McCoy, the current Faculty Senate President, and Chuck Frank, the President-elect will attend this meeting to convey these sentiments and reassure the committee that it is empowered to forge ahead with a smaller number. There are also concerns of the administration; therefore, I am extending an invitation to Provost Gaston to attend as well by virtue of this memo.

Please do not be overwhelmed by the packet you have received. Some are thicker than others with materials you did not receive at meetings. There are some items to which special attention should be paid.

1. Minutes Summary of May 1, 1997. Please note that we have formally approved **three out of six** categories with three left to go. You will also find a two page handout from Bob Appleton which deals with the concern of a lab science for transfer students and a proposed merger model for general studies. **Please review** before the meeting. **Also consider identifying the last category as 6. Diversity.** A suggestion has been made that a statement can be inserted after categories 1, 2, and 3 which reads "No more than two courses with the same prefix may be selected in categories 4, 5, and 6 combined."

2. Another Olason version of the General Studies rationale which incorporates the concept of interdisciplinary/integrated studies and supports congruency between rationale and model. **Please review** before the meeting.

3. Capstone course - see separate sheet.

4. It is clear that this is a request above and beyond what some of you, perhaps many of you, are willing or able to honor. I understand. However, it is critical that we complete. If you are unable to attend, you may continue to participate in one of several ways. You may send an alternate whom you have briefed thoroughly. You may contact me @ 5620 M-R 8:15 AM-6:00 PM, email me OLASOU@ NKU.edu, or send me your approval/concerns in writing and I will convey them to the committee in your absence.

Proposed Timetable.

Draft of final committee report to members by May 28, 1997
Approval by committee members before August 18, 1997
Report/model disseminated to

Memorandum

To: Bob Appleson David Potter
Sharon Crawford Rogers Redding
Mary Huenning Harriette Richard
Don Kelm Carol Ryan
Maria Falbo-Kenkel Barbara Thiel
Tony Mazzaro Steven Weiss
Diana McGill Tom Zaniello
Margaret Myers

Fr: Olasov

Da: 1 May 1997

Summary of May 1, 1997

1. The committee **approved** the following:

1. Communications

Written 6 hrs.

Oral 3 hrs.

a. One of the following

(1) ENG 101 and ENG 291

(2) ENG 101 and writing intensive course from outside English

(3) ENG 151

and

b. SPE 101 or competency

2. Mathematics

3 hrs.

One math course from current general studies list

3. Natural Sciences

7 hrs.

Two science courses from current list, with at least one a lab course

Not approved. Bob will check to see how many transfer students this would affect adversely. If few are affected, could be approved

4. Humanities

14-15 hrs.

a. One 200-level ^{literature} course from current list and

b. One history course from current list and a choice of

8 to 9 from the following --

c. Three humanities/fine arts courses with no more than two with the same prefix from the current list - literature and ^{history} courses in the historical perspectives are included *for category 4*

d. Two foreign languages ^{courses} from current list with same prefix

or e. Interdisciplinary/integrated studies *that includes humanities*
Not formally approved (members had to go to class/meeting)*There seems to be agreement on this category, could be approved easily.**

5. Behavioral/Social Science
9 hrs.

a. One behavioral science course from current list and

b. One social science course from current list and

c. One other social or behavioral science course from current list or

d. Interdisciplinary/integrated studies *that social or behavioral science.*

6 hrs.

2 of the following
a. One course from current Race/Gender list expanded to include other courses concerned with social justice with substantial coverage of race and gender

and

b. One course from current Non-western list expanded to include languages of the Orient

upper division
c. *interdisciplinary/integrated studies that must include race/gender or non-western - Junior standing*

X add. hrs.
(McGill)

Same as a and b above *and* an additional capstone course which would require completion of all other general studies

X add. hrs.
(Zaniello)

Same as a and b above *and one global* course from 300-level literature, foreign

languages, interdisciplinary or integrated studies programs or minors.

2. The committee also received copies of an Olasov effort with a slightly amended version of the General Studies Rationale which would include integrative and interdisciplinary experiences and The Future, an Olasov recommendation for future work on General Studies and a projected timetable for completion of this project.

Copies: Chuck Frank
 Paul Gaston
 Carrie McCoy

REVISED
MEMORANDUM

To: Faculty Senate Executive Committee
Faculty Senate
Dr. Paul Gaston, Executive Vice President and Provost
From: Fred Schneider, Chair, Professional Concerns Committee *FRS*
Re: Proposed Amendment to Northern Kentucky University Faculty Policies
and Procedures Handbook
Date: April 29, 1997

At its April 17, 1997, Special Meeting, Professional Concerns Committee passed a motion to propose the following amendment to the NKU Faculty Policies and Procedures Handbook. It amended that proposal at its April 24 meeting.

In Part One, Article IX., Performance Review, in Section C: (deletions indicated with strike out; new material in *italics*)

~~The Provost will issue a notice of deadlines for faculty performance reviews to all full time, tenure track faculty and to all full time, non-tenure track renewable faculty at least sixty (60) days prior to the earliest date on which faculty performance statements will be due.~~

Performance review occurs during the spring semester. The period evaluated ¹⁵ in the prior January 1 through December 31 calendar year.

The chair or director, *in consultation with the department or program faculty*, will set the date for the faculty member's performance review. *The performance review should take place no later than April 1 and no earlier than one week after receipt by all faculty in a department or program of fall semester student evaluations.* Prior to that date....

*be completed
no later than
April 1.*

Northern Kentucky University

Extended Campus Policy

In accordance with its Statement of Mission, Northern Kentucky University is committed to meeting the needs for courses and programs in its geographic region that improve access to higher education. To enhance the opportunities for an educated work force, and to provide access to place-bound and time-bound students, Northern Kentucky University will offer extended campus educational opportunities.

Northern Kentucky University's extended campus courses and programs will be coordinated by the Office of Credit Continuing Education and Distance Learning. Extended campus offerings will

- be of comparable quality to on-campus offerings,
- attempt to provide students with sequential progress toward their educational goals, and
- be provided at sites where student services can be provided effectively and efficiently.

1. Northern Kentucky University's Extended Campus Offerings

The University will solicit and respond to requests from the community for courses and will conduct ongoing needs assessment to determine appropriate extended campus offerings within NKU's designated service area. Extended campus offerings can take the form of site courses or emphasize the use of distance learning technologies such as interactive video, satellite, telecourses, and the internet for both instructional delivery and support services.

The University may offer courses beyond its designated service area as appropriate and will follow the guidelines of the Kentucky Council on Higher Education or any successor. A "Memorandum of Understanding" will be developed to clarify the responsibilities of NKU and the host institution. Initial and continuing budgets will be included to compensate the host institution for any expenses such as technical support and additional library support.

Offerings in other states will comply with appropriate standards covering that jurisdiction.

Extended campus efforts will be coordinated with P-12, as well as public and private post-secondary institutions, to insure efficient, effective, and accessible delivery.

Incentives will be provided to academic departments for developing and delivering extended campus courses and programs.

2. Offerings of Programs and Courses in Northern Kentucky University's Designated Service Area By Other State Institutions

The University views other institutions as resources to meet instructional needs in its service area. In general, the University will consider for approval, consistent with the policies of the Kentucky Council on Higher Education or any successor, proposals from other state institutions for programs or courses that are not offered by NKU.

If the program or course is approved by NKU, a "Memorandum of Understanding" will be developed to clarify the responsibilities of each institution. Initial and continuing budgets will be included to compensate NKU for any expenses, such as technical support and additional library support.

**FACULTY PRIORITIES
INFORMATION ITEM ONLY**

The following faculty priorities were developed from suggestions received from faculty by the Executive Committee. This list of priorities was developed at the request of Dr. Votruba who wanted our top three to five priorities for the next year. The list is divided into three categories: the top 5 priorities; issues that are also of concern; and the complete list of priorities received by the Executive Committee.

Top Five Priorities for the next year

- ◆ Post Tenure Review (legislation has already been filed on this issue)
- ◆ Limiting enrollment to academically prepared students
- ◆ Library resources
- ◆ Faculty development

Items that are also of concern

- ◆ Linking planning and budgeting
- ◆ Restructuring technological support services
- ◆ Use of part-time faculty

Complete List of Suggestions for Priorities

- ◆ Collegial governance
- ◆ Linking planning and budgeting
- ◆ Post Tenure Review
- ◆ Faculty development
- ◆ Restructuring of technology support services
- ◆ Use of part-time faculty
- ◆ Freshman year initiative
- ◆ Pay equity
- ◆ More space for classrooms and offices
- ◆ Improved marketing of the university
- ◆ Technology funding
- ◆ Library resources
- ◆ Equity in resources for Academics
- ◆ Move registration and admissions to the academic side.
- ◆ Financial aide services need to be reviewed.
- ◆ Recruiting better academically prepared students