

# **Faculty Senate**

Northern Kentucky University Highland Heights, Kentucky 41099

FACULTY SENATE MEETING  
Monday, September 23, 1991

UC BALLROOM  
3 P.M.

## **AGENDA**

- I. Call to Order
- II. Approval of Minutes of August 26, 1991 meeting
- III. Additions to and/or deletions from the agenda
- IV. Senate President's Report - J. Michael Thomson (5 minutes)
  - A. Enrollment 2000 (Enclosed) - (5 minutes)
  - B. CUPA Data (Enclosed) - (5 minutes)
  - D. Degree Audit Update - (10 minutes)
- V. Committee Reports
  - A. Benefits - Gary Scott (5 minutes)
    - 1) Early Retirement - Discussion Item (20 minutes)
  - B. Budget & Commonwealth Affairs - Dennis Lye (5 minutes)
    - 1) Strategic Planning - Discussion Item (5 minutes)
  - C. Curriculum Committee - Acting Chair, Pres. J. Michael Thomson (5 minutes)
    - 1) Status of Chair
    - 2) Election Results
    - 3) B.S. in Political Science - Voting Item (10 minutes)
  - D. Professional Concerns - Ray McNeil (5 minutes)
- VI. Old Business
- VII. New Business
- VIII. Adjournment

JMT/pg

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Fy '91 -'92 Senate Meetings  
(3 p.m. UC Ballroom)

October 21 (Cafe A,B&C)  
November 18  
December 16 (Noon)  
January 27

February 24  
March 23  
April 20  
May 14 (Thursday, Noon)

# Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

## MINUTES OF THE SEPTEMBER 23rd, 1991, 3:00 PM MEETING, BALLROOM

**Senators present:** Joseph Akbary, Valeria Amburgey, Mike Avery, Carole Bredemeyer, Gary Clayton, Y Datta, Nancy Firak, Chuck Frank, Stephen Goacher, Sally Jacobsen, Don Kelm, Mike King, Vinay Kumar, Nan Littleton, Dennis Lye, Steve Wilkinson (for Phil McCartney), Cheryl McKenzie, Ray McNeil, John Metz, Margaret Myers, James Niewahner, Terry Pence, Brad Scharlott, Vince Schulte, Gary Scott, Mark Stavsky, Jim Thomas, J. Michael Thomson, Amburgy (for Stephen Walker), Emily Werrell.

**Senators absent:** Sudesh Duggal, Randy Holt, L. MacKenzie Osborn, Michael Prioleau

**Guests present:** Tom Cate, Jerry Legere, Rachael Klink, Rosetta Mauldin, David Jorns, Bill Holloway, Pat Dolan, Shirley Scharf, Dennis Taulbee, Millie Bork

- I. **Call to Order:** 3:06 pm
- II. **Approval of minutes of August 26, 1991 meeting:**
  - approval by acclamation
- III. **Additions to and/or deletions from agenda:**
  - none
- IV. **Senate President's Report - Mike Thomson:**

1. Senators reminded of the new Senate newsletter *FRONTLINER*
2. Senate President will have office hours 9-11 T, R, call Peg for an appointment or walk in.
3. Deadline for capital gifts ideas Sept 26; examples such as campus beautification, endowed chairs, athletic facilities, fine arts enhancements, alumni and faculty center were discussed. Forward the ideas to Mike, no committees will be formed on this matter.
4. Salaries for NKU staff now on reserve at library, faculty salaries to follow. The library files everything under NKU ADMINISTRATIVE RESERVE. Recent additions are:
  - File #699, staff salaries
  - File #694, CUPA salaries
  - File #693, Enrollment 2000 report.
5. Senators were reminded of the Wednesday lunch seminar schedule
6. Old grant/benefits/sabbatical application files in the Senate office are being purged -- only the most recent three years will be retained. Anyone can pick up their old applications in the next 30 days if they desire.
7. Senate response to the strategic planning request is getting near. Because of the short deadline, no committees will be formed. Instead the Senate president will respond directly -- ideas and/or comments *are* appreciated.

### CUPA Data

- \* Data currently being reviewed by President Booth, Provost Jorns for identification of faculty an/or departments that are less than 90% of CUPA.
- \* Salary compression is also being considered this year.

### Enrollment 2000 Report

- \* *Enrollment 2000* is an administration document that projects enrollment to over 15,000 by the year 2000.



- \* Primary focus of the report is on the need for enrollment growth and the resultant demand on facilities (classrooms, parking places, support staff). Some new class times, (7 am) suggested to utilize existing classrooms, average class sizes to go up.
- \* Discussion ensued concerning the need for and funding of new faculty lines. Also, the impact of larger class size unclear.
- \* Senate has opportunity to respond by Nov 1 -- forward comments to Mike Thomson . Formal response to be presented at the October senate meeting.

#### **Degree Audit Update -- Tom Cate presenting:**

- \* The DARS (Degree Audit Reporting System) is a catalog-specific report for general studies requirements for a specific individual, catalog and major. Eventually it will be part of the SIS system
- \* The initial focus of the committee will be on the identification of problems dealing with general studies, transfer work, course substitutions, etc.
- \* 18-24 months for development and implementation of system is anticipated; a DARS package currently in use at Univ of Miami will be examined and some committee members will be attending workshops on the topic.
- \* Current committee members include Tom Cate (committee chair), Don Galli and Randy Holt (representing the faculty), Jerry Warner (Chairs), Jerry Legere, Sandy Cunningham, Janet Piccirillo (Registrar's office), Stephanie Duncan, Meg Winchell, Greg Stewert (Admissions), and Regina Ford-Fowler and Jay Stephens (Administrative Computing).

#### **V. Committee Reports (no voting items)**

##### **A. Benefits - Gary Scott, Chair**

- October 1 deadline sabbaticals/project grants/other
- Discussion of early retirement plan continuing (reference *FRONTLINER* for complete discussion). Resolution of the issue in 2-3 months is stated goal of Provost Jorns.

##### **B. Budget & Commonwealth Affairs - Dennis Lye, Chair**

- Dennis Taulbee met with committee, will meet again
- B&CA committee members have list of budget dates,
- Faculty salary review high priority
- University has budgeted 7.5% for salaries, expects 5% from state funds, rest from reallocation of internal monies.

##### **C. Curriculum Committee - Mike Thomson reporting**

- Mack Osborne has agreed to chair committee
- Catalog changes intended to be in next catalog must go before the next senate meeting (October 21).
- Faculty voted to approve the reactivation of the BS in Political Science (15 yes, 3 no, 5 abstentions)
- Some concern was expressed by senators as to the one-course difference between the BA and BS degree

##### **D. Professional Concerns - Ray McNeil, Chair**

- Three subcommittees now formed for handbook revision
- Policies being developed for review of revised handbook, TBA

#### **VI. Old Business - none**

#### **VII. New Business - none**

#### **VIII. Adjournment: 4:40 pm**

Next meeting October 21, 3:00 in Cafe A, B, C  
Minutes submitted by Gary Clayton, Secretary

# **Faculty Senate**

Northern Kentucky University Highland Heights, Kentucky 41099

## MEMORANDUM

TO: Members of the Faculty Senate

FR: J. Michael Thomson *JMT*

DA: September 16, 1991

RE: Salary Policy, Enrollment Plan

Enclosed you will find two documents. The first is updated CUPA data. A salary policy group is currently working on a market/equity plan for this year. It will be reviewed by the Budget Committee. The item is informational, but I thought that most senators would want to see how we are doing after two years of market/equity adjustments.

The second document is an administrative study of projected enrollment by the year 2000 (given certain assumptions). The Provost has asked for a November 1 reponse by the Faculty Senate. Please read this document before the September 23 meeting. Five minutes (more if needed) is reserved for comments at the September Senate meeting. The Executive Committee will take suggestions and draft a formal response to the administration. The response will be a Senate voting item at the October Senate meeting. Four possible items for discussion:

- 1) Should we challenge the growth concept? If so, how?
- 2) Should we take a position about targeted amounts of new faculty lines that should be funded by the year 2000?
- 3) The four recommendations do not mention maintaining or capping a faculty to student ratio. Should we create one?
- 4) Should we encourage a policy at selective admissions at the department level (through majors), and encourage an "access college" to fulfill our open access mandate.

The administration is NOT trying to ignore these issues. They, in fact, are looking to the Senate to provide input on faculty concerns about growth. I think this report is a good starting point.

JMT/pg



# **Faculty Senate**

Northern Kentucky University

Highland Heights, Kentucky 41099

## **Memorandum**

October 14, 1991

The Faculty Senate is pleased to respond to the draft of the *Enrollment 2000* report. In light of the strategic planning initiative, it is certainly appropriate to question where NKU will be in the year 2000. There are some serious academic/faculty considerations from this administrative work. While the Senate will make some initial responses at this time, more specific recommendations will be included in the Senate's overall strategic plan. In general we respond to *Enrollment 2000* by asking the following questions:

- 1) **Assuming the current enrollment breakdowns by college and discipline, what are the projected enrollment increases per college and per discipline in the year 2000?**

We feel that each department needs this information to help them in their strategic planning process.

- 2) **What is the future burden of this enrollment pattern on specific departments, and the general academic infrastructure? Specifically, what operating and personnel resources are projected to meet these enrollment patterns?**

To better plan for expected enrollment increases, what resources can departments expect to meet the increased demand? We are asking your office to provide general model assumptions for fiscal resource projections to the year 2000. If enrollment is growing at an expected 4-6%, will operating grow at that rate? How about the addition of new faculty lines? We understand these are rough estimates; we are not asking for firm commitments. However, the Provost Office is in better position to estimate fiscal trends of legislative funding than individual departments. The Senate is also desirous of the responses of this draft report by the academic infrastructure, notably ACES, the library systems, and Academic Computing.

- 3) **What will be the impact of the first two items on maintaining or improving the quality of teaching at this institution?**

Without specific detail, the Senate can only estimate probable academic impact of the projected enrollment increases. There are a number of initial faculty concerns. Specific recommendations will be forthcoming in the strategic plan. The following pages represent a compendium of expressed concerns. They have not been studied or voted on by the Senate, but are the expressions of individual faculty members.

### Faculty Concerns With Enrollment 2000

- . . . . . In the "target population" of the report, the administrative subcommittee states a 4.5% to 6% growth as desirable. Such growth levels would seriously undermine the ability of the faculty to maintain any level of quality unless major adjustments are forthcoming in academic resources. Such resource commitments are not indicated currently.
- . . . . . Current projections would imply a 2,900 - 3900 FTE increase by the year 2000. Given current enrollment, the optimal (3,900) would be more accurate prediction than the minimal. To maintain the current academic quality through a 20 to 1 FTE to Faculty ratio, some 190 new faculty (142 full time tenure track and 48 full-time temporary or part-time equivalent) need to be hired by the year 2000. Fifteen tenure track and five non-tenure track equivalents per year should be budgeted. It is the faculty's understanding that new hires will fall woefully short of these levels.
- . . . . . If current class sizes will gradually grow (as the report indicates), and new hires are not at the 20 FTE to 1 faculty level, "growth" translates into a faculty "sweat equity plan". Current class offerings (especially in general studies) are already overloaded, and can not accommodate the increased size without a radical alteration in the teaching model of the university. The faculty will be looking into capping class sizes at or near present levels, or legislating a reduction of the university teaching load to three classes per semester. This would prevent dilution of current compensation levels that are paramount to maintaining individualized attention, developing critical thinking skills and the use of writing assignments.
- . . . . . Other methods of managing overload include increased size and offerings in the summer semester, and increased independent study. The Faculty would be looking to increased summer compensation (to 11% salary per course) and "banking" independent study hours to reduce teaching load.
- . . . . . The current infrastructure (especially library, remedial services and academic computing), are already at an overload. The faculty is genuinely concerned that enrollment increases will stress these systems to academic bankruptcy. Pivotal areas at a crisis level currently include journal acquisition and microcomputers.
- . . . . . Some faculty question the University's expending resources in wholesale publicity and recruitment of general incoming freshman. While honors students (ACT over 26) are targeted in specific, the initial targeted group is general "freshmen". Uncontrolled freshmen enrollment increases (especially remedial enrollment), are the primary source of resource drainage from the upper division and graduate enrollment tuition dollars. The University should consider a reallocation of current resources to advertise and recruit ONLY non-remedial students, unless they are in another important target group.



- ..... Some faculty suggested that quality would be better served with a planned slower growth of enrollment (2-3%) through higher general admission standards. The University could consider increased general admissions standards, and stiffer control over the enrollment abilities of students not meeting these increased standards. NKU can maintain an open access environment, but current trends dictate more controls on remedial students and students meeting minimal admission standard levels.
- ..... Many Senators would not endorse the general recommendations of the campus resource sub-committee, notably: centrally assigned class room space, the elimination of M-W 1 hour, 15 minute classes, and increasing enrollment in off-campus sites. The faculty support the expansion of the campus with at least two major class room buildings before the year 2000. "In the absence of new construction", enrollment management in terms of class caps would be preferred over fuller use of Covington campus.
- ..... No mention of increased mass transit is proposed. The Senate would endorse investigation of direct Boone/Kenton County mass transit to the campus at hours compatible with current and future class scheduling through a "park and ride" program.
- ..... A minor group of faculty working primarily in graduate areas expressed concern that the CHE's legitimate funding formula bias to graduate credits, and the University's strategic plan to increase enrollment in graduate programs has NOT been translated into increased resource dollars for graduate education. In fact, graduate programs are being taught without a University recognition of graduate teaching loads in the faculty reward system. Also library freezes on new journal acquisitions have seriously undermined the ability of a "graduate" education. These faculty maintain that increased dollars from graduate hours are being absorbed to offset increased resource demands in introductory and remedial level course work. These faculty ask for a more realistic approach to growth than transferring graduate tuition dollars to meet uncontrolled and solicited freshman student growth and subsequent resource demands.

The compendium of faculty concerns may not be the eventual majority view of the Senate. This response is more inclusive of individual concerns than a democratic response of the majority. However, they represent the type of issues the Senate will debate and propose in the strategic plan. Faculty were consistent in planning for a future that speaks to quality issues over quantity projections! The compendium above does not in any way reflect a negative opinion of the Enrollment Planning Committee. We applaud their efforts, and we are glad for a forum to discuss these issues.

*J Michael Thomson  
President, Faculty Senate*

## MEMORANDUM

**TO:** University Curriculum Committee  
Faculty Senate

**FROM:** Department of Political Science

**DATE:** September 16, 1991

**RE:** BS in Political Science

The Department of Political Science, in response to a growth in majors, to recent SACS evaluation, and to related factors, is petitioning to reinstate the department's Bachelor of Science Degree for Political Science. The rationales are:

- 1) The Department has grown tremendously in the past five years. As of Fall, 1990, the department featured over 300 majors including: 135 in Political Science, 78 in Public Administration, 64 in International Studies, and 23 in Pre-Law. This excludes the 75 Law Enforcement associate degree candidates. As the pool and quality of these students increases, more and more are selecting graduate school as an option. While many do opt for law school, many are choosing other graduate programs, like our own Master in Public Administration, or UK's Patterson International Diplomacy School.
- 2) Quantitative skills are becoming more and more an essential pre-requisite of non-law graduate programs. If our students do not enroll in this course work as undergraduates, they add these hours to their graduate programs.
- 3) The current Bachelor of Arts in Political Science has a 15 hour core, and 24 area elective hours spread over five fields: american politics, international politics, political theory, comparative politics and public administration. The whole degree requires 39 hours. The reinstatement of the Bachelor of Science degree will require the addition of PSC 316 to the major core (raising the core to 18 hours and the major to 42 hours). A proposed BS check sheet is enclosed.
- 4) To insure a better graduate preparation, PSC/PAD 316 is being reinforced with MAT 205, Elementary Statistics, (4,0,4) as a prerequisite. Given the recent SACS and general studies mandate for mathematics, we feel it would be appropriate at this time to integrate the new mathematics requirement into our major curriculum. PSC/PAD 316 can now provide more depth and laboratory experiences in its current topics, and even add a few new topics to its menu.

This is not a new degree proposal. The Bachelor of Science degree was once part of the degree offerings for the Department (See enclosed Catalog Statement from the early seventies). It is a reinstatement of a choice our students once had. Given the quantitative prerequisites of graduate programs and mandated mathematics course, we find this change timely, as well as useful to our students.



**POLITICAL SCIENCE CHECKLIST**  
**BS IN POLITICAL SCIENCE**  
**EFFECTIVE FALL 1991**

**CORE COURSES** (18 Hours) Take the following six core classes; PSC 101 may be substituted for PSC 100.

- ☐ PSC 100 American Politics    OR    ☐ PSC 101 State/Local Politics
- ☐ PSC 102 Comparative Politics
- ☐ PSC 103 International Politics
- ☐ PSC 110 History of Western Political Thought\*
- ☐ PSC 315 Scope and Methods of Political Science
- ☐ PSC 316 Political Analysis\*\*

**AREA COURSES** (24 Hours) Select eight courses from the following five areas of the discipline.  
Take at least one course in each area.

American Political Systems

- ☐ PSC 301 Congress and the President
- ☐ PSC 303 Public Policy
- ☐ PSC 304 Introduction to the Law
- ☐ PSC 305 The Judicial Process
- ☐ PSC 307 Constitutional Law
- ☐ PSC 308 Civil Liberties
- ☐ PSC 311 Political Parties & Groups
- ☐ PSC 314 Campaign Management
- ☐ PSC 318 Presidential Primaries
- ☐ PSC 319 Presidential Election
- ☐ PSC 325 Women in Politics
- ☐ PSC 326 Urban Government
- ☐ PSC 328 State and Urban Problems
- ☐ PSC 390 Topics in American Politics
- ☐ PSC 403 Public Policy
- ☐ PSC 415 American Foreign Policy
- ☐ PSC 498 Internships in Politics  
and Public Service

International Politics

- ☐ PSC 320 Politics of Multi. Corporations
- ☐ PSC 338 U.S. Foreign Policy Third World
- ☐ PSC 350 Comparative and Int. Legal Systems
- ☐ PSC 393 Topics in International Politics
- ☐ PSC 410 Political Economy
- ☐ PSC 480 International Law and Organization
- ☐ PSC 485 Comparative Foreign Policy
- ☐ PSC 494 Internship in Int. Studies

Political Theory & Methodology

- ☐ PSC 312 Modern Ideologies
- ☐ PSC 316 Political Analysis
- ☐ PSC 370 Early Political Theory
- ☐ PSC 373 Modern Political Theory
- ☐ PSC 374 Contemporary Political Thought
- ☐ PSC 425 Political Sociology
- ☐ PSC 391 Topics in Political Theory

Comparative Political Systems

- ☐ PSC 320 Politics of Multinat'l Corporations
- ☐ PSC 330 Politics of Europe
- ☐ PSC 335 Latin American Politics
- ☐ PSC 340 Soviet and Eastern European Politics
- ☐ PSC 350 Comparative and Internattional  
Legal Systems
- ☐ PSC 355 Comparative Revolutionary Politics
- ☐ PSC 360 Politics of China
- ☐ PSC 361 Politics of Japan
- ☐ PSC 364 Politics of Middle East
- ☐ PSC 365 Politics of India
- ☐ PSC 392 Topics in Comparative Politics
- ☐ PSC 485 Comparative Foreign Policy

Public Administration

- ☐ PAD 300 Intro to Public Administration
- ☐ PAD 305 Human Services Administration
- ☐ PAD 310 Police Management
- ☐ PSC 394 Topics in Public Administration
- ☐ PAD 400 Intergovernmental Relations
- ☐ PAD 401 Public Personnel Administration
- ☐ PAD 410 Public Budgeting
- ☐ PAD 411 Budgeting Techniques and Applications
- ☐ PAD 412 Law for Administrators
- ☐ PAD 420 Managing Not-For-Profit Organizations
- ☐ PAD 450 Public Sector Labor Relations
- ☐ PAD 455 Urban Administration
- ☐ PAD 460 Planning and Community Development
- ☐ PAD 491 Topics in Public Administration
- ☐ PAD 495 Readings and Practica in PA
- ☐ PAD 496 Internship in Public Administration

\* PSC 110 and PSC 111 in combination  
fulfills General Studies History  
Requirement.

\*\* PSC 316 requires MAT 205.

# Academic Programs

Northern Kentucky State College offers both the Bachelor of Arts degree and the Bachelor of Science degree. Those who are awarded the Bachelor of Arts degree will have completed majors in at least one of the following: Art, English, History, Journalism, Music, Radio and Television, Speech, and Theatre. The Bachelor of Science degree will be awarded to those who have completed majors in: Biology, Business, Chemistry, Public Administration, and Sociology. Those who have majors in Elementary Education, Mathematics, Political Science, or Psychology will receive either the Bachelor of Arts degree or the Bachelor of Science degree, depending on their personal or professional goals, with the approval of the chairman of their major. Indeed, in planning his course work for either the Bachelor of Arts degree or Bachelor of Science degree, the student must consult with his departmental advisor on all of his planning for his courses. Only the minimum general requirements can be given here; specific programs of study will require or recommend other courses not indicated here. The general minimum requirements are as follows:

- I. Six hours of Freshman Composition, or the equivalent (Equivalents are specified on p. 82);

- II. Completion of at least thirty hours of General Study Courses, as follows:

- |   |          |
|---|----------|
| A. Two courses in each of the following:    | 18 hours |
| 1. Natural Sciences and Mathematics         |          |
| 2. Literature                               |          |
| 3. History                                  |          |
| B. Two courses in any two of the following: | 12 hours |
| 1. Foreign Language                         |          |
| 2. Fine Arts                                |          |
| 3. Behavioral Sciences                      |          |
| 4. Social Sciences                          |          |

Total      30 hours

- III. Completion of a Major:

- IV. Completion of additional course work for a total of one hundred and twenty hours for graduation.

It is absolutely necessary for a student to keep in close contact with his adviser as he plans his courses each semester so that he may gain the greatest possible benefit from his years in college. The flexibility of our program necessitates that each student plan to take courses which fit his own needs and desires. For example, it is possible for a student in the completion of his 120 hours for graduation to take a second major, one or two minors, to gain a broad general education, or to delve deeply into a specific area of knowledge.

In addition to these requirements, each student must examine the requirements in the department in which he intends to major. Furthermore, those seeking teacher certification, which leads to the Provisional High School Certificate or a Provisional Elementary Certificate, must fulfill the requirements discussed in the Department of Education, p. 59-60.