

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41076

FACULTY SENATE MEETING

April 21, 1986

AGENDA

- I. Call to Order
- II. Approval of March 17, 1986 minutes
- III. Additions to and/or deletions from the agenda
- IV. Presidential Report and Recommendations
 - 1) Meeting of University Faculty on April 14
 - 2) Status of various recommendations
 - a) Term of office of chairs
 - b) Reasons in writing
 - c) Martin Luther King, Jr. recognition
 - 3) Health Benefits Package - ?
 - 4) John DeMarcus - NKU - AAUP Chapter President
- V. Committee Reports
 - 1) Curriculum Committee
 - a) General Studies Rationale - (voting item)
 - b) Bylaws changes - (voting item)
 - c) Pass/Fail Option - (voting item)
 - d) General Studies and Remedial Courses
 - PSC 115 Honors Political Science I
 - PSC 116 Honors Political Science II
 - ENG 291 Advanced Writing
 - GLY 200 Historical Geology
 - MAT 097 Elementary Geometry
 - (VOTING ITEMS)
 - 2) Professional Concerns
 - 3) Faculty Benefits
 - a) Faculty Senate Scholarship
 - 4) Budget and Commonwealth Affairs
 - a) Explanation of Salary Policy Recommendations
- VI. Discussion
 - 1) Old Business
 - 2) New Business

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41076

FACULTY SENATE MINUTES

April 21, 1986

MEMBERS PRESENT: Gary Clayton, Lonnie Davis, Pat Dolan, Sudesh Duggal, Lynn Ebersole, Andrea Gauthier, David Hogan, Lynn Jones, Lynn Langmeyer, Nancy Martin, Carrie McCoy, Bill McKim, Janet Miller, Margaret Myers, Dennis O'Keefe, Linda Olasov, Ralph Peterson, Tom Rambo, Fred Schneider, Dennis Sies, Frank Stallings, Frank Steely, Barb Thiel, Jim Thomas, David Thomson, Vernon Hicks, Ted Weiss, Gail Wells.

MEMBERS ABSENT: Scottie Barty, Carole Bredemeyer, Rebecca Britton, Ed Goggin, Mike Hunter, Doug Roberts, Richard Ward, Threasa Wesley.

GUESTS: Ray Waggoner, Lois Sutherland, Paul Reichardt, Barb Herald, Cyndi McDaniel, Donald Welti, H. Ray Souder, H. L. Wallace, Chris Christensen, John DeMarcus, Scott Quimby.

- I. The meeting was called to order at 3:10 p.m. by President Lynn Langmeyer.
- II. A motion was made by Lonnie Davis to accept the minutes as written. Motion seconded and passed unanimously.
- III. Addition to and/or deletions from the agenda.
 1. Presidential reports #3 - omitted - The Health Benefits Package will be discussed at the May meeting.
 2. Early Retirement Plan - add - as a voting item to the Faculty Benefits report.
- IV. Presidential reports and recommendations - Lynn Langmeyer
 1. A meeting of University Faculty was held on April 14. Agenda items included:
 - a) Proposed early retirement program (ERP) suggested revisions have been included in the packet of material distributed today.
 - b) Memo regarding honoring Martin Luther King's birthday. A recommendation was made that the Calendar Committee send a ballot to all faculty to identify faculty preference of method of recognizing this holiday.
 2. Status of recommendations.
 - a) Term of office of chairs. This suggestion was rejected by the Council of Chairs.
 - b) Reasons in writing. The recommendations are currently being investigated by legal council.
- V. John DeMarcus -NKU-AAUP Chapter President discussed the current faculty vote by the American Arbitration Association regarding allowing AAUP to represent NKU in collective bargaining. The arbitrator will count the votes on Thursday and certify the votes on Friday or Monday.

VI. Committee Reports

1. Curriculum Committee - Nancy Martin

- a) General Studies rationale - Dr. Christensen, chair of the General Studies Committee discussed the new general studies rationale and explained this is a more detailed discussion and will replace the current rationale.

An amendment was proposed by Janet Miller and seconded that line #24 read: "Understanding of Western and non-Western cultural traditions" (amendment underlined).

Action: The vote on the amendment was 14 yes, 5 no, 1 abstention. The amended General Studies Rationale was passed with 1 abstention.

- b) General Studies and remedial courses (descriptions included in packet with agenda).

- 1) PSC 115-Honors Political Science I and PSC 116-Honors Political Science II. There was much lively discussions regarding these proposed courses.

Action. Gail Wells called the question. Motion carried. The vote to accept PSC 115 and 116 as described in the packet was 18 yes, 3 no, 5 abstentions. Motion carried.

- 2) ENG 291 - Advanced Writing. This was described as an option for the composition option.

Action: The motion for acceptance passed with 1 abstention.

- 3) GLY 200-Historical Geology. There is a slight change in the course, a level change, and it is being deleted as a General Studies option.

Action: The motion for acceptance of these changes passed with 1 abstention.

- 4) MAT 097-Elementary Geometry. This is a remedial geometry course and will be taught as other remedial courses (self paced).

Action: The motion for acceptance of this course passed with 1 abstention.

- c) A proposed UCC bylaws change was submitted to allow equal representation of faculty from each college (the chairman does not vote, therefore his/her college may not have equal representation).

An amendment was proposed by Jim Thomas and seconded that equal representation be from each college offering undergraduate degrees (amendment underlined).

Action: The amendment was passed with 1 abstention. The amended bylaws change was passed with 1 abstention.

Action: Lynn Langmeyer formally charged all committee chairs to have the respective committees decide if the chair should or should not vote on that committee.

- d) Pass/Fail Option - Nancy Martin distributed information from Jerry Legere regarding a 1982 AACRAO Survey on public and private institutions allowing the Pass/Fail Option. Cyndi McDaniel clarified portions of the proposal.

Following vigorous discussion an amendment was made by Jim Thomas and seconded that the student must attain at least a "C" to achieve A "Pass" and 2) if the student attains an "F" this would be recorded on the transcript and treated as a "o" in the calculations. Further active discussion followed.

Action: A vote on the amendment was 14 yes, 7 no. The amendment passed. Tom Rambo called the question. Motion carried. A vote on the amended Pass/Fail option passed with 1 no vote.

2. Professional Concerns Committee

No report - There will be a committee meeting April 22.

3. Benefits Committee - Tom Rambo

- a) The Early Retirement Plan with recommended revisions from all faculty meeting April 14, 1986 was distributed and recommended revisions highlighted. The Phased Early Retirement Plan will be discussed later. It was suggested to vote on the Early Retirement Plan and hold it until the Phased Early Retirement Plan is approved then send both of these to the Board of Regents together. Ray Waggoner distributed another paper on "General Information Relating to Retirement".

Action: The proposed Early Retirement Plan was approved unanimously.

- b) The committee is close to finishing work on the Faculty Senate scholarship.

There will be a Faculty Social in the Communications Department on May 1, 3:30 to 5 p.m.

The committee is working on obtaining Health Benefits for those retired. The committee also continues to work on a tuition remission program for families of employees.

4. Budget & Commonwealth Affairs - Andrea Gauthier

The committee is currently working on a Salary Policy recommendation. This will be presented to the Senate at the May meeting.

VI. Discussion

Nancy Martin reported that the motion regarding the change in the University Curriculum Committee bylaws has been reworded to improve the grammar, not to change the intent. These changes will be forwarded to all Faculty Senate members.

Next meeting is May 12, 1986, 12:05 p.m. - BEP 110

Lynn Jones, Secretary

OFFICE OF THE PROVOST

MEMORANDUM

March 7, 1986

TO: Tom Cate

FR: Lyle A. Gray
Linda L. Dolive

RE: Term of Office of Chairs

At its February 24 meeting, the Faculty Senate passed a resolution that would call for alteration of current University policy vis-a-vis terms for chairpersons.

Their recommendation reads as follows: "We recommend that there be a five-year term of office for all chairs. The current chair will be eligible for reappointment. The department faculty will meet and communicate to their dean the desires of that faculty concerning the position of chair."

We would like to have the chairs discuss that particular alteration, and would highly recommend that they have a session with Dr. Glasov of the Professional Concerns Committee or the subcommittee chair who brought this to our attention. If you would like this office to be represented at that meeting, we would be more than happy to comply.

Thank you for giving us some response to a recommendation that has gone to President Boothe. We already have indicated to the Senate that it would be discussed with the Council of Chairs and the Council of Deans prior to any recommendation from this office.

jrm

cc: Linda Glasov
Lynn Langmeyer✓

MEMORANDUM

TO: Linda Dolive
Lyle Gray

FR: Tom Cate

DA: April 8, 1986

RE: Term of Office of Chairpersons

Thank you for your memorandum of March 7, 1986 wherein you requested that the Council of Chairpersons provide you with a response to the recommendation from the Faculty Senate concerning the term of office of Chairpersons. On Monday, April 7, 1986, the Council of Chairpersons met. One of the items on the agenda was your request. I should like to take this opportunity to convey to you the response of the council to your request.

The response of the Council is that it is opposed to the recommendation made by the Faculty Senate. (There are twenty departments; twelve were represented at the meeting. Ten were opposed; two abstained.) I should like to present some reasons why the Council is opposed to the recommendation. These reasons include: (1) performance review of the Chairperson is (should be) part of the program review procedure; (2) a similar proposal was addressed (and rejected) during the writing of the Chairperson's Handbook; (3) is (should be) part of the annual performance review of the Chairperson by the Dean; (4) may be initiated by the faculty at any time; and (5) if successful, what do you do with the ex-Chairperson? Will he/she cooperate with or hinder the transition process? Who will (should) become the interim Chairperson? How do you deal with the "lame duck"? Thus, the Council believes that mechanisms exist already which are designed to carry out the intent of the Faculty Senate's recommendation; and for the reasons stated previously, the Council is opposed to the recommendation.

Thank you for providing the Council with the opportunity to respond to this recommendation and for taking the time to read its response.

cav

cc: Lynn Langmeyer ✓
Linda Olasov

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41076

MEMORANDUM

TO: Leon E. Boothe
FR: Lynn Langmeyer *LL*
DA: February 12, 1986
RE: Senate Actions About Holiday Resolutions

I have been asked by the Faculty Senate Executive Committee to respond to your memo of January 27.

We appreciate the speed with which you addressed our resolution and are pleased you recognize our intent, however, we feel it is appropriate to clarify the action that was taken at the January 20 Senate Meeting. The resolution did not appear on our agenda, which is distributed one week prior to our meetings to the University community, because the motion came from the floor. We, too, were concerned about the additional "no classes Monday" and included in the resolution a request for the matter to be addressed by the University Calendar Committee. As with other "from the floor" motions, the senators vote as representatives of their faculty colleagues.

The Senate is an independent voice of the faculty whose procedures are stated in our Constitution. We recognize that at times this may create disagreement between the senate and administrators.

LL/pg

cc: Dr. Lyle Gray
Ms. Sheila Bell

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41076

MEMORANDUM

TO: Leon E. Boothe

FR: Lynn Langmeyer

DA: February 28, 1986

RE: Dr. Martin Luther King, Jr. Holiday

At our February 24 meeting, Faculty Senate considered your request to establish an ad hoc committee to meet and review the issue of Dr. King's birthday as an official holiday.

We recognize the "no classes Monday" issue and there was lengthy discussion at the meeting regarding alternative solutions to the problem.

The resolution of this issue appears to directly affect the academic calendar and also, apparently, has implications for general university scheduling. Therefore the Senate would like the Calendar Committee, which consists of faculty and administration members, to consider the problem and recommend a solution.

LL/pg

cc: Lyle Gray
Sheila Bell



Northern Kentucky University
Highland Heights, Kentucky 41076

MEMORANDUM

March 5, 1986

To: Lynn Langmeyer

Fr: Leon E. Boothe *LEB*

Re: Dr. King Holiday

Thank you for your memo of February 28. Based on our discussions and based on further review, I am adopting the Senate's recommendation and forwarding the agenda topic of a holiday in honor of Dr. Martin Luther King, Jr. to the Calendar Committee. I appreciated some of the constructive suggestions that arose during the Senate debate on this issue.

By copy of this memo, I am asking Ms. Cynthia Dickens, as Chair of the Calendar Committee, to place this matter immediately on the Committee's agenda. I am confident the Committee will be talking to you and other appropriate individuals in reaching a recommendation to be forwarded to my office.

Thank you for your deliberations and thoughtfulness.

ia

cc: Ms. Cynthia Dickens

Lynn Langmeyer

M E M O R A N D U M

TO: Leon E. Boothe, President
FROM: Cynthia S. Dickens, Chair
Calendar Committee

DATE: April 28, 1986

The Calendar Committee met on April 10, 1986 in response to your memorandum to Dr. Langmeyer, Faculty Senate President, regarding the commemoration of Martin Luther King Day. A copy of the minutes is attached for your information.

On Monday, April 14, Dr. Langmeyer met with the faculty to discuss the six options identified by the Calendar Committee. She reports that the meeting was poorly attended and that no option emerged as a clear favorite. Several, however, were found to be unacceptable (option 1.a-e). Option two, alternating the observance of Martin Luther King Day with President's Day, received slightly more support than any of the other options. This position was supported by Student Government in their meeting of April 14. (See attached memorandum.)

Because a clear consensus of the University community has not been reached, we recommend that the faculty, staff, and student body be polled regarding their preference on this matter. Due to the sensitivity of the issue and the ending of the current semester, I suggest that the poll be conducted early in the fall semester.

afs

Attachments

cc: Calendar Committee Members

Minutes of the Meeting of
the University Calendar Committee

April 10, 1986

Members Present: Cynthia Dickens, Bob Barnes, Lyle Gray, Lynn Langmeyer, Jerry Legere, Theresa Malecki, Nancy Perry, Lois Schultz(for Mary Ellen Rutledge), Mary Paula Schuh(for Administrative Affairs), Gregg Schulte, Pamm Taylor, Nancy Winstel.

The Calendar Committee met on April 10, 1986 at 2:00 p.m. in the President's Conference Room in order to discuss University observance of Martin Luther King Day and to propose a recommendation for the President. Mrs. Dickens read the minutes of the February 27, 1985 meeting and reported briefly on recent criticism surrounding the decision not to cancel classes in 1986 in observance of this holiday. Dr. Langmeyer, President of the Faculty Senate, reported on the Senate resolution and her memo to the President of February 28.

Following a lengthy discussion of the King holiday, the following options were identified:

1. Cancel classes on the 3rd Monday in January (federal holiday) and:
 - a. extend the semester one day into the Monday of finals week;
 - b. begin the semester one day earlier (Friday) and have Monday classes meet on that Friday;
 - c. make up Monday classes on some other day of the week;
 - d. hold classes on Monday of spring break; or
 - e. reschedule Monday classes on the last Saturday before finals week.
2. Alternate the observance of Martin Luther King and President's Day (only one observed each year by canceling classes).
3. Observe Martin Luther King Day by canceling day classes only. Evening classes would meet and the University would remain open.
4. Celebrate Martin Luther King Day with the University closed in exchange for another holiday currently observed.
5. Continue to commemorate Martin Luther King Day with classes in session. (Do not observe federal holiday).
6. Cancel classes on January 15 and not on the 3rd Monday in January. (University would remain open).

None of the possible options was endorsed fully by the Calendar Committee and many (options 1.b, 1.d) were strongly rejected. Because of the sensitivity of the issue and strong feelings expressed by a number of students, faculty, and staff, the Calendar Committee endorses the following action:

1. Dr. Langmeyer will meet with the faculty on April 14, 1986 and ask for endorsement of one of the options listed above.
2. Theresa Malecki, student member of the Calendar Committee will take the issue to Student Government on April 14 and ask for endorsement by that group.

It was further recommended that the entire faculty, staff, and student body be polled regarding their preference for the commemoration of Martin Luther King Day before the end of the current semester in the event that agreement is not reached by the faculty and Student Government in their meetings of April 14.



Northern Kentucky University
Highland Heights, KY 41076
University Center 208
(606) 572-5149

MEMORANDUM

TO: Cynthia S. Dickens
FR: Theresa Malecki T.M.
DT: April 13, 1988
RE: Martin Luther King Day

The members of Student Government discussed and made a decision concerning Martin Luther King Day. The recommendation by Student Government was to alternate the observance of Martin Luther King Day and President's Day (only one observed each year by cancelling classes).

After reviewing the alternatives, Student Government chose the one which they felt best would appeal to the students and faculty. This alternative allows for the celebration of both holidays with cancellation of classes on only one day.

If you have any questions concerning this decision feel free to call me in the Student Government offices at 572-5149. Thank you.

cc: Bill Lamb

tt



Northern Kentucky University
Highland Heights, Kentucky 41076

April 4, 1986

Dr. Nancy Martin
Associate Professor of Fine Arts
349 Fine Arts Center
Campus

Dear Nancy:

As a member of the Senate Executive Committee and also as an officer in the local AAUP Chapter, I ask you personally to deliver the attached to Dr. Langmeyer and, if necessary, present it to the members of the Senate and its Executive Committee. I feel such is appropriate in that you are personally aware of the University AAUP's strong desire to fully cooperate with the Senate, not only in our current endeavors toward achieving collective bargaining, but in all facets of concern.

I hope this is no inconvenience for you and I very much appreciate your willingness to be of assistance in this regard.

Thank you most sincerely.

John

A handwritten signature in cursive script, appearing to read 'John'.

AAUP



American Association of University Professors

April 4, 1986

Dr. Melinda Langmeyer
Assistant Professor of
Management & Marketing
& President of the
University Faculty Senate
409 BEP Center
Campus

Dear Dr. Langmeyer:

On behalf of the University AAUP Chapter I would like to express to you personally and to the members of the Senate my sincere willingness to cooperate with the Senate in any way possible and specifically with regard to the current collective bargaining campaign being sponsored by the local chapter. In this regard I would welcome an invitation to talk with the Senate at their convenience and will speak to any forum you feel best. Please make clear to the members of the Senate my willingness to cooperate with them in these important endeavors and the willingness that I know is shared by the members of the University AAUP Chapter.

I look forward to hearing from you in this regard as soon as possible and can be reached on campus at Extension 6369 and at home at 341-2916.

Most sincerely yours,

A handwritten signature in dark ink, reading "John P. DeMarcus".

John P. DeMarcus
President, NKU AAUP Chapter
& Professor of History

AAUP



American Association of University Professors

April 9, 1986

Dr. Melinda Langmeyer
Assistant Professor of
Management & Marketing
& President of the
University Faculty Senate
409 BEP Center
Campus

Dear Lynn:

Thank you for your letter of April 7. As I mentioned in our telephone conversation today, I will be happy to speak to the Faculty Senate at their meeting on April 21 and welcome any questions or discussion after my remarks.

Thank you again for the invitation. Should you need to contact me before April 21, please feel free to do so.

Very sincerely yours,

A handwritten signature in cursive script, appearing to read "John P. DeMarcus".

John P. DeMarcus
Professor of History
President, Campus Chapter
American Association of
University Professors

/dd

cc: Dr. Nancy Martin
349 Fine Arts Center

Dr. Lew Wallace
History Department

P.S. Lynn; Could I get a copy of the
current Senate membership?



Northern Kentucky University
Highland Heights, Kentucky 41076

MEMORANDUM

TO: Lynn Langmeyer, President
Faculty Senate

FR: Nancy Martin, Chair *nm*
University Curriculum Committee

DA: April 4, 1986

RE: Proposal for General Studies Rationale

At its meeting on April 3, the University Curriculum Committee unanimously approved the new general studies rationale which was proposed by the General Studies Committee. As you know, the rationale has been the primary concern of the sub-committee this academic year.

Recently the full General Studies Committee met with the Council of Chairs and held an open meeting for faculty to discuss this proposal. It is imperative that the rationale be agreed upon by the faculty and administration and accepted by the Board of Regents before work can commence on the next step of general studies review, i.e., the structure. The UCC requests that the Proposed General Studies Rationale be added to the agenda of the Faculty Senate meeting on April 21.

dlj
attachment
copies to: General Studies Committee

Northern Kentucky University's General Studies Program offers an educational experience common to all students pursuing a baccalaureate degree. It is designed to help students acquire knowledge, skills, and attitudes which will contribute to an understanding of self and the world; promote effectiveness in meeting civic, occupational, and personal challenges; enhance appreciation of the range and depth of human knowledge and experience; and encourage the desire and ability to continue learning.

The basic goals of the General Studies Program are to enhance:

- the ability to think critically and creatively--to abstract, analyze, synthesize, and evaluate;
- the ability to communicate clearly and effectively; and
- the understanding of historical and cultural perspectives.

Each student's general studies program should include academic experiences that enhance:

- the ability to interpret written works;
- awareness of language and its uses;
- understanding of and ability to utilize mathematical and scientific principles and methods;
- appreciation of artistic experience and expression;
- understanding of contemporary political, social, and economic issues; and
- understanding of non-Western cultural traditions.

Completion of the General Studies Program should help students develop an appreciation of the relationships that exist among the subject matters of various disciplines.

Since no one set of courses is best for all students, it is each student's responsibility, with the help of academic advisors, to choose a program of general studies courses that will fulfill the University degree requirements and provide the maximum opportunity for the student to develop as an educated person.



Northern Kentucky University
Highland Heights, Kentucky 41076

MEMORANDUM

TO: Lynn Langmeyer, President
Faculty Senate

FR: Nancy D. Martin, Chair *N.D.M.*
University Curriculum Committee

DA: April 4, 1986

RE: Change in UCC By-laws

At its April 3 meeting, the UCC approved the following change to the by-laws of the Curriculum Committee:

Article VI: Section 4. General Studies/Remedial Work Committee:

This committee shall consist of a chairperson and two representatives of each college elected from the members of the University Curriculum Committee. [This by-law change should be added to the agenda for the April 21 Senate meeting. I will prepare the hand-out for the Senate to show the current by-law statement as well as the proposed change and I will bring this to the Executive Committee meeting on Monday, April 7.

dlj

enclosure

copy to: C. Christensen

BY-LAW REVISIONS - UNIVERSITY CURRICULUM COMMITTEE

CURRENT
(as revised in 1985)

ARTICLE VI

Section 4. General Studies/Remedial Work Committee: This Subcommittee will have two representatives from each college offering undergraduate degrees. The chairperson of the UCC will be an ex-officio member of this subcommittee

REVISED

ARTICLE VI

Section 4. General Studies/Remedial Work Committee: This subcommittee shall consist of a chairperson and two representatives of each college elected from the members of the University Curriculum Committee. The chairperson of the UCC will be an ex officio member of this subcommittee.

The General Studies Subcommittee shall consist of a chairperson and two representatives of each College elected from the members of the University Curriculum Committee.

CATALOG INFORMATION - COURSE CHANGE FORM

1. CURRENT CATALOG INFORMATION: PSC 115 Honors Political Science I (3.0.3)

Introduction to Political Science and its subfields: survey of American politics and political theory. An alternative to PSC 100 and 110 for outstanding students. Students taking PSC 115 may not also receive credit for PSC 100 and 110. PREREQ: composite ACT or social studies score of 25 or comparable evidence of accomplishment.

2. PROPOSED COURSE CHANGE(S) INCLUDE(S):

- 1) Number _____ 4) Prerequisite/Coresquisite _____ (circle one)
2) Title _____ 5) Description X 7) Deletion of this course _____
3) Hours _____ 6) Designator _____

Note: Course Change: Any two of the first five
New Course: Three or more of the first five

3. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words)

PSC 115 Honors Political Science I (3.0.3) Introduction to Political Science and its subfields: survey of American politics and political theory. An alternative to PSC 100 and 110 for outstanding students. With PSC 111, completes entire general studies requirements in history. Students taking PSC 115 may not also receive credit for PSC 100 and 110. PREREQ: composite ACT or social studies score of 25 or comparable evidence of accomplishment.

University Editor Signature

4. JUSTIFICATION: To meet schedule deadlines, the University Curriculum Committee approved the course without general studies credit. The General Studies Committee approved the course for general studies credit four days later. We are now sending general studies approval from the UCC and the Faculty Senate.

CATALOG INFORMATION -- COURSE CHANGE FORM

1. CURRENT CATALOG INFORMATION: PSC 116 Honors Political Science II (3.0,3)
Continuation of PSC 115; survey of comparative politics and international relations. An alternative to PSC 102 and PSC 103 for outstanding students. Students taking PSC 116 may not also receive credit for PSC 102 and 103.
PREREQ: composite ACT or social studies score of 25 or comparable evidence of accomplishment.

2. PROPOSED COURSE CHANGE(S) INCLUDE(S):

- 1) Number _____ 4) Prerequisite/Corequisite _____ (circle one)
2) Title _____ 5) Description x 7) Deletion of this course _____
3) Route _____ 6) Designator _____

Note: Course Change: Any two of the first five
New Course: Three or more of the first five

3. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words)

PSC 116 Honors Political Science II (3.0,3) Continuation of PSC 115:
survey of comparative politics and international relations. An
alternative to PSC 102 and PSC 103 for outstanding students.
Course completes entire general studies requirement for non-
western subject area. Students taking PSC 116 may not also receive
credit for PSC 102 and 103. PREREQ: composite ACT or social
studies score of 25 or comparable evidence of accomplishment.

University Editor Signature

4. JUSTIFICATION: To allow us to meet schedule deadlines, the UCC approved
this course without non-western general studies credit. The General
Studies Committee approved the course for non-western general studies
credit four days later. We are now seeking non-western general studies
approval from the UCC and the Faculty Senate.

April 4, 1986

M E M O R A N D U M

TO: Nancy Martin, Chair
University Curriculum Committee

FR: Paul Reichardt *Paul Reichardt*
Literature and Language

RE: The English 291 Option In The Composition Requirement for General Studies

Questions and Issues:

- 1) Why not simply keep our present structure of English 101 followed by English 102 in the freshman year?

The required two-semester composition sequence for freshman is a time-honored academic tradition. Yet, as research has progressed in area of student writing, it has become clear that this sequence tends to ignore some important dimensions of student learning in this area:

- A) The factors of maturity and motivation are important to achieving writing competence. Some students are least able, emotionally and intellectually, to absorb and apply all facets of formal writing instruction in nine consecutive months during their first year of college. Hence there seems to be an advantage to "pausing" to let these students mature before requiring them to complete their formal composition training.
 - B) Studies have shown (and the experience of many English professors confirms) that a major problem with traditional writing programs is their failure to address the issue of "erosion" of student writing skills after exposure to writing instruction in the freshman year. Adding a writing requirement (or shifting part of the requirement) to a later point in students' academic career seems to retard such erosion among juniors and seniors, thus making the final "outcome" (i.e. the writing skill of students as they graduate) more acceptable.
 - C) Freshman composition courses are often totally divorced from student academic interests and career goals because these interests and goals may not be clearly focused during the initial year of college. A required composition course in a later year is more easily linked in the minds of students with skills needed to perform successfully in their majors and career fields. This link between the importance of writing and the demands of career preparation can lead to a better attitude toward writing and more effective learning in this area.
- 2) What will the proposed sequence of composition courses be?

The present sequence is:

Comp (ENG 101)---Comp (ENG 102)---Lit. Course---Lit. Course

The proposed option would enable students to take one of the following sequences:

Comp (ENG 101)---Lit. Course---Lit. Course---Comp (ENG 291)

or

Comp (ENG 101)---Lit. Course---Comp (ENG 291)---Lit. Course

These alternative sequences would give the program more flexibility and, we think, address the concerns under #1 above more effectively.

- 3) Why not simply require all students to take ENG 291 and scrap ENG 102 altogether?
 - A) A diversity of student interests and needs requires a diversity of options.
 - B) The presence of options in a requirement such as this one can have a salutary effect on student attitudes toward the requirement.
- 4) How will students determine which option to take?
 - A) By assessing their own interests and ability levels, students can determine whether they are apt to profit more from ENG 102 or ENG 291. The very process of making this decision is a step toward academic maturity on the students' part.
 - B) Writing instructors will also advise students, on the basis of their performance in class, as to which option might be more suitable to their needs.
- 5) Will the ENG 291 option lead to students being less prepared to write the papers required of them in other general studies classes taken during the freshman and sophomore year?

We think (and hope!) not:

- A) Research skills, a crucial part of the preparation of students for paper assignments in other courses, will be included in the syllabus of English 101. These skills are presently not introduced until English 102. The focus of 101 has been on personal and process writing--we believe this focus can accomodate the research unit. After all, research is also a process writing mode.
 - B) Students with poor ability or preparation in writing (usually those students with an ACT score in English of 17 or below) will continue to be assigned to English 100, which serves as a prerequisite to English 101 and is meant to bring students up to a level which enables them to perform successfully in English 101.
 - C) Students in English 101 must take (and pass) an exit exam before they are considered to have mastered the skills of the course. Students who cannot pass this exam and who have consistently been unable to assimilate instruction on writing will repeat English 101.
- 6) How will we determine whether the ENG 291 option is working well?

We will pay close attention to student evaluation of the option and the English 291 course itself, to reports from faculty in other disciplines on

the performance of students in writing in introductory and upper division level courses, and (in particular) the ability of students to handle the research paper after taking English 101. Adjustments in the content of both English 101 and 291 will be made on the basis of this evidence. The ultimate fate of English 102 and its proper content will also be determined by this evidence.

In summary, the ENG 291 option is meant to achieve three broad objectives, each of which can enhance the writing abilities of our students:

- A) Extend students' exposure to formal writing instruction beyond the freshman year;
- B) Create a more flexible program of writing instruction which can respond effectively to the diversity of student needs and levels of maturity;
- C) Refine the usual entry-level composition course, English 101, in ways that will make it a more rigorous and more carefully focused educational experience.

CATALOG INFORMATION - COURSE CHANGE FORM

1. CURRENT CATALOG INFORMATION: ENG 291 Advanced Writing (3,0,3)
Practice in a variety of expository forms. PREREQ: ENG 102

2. PROPOSED COURSE CHANGE(S) INCLUDED(S):

- 1) Number _____ 4) Prerequisite/Co-requisite x (circle one)
2) Title _____ 5) Description _____ 7) Deletion of this course _____
3) Hours _____ 6) Designator _____

Note: Course Change: Any two of the first five
New Course: Three or more of the first five

3. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words)

ENG 291 Advanced Writing (3,0,3) Practice in a variety of
expository forms. ~~PREREQ: ENG 101 and sophomore standing~~
May be taken as an alternative to ENG 102 to satisfy general
studies requirements. PREREQ: ENG 101 and sophomore standing.

University Editor Signature

4. JUSTIFICATION: Students will have a choice as to how they complete the
second semester of their composition requirement. Some may wish
to proceed with ENG 102 immediately after completing ENG 101;
others may prefer to take their second semester later in their
college career. There are educational reasons for choosing the
second path (see rationale attached).

RATIONALE FOR ADDING AN OPTION TO THE COMPOSITION REQUIREMENT

THE PROPOSAL:

Currently students must complete two composition courses, English 101 and English 102, as general studies requirements. The two-course requirement will remain, but students will have a choice as to how they fulfill the second semester of that requirement: they may either take 102 early in their college career or take 291 after they have completed 30 hours or more of coursework. English 291, Advanced Writing, is an existing course, but it previously counted only as an elective.

REASONS FOR THE CHANGE:

The development of writing abilities takes time and practice. Strategies for long-term improvement are introduced in English 101. With practice and further experience in subsequent courses, students mature in their ability to synthesize information and to handle syntax of increasing complexity. A later course would build on this additional language experience and could then emphasize the refinements in editing and style typical of scholarly writing.

Furthermore, as students progress in their majors and begin to consider their career plans more seriously, they come to see the importance of writing in a more serious light. An upperclass requirement would capitalize on this enhancement of motivation.

Recent changes in the course requirements for English 101 include the study of research skills in that course and the passing of an exit test rated by a departmental committee. These changes assure a modicum of facility adequate for coursework expected in general studies courses. (See list of writing competencies expected of 101 students attached.)

Since writing classes must be small, it will be more cost efficient to invest in those students who stay beyond the freshman year. Thus, students will be free to enroll in larger courses, including Introduction to Literature, during the second semester of their freshman year, leaving their second composition class until later.

DIFFERENCES BETWEEN THE TWO OPTIONS:

English 102 is presently the course in which students learn to write from outside sources (as opposed to writing from their own experience). Traditionally, students in 102 expand direct experience through the reading of short stories, the study of logic, and the application of various research skills.

English 291 students also receive intensive instruction in research processes. However, the course is geared more to writing across the disciplines or career choices, with students completing individualized projects after responding to a current nonfiction book on an interdisciplinary theme, read in common, analyzed, and discussed.

SUGGESTED CRITERIA FOR CHOOSING BETWEEN 102 and 291:

Although it might seem to make sense that students with difficulties in writing should be advised to take English 102, such students, in fact, might be the very ones who would benefit from the chance to practice writing in other courses and to mature before taking their final writing course. Advisors of these students could encourage them to take courses with writing components.

In choosing between the two options, the following factors might be considered:

- 1) Students who have gotten into the rhythm of regular writing and want to maintain it should be encouraged to take 102.
- 2) Students who love literature and want an early taste of it should be encouraged to follow 101 with a literature course and take 291 later.
- 3) In some cases choosing between the two might simply be a matter of convenience in scheduling.
- 4) Departments may wish to advocate one choice or another, especially those departments which list suggested schedules for their majors in the catalog.

MEANS OF MONITORING ENROLLMENT:

Catalog changes will include this addition to English 291:
PREREQ: English 101 and the completion of 30 semester hours.

It is recommended that students take their two literature courses before enrolling in English 291.

Catalog copy for the 200-level literature courses will cite only English 101 as a prerequisite.

Catalog descriptions of English 102 will include the following:
Open only to students with 29 or fewer semester hours of course-work completed.

***Minimum Competencies Expected of Students Who Pass
English 101**

1. **AWARENESS/USE OF FULL WRITING PROCESS:** Given a description of an assignment, student can translate directions into a process which includes planning, drafting, revising, and editing. In test situations, this process is compressed.

2. **FINDING ENOUGH TO WRITE ABOUT:** Given a topic or task, student can come up with ideas and examples enough for required length.

3. **ORGANIZATION OF EXTENDED PIECES OF WRITING:** Given a first-hand experience or some specific information, student can formulate and support a thesis with enough paragraphs to explain or illustrate it. Student can also describe the organizational plan in outline form or by some comparable design.

4. **APPROPRIATENESS:** If the task requires reflection on experience or logical argumentation and if the information to be written about is familiar to the student, then the finished piece of writing should reflect the desired tone.

note: Abstract or analytical tasks may require additional language experiences and practice because inexperienced writers regress when they are confused.

5. **MECHANICAL ACCURACY:** Given a task such as is described in No. 4 above, student should be able to sustain extended discourse in complete sentences and paragraphs which are relatively error-free (Not more than six discrete spelling, punctuation, or sentence structure errors per 250 words).

6. **ANALYSIS OF MODELS:** Given an assignment and representative models of how it should look when completed, student can identify underlying purpose, organizational plan, intended audience, and desired tone for the assignment.

7. **USE OF WRITTEN SOURCES:** Given a written source, student can summarize it or use information from it without copying. Student knows that plagiarism is the unacknowledged use of another person's ideas or word clusters and that this is a serious academic offense.

8. **PEER REVISION:** Given an example of student writing, student can identify thesis, points of development, problems in organization, places where transitions are needed, and mechanical inaccuracies--and revise the piece according to these realizations.

9. RESPONSIBILITY FOR SEEKING HELP: Student has adequate information about his or her own mastery of the mechanics of writing and practice to make use of personnel, including their own instructors and the staff of the Writing Center, as well as dictionaries and handbooks, to answer questions.

10. DISCIPLINE: Student can make choices, plan time, and meet deadlines according to the dictates of his or her own process.

*The first five items are measured by the final exam in English 101.

CATALOG INFORMATION - COURSE CHANGE FORM

1. CURRENT CATALOG INFORMATION:

GLY 200 Historical Geology (3,2,4) The rock and fossil record through geologic time, with concentration on North America; local rocks and fossils. PREREQ: GLY 115 or consent of instructor.

2. PROPOSED COURSE CHANGE(S) INCLUDE(S):

- 1) Number X 4) Prerequisite/Corequisite _____ (circle one)
2) Title _____ 5) Description _____ 7) Deletion of this course _____
3) Hours _____ 6) Designator _____

Note: Course Change: Any two of the first five
New Course: Three or more of the first five

3. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words)

GLY 302 Historical Geology (3,2,4) The rock and fossil record through geologic time, with concentration on North America; local rocks and fossils.
PREREQ: GLY 115 or consent of instructor.

JWT 19 Dec 85
University Editor Signature

4. JUSTIFICATION:

(See attached)

5. SIGNATURES

DATE RECEIVED DATE APPROVED

Original Proposer _____

Department Chair Carl D. Slater 4/27/86 4/27/86

College Curriculum
Committee Chair Robert D. Fisher Feb 27/86

Dean Jerry W. Warner 28 Feb 1986 17 March 1986

University Curriculum
Committee Chairperson Nancy D. Thelen 3/18/86 4/3/86

Graduate Council Chair _____

Provost _____

6. NUMBER OF COPIES OF THIS FORM REQUIRED FOR A COURSE WHOSE NUMBER LIES BETWEEN:

090 thru 499 is 22 — 500 thru 599 is 39 — 600 thru 699 is 17

7. DATE ENTERED INTO NKU CURRICULUM DATABANK:

Date _____

University Editor Signature _____

8. DISTRIBUTION: Registrar, Printer, Department Chair, Dean, Provost, University Curriculum Committee Chair, and/or University Editor.

Editor: Remove This course GLY 200
from General Studies list.
L.A.E.

Justification: A few years ago, it was customary in many disciplines to present to students a sequence of courses that were represented as being freshman-, sophomore-, junior-, and senior-level courses. These were numbered as 100-, 200-, 300-, and 400-level courses, respectively. This practice has been retained in some disciplines; but others have moved away from it. In fact, it has more often than not been the case that the order of courses is irrelevant and the whole course structuring process has seemed very similar to the devising of grammatical rules for English based on the sentence structure of Latin.

In geology, we teach two introductory courses, GLY 110 and GLY 115, that count toward general studies requirements and offer the student a fairly broad survey of the field. Beyond these, subsequent courses can be viewed properly as presenting specializations in the various subdisciplines of geology. These courses do not fulfill general studies requirements and are taken virtually exclusively by those majoring or minoring in geology. Consequently, it is realistic to regard them as upper division courses. Accordingly, we are requesting that GLY 150, 200, and 205 be elevated to 300-level status. This renumbering will need to be reflected in changes in prerequisites in those courses for which 150, 200, and/or 205 are listed as prerequisites.

7

CATALOG INFORMATION - NEW COURSE FORM

DISCIPLINE Mathematical Sciences NUMBER MAT 097

1. CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double spaced, complete, etc.; limit course description to 30 words) _____

MAT 097 Elementary Geometry (3,0,3)

Review of elementary geometry. Recommended only for students
who have not completed one year of high school geometry. Offered
on a pass/fail basis.

JWT 24 Feb-86
University Editor Signature

2. JUSTIFICATION: (Course outline must be attached if appropriate) _____

Beginning September 1987, "unconditional" admission to all state
universities in Kentucky will require completion of three units of
high school mathematics, including Algebra I and Geometry. Students
admitted "conditionally" must make up the deficiency. This course
addresses the University's obligation to those students it admits
without a unit of high school geometry.

3. ADDITIONAL RESOURCES REQUIRED: None

4. The proposed course is a(n): (Check where appropriate) University Honors _____

General Studies _____ Free Elective _____ Major/Minor Requirement _____

Non-Western General Studies Course _____ Departmental/Program Honors _____

5. The department would like instruction of this course to begin in the following academic semester: Fall 1987 Spring _____ or Summer 1987



Northern Kentucky University
Highland Heights, Kentucky 41076

Department of Social Sciences
(606) 572-5259

Sociology/Anthropology/Philosophy

January 27, 1986

MEMORANDUM

TO: Lynn Langmeyer, President of Faculty Senate
FR: Terry Pence, Chair of the Faculty Senate Elections Committee
RE: DATA FOR DETERMINATION OF THE PROPORTIONMENT OF THE COLLEGE
OR AT-LARGE SENATORS

I have enclosed a copy of the material that I have literally pieced together from the information provided by Computer Services plus the names of administrators with faculty appointments. If this information is correct it renders the following result:

College	Full-Time Fac.	% of total	x 35 =	Rounded
Arts & Sciences	149	50.68	17.73	18 (9 dept. 9 coll.)
Chase College of Law	26	8.84	3.09	3 (1 dept & 2 coll.)
Business College	34	11.56	4.04	4 (4 dept. 0 coll.)
Professional Studies	<u>85</u>	28.91	10.11	<u>10</u> (7 dept. 3 coll.)
TOTAL	294		TOTAL 35	

This would mean that Arts & Sciences gains an at-large senator and Professional Studies loses one.

The above numbers are based on the following considerations: The two members of Public Administration are counted with the Arts & Sciences, the three members of the Military Science Program are not counted, and no one with a contract designation of "lecturer" is counted.

I think that lecturers were meant to be included when the Constitution was amended, but the Constitution says they must hold the rank of "instructor or higher" (Article IIIA). I guess this is a matter for

the Executive Committee. If the Executive Committee wants to include lecturers among the general faculty, it will change the above figures and it may require an amendment to the Constitution.

According to the Constitution, the Executive Committee must determine the apportionment of at-large senators before the Election Committee can hold elections.

mam

Enclosure



Northern Kentucky University
Highland Heights, Kentucky 41076

Department of Social Sciences
(606) 572-5259

Sociology/Anthropology/Philosophy

January 27, 1986

MEMORANDUM

TO: Darryl Poole, Dean of the College of Arts and Sciences
Robert Bussom, Dean of the College of Business
Rosetta Mauldin, Dean of the College of Professional Studies
Henry Stephens, Dean of the Chase College of Law

FR: Terry Pence, Chair, Faculty Senate Elections Committee

The attached list should contain all full-time general faculty who are tenured, tenure-track, or on one year renewable and have the rank of instructor or higher for your college.

This list is used for determining voting eligibility and the apportionment of faculty senators.

If you note any mistakes or omissions on this list could you notify me, Terry Pence, LA 225, phone ext. 5594.

mam

Attachment

AD HOC COMMITTEE FOR THE IMPLEMENTATION OF THE NEW FACULTY SENATE
CONSTITUTION.

Meeting: Jan 30, 1985, in Landrum 206, at 1 p.m.

Attending: Glen Mazis [Chair], Fred Schneider, Janet Miller and
Ted Weiss.

RECOMMENDATION #1: the following proposal be submitted and
adopted by the Executive Committee and not the full Senate,
since the Executive Committee is charged with determining the
policy regarding all the following items, according to the new
Constitution.

RECOMMENDATION #2: There be no election for the Grand Marshall
this year. The Faculty Senate President will be Grand Marshall.

RECOMMENDATION #3: The following guidelines should be adopted for
Senate representation for 1985-6 Senate [unless there are newer
figures than those the committee had from last spring, which vary
significantly] --

135 faculty	Arts and Science	[52%]	= 18	(9 dept. & 9 coll.)
79 "	Professional Studies	[30%]	= 10	(8 dept. & 32 coll.)
26 "	Business	[10%]	= 4	(4 dept.)
22 "	Law	[8%]	= 3	(1 dept. & 2 coll.)

--
35 senators

✓ -Business: Departments of Marketing and Management, and Accounting
elect one senator each for a one year term [for this
term only, from then on for 2 year terms]
Departments of Information Systems and Economics and
Finance each elect one senator for a two year term.
[DEPTS WERE DECIDED BY LOT]

-Arts and Sciences: 9 dept. senators are acceptable in their
current rotation and the top 5 votegetters will serve
out their terms (which have a year to go). 4 new
college senators to be elected [for two year terms]

-Law: elects one departmental senator and one college wide senator

-Professional Studies: departmental elections as scheduled
previously with highest votegetter remaining as one
college senator and the other to be elected this year
for two year term

5 Highest votegetters in Arts and Sciences: Ward, Weiss, O'Keefe,
Martin, and Lavery.

Highest votegetter in Professional Studies: Janet Miller.

RECOMMENDATION #4: The present President-elect becomes the present Vice President.

RECOMMENDATION #5: If the newly elected President is a college senator, the next highest votegetter who was defeated in the previous college election becomes that college's senator. Otherwise, if he or she is a department senator, that department merely holds a new election.

COMMENT AND RECOMMENDATION #6: We question the accuracy of the current Senate Roster, and advise that in the future, replacement of vacancies occur with strict consultation between the Executive Committee or President and the Chair of the the Elections Committee, so that said Chair can understand how the election results have been implemented.

COLLEGE OF PROFESSIONAL STUDIES
OFFICE OF THE DEAN

April 1, 1986

MEMORANDUM

TO: Dr. Lynn Langmeyer

FR: Dr. James Gray

RE: At-Large Senators

After my brief discussion with you yesterday, I contacted Terry Pence on the matter of the senators at-large and Professional Studies. Terry did explain that he counted both Bob Lilly and Mike Hunter as faculty of Arts & Sciences which resulted in a loss of one faculty at-large for Professional Studies. I explained to Terry that Mike Hunter was definitely not a faculty of Arts & Sciences and there is a question about Bob Lilly also, neither have moved out of the College as of now.

There seems to be a general confusion over the faculty makeup which apparently determines the number of at-large senators. Terry indicated that he was utilizing information that had been channelled through the Dean's Office, although our office can not find any record of such data coming through. We would like to request that a review be made of this situation. We would greatly appreciate any description of how the senators at-large numbers are established and how the 1986/87 senate will be constituted.

Many thanks for your understanding and attention to this matter. If I can be of any help, please call.

mh



Northern Kentucky University
Highland Heights, Kentucky 41076

April 4, 1986

MEMORANDUM

TO: James Gray, Associate Dean
College of Professional Studies

FR: Terry Pence, Chair Faculty Senate Elections Committee
Lynn Langmeyer, President Faculty Senate

RE: PROPORTIONMENT OF THE COLLEGE AT-LARGE SENATORS

This is to follow up on your conversations with us regarding how it was that the College of Professional Studies lost an at-large senator in this year's proportionment. You thought that perhaps the dissolving of the Department of Public Administration had something to do with it. Actually it doesn't.

We are forwarding the data upon which the 1986 proportionment was based. The figures exclude Military Science and count Lilly and Hunter in the Arts and Sciences, but even throwing in Military Science it will make no difference. The college senators are proportioned on the basis of the percentage of general faculty. With Military Science, Professional Studies would be entitled to 10.37 senators; without Military Science it is 10.11 senators.

What actually caused the decrease is the fact that last year Professional Studies had more representation than they were entitled, while Arts and Sciences had less. How this came about is a mystery. The Ad Hoc Committee for the Implementation of the New Faculty Senate Constitution came out with the original proportionment and it was exactly (percentage wise) the same as this year's, but somewhere and somehow Arts and Sciences lost one and Professional Studies gained one senator. Then as now, Arts and Sciences had over 50% of the faculty. This year's proportionment is based on more accurate data that was sent to the Deans for verification.

January 20, 1986
To: UCC members
Fr: Cyndi McDaniel
RE: Report of Ad Hoc Committee on Pass/Fail Proposal

This committee met on December 10. Committee members present included: Cyndi McDaniel, chair, Don Kelm, and Kathy Verderber. Also present were George Goedel and Jerry Legere. After thorough discussion of the issue, this committee recommends the following policy: There should be a pass/fail option for students pursuing a bachelors degree who have attained junior level standing. This option would enable individual students to elect to have the grade for a course reported on their transcripts as Pass/Fail. We believe this policy should replace the existing pass/fail policy and become effective immediately upon the completion of the approval process for changes of this type.

We also recommend the following conditions on this policy:

1. No more than 12 credit hours toward graduation could be completed in this manner.
2. Courses taken pass/fail could not be applied to specific general studies, major, or minor/area of concentration requirements.
3. They, however, may be applied toward the upper-division requirement.
4. Students wishing to pursue a pass/fail option must declare this intention no later than the last day to register or enter a course.
5. The choice to receive a traditional letter grade or pass/fail designation could only be changed by withdrawal or by repeating the course (within the usual guidelines for withdrawal and repeating a course).
6. The election of the pass/fail option is to be recorded in the registrar's office only. The course instructor would assign a letter grade, but the letter grades A, B, C, or D would be changed to P by the registrar for entry in the student's record.
7. Should a student change major or minor/area of concentration after having taken a course with this Pass/Fail option, any decision regarding acceptance of the course for major or minor/area of concentration requirements would be made on an individual basis by the chair of the affected program. If needed, with the student's permission, the instructor's record of the original letter grade could be consulted in such a case.
8. The pass/fail grade should not affect the student's Grade-Point Average (GPA). Thus credit hours earned by passing such a course should be included as "hours earned" but not as "hours attempted" for GPA computation.

Rationale:

We believe that the traditional rationale for pass/fail options at other universities is also applicable here at NKU. That is, that pass/fail options can serve to encourage students to experiment in new subject areas without fear of jeopardizing their GPAs. We feel that this option would contribute substantially to the breadth of experience of NKU students. Faculty on this campus have witnessed a number of our better students hesitate to take courses outside their major area for fear of "ruining their GPA". We believe this option would encourage students to explore diverse knowledge bases in areas they may perceive as difficult for them but of interest. Since one purpose of elective hours in a degree program is to broaden students' educational experience, we believe that the pass/fail option would provide the necessary incentive to encourage students to attempt coursework in areas they would otherwise be reluctant to try.

We suggest the option be extended only to students at the junior level and above since freshman and sophomore level people should not be distracted from fulfilling general studies and major requirements. In addition since the intent of pass/fail is to encourage out-of-discipline experience in areas with which the student is unfamiliar, students who have achieved junior standing are in a better position to have assessed their interests, capabilities, and previous exposures to the various disciplines from which they may want to take pass/fail coursework.

1. The 12 hour ceiling that we recommend is in line with the percentage of pass/fail coursework allowable at other universities in this area. We consider this number to be an appropriate balance. It is neither so small as to be perceived as an insincere attempt to encourage diversity or so large as to weaken the standards of academic achievement we seek for our students.

2. The committee strongly believes that the pass/fail option is inappropriate for required coursework.

3. We do believe that pass/fail coursework meets the intent of the 45 hour upper-division requirement. This requirement as stated on p. 39 of the catalog currently admits any "successfully completed" courses as fulfilling this requirement. Thus a 300 level or above course in which a student receives a grade of pass clearly is included.

4&5. After much discussion we recommend an early deadline for election of the pass/fail option. This is for both for practical implementation reasons and to ensure that the decision to opt for pass/fail is exercised deliberately by the student and not as an after-thought or defensive tactic for a student who is not performing well in a class that she/he had originally intended to take for a grade.

6. While it is likely that a student will choose to inform the instructor that a course is being taken pass/fail, we feel that the general reporting of such to the instructor serves little useful purpose and may in some cases adversely affect the student's experience in the class.

7. Students, however, do change programs, and may have previously taken a course required in the new major on a pass/fail basis. As with decisions to accept transfer credits from another university we believe the acceptance of coursework previously taken pass/fail by a student as counting toward requirements in a new major should rest with the department offering the new major.

8. Since the purpose of the pass/fail option is to encourage students to explore coursework which for them may be difficult, we feel that there should be no punitive consequences of electing courses under the pass/fail option. Including pass/fail coursework as part of "hours attempted" would indeed negatively affect the GPA both for those passing and those failing. Since this would be contrary to our intent we recommend that courses successfully taken under this option be included in hours earned toward graduation but whether successfully completed or not, such courses should not be included in hours attempted. The effect of this policy is to remove pass/fail coursework from influencing GPA calculations. This recommendation is in line with common practice at other universities that utilize pass/fail options.

AMENDMENT

This pass/fail policy shall supplement existing pass/fail options for courses and non-traditional credit in that the conditions described for this policy shall apply only to pass/fail election by a student, except that condition #8 regarding the impact of the P or F grade shall apply to all pass/fail credits.

STAFF CONGRESS

March 20, 1986

To: Dr. Leon Boothe, President
Northern Kentucky University

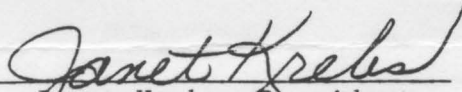
From: The Executive Council &
Membership
Staff Congress

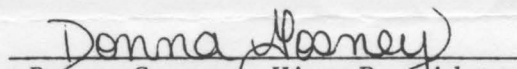
Re: State Health Insurance Plan

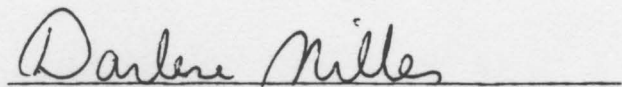
We, the membership of Northern Kentucky University's Staff Congress, do hereby endorse the University's recommendation that Northern Kentucky University become a member of the state of Kentucky's health insurance plan, contingent upon the following provisions:

1. The assurance that the University will also look into our becoming a member of the state HMO plans;
2. The University continue to pay the cost of the single health insurance plan, whatever that cost may be; and
3. The savings from the switch to the state health plan be used to improve University employees' fringe benefits package.

Thank you for your consideration of these matters.


Janet Krebs, President
Staff Congress


Donna Gosney, Vice-President
Staff Congress


Darlene Miller, Secretary/Treasurer
Staff Congress

cc: Dr. Gene Scholes

dm



Northern Kentucky University
Highland Heights, Kentucky 41076

MEMORANDUM

April 7, 1986

To: Lynn Langmeyer, President ✓
Faculty Senate

Janet Krebs, President
Staff Congress

Fr: Leon E. Boothe *LEB*

Re: Health Insurance Program

Thank you for your recent memo supporting the University joining the state health insurance program. Based on my consultations with various constituencies and my staff, I am pleased to inform you that the University has made application to join the state health insurance program. Please so inform the members of the Senate and Staff Congress.

You will be kept informed as to further developments.

ia

cc: President's Staff

MEMORANDUM

TO: All Department Heads
Presidents, Staff Congress & Faculty Senate
Campus Digest

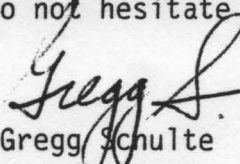
DATE: April 9, 1986

RE: Change in Vacation & Sick Leave Accrual Policy

Effective April 30, Personnel Services will have all sick and vacation leave records computerized, thanks to the department of Computer Services. The new system will provide greater efficiency in the leave recordkeeping process and permit the reporting of leave usage and balance data on a more current basis.

In order to implement the new system, however, a change is necessary in the leave accrual policy. Currently, employees accrue monthly on the date corresponding to the date on which they began their employment. Under the new policy, all employees will accrue leave on the last calendar day of each month. For the first month (ending April 30), each employee will accrue a prorata number of days and hours corresponding to the period from their last accrual date in April through April 30.

May I ask you to please relay this important information to all your staff (and 12-month faculty) members. If there are any questions, please do not hesitate to call.


R. Gregg Schulte

CS



Northern Kentucky University
Highland Heights, Kentucky 41076

MEMORANDUM

April 8, 1986

To: Lynn Langmeyer

Fr: Leon E. Boothe

Re: Senate Bill 70

I am pleased to report to you that the Governor has signed Senate Bill 70 which puts university retirees in TIAA/CREF in the same tax exempt status for retirement income as those within the state system. This victory should be a great boon to all such current retirees and for those yet to come.

It is also with pleasure that I inform you that this bill passed largely through the influence of Northern Kentucky University with Bill Donnermeyer and the Northern Kentucky Caucus providing the legislative leadership.

ia