

# **Faculty Senate**

Northern Kentucky University

Highland Heights, KY 41099  
(606) 572-6400

FACULTY SENATE MEETING  
FEBRUARY 28, 1994  
UNIVERSITY CENTER BALLROOM  
3:00 p.m.

- I. Call to Order
- II. Approval of Minutes of January 31, 1994 Meeting
- III. Additions to, and/or Deletions from, Agenda
- IV. Chuck Hawkins, Director, Academic Computing: Backbones, Internet & Progress
- V. Strategic Advancement Process
- VI. University Curriculum Committee
  - A. ANT 243-New Course (GS/BS/NW)
  - B. ANT-Program Change
    - 1. BS
    - 2. BA
    - 3. Minor
  - C. Technology-Program Change
  - D. Proposed Change to UCC By-laws
- VII. Professional Concerns Committee
  - A. Recommendation: Tuition Remission
  - B. Recommendations: Thanksgiving & Fall Break
- VIII. Informational Items
  - A. University Committee Vacancies
  - B. HERC Report on reserve in Steely Library  
(It is in a 3-ring binder.)
  - C. Faculty Salary Report on reserve in Steely library
  - D. Dr. Boothe has approved Student Handbook change related to publication of class participation standards.
  - E. Reports from Senators
    - 1. Departments' responses to Paul Ellis' recommendations related to LAP faculty
    - 2. Next steps?
- IX. Old Business
- X. New Business
- XI. Adjournment

# **Faculty Senate**

Northern Kentucky University

Highland Heights, KY 41099  
(606) 572-6400

## FACULTY SENATE MEETING

February 28, 1994

UNIVERSITY CENTER BALLROOM

Laughter is at all ages the natural recognition of destruction, confusion, and ruin.  
G.B. Shaw

**SENATORS PRESENT:** V. Amburgey, M. Artzer, J. Bushee, T. Cate (Vice Pres.), P. Cooper, A. Cornuelle, Y. Datta, T. Desai, S. Dessner, S. Duggal, L. Ebersole, N. Firak (Pres.), S. Forman, C. Furnish, C. Hewan, M. Jang, D. Kelm (Sec'y), P. Koplow, Y. Kuwahara, P. McCartney, C. McCoy, R. McNeil, (Parl'n.), D. Miller, L. Olasov *ex officio* (Univ'y. Curric.), T. Pence, K. Schnapp, F. Schneider (Prof'l. Concerns), G. Scott, D. Sies, J. Smith, M. Stavsky (Budget), S. Steinman, J. Thomas, J. M. Thomson, K. Verderber, W. Wood

**SENATORS ABSENT:** C. Frank (Benefits),

**OTHERS:** S. T. Bell, L. Boothe, N. Campbell, G. Casson, C. Chance, S. Easton, P. Ellis, P. Gaston, C. Hawkins, V. Kumar, R. Mauldin

I CALL TO ORDER: The Faculty Senate was called to order at 3:20 p.m.

II. APPROVAL OF THE MINUTES of January 31, '94 Meeting

A. Motion to accept the Minutes as presented (Dessner/Bushee) Passed

III. AGENDA:

The proposed change to the UCC By-laws was removed from the agenda to be dealt at the March meeting.

IV. "It's in the (E)mail." : CHUCK HAWKINS, ACADEMIC COMPUTING

A. Informational items:

1. Bitnet process can access Internet
2. The "informational highway" will be available in June, BUT getting the hardware for this is a Major Problem.
3. re: the Campus Backbone-"Now you have it, but you don't."
  - a. All buildings have the fibre "backbone". However, this means little  
*If the radial wiring has not been done. Radial wiring connects all computer equipment to the backbone. Radial wiring has not been accomplished in most buildings on campus.*
  - b. Funding does not appear to be pending for radial wiring. (So keep pen and paper handy.)

V. STRATEGIC ADVANCEMENT PROCESS : Paul Gaston, Provost

A. This verbal donnybrook lasted an hour, generated more questions by far than answers and ended without resolution. At the end of the time nothing seemed clear save that there was possible flexibility in the Process, and there was not. That the Process in its entirety was being questioned, and that the primary concern seemed to be the Individual aspect of the Process. That the matter was not clearly understood, but could be simply stated. That the Provost felt strongly about the advantages of the process and its being implemented. That Senators questioning the matter were alternately confused, frustrated, amused, bemused, and adamant. That the Provost while feeling strongly as to the positive nature of the process, stated that implementation of the Individual portion of the Process is for a strong sense of community and if a strong consensus for this aspect of the process did not exist, then the Individual aspect should not be implemented.

B. Issues of Concern expressed by Senators:

1. Does documentation for planning in May for the year to come not overlap, influence and become a part of the Evaluation process?
2. Does this not this not then contradict the intent which is to have the two separate and unrelated?
3. Does this not increase the amount of time and paperwork?
4. Annual objectives for the following year are to be set and discussed with the individual's Chair in May preceding. How is one to be doing this when, in fact one is in the midst of the present year?
5. What is the demonstrable value of this process?

VI. COMMITTEE REPORTS

A. Professional Concerns (F. Schneider)

1. Request was made to remove the item concerning tuition remission for non-tenure track, renewable faculty as a benefit.
2. In considering the student requests for a longer Thanksgiving recess and a Fall recess the committee made the following recommendations:
  - a. ...that Thanksgiving be extended by one day and the day should be made up by beginning a day earlier in August.  
Recommendation passes Vote: 14 to 13
  - b. ... no recommendation concerning a Fall recess.

B. University Curriculum (L. Olasov, ex officio)

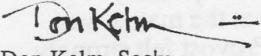
- and
1. Ant 243: new course approved for Gen'l. Studies, Behav'l. Sciences, non-Western Studies.  
Motion to approve Verderber/Bushee Passes 26 to 3
  2. Program change in Anthropology  
Motion to Table: Thomson/Verbderber Passes
  3. Program change in Technology  
Motion to Approve Verderber/Ebersole Passes

VII. SENATE PRESIDENT'S STATUS REPORT / INFORMATIONAL ITEMS

- A. Thanking those who responded to earlier pleas to serve on university committees, Senate President Firak noted that vacancies remained. These committees included the Sipes Award, the Alumni Scholarship Award, the University Service Award. Good Samaritans, or others, call ext. 6400.
- B. The HERC report is on reserve in Steely Library.
- C. Faculty Salary report is on reserve in Steely Library.
- D. Dr. Boothe has approved Student Handbook changes related to the publication of class participation standards.
- E. Departmental Senators are asked to report to Senate President Firak concerning responses related to Paul Ellis' request on behalf of the LAP staff. The matter is to be sent to Professional Concerns for further consideration.

VIII. ADJOURNMENT: 5:10 p.m., unofficially, as number in attendance fell below quorum.

Respectfully submitted,

  
Don Kelm, Sec'y.

# **Faculty Senate**

Northern Kentucky University

Highland Heights, KY 41099  
(606) 572-6400

## MEMORANDUM

TO: ALL FACULTY SENATORS  
FR: NANCY FIRAK  
D : FEB. 17, 1994  
RE: STRATEGIC ADVANCEMENT PROCESS

---

One of the tasks with which Dr. Gaston was charged at the time he joined NKU was the revitalization of the strategic planning process. Now that the emergencies of threatened budget cuts and HERC are quieted, discussion of an alternative strategic planning process is under way.

Attached is a copy of a document that sets forth a process for planning that differs substantially from the process we have used in the past five years. The document has been the subject of discussion in the Senate Executive Committee, in the Senate Budget Committee, in Staff Congress, the Council of Chairs, the Deans' Council, and in the President's Staff. Perhaps your chair or dean has already given you and your colleagues a copy of this document.

The strategic advancement process has already undergone substantial revision as a result of these discussions. For example, the composition of the Planning Commission has been expanded to include one representative faculty member from each college. In response to a meeting between the Budget Committee and Dr. Gaston, Faculty Senate is now assigned substantial involvement in the process. Because there is some concern about exactly how individual objectives would be set and how they would be related to performance review, Dr. Gaston has suggested that implementation of the process at the individual level should be deferred to the 1995-96 academic year.

Dr. Gaston has also suggested that implementation of the rest of the process be achieved so far as is feasible for 1994-~~94~~<sup>95</sup>. In a few weeks, a committee on which I sit will meet for perhaps the final time to discuss the proposed planning process before implementation begins. Therefore, it is essential that all faculty members have the opportunity to see and comment upon this document as soon as possible.

If you or your colleagues have any questions, concerns, or suggestions about the process, please act promptly to communicate them to me. Time has been set aside on the agenda of the February 28 Faculty Senate Meeting to discuss this strategic advancement process. Dr. Gaston will be available at the meeting in case you have questions for him.

# ***Strategic Advancement at Northern Kentucky University***

February 15, 1994

## **A Introduction**

The University's proposed Statement of Mission, the volatility of its fiscal environment, the urgent need for resourceful and imaginative responses to a wide variety of priorities, and the importance of reducing inessential paperwork and non-productive activity call for a more selective and direct planning strategy that emphasizes the accomplishment of carefully defined objectives. A proposed process, a refinement of strategic planning known as "strategic advancement," has one source in traditional long-range planning and another in "management by objective"; its object would be to combine the value of long-range planning with the responsiveness of an annual objectives/accomplishments/evaluation cycle.

The proposed modification in planning strategy is meant not to change but to reflect the University's established priorities, those "enduring goals" both explicit and implicit within current strategic planning documents. These goals, which should continue to inform planning and budget processes, should prompt the development of related "intermediate objectives" (which may require two or three years to address) and "annual objectives."

The University's Vision Statement, proposed Statement of Mission, Strategic Priorities, and list of Strategic Directions set forth long-term commitments that should continue to govern planning and budget activities throughout the university. Those emphasizing academic affairs are as follows:

- Continue to build an academic community characterized by an appreciation for diversity, by a concern for the rights and feelings of individuals, and by a common dedication to academic freedom and responsibilities.
- Strengthen the University's commitment to high academic standards while broadening meaningful access for the under-prepared.
- Enhance compensation for faculty and staff.
- Maintain a faculty well qualified and sufficient in number to meet both the instructional needs of students and the standards maintained by the regional accreditation agency.
- Maintain a staff well qualified and sufficient in number to meet the instructional and operational needs of the university.
- Seek operating budgets adequate to support the instructional process, to ensure efficient administration, and to provide professional opportunities for faculty and staff.
- Identify and pursue more effective ways of encouraging and recognizing effective and innovative teaching.
- Pursue an obligation to offer academic program curricula that embody coherence, continuity, and opportunities for common learning.
- Provide library resources and services adequate to support the instructional process and to encourage research and scholarship.
- Provide facilities and equipment adequate to support the instructional process, research and scholarship by faculty and students, and professional service.
- Identify and implement more effective ways of encouraging and recognizing effective and innovative professional service.
- Pursue an expanding commitment to public service—both within Northern Kentucky and within Greater Cincinnati.
- Pursue a continuing commitment to administrative efficiency, effectiveness, economy, and fairness.

Prior to implementation of the process, areas in addition to academic affairs will have the opportunity to supplement this list with enduring goals specific to those areas.

**B A Proposal for the Revitalization of Strategic Planning at NKU****I Reasons to consider commitment to more effective strategic planning**

- A Strategic advancement process should prove more responsive to challenges and opportunities facing University
  - 1 Governor's Commission on Higher Education Reform
    - a Revised NKU Statement of Mission
    - b Performance Funding expectations
    - c Program review process
  - 2 Insistence by SACS and other accrediting agencies on designation of objectives and outcomes
  - 3 NKU Faculty Senate call for commitment to reallocation
  - 4 Governor's Task Force on Teacher Education
  - 5 NKU need for comprehensive marketing plan
  - 6 NKU Information Resources Plan
  - 7 Six-year capital plan
  - 8 Any other pertinent documents
- B Traditional "strategic plans" in higher education typically decline in influence after first year
  - 1 State funding volatile, unpredictable
  - 2 Rapid emergence of unanticipated opportunities
  - 3 State "reform" efforts threaten change
  - 4 Rapid rate of technological advance
- C Routine "maintenance" of traditional strategic plan may become unproductive or counter-productive
  - 1 Extensive paperwork, time commitment
  - 2 General lack of constituency awareness of plan after first year
  - 3 Insufficient emphasis on item-by-item accountability
  - 4 Little extrapolation to individual level

**II Requirements for planning process fully responsive to NKU needs**

- A Continuity
  - 1 Process should further university's existing "enduring goals"
  - 2 Process should pursue "intermediate objectives" contained in existing strategic plans
  - 3 Process should rely largely on existing institutional structure
  - 4 Process should be compatible with current "annual objectives" process
- B Participation
  - 1 Process should engage all elements of University community
  - 2 Process should operate "continually"
  - 3 Process should be capable of operating on all levels: institutional, functional area, college/unit, department/ sub-unit, individual
  - 4 Planning Commission should be responsible for oversight with regard to annual process
    - a Planning Commission should consist of the Provost,\* other Vice Presidents,\* the Budget Director, an Academic Dean, a representative of the Chairs Council, the Faculty Senate President,\* three faculty members (with the Faculty Senate President, to ensure representation of all colleges), the Staff Congress President,\* a Vice President of Student Government, an at-large member chosen by Staff Congress, and the Assistant Provost to provide staff support (\*or designated representative)

- b Planning Commission would authorize preparation of annual environmental statement, weigh proposals for revisions in institutional intermediate and annual objectives, hold triennial hearings on the mission and enduring goals, and monitor operation of the planning process
- C Efficiency
  - 1 Process should lead to reduction in paperwork
  - 2 Process should rely on word processing to minimize documentation and filing
  - 3 Process should require few meetings, these sharply focused
  - 4 Process should be governed by clear, easily understood schedule
- D Action emphasis
  - 1 Planning process should be a means to end, not end in itself
  - 2 Process should require annual commitment to specific, realistic objectives
- E Aligned
  - 1 Process should be compatible with budget development schedule
  - 2 Process should respond to SACS guidelines for outcomes measurement relative to set objectives
  - 3 Process should respond to relevant Commonwealth expectations for institutional planning
- F Responsive
  - 1 Process should encourage strengthened commitment to outcomes assessment
  - 2 Process should encourage development of "Quality" initiatives
    - a Process should support annual review of effectiveness
    - b Process should prompt periodic review of priorities
- G Visionary
  - 1 Process should support annual "scenario planning"
  - 2 Process should encourage broad discussion of long-term prospects

### **III Key elements of "Strategic Advancement"**

- A Statement of Mission
- B Enduring Goals
  - 1 Grounded in mission
  - 2 Widely accepted
  - 3 Unlikely to change substantially
  - 4 Reviewed in conjunction with institutional self-study
- C Intermediate Objectives
  - 1 Embody enduring goals
  - 2 Anticipate opportunities to emerge within 2-3 years
  - 3 Require commitment to multi-year implementation effort
  - 4 Reviewed annually
- D Environmental scan: considers demographics, projected revenues, emerging external demands on the university, etc.
  - 1 Development coordinated annually by the Budget Director through consultative process
  - 2 Published prior to initiation of annual planning process

- E Annual objectives
  - 1 Embody enduring goals and intermediate objectives
  - 2 No expectation that every enduring goal will be reflected in a corresponding objective each year
  - 2 May or may not address all of the intermediate objectives
  - 3 Developed at all levels of University community
- F Individual objectives
  - 1 Developed prior to beginning of academic year
  - 2 Emphasis on planning and development
  - 3 Separate from assessment/salary process

**IV Process** (*Months are indicated to clarify process; deadlines may require adjustment once plan is in effect.*)

- A January (Pre-Process Environmental Scan)
  - 1 Environmental statement preparation coordinated by Budget Director through consultative process
  - 2 Planning Commission reviews and releases statement
    - a To constituency groups (e.g., Faculty Senate, Student Senate, Staff Congress)
    - b To vice presidents, deans, chairs, directors, coordinators, etc.
- B February (Pre-Process Mission and Goals)
  - 1 Early February: Statement of Mission and Enduring Goals re-published and distributed
  - 2 Late February: annual convocation celebrating mission and initiating planning process
    - a Provost (in role of planning coordinator) to review planning process, to propose any changes in institutional intermediate objectives, and to propose institution-wide annual objectives for the following academic year
    - b Faculty or staff member to deliver annual "Advance NKU" address
  - 3 At least every three years, Planning Commission holds open hearing for discussion of proposals for revision
    - a Prior to hearings, the constituency groups (e.g., Faculty Senate, Student Senate, Staff Congress) will consider and forward proposals for revision
    - b Following hearing, Planning Commission may propose modest revisions for approval by the President
    - c Following hearing, Planning Commission may call for prompt constituency review of substantive recommendations and in the light of such review propose such revisions for approval by the President
    - d Planning Commission may recommend long-term consideration of proposed changes prior to next cycle
- C March
  - 1 Preparation of budget
  - 2 Faculty Senate and Staff Congress review (a) any proposed changes in institution-wide intermediate objectives and (b) all proposed institution-wide annual objectives for the following academic year and forward to the Planning Commission recommendations for revision, additions, and deletions
- D April (Intermediate Objectives)
  - 1 Following any incorporation of constituency recommendations by the Planning Commission , intermediate objectives (those requiring multi-year commitment) reviewed at institutional level (week 1), functional area level (week 2), college/unit level (week 3), and department/sub-unit level (week 4)
  - 2 In turn, units re-publish intermediate objectives with revisions

**E May (Annual Objectives)**

- 1 1-10: Following consultation, functional area heads (vice presidents) issue draft annual objectives (with budget implications) for the following academic year
- 2 11-20: Following consultation, deans and unit heads issue annual draft objectives (with budget implications) for the following academic year
- 2 21-30: Following consultation, departments and sub-unit directors issue annual draft objectives (with budget implications) for the following academic year

*NOTE: As should be apparent, the primary time commitment of a unit to the annual planning process should ordinarily be limited to a single, intense 10-day period.*

**F June (Revision of Annual Objectives)**

- 1 In light of current year experience
- 2 In light of annual objectives drafts from other units
- 3 In light of Budget Office review of budget implications

**G July 1 ("Final Edition")**

- 1 Proposed "final edition" statements of college/unit/department annual objectives forwarded to planning coordinator from all levels
- 2 Comprehensive compilation of all college/unit/department annual objectives placed in library and key offices

**H August (Individual Objectives) : Prior to the beginning of classes, faculty/staff members review their performance and development during the previous academic year (after year 1) and frame their individual objectives for the academic year in the light of university and college/unit/department objectives****V Documentation**

*While each stage of the planning process requires a discrete effort at documentation, the final result of the process as a whole is a single document (illustrated below) combining planning, reporting, and evaluation*

**A Statement of annual objectives**

- 1 Every entry to indicate action, those responsible, timeline
- 2 Where necessary, entry to indicate standards for measurement of outcomes

**B Report**

- 1 Every entry on annual objectives form to be followed by report of accomplishments
- 2 Where necessary, report may explain failure to accomplish objective or justify decision to defer objective

**C Evaluation**

- 1 Every entry on annual objectives form and ensuing report to be followed by written evaluation of accomplishments completed by supervisor, department chair, dean, etc.
- 2 Evaluation may include advice on furtherance or modification of objective

MEMORANDUM

To: Professor Nancy Firak, President, Faculty Senate  
From: Fred Schneider, Chair, Professional Concerns Committee  
Re: Recommendation For Tuition Remission for Non-Tenure  
Track, Renewable Faculty  
Date: February 9, 1994

At its recent meeting the Professional Concerns Committee voted to RECOMMEND that non-tenure track, renewable faculty be afforded tuition remission as a benefit.

Earlier this academic year I was asked by a faculty member to find out whether or not non-tenure track, renewable faculty members were afforded tuition remission. Provost Gaston responded that he had learned that they were not.

The committee discussed this matter and thought that even though these are non-tenure track faculty, their renewable status indicated that the University expected them to remain on the faculty for some years. Tenure-track faculty and all staff have tuition remission as a benefit. One of the committee members had used tuition remission while a part-time staff member! Fairness requires non-tenure track, renewable faculty be also afforded this benefit.

At our last Executive Committee meeting, we learned that there were about 14 faculty in this category. The cost to the institution would be very small.

MEMORANDUM

To: Professor Nancy Firak, President, Faculty Senate  
From: Fred Schneider, <sup>Chair</sup>, Professional Concerns Committee  
Re: Recommendation For Extended Thanksgiving Break  
Date: February 9, 1994

At its recent meeting the Professional Concerns Committee voted to RECOMMEND that the Thanksgiving Break be extended to include the Wednesday before Thanksgiving, and that classes begin one day earlier in August to makeup this class day.

Earlier this academic year, Provost Gaston requested that Faculty Senate examine this request, accompanied by a request that there be a Fall Break. These requests originated in student government. Officers of student government met with the committee and later provided information about other Kentucky institutions' calendars. We found several, but not all, state universities have a longer Thanksgiving Break, some with Wednesday off and some with the following Monday off. However, the information showed none of them having a Fall Break.

A motion to recommend both an extended Thanksgiving Break and a Fall Break, with classes to begin three days earlier in August failed in a vote in the committee. The recommendation set forth above passed comfortably.

Appendix H  
Catalog Information and New Course Form

DISCIPLINE Anthropology

NUMBER 243

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

ANT 243 Peoples of East Asia (3,0,3) Culture and society of peoples in

XXXXXX modern nations of China, Japan, and Korea; legacies of Japanese and  
XXXXXX Western colonialism; Confucian worldviews and attitudes towards kinship  
XXXXXX and gender. A general studies course (behavioral science and non-  
XXXXXX western perspective).  
XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX

*JWT 16 Nov 96*  
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): This is a major ethnographic area  
that should be covered.

3. ADDITIONAL RESOURCES REQUIRED: none

4. THE PROPOSED COURSE IS A: (Check where appropriate)

University Honors       

Departmental/Program Honors       

Major/Minor Requirement       

Free Elective       

Major/Minor Distribution Area X

General Studies Credit X

If general studies, specify area(s): behavioral science and non-western

(Be sure to note if non-western, historical or race/gender perspective)

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: Fall 1994

**6. AUTOMATED CATALOG INFORMATION**Proposed CIP Code: 450201Departmental Budget Unit Number: 2200Current CIP Code: 450201Proposed CIP Code: 450201Departmental Budget Unit Number: 2200

ANT  
 243

Grading Option:

- Regular letter grade (1)       Student option pass / fail only (2)  
 Pass/fail only (3)

Course Type:

- Lecture (1)       Laboratory (2)       Lecture/Laboratory (3)  
 Private Music Lesson (4)       Student Teaching (5)  
 Practicum / Internship / Field Experience (6)  
 Independent Study (7)       Individual Instruction of Regular Course (8)  
 Other (9)

Can this course be repeated for additional hours:  No       Yes

If yes, how many times or hours:

Cross listed: Yes \_\_\_\_\_

No 

If yes, listed with: \_\_\_\_\_

Cross linked: Yes \_\_\_\_\_

No 

If yes, linked with: \_\_\_\_\_

**7. LIBRARY RESOURCES:**A. By academic department: Are library resources excellent, adequate, or poor? PoorWill additional funds be required to purchase library materials? Yes  No Department Chair Signature: John J. DuganB. By library: Status of library resources for the proposed course (Check appropriate line)

- |              |                 |                |  |
|--------------|-----------------|----------------|--|
| Books:       | Excellent _____ | Adequate _____ | Poor <input checked="" type="checkbox"/> |
| Periodicals: | Excellent _____ | Adequate _____ | Poor <input checked="" type="checkbox"/> |
| Documents:   | Excellent _____ | Adequate _____ | Poor <input checked="" type="checkbox"/> |

Library Director Signature: Masan L. Winer**B. RESPONSIBLE PARTY/SIGNATURE****DATE RECEIVED****DATE APPROVED**Original Proposer R. H. Hagedorn15 Nov 7322 Nov 73Department Chair R. H. Hagedorn

Teacher Education

Committee Chair \_\_\_\_\_

(if appropriate)

College Curriculum

Committee Chair \_\_\_\_\_

Dean \_\_\_\_\_

University Curriculum

Committee Chair \_\_\_\_\_

Grad Coun Chair \_\_\_\_\_

(if appropriate)

Faculty Senate Pres \_\_\_\_\_

(if appropriate)

Provost \_\_\_\_\_

University Editor Signature: \_\_\_\_\_

**9. DATE ENTERED INTO NKU CURRICULUM DATABANK:** \_\_\_\_\_

Course Proposal ANTH 243  
Peoples Of East Asia

**Description:** This course will examine the cultural, economic, political and social circumstances of groups of people living in the nations of China, Japan and Korea. Though focusing on modern people, the course will ask what ancient and recent historical forces have bound and divided the region. The interpretation and influence of Confucian mores as well as the legacies of Western and Japanese colonialism in each of the three nations will be examined. The conditions of work and the construction of kinship and gender will receive considerable attention. The question of a distinctive East Asian culture will be raised along with discussion of how such a concept might be used or misused in the interpretation of modern Asian events.

**Goals:** In terms of content students should gain an appreciation of life in an area of the world with differing cultural traditions. Conceptually the students will come to grips with various ways of using the concept "culture." By writing short papers students should also improve their mastery of the essay format.

**Texts:** Two books are required. These are Power and Morality In A Chinese Village by Richard Madsen and Understanding Japanese Society by Joy Hendry. In addition the instructor will make a coursepack of short stories that depict the life circumstances and cultural dilemmas of people in each of the three nations.

**Requirements:** Students are required to write two brief 3-5 page papers and to take three objective tests. The papers will count for 40% of the grade (20% each), the tests 50% (15% for the first two and 20% for the final), and class participation 10%. The paper topics will involve reflection on the assigned readings rather than independent research. The tests will be made up of multiple choice questions.

**Schedule:**

Week	Topic
1	Geography, Writing and Kinship In East Asia
2	Confucianism, Buddhism and other East Asian Philosophies
3	State and Society In Imperial China
4	Imperialism, Revolution and Maoism In China
5	Rural China In The PRC, discuss Madsen
6	Movie "Small Town Called Hibiscus"
7	Urban Chinese Life, Post-Mao China

- 8 Japan In Asia, Post WW II Japanese History
- 9 Culture and Society In Japan, Discuss Hendry
- 10 Stories of life in Japanese business world.
- 11 Movie "Taxing Women"
- 12 Taiwanese and Korean Views Of Japanese Imperialism
- 13 Korean State and Society, US role in Korea
- 14 Student Protests In Korea, Short Stories
- 15 East Asian Confucianism: A Modern Sociocultural Force?

From the general studies requirements for the baccalaureate degree programs.

4. A course with a non-western perspective is one which familiarizes students with living peoples, cultural traditions, belief systems, or countries that have developed largely outside the influence of the western cultural tradition. The areas included are Asia, Oceania, Africa, and Latin American; excluded are areas such as the United States, Canada, and Western and Eastern Europe. The geographic area may include one of the above excluded areas if the people are from a culture that has developed independently of the dominant culture (e.g. afro-americans or native americans in the United States).
5. A course with an historical perspectives is one which familiarizes the students with the trends, ideas, and theories which contribute to the understanding of the human/cultural condition through original works across time. 6. A course which appears on the non-western perspective list cannot appear on the historical perspective list and vice versa.

Expanded definition

The "non-western" perspective is to increase student awareness of other cultures. The "historical perspective" is to increase student awareness that ideas are developed through time, and in the context of a previous historical time period.

1. The purpose of the historical perspective is to use original works (appropriate to the discipline). Pure text "summaries" of research or ideas in a discipline are not enough to justify a historical perspective. Courses should go beyond "textbook" summaries that often mask the contextual factors integral to understanding the actual events. Text and other course material must include orginal works or representations of those works.
2. The primary purpose of a historical perspective course must be to familiarize students with trends, ideas and/or theories which contribute to the understanding of the human/cultural condition across time. Courses which include a historical perspective as one component of a course are not appropriate.
3. History of discipline courses in and of themselves do not meet the historical perspective. They must all meet criteria one and two above.

Other Instructions

Courses desiring to meet the historical perspective should submit evidence to satisfy the above criteria. Courses meeting the historical perspective can not also be used to meet the non-western perspective. As with the non-western perspective, students must select a historical perspective course outside the student's major discipline.

**Appendix C**  
**Approval Form For A New Degree / Minor**  
**Certificate Program Over 30 Hours, Or Change / Deletion Of A Program**

1. Department Submitting Proposal: Technology
2. Action Proposed: (a) New Degree/Program (b) New Minor/Certificate  
(c) Program Change (d) Program Deletion
3. Title of Proposed New Degree/Minor or Program to be Changed or Deleted:  
Office Systems Technology (bachelor's degree, non-teaching program) --delete ACC 201 -  
Principles of Accounting II as a Professional Business Core requirement.
4. Proposed Date of Initiation (Semester and Year): Fall Semester, 1995
5. Originator(s) of Proposal: Janet L. Hammond

**Approvals**

Departmental Curriculum Committee	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	<u>JR Holt</u> 1/26/94
Departmental Chair	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	<u>Ralph O'Brien</u> 1/26/94
Teacher Education Committee Chair (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____
College Curriculum Committee Chair	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____
Dean	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____
University Curriculum Committee Chair	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____
Graduate Council Chair (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____
Faculty Senate President (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____
Provost	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____
President (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____
Board of Regents (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____

Distribution: Univ Editor, Provost, Registrar, Department Chair, Dean, UCC Chair, Graduate Council Chair (if appropriate).

This form replaces all previous forms dealing with new degree programs/minors, certificates over 30 hours or changes/deletions of a program (Appendix D - 7/87). Publication date: 5/93.



**NORTHERN  
KENTUCKY  
UNIVERSITY**

Department of Technology  
(606) 572-5440

November 15, 1993

TO: Dr. Randy Holt  
Department of Technology  
Curriculum Committee Representative  
*[Handwritten signature over the name]*

FR: Jan Hammonds  
Office Systems Technology

RE: **DELETION OF ACC 201 AS A PROFESSIONAL CORE REQUIREMENT IN OST**

The attached request -- "Appendix C" -- represents a decision by the Office Systems Technology faculty to **delete ACCOUNTING 201, PRINCIPLES OF ACCOUNTING II**, as a Professional Core Requirement in OST. **ACCOUNTING 200, PRINCIPLES OF ACCOUNTING I**, provides our students with the terminology and depth of understanding necessary for the bachelor's degree, non-teaching program.

Attached for your information, too, is a copy of the complete listing of requirements for the OST bachelor's degree, non-teaching program as printed in the 1993-94 NKU Undergraduate Catalog.

Your assistance in completing this process will be very much appreciated.

jh

Attachments:      **"Appendix C"**  
                        **OST Program Requirements**

Copies:              Dr. Ralph O'Brien, DOT Chair  
                        Dr. C. B. Stiegler, OST Coordinator  
                        Dr. Phyllis Sholtys  
                        Mr. Gary Scott

# **Faculty Senate**

Northern Kentucky University

Highland Heights, KY 41099  
(606) 572-6400

## MEMORANDUM

TO: ALL FACULTY SENATORS  
FR: NANCY FIRAK  
D : FEB. 18, 1994  
RE: CHANGE IN STUDENT HANDBOOK

---

Please be advised, and please advise the faculty in your departments, that Dr. Boothe has approved the change to the Student Handbook that the Faculty Senate recommended at its January 31 Senate meeting.

Item Approved: The following Senate-recommended amendment to the Code of Student Rights & Responsibilities. The amendment is related to publication of class participation standards, and should be placed at page 58 of the Student Handbook before the last sentence of the section entitled THE CLASSROOM.

Text: "If class participation is a grading factor, then the syllabus should define what class participation means and how it is evaluated."

Proposed Effective Date: This is an amendment to the Code of Student Rights and Responsibilities which appears in the Student Handbook. The 1994-95 Handbook will be printed in March 1994, effective Summer, 1994.

Contact Persons/Phones: Fred Schneider, Chair, Professional Concerns Committee/5386

# Faculty Senate

Northern Kentucky University

Highland Heights, KY 41099  
(606) 572-6400

**RECEIVED**

FEB 8 1994

**PRESIDENT**

MEMORANDUM

TO: DR. BOOTHE  
FR: PROF. FIRAK  
D : FEB. 7 1994

RE: FINAL RESULTS OF FINANCIAL EXIGENCY COMMITTEE ELECTION

The current Faculty Handbook authorizes the Faculty Senate to conduct an annual election to select a pool of eight faculty members, from which the President appoints five, for purposes of a committee to stand by in the event of the development of financial exigency. (p. 40-41, Faculty Handbook)

While a financial exigency is not imminent at this time, the election has been conducted and the following pool of faculty members has been identified: Kevin Booher, Linda Dolve, Gary Johnston, Debra Pearce, Beverly Reno, Alice Rini, Frederick Schneider, Jeffrey Smith.

When, at your convenience, you have selected the five faculty members, I would be pleased to receive notice of your choices.

The following five  
are approved for appointment.  
Linda Dolve  
Debra Pearce  
Beverly Reno  
Frederick Schneider  
Jeffrey Smith  
John G. Boothe  
2/9/94

C/Firak  
Gaston

# HEALTH CARE ENROLLMENT CHANGES

Effective 1/31/94

1/1/93

1/31/94

## Total Enrollees

Single	677	694
Two-Party	69	71
Family	190	176
NKU Spouse*	24	24
Medicare	5	5
<b>Total</b>	<b>965</b>	<b>970</b>

## PruCare 100/100/75

Single	353	118
Two-Party	36	28
Family	90	57
NKU Spouse	14	9
<b>Total</b>	<b>493 (52%)</b>	<b>212 (22%)</b>

## PruCare 100/90/70

Single	259	293
Two-Party	14	10
Family	36	40
NKU Spouse	7	9
<b>Total</b>	<b>316 (33%)</b>	<b>352 (36%)</b>

## Out-of-Area, Retirees, Medicare

Single	9	6
Two-Party	1	0
Family	1	2
Single Medicare	3	3
Two-Party Medicare	2	2
<b>Total</b>	<b>16 (2%)</b>	<b>13 (1%)</b>

## PruCare HMO

Single	56	277
Two-Party	18	33
Family	39	79
NKU Spouse	3	6
<b>Total</b>	<b>116 (13%)</b>	<b>395 (41%)</b>

\* Normally combined with Family plan information, counted twice because they are charged as two single contracts.

Dear Faculty Senator or Representative:

I wish to present to you a written argument in support of the Faculty Senate Constitution PROPOSED AMENDMENT #1 that would delete the last six words of ARTICLE III. A.: *Same*

ARTICLE III. Membership

- A. The general faculty shall consist of all tenured, tenure-track, and "full-time, non-tenure track renewable" faculty members holding rank of instructor or higher.

ARTICLE III. A. of the Faculty Senate Constitution defines the phrase "general faculty" which in turn determines the eligibility to vote for representatives in the Faculty Senate and to participate in a few other general faculty votes such the election of a faculty regent.

ARTICLE III. A. distinguishes between what faculty are and what faculty are not members of the general faculty. The distinction between tenured, tenure-track faculty and non-tenure track faculty is a significant one, but that distinction is not emphasized in the present wording of ARTICLE III. A. The distinction between faculty with temporary appointments and faculty with renewable appointments is also a significant one, but that distinction is not emphasized in the present wording of ARTICLE III. A. The present wording of ARTICLE III. A. emphasizes the distinction between "full-time, non-tenure track renewable" lecturers and "full-time, non-tenure track renewable" instructors. That distinction, I suggest, is neither significant nor reasonable in determining membership to the general faculty.

The proposed amendment (Item #1--regarding general faculty membership) would remove the insignificant distinction between full-time, non-tenure track renewable lecturers and full-time, non-tenure track renewable instructors and emphasize the significant distinction between faculty with temporary appointments and faculty with renewable appointments.

President Boothe's objection to this proposal is disturbing. Apparently, he maintains that the rank of instructor is the first rung on the ladder towards tenure even when the position is defined as "non-tenure track." This policy, however, is certainly not a part of the present Faculty Handbook, which makes no linkage between faculty rank and faculty status--full-time, non-tenure track faculty may hold any rank (see ARTICLE I. II.) This unwritten policy is also not universally practiced. I know of at least one case of a faculty person who holds the rank of instructor and has done so since 1987--without promotion and without tenure.

I request that the Faculty Senate consider positively the proposed amendment Item #1 despite President Boothe's objection. The Faculty Senate should determine what faculty can and what faculty cannot participate as general faculty members. The President and his administration can deny faculty members the status of tenure and can deny faculty members promotion from a lower rank to a higher one. This President now wants to determine for faculty what faculty are faculty.

Thank you for your time and consideration of this matter.

Sincerely,

*Paul Ellis*

Paul Ellis, Lecturer  
Director, Learning Assistance Program