

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

FACULTY SENATE MEETING
Monday, November 18, 1991

UC BALLROOM
3 P.M.
AGENDA

- I. Call to Order
- II. Approval of Minutes of October 21, 1991 meeting
- III. Additions to and/or deletions from the agenda
- IV. Senate President's Report - J. Michael Thomson (30 minutes)
 - A. Budget Cuts (D. Taulbee, D. Jorns)
 - B. Capital Gifts Campaign (P. Hollister, R. Schlachter)
 - C. Status of Five Implementation Committees [Copies enclosed]
 1. Intergrated General Studies (Vanguard)
 2. Human Relations
 3. Teaching Valuation
 4. Trimester Committee
 5. KERA and HJR-54 Implementation
 - D. Strategic Planning
 1. Departmental (Enrollment 2000)
 2. Senate
 3. University
 - E. Questions on issue updates [See "Roadmap" memo]
- V. Committee Reports
 - A. Benefits - Gary Scott (5 minutes)
(No voting items)
 - B. Budget & Commonwealth Affairs - Dennis Lye (30 minutes)
 1. Faculty Salary Policy (Voting item)
 - C. Curriculum Committee - Mack Osborne (30 minutes)
 1. Arts & Sciences
 - a. Literature & Language: Program Change in English (BA)
The Literature and Foreign Language Option to English Major
Creating a minimum 15 hour common core across all options
Degree hours: 39 (No change)
Course changes: None
New Courses: None
 2. College of Business (None)

i → Distributive
Cuts
vs. Central
Cuts

Also...
ELECTIONS
COMMITTEE (?)
NEXT TIME

Also...
\$700
FACULTY
SALARIES

3. College of Professional Studies

a. Nursing: Program Change in Nursing (BA)

Mandated changes to RN-BSN by CHE

Degree hours: 33 hours in Program (51 Nursing hours) - No change

Course changes: NRP 421 (2 cr) and NRP 423L (3 cr) deleted

NRP 432L (3 to 4 cr), NRP 442L (3 to 4 cr), NRP 455 (2 to 3 cr),

NRP 503 (to 401), NRP 510 (to 410), NRP 555 (to 455)

New Courses: NRP 415 (2 cr)

4. Experimental/Non-Traditional (none)

5. General Studies (none)

No voting items

D. Professional Concerns - Ray McNeil (5 minutes)

(No voting items)

VI. Old Business

VII. New Business

VIII. Adjournment

JMT/pg

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Fy '91 -'92 Senate Meetings

3 p.m. UC Ballroom

December 16 (Noon)

March 23

January 27

April 20

February 24

May 14 (Thursday Noon)

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

MINUTES OF THE NOVEMBER 18, 1991, 3:00 PM SENATE MEETING, BALLROOM

Senators present: Joseph Akbary, Valeria Amburgey, Mike Avey, Carole Bredemeyer, Gary Clayton, Y Datta, Sudesh Duggal, Nancy Firak, Chuck Frank, Stephen Goacher, Randy Holt, Sally Jacobsen, Don Kelm, Mike King, Vinay Kumar, Dennis Lye, Phil McCartney, Cheryl McKenzie, Ray McNeil, John Metz, Margaret Myers, James Niewahner, L. MacKenzie Osborn, Terry Pence, Brad Scharlott, Vince Schulte, Gary Scott, Mark Stavsky, Jim Thomas, J. Michael Thomson, Stephen Walker, Emily Werrell.

Senators absent: Nan Littleton, Michael Prioleau

Guests present: Michael Bonzel, David Jorns, Mary Ryan, Gerry Williams, Frank Edelen, Peter Hollister, Mary Jeremy Buckman, Betty Carroll, Gayle Vaughn, Bill Oliver, Tom Isherwood, Rachel Klink, Jerry Legere, Dennis Taulbee

I. Call to order: 3:05 pm

II. Approval of minutes of October 21, 1991 meeting

- approval of October 21 minutes with following changes:

- delete "it was the sense ... were not" under IV.1.
- voting Item 6 should have read "ENG 216 deleted, ENG 211 and 212 approved as new courses."
- voting item #7, the motion to table pertained only to PSY 206
- professional concerns draft proposal for college grievance for non-major issues to be handled by the college grievance committee, not the peer review advisor committee.

III. Additions to and/or deletions from agenda: None

IV. Senate President's Report - Mike Thomson

1. Announcement made concerning student blood drive.
2. Faculty salary report now available in the library in the Faculty/Staff/Administrative reserve, #700.
3. Senate Executive committee will have retreat with the Provost on December 6 concerning strategic planning.
4. Vanguard: Executive committee responded to the Administration, the main concern was over coursework.
5. Trimester: Executive committee opposed adoption of the proposed report, suggested instead that current summer school and intersession policies be examined and clarified.
6. KERA: No money forthcoming from the state, NKU's planned expenditure of \$55,000 reduced to \$15,000 because of the budget cuts. KERA may require a school of education.

Capital Gifts Campaign -- Peter Hollister

A two-page list of campaign projects was distributed to all senators. Volunteers are currently being sought for a feasibility study on donations. An outside consultant will be hired to help with the early phases of the campaign, especially the feasibility study.

Budget Cuts -- Dennis Taulbee

Dennis made a brief presentation on the state shortfall and the budget cut allocated to NKU. The current cuts are of a non-recurring nature, permanent cuts for the coming year to be decided in January. The *Faculty Frontliner* will present these cuts in more detail.

Intersession

Jim Thomas expressed concern over blanket decrees that impact the teaching of classes by all faculty, especially in times of tight budgets and given the fact that summer school is self-funding. The Provost responded that regularly scheduled classes would not be offered this year because the library resources are overtaxed -- especially by research-oriented classes. The Provost is still looking in the records for Intersession policies and will report on them when located.

V. Committee Reports (and voting items):

A. Benefits - Gary Scott, Chair

- Ranking of project grants, sabbaticals, etc., now completed, all rankings are confidential and await notification of awards by the Provost.
- PruCare coverage unchanged, premiums up. Any reports of problems should be forwarded to Barb Herald and member services at PruCare.

B. Budget & Commonwealth Affairs - Dennis Lye, Chair

- Faculty salary policy under review.
- Committee is also studying budget priorities and resources
- Expense data (history of operating, for example) now being collected to show individual department breakdowns.

C. Curriculum - Mac Osborne, Chair

- Voting item #1: Six hours moved in the Literature and Language Department to form a minimum 15 core across all options.
VOTE: Yes: 29 No: 0 Abst: 3
- Voting Item #2: Program change in nursing (BA) mandated by CHE, NRP 421 and NRP 423L deleted; NRP 432L (3 to 4 cr), NRP 442L (3 to 4 cr), NRP 455 (2 to 3 cr.), NRP 503 (to 401), NRP 510 (to 410), NRP 555 (to 455); new course, NRP 415 (2 cr)
VOTE: Yes: 29 No: 0 Abst: 3
- Intersession being studied by UCC
- The Human Relations Diversification (race & gender) report sent back to the departments for comment.
- Curriculum manual now in Word Perfect, new manual will feature replaceable pages.

D. Professional Concerns -- Ray McNeil

- Issue of religious holidays for students brought up, discussion ensued.
- Sexual harassment policy being considered
- Procedure being developed to get faculty input on handbook revision

VI. Old Business- None

VII. New Business - None

VIII. Adjournment: 4:40 pm

Next meeting December 16, Ballroom

Minutes submitted by Gary Clayton, Secretary

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

MEMORANDUM

TO: All Senators

FR: J. Michael Thomson JMT

DA: November 8, 1991

RE: November 18 Senate Meeting "Roadmap"

I don't know about you, but my semester is racing by! There are multiple issues in various states of collegial governance, so I am writing this memo to help prepare you for the upcoming Senate meeting.

- 1) Enclosed you will find your November 18 agenda and October 21 minutes.
- 2) I have also enclosed the body of five implementation committee reports with explaining memoranda. There is some time to discuss the particulars of the reports, and their disposition by the Senate.
- 3) D. Taulbee and D. Jorns will be available for questions on implementing the \$1.1 million budget cut.
- 4) P. Hollister and R. Schlachter from Development will make a short presentation on the Capital Gifts Campaign.
- 5) The current issue of the Faculty Frontliner has some material on strategic planning, Open Records Act revision, the resource problems of growth, and related issues. It provides primer material on budget cuts designed for newer faculty who may not be familiar with the process.
- 6) Issues/Update:
 - ... Enrollment 2000 response sent to Provost. He is to respond with general information to departments for planning.
 - ... Intercession and summer school policies are at the Provost office for response.
 - ... Early Retirement data collection from Gary Graff is just now starting, as he had to get out the MIR and faculty/staff salary reports before this project.
 - ... Professional Concerns is handling two new issues: student (and faculty) excused absences from approved religious holidays (Jewish, Islamic, Hindu, etc) and incorporating the philosophy of advising statement into the faculty handbook. The philosophy came from the Provost office through a joint committee early this semester.

I will reserve some time in the President's Report for questions on the issue updates.

- 7) Faculty Salary Policy may (or may not) be in voting form. Separate information will be enclosed if its a voting item.
- 8) Two degree changes are on schedule. (Nursing, English). Department Representatives should get material from UCC representative. The At-Large Senators will find enclosed.

JMT/pg

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 - 2) I have also enclosed the body of five implementation committee reports with explaining memoranda. There is some time to discuss the particulars of the reports, and their disposition by the Senate.
 - 3) D. Taulbee and D. Jones will be available for questions regarding the \$1.1 million budget cut.
 - 4) P. Hollister and R. Schlachter from Development will make a short presentation on the Capital Gifts Campaign.
 - 5) The current issue of the Faculty Frontiers has some material on strategic planning, Open Records Act revision, the resource problem of growth, and related issues. It provides primer material on budget cuts designed for newer faculty who may not be familiar with the process.
 - 6) Issues/updates:
 - ... Enrollment 2000 response sent to Provost. He is to respond with general information to departments for planning.
 - ... Intercession and summer school policies are at the Provost office for response.
 - ... Early Retirement data collection from Gary Graff is just now starting, as he had to get out the MIR and faculty/staff salary reports before this project.
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FACULTY AVERAGE YEARS IN RANK EFFECTIVE AUGUST 1991
Based on Rank for 1991-92 as noted in the NKU salary report 10/10/91

DISCIPLINE	PROFESSOR			ASSOCIATE			ASSISTANT			TOTAL		
	#	YRS	AVE	#	YRS	AVE	#	YRS	AVE	#	YRS	AVE
ACCOUNTANCY	1	11	11	0	0	0	4	23	5.7	5	34	6.8
ANTHROPOLOGY	1	9	9	2	17	8.5	1	17	17	4	43	10.7
ART	2	8	4	1	12	12	4	11	2.7	7	31	4.4
BIO SCIENCES	3	7	2.3	5	44	8.5	3	24	8	11	75	6.8
CHEMISTRY	3	19	6.3	1	12	12	2	5	2.5	6	36	6
COMMUNICATIONS	2	14	7	3	2	.6	8	4	.5	13	20	.6
BUS. ECONOMICS	2	8	4	3	1	.3	1	13	13	6	22	3.6
EDUCATION	5	32	6.4	2	13	6.5	6	17	2.8	13	62	4.7
GEOGRAPHY	0	0	0	2	21	10.5	1	1	1	3	22	7.33
GEOLOGY	1	9	9	1	13	13	0	0	0	2	22	11
HEALTH/HUM.SVC	0	0	0	5	40	8	5	3	.6	10	43	4.3
HISTORY	11	109	9.9	2	14	7	0	0	0	13	123	9.4
IFS	0	0	0	1	12	12	2	4	2	3	16	5.3
LANGUAGES	0	0	0	2	2	1	3	4	.7	5	6	1.2
LITERATURE	5	39	7.8	8	80	8	5	5	1	18	124	6.8
BUS. MANAGEMENT	1	6	6	3	22	7.3	1	2	2	5	30	6
BUS. MARKETING	0	0	0	2	4	2	1	0	0	3	4	1.3
MATH	4	40	10	7	72	10.2	4	8	2	15	120	8
MATH/ COMPUTER SCI	0	0	0	3	20	6.6	1	1	1	4	21	5.2
MUSIC	1	1	1	8	41	5.1	0	0	0	9	42	4.6
NURSING-AD	0	0	0	5	16	3.2	7	38	5.4	11	52	4.9
NURSING-BA	1	16	16	3	21	7	2	4	2	6	41	6.8
PHILOSOPHY	1	15	15	1	6	6	2	6	3	4	27	6.7
PHYSICS/ ASTRONOMY	1	1	1	1	5	5	4	3	.7	6	9	1.5
POL. SCI/PUB. ADM	1	8	8	3	31	10.3	5	4	.8	9	43	4.7
PROTECTIVESERVICES	0	0	0	0	0	0	1	1	1	1	1	1
PSYCHOLOGY	3	32	10.6	6	53	8.8	3	4	1.3	12	89	7.4
SOCIOLOGY	1	5	5	3	4	1.3	2	1	.5	6	10	1.6
TECHNOLOGY	4	12	4	1	6	6	8	50	3.8	13	68	5.2
THEATRE	0	0	0	2	3	1.5	6	11	1.8	8	14	1.7
ART ED	0	0	0	0	0	0	1	1	1	1	1	1
	PROFESSOR			ASSOCIATE			ASSISTANT			ALL RANKS		
	#	YRS	AVE	#	YRS	AVE	#	YRS	AVE	#	YRS	AVE
TOTAL	54	401	7.42	86	587	6.8	93	265	2.8	233	1253	5.37

GRAFF REPORT 12/6/91	PROFESSOR			ASSOCIATE			ASSISTANT			ALL RANKS		
	#		AVE	#		AVE	#		AVE	#		AVE
TOTAL	55		8.5	84		7.9	90		4.1	229		6.5

December 16, 1991

To: Faculty Senate

Fr: Terry Pence, Sociology, Anthropology & Philosophy

Re: RECOMMENDATION # 3 FROM THE BUDGET COMMITTEE

Recommendation #3 was passed in the Budget Committee without discussion. It has some serious consequences and flaws that can be avoided.

Recommendation #3 seeks to set a mechanism for triggering when to address equity/market inequities. The trigger set is when the CUPA differences between colleges are greater than 10%. Since this is nearly the existing situation, to accept this trigger is a de facto repudiation of the Strategic Plan salary goal and is inconsistent with recommendation #1.

Further, Recommendation #3 would fail to address serious equity/market problems that could arise within a college. For example, if a Discipline fell significantly below CUPA, but the college did not, there is nothing in this policy which will address the issue. This inequity would only be addressed when the college as a whole fell below 10% of the highest college. In the case of the Business College this may never be addressed.

To deal with these issues, I propose the following substitute recommendation:

Recommendation # 3': When to Consider Equity/Market Again?

The University-Wide Equity/Market Policy is to be implemented in a year when (1) the difference (or gap) between two colleges' % of CUPA exceeds 5 percentage points, or (2) when a department or discipline inappropriately falls below 5% of the College average for any of its discipline ranks.

**THE VANGUARD PROGRAM:
INTERIM PROPOSAL FOR AN INTEGRATED GENERAL STUDIES ALTERNATIVE
September 1991**

The Integrative Studies Committee, consisting of Drs. Nancy Lang, Gaut Ragsdale, Robert Wallace, Michael McPherson, and Robert Appleson, met and deliberated during summer 1991 in response to a charge from Dr. David Jorns, Provost. This charge dealt with the need for an alternative experience in general studies that would provide more coherence and integration, as well as a stronger international component, than is necessarily present under the existing general studies requirements. On the basis of both anecdotal evidence and evidence drawn from the Alumni Survey analysis (see Attachment 1), the Committee determined that the science requirement and the distributive requirement of general studies (which encompasses fine arts/humanities, social science, and behavioral science) are the key areas where attention should be focused. The Committee also sees the Alumni Survey analysis as indicating that the current requirement is particularly less beneficial for our better prepared students.

In developing a strategy to deal with these judgements, the Committee reviewed a large number of integrative initiatives undertaken at other institutions, as well as the frequency of delivery of selected NKU upper-division courses (see Attachment 2) that could help form an integrative experience. The Committee also considered the results of the General Education Study conducted by the Office of Institutional Research on course-taking patterns in fulfillment of general studies requirement by 1985-1989 graduates. These results included the low percentage (23%) of students taking a foreign language and the relatively infrequent and skewed pattern of second science course enrollment. We now offer the following initial proposal for consideration and refinement, especially by those departments that would be involved.

The Vanguard Program offers two options for partial fulfillment of general studies,

A. Global Perspective

B. Science and Society,

each consisting of 29 hours, for partial fulfillment of general studies. The curricula for these options will satisfy the general studies requirement for freshman composition, the distributive requirement, and the science requirement. Vanguard students will be expected to fulfill all other general studies requirements (e.g., history, literature, and math) according to existing policies. Both options would count toward a minor but neither would count toward a concentration. Normal rules for prerequisites and corequisites will apply to the Vanguard coursework.

Summary Description and Relation to General Studies

Each Vanguard student will satisfy the following curriculum:

- * 3 hours in VAN 101, a new writing-intensive, interdisciplinary and team-taught course called Northern Kentucky's Place in the World. This course will be offered exclusively to Vanguard students and will take the place of ENG 101 English Composition I for general studies for these students.
- * 8 hours in a laboratory science. Students in the Global Perspectives Option will be directed to a new globally oriented sequence SCI 101-102+L, Science for the Educated Citizen, which will cover the natural sciences more broadly. Under either option, the Vanguard student will satisfy the Natural Science Requirement in General Studies.
- * 6-8 hours in a single modern foreign language. This will satisfy the Humanities/Fine Arts portion of the Distributive Requirement in General Studies.
- * 12 hours of integrated coursework drawn from one of two formats corresponding respectively to Global Perspectives and Science in Society. The Global Perspectives format consists of two courses with a general international focus (i.e., non-region specific) plus two courses with a focus on a particular region outside the United States and Canada. The Science and Society format consists of a common required political science course in science and public policy, plus three courses (one in philosophy/religion, one in social science, and one in behavioral science), each related to the natural sciences and to public policy. Each format will satisfy the Social and Behavioral Sciences portion of the Distributive Requirement.

A. Detailed Curriculum for Global Perspective Option

This option is designed to provide an international experience deeper than the Vanguard core of VAN 101 and two courses in a modern foreign language. Integration will be realized through a new science sequence and through the combination of general international coursework with coursework from a single region. It is our expectation that paired courses will be offered in fulfillment of the general component.

- 3 hours VAN 101 Northern Kentucky's Place in the World
- 6-8 hours two courses in a single modern foreign language
- 8 hours SCI 101-2+lab Science for the Educated Citizen, a broad introductory science sequence designed for global perspective.
- 6 hours of general global studies from two different disciplines, selected from list A1 below.

List A1: General Global Studies

- | | |
|--|---|
| ANT 100 Cultural Anthro. | HIS 320 Col. Expt. in the Non-West World |
| ANT 294 Cultural Ecology | HIS 321 Moderniz'n in the Non-West World |
| ANT 301/SOC 301 World Pat. of Race/Ethn. | HIS 423 Diplomacy and Foreign Policy |
| ANT 330 People in Cities | MGT 370 Comparative Int'l Management |
| ECO 305 Comparative Economic. Systems | OST 310 Int'l Business Communication |
| ECO 340 International Economics | PSC 102 Comparative Politics |
| GEO 101 World Reg. Geo. | PSC 103 International Politics |
| GEO 102 Geo. of the World's Dev. Regions | PSC 320 Politics of Multinat'l Corporations |
| GEO 103 Geography of the Third World | PSC 338 US Foreign Policy in the 3rd World |
| GEO 302 Cultural Geography | PSC 350 Comparative and Int'l Legal Sys. |
| GEO 303 Economic Geography | PSC 415 American Foreign Policy |
| GEO 310 Geography of Population | REL 250 Religion and Ethics |
| GEO 330 Geography of Religion | RTF 370 National Systems of Broadcasting |
| GEO 340 Regional Economic Geography | SPE 390 Cross-cultural Communications |

6 hours of regional coursework from two different disciplines, selected from one of the lists A2 - A5 below (representing different global regions outside the United States and Canada)

List A2 - Latin America

- ANT 325 Indians of Mexico and Guatemala
- ANT 245 Peoples of Latin America
- ANT 352 Archaeology of Mexico/Guatemala
- GEO 406 Geography of Latin America
- HIS 325 Early Latin American History
- HIS 326 Recent Latin American History
- PSC 320 Politics of Multinat'l Corporations
(if not taken under A1)
- PSC 335 Latin American Politics
- PSC 355 Comparative Revolutionary Politics

List A3 - Asia

- ANT 220 Japanese Culture
- ART 104 Survey of Oriental Art
- ENG 294 Topics in Non-Western Literature
- HIS 329 History of the Middle East
- HIS 330 History of China
- HIS 331 History of Japan
- HIS 380 British Empire in India
- PHI 250 Eastern Philosophy
- PSC 360 Politics in China
- PSC 361 Politics in Japan
- PSC 364 Politics of the Middle East
- PSC 365 Politics of India

List A4 - Europe (in same vein)

List A5 - Africa (in same vein)

B. Detailed Curriculum for Science and Society Option

This option is designed to integrate natural science and social/behavioral science through a required course in science and public policy that will be restricted to Vanguard enrollment.

- 3 hours VAN 101 Northern Kentucky's Place in the World
- 6-8 hours two courses in a single modern foreign language
- 8 hours SCI 101-2+lab or or any existing two-course general studies science sequence
- 3 hours PSC 403X = special section of Public Policy focused on science and public policy
- 3 hours a course in philosophy or religion related to natural science from list B1

List B1 - Philosophy and Religion

PHI 220 Health Care Ethics
PHI 230 Environment, Tech., and Human Values
PHI 302 Ethics of Research
PHI 306 Philosophy of Science
REL 270 Religion and Science

3 hours, a course in behavioral science related to natural science from list B2

List B2 - Behavioral Science

ANT 294 Cultural Ecology	PSY 309 Psychology of Perception
ANT 345 Environmental Anthropology	PSY 310 Experimental Psychology
HSR 200 Gerontology	PSY 311 Physiological Psychology
PSY 305 Psychological Testing	PSY 345 Human Factors Psychology

3 hours, a course in social science related to natural science from list B3

List B3 - Social Science

GEO 303 Economic Geography	HIS 321 Modern of the Non-West. World
GEO 306 Environmental Resource Management	HIS 322 History of Naval Warfare
GEO 308 Climatology	HIS 413 History of Nazi Germany
HIS 314 Rise of the Industrial United States	IET 323 Land Planning and Developing

Eligibility: Students wishing to enter these two options will be limited to 100 new students (including transfers) per year. Applicants must be regularly admitted (no PCC deficiencies and no low ACT scores) and must complete an application form which includes a written statement of why they wish to enter the program. Although we anticipate significant self-screening as a result of the curriculum (especially foreign language and second science course), a selection process based on the written statement and on quantitative academic credentials will be used to limit enrollment. A rough balance between enrollment in Global Perspective and Science and Society will be sought.

Relation to and Modification of Honors Program: The proposed Vanguard Program would be separate from the existing Honors Program, though it is conceivable that elements of application forms could be combined to accommodate both programs. Because the Vanguard proposal requires two semesters of a single modern foreign language plus four integrated courses to fulfill the Distributive Requirement in General Studies, we propose further that the Honors Program also require two semesters of a single modern foreign language and that those courses, combined with the four upper division seminars required in Honors, be considered to fulfill the Distributive Requirement. In addition, just as VAN 101 will serve in place of ENG 101 to meet the English composition requirement in general studies, so will the freshman honors seminar HNR 101 The Role of Intellect in Society.

Advantages of the Vanguard Proposal and Honors Modification

1. More students will have access to an integrated curriculum.
2. Certain disciplines (e.g., Theatre and Information Systems) that, by reason of the large number of hours required in the major, have been unable to allow their students to take an integrated curriculum will now have that opportunity.
3. More students will take a foreign language.
4. Better students can be attracted to NKU because of the more flexible curriculum - more flexible because courses fulfilling the social and behavioral sciences portion of general sciences can count toward the 45-hour upper-division requirement.
5. More upper division courses will be offered, thus providing all students, not just Vanguard students, with more diverse course opportunities and addressing the institution's imbalance toward lower-division coursework.
6. Vanguard students will generally take as many, and often more, social and behavioral science courses (in comparison with the current general studies requirement). This is because such students will still need prerequisites for many of the social and behavioral sciences courses in the two options, e.g., ANT 100 for ANT 294, ECO 200-201 for ECO 340, and PSY 100 for PSY 311.
7. By making the Vanguard program limited and optional, we will not have wholesale and disruptive changes in general studies. If, at some point, the University wished to consider integrated studies for a wider audience, the Vanguard experience could provide guidance.

Implementation and Budget

The Committee believes that the program should be in place for Fall 1993, thus requiring the following steps:

Fall 1991, consideration by departments

Spring 1992, consideration of refined proposal by UCC and Faculty Senate

Summer-Fall 1992, Development of new courses

Fall 1992, coordinator(s) on board, catalog copy submitted, and student applications being accepted.

Projected Costs

	FY1993	FY 1994 and thereafter in current \$
Coordinator(s) (.5 release)	\$6,000	\$6,000
Course development (.5 release)	\$6,000	
Special sections (.5 release)		\$6,000
Enrichment costs for Vanguard students		\$5,000
	<u>\$12,000</u>	<u>\$17,000</u>

Note: Duties of the coordinator will include the screening of students, arranging the staffing of special Vanguard courses, and overall monitoring of the program.

Legend: 1D means 1 day section offered, 2D means 2 day sections offered, etc.
 1E means 1 evening section offered, 2E means 2 evening sections offered, etc.
 Note: Italicized courses were included following second catalog review.

300-400 LEVEL COURSES

	A	B	C	D	E	F
1			Fall 89	Spring 90	Fall 90	Spring 91
2		ANTHROPOLOGY				
3	ANT 301	World Patterns of Race and Ethnicity			1D	
4	ANT 310	Primitive Warfare				
5	ANT 312	Social Organization			1D	
6	ANT 320	Religion and Culture				
7	ANT 330	Peoples in Cities				
8	ANT 340	Ethnographic Methods	1D			1E
9	ANT 361	Arts of Africa and Art or Lit				
10						
11		ART				
12	ART 321	History of Graphic Design (ART 103)	1D		1D	1D
13		and Marketing or Communications				
14	ART 358	History of Photo. and HIS or SOC?				
15	ART 359	Arts and Crafts of Japan (ART 104)			1D	
16						
17		BIOLOGY				
18	BIO 304	General Ecology		1D	1D	1D
19	BIO 314	Epidemiology				
20	BIO 350	Bio. Photo. and ART 290 Basic Photo.		2D	1D	1D
21	BIO 352	Genetics	2D	2D	2D	2D
22	BIO 381	Human Nutrition and Metabolism	TBA	1D		
23	BIO 460	Marine Biology				
24	BIO 465	Regional Biology and GEO				
25						
26		ECONOMICS				
27	ECO 303	History of Economic Thought	1E			1D
28	ECO 304	American Economic Development				
29	ECO 305	Comparative Economic System				
30	ECO 340	International Economics				
31	ECO 382	Labor Economics	1E			1E
32						
33		ENGLISH				
34	ENG 300	American Women Poets	1D/1E		1D	
35	ENG 301	American Novel	1D		1D	
36	ENG 302	Literature and Film	1D	1D	1D	1D
37	ENG 305	American Women Writers				1D
38	ENG 308	Shakespeare I	1E		1D	1E
39	ENG 309	Shakespeare II		1D		1D
40	ENG 311	Tragedy		1D		
41	ENG 312	Comedy	1D			
42	ENG 314	Modern European Literature in	TBA	TBA	TBA	TBA
43		Translation with ART and/or HIS				
44	ENG 315	The Bible as Literature	1D	1D	1D	
45	ENG 318	The Short Story	1E	1D		1D 1E
46	ENG 320	Satire	1D			1D
47	ENG 350	Literary Criticism		1E		1E
48	ENG 391	Persuasive Writing				TBA
49	ENG 470	20th Century British Novel		1D		
50						

300-400 Level Courses

	A	B	C	D	E	F
51		GEOGRAPHY				
52	GEO 301	Urban Geography			ID	
53	GEO 302	Cultural Geography	ID			
54	GEO 303	Economic Geography		ID		
55	GEO 306	Environmental Resource Management	ID			
56	GEO 307	Perception of the Environment				
57	GEO 308	Climatology		ID		
58	GEO 309	Historical Geog. of the U. S.			ID	
59	GEO 310	Geography of Population				
60	GEO 314	Maps and Map Interpretation				ID
61	GEO 315	Cartography			ID	
62	GEO 316	Computer Cartography	ID			
63	GEO 319	Geographic Techniques				
64	GEO 330	Geography of Religion			ID	
65	GEO 340	Regional Eco. Geography (GEO 101)				
66	GEO 360	Historical Urban Geography				
67	GEO 402	Geography of Europe	ID			
68	GEO 406	Geography of Latin America				TBA
69	GEO 407	Local Community: A Geographic Analysis			IE	
70	GEO 409	Geography of North America				ID
71						
72		GEOLOGY				
73	GLY 302	Historical Geology (GLY 115)				ID
74						
75		HISTORY				
76	HIS 300	The Ancient Near East and Greece	ID		ID	
77	HIS 301	The Hellenistic World and Rome		ID		ID
78	HIS 303	Europe in the Middle Ages		TBA		
79	HIS 304	Renaissance Europe				
80	HIS 305	Reformation Europe				TBA
81	HIS 307	Historical Geog. of the U.S. (GEO 309)			ID	
82	HIS 308	Modern Europe			ID	
83	& 309					
84	HIS 310	Colonial America to 1763				
85	HIS 311	The War for Indepen. and the Const.	ID			ID
86	HIS 312	Federalist United States	ID			
87	HIS 313	Expansion and Conflict				ID
88	HIS 314	Rise of the Industrial U.S.				
89	HIS 315	Modern United States History				
90	& 316					ID
91	HIS 318	Current Events in a Hist. Perspective			IE	
92	HIS 319	Conflicting Historical Viewpoints				
93	HIS 320	The Col. Exp. in the Non-West. Wrld.				
94	HIS 321	Modern. in the Non-Western World				
95	HIS 322	History of Naval Warfare		ID		
96	HIS 323	United States Military History	ID		ID	
97	HIS 324	European Military History				ID
98	HIS 325	Early Latin American History				
99	HIS 326	Recent Latin American History				
100	HIS 329	History of the Middle East				
101	HIS 330	History of China				TBA
102	HIS 331	History of Japan	ID		TBA	TBA

300-400 Level Courses

	A	B	C	D	E	F
103		HISTORY (CONT.)				
104	HIS 336	History of Sub-Saharan Africa				
105	HIS 354	History of the British People			TBA	
106	& 355				ID	
107	HIS 359	History of France				
108	HIS 362	History of Germany				
109	& 363				ID	
110	HIS 377	Modern Russia		ID		
111	HIS 380	British Empire in India				
112	HIS 385	Art and Method of History and ART	TBA	ID	ID	1E
113	HIS 390	History and Film		1E		
114	HIS 396	History of Kentucky				TBA
115	HIS 409	The French Revolution				
116	HIS 413	History of Nazi Germany	ID	ID		ID
117	HIS 415	History of the American Frontier		ID		1E
118	HIS 416	Plains Indians			TBA	ID
119	HIS 417	The Civil War and Reconstruction				TBA
120	HIS 419	Social and Economic Hist. of the U.S.				
121	& 420			ID		
122	HIS 421	Cultural and Intellectual Hist. of U.S.				
123	& 422					
124	HIS 423	Diplomacy and Foreign Pol. of the U.S.	ID			
125	HIS 427	Urban History of the United States				
126	HIS 428	History of Women	ID			
127	HIS 431	History of Minorities in the U.S.	ID			
128	HIS 434	The American Identity				
129	HIS 436	History of the South		ID		
130	HIS 442	History through Biography and ENG		ID		
131	HIS 470					
132	HIS 472	The City in West. Civilization and GEO				
133	HIS 473	Battles and Behavior			ID	
134	& 474					ID
135	HIS 475	The First World War			ID	
136	HIS 476	The Second World War				ID
137	HIS 477	Guerilla Warfare				
138	HIS 480	The Tech. Revolution of Modern Times				
139						
140		HUMAN SERVICES				
141	HSR 301	Holistic Approach to Mental Health				
142	HSR 314	<i>Death, Dying and Grief</i>		1E		1E
143	HSR 321	<i>Mental Health and Aging</i>				
144	HSR 350	<i>Alcoholism and the Dysfunctional Family</i>				
145	HSR 410	<i>Psycho-Social Forces in Late Life</i>				
146						
147		JOURNALISM				
148	JOU 335	Women in Mass Media				ID
149	JOU 370	Principles of Advertising (JOU 100)	ID	ID		1E
150	JOU 385	Law of Mass Communications	1E	ID 1E	1E	1E
151	JOU 390	Photo-Journalism I (ART 290 and	1E		1E	
152		SOC or ANT				
153	JOU 421	History of Mass Communications				
154	JOU 430	Communication Theories and PSY	ID 1E		ID 1E	2D

300-400 Level Courses

	A	B	C	D	E	F
155		LABOR STU. /IND. & LABOR REL.				
156	LAS 300	Introduction to Labor Relations	2D 1E	1D 1E	1D 1E	1D 1E
157	LAS 301	Labor-Mgt. Negotiations (LAS 100)	1E	1E		
158	LAS 320	Problems in Labor Law	1E		1E	
159						
160		LAW ENFORCEMENT				
161	LEN 301	Organized/White Collar Crime				
162						
163		MANAGEMENT				
164	MGT 300	Mgt. and Organization (BAD 100)	2D 2E	2D 2E	1D 2E	2D 2E
165						
166		MARKETING				
167	MKT 300	Principles of Marketing (BAD 100)	2D 2E	2D 2E	1D 2E	2D 2E
168						
169		NURSING				
170	NUR 328	Adaptation in Later Life				
171						
172		PUBLIC ADMINISTRATION				
173	PAD 300	Intro. to Pub. Adm. (PSC 100 or 101)	1D 1E	1D 1E	1D 1E	1D 1E
174	PAD 326	Urban Government (3 hrs in PSC)			1E	
175	PAD 328	State and Urban Government				
176	PAD 403	Public Policy Analysis	1D		1E	
177						
178		PHILOSOPHY				
179	PHI 300	Philosophy and Work (3 hrs in PHI)				
180	PHI 301	Philosophy in Literature and ENG				
181	PHI 302	The Ethics of Research				
182	PHI 303	Philosophy and Psychotherapy				
183	PHI 305	Existentialism			1D	
184	PHI 306	Philosophy and Science and a science		1D		
185	PHI 307	Business Ethics	1E			1E
186	PHI 310	The Japanese Mind and JPN or HIS or				
187	PHI 311	Philosophy of Women				1E
188	PHI 315	Knowledge and Reality		1D		
189	PHI 320	Soc. & Pol. Phil. and SOC or PSC	1D			
190	PHI 330	Philosophy and Law		1D		
191	PHI 335	Great Traditions in Ethics and HIS			1D	
192	PHI 340	Mind and Language				
193	PHI 350	Philosophy & Rel. and REL or ENG			1D	TBA
194	PHI 399	Major Philosophers and HIS				
195						
196		POLITICAL SCIENCE				
197	PSC 300	Introduction to Public Administration	1D 1E	1D 1E	1D 1E	1D 1E
198		(is PAD 300) (PSC 300)				
199	PSC 304	Introduction to Law (3 hrs in PSC)	1D			1D
200	PSC 305	The Judicial Process		1D		
201	PSC 307	Constitutional Law			1D	
202	PSC 308	Civil Liberties		1D		
203	PSC 311	Political Parties and Pressure Groups	1D			
204	PSC 312	Modern Ideologies and HIS or PHI				
205	PSC 318	Presidential Primaries and Caucuses				
206	PSC 319	Presidential Election				

300-400 Level Courses

	A	B	C	D	E	F
207		POLITICAL SCIENCE (CONT.)				
208	PSC 320	Politics of Multinational Corporations				
209	PSC 325	Women in Politics				
210	PSC 326	Urban Government			1E	
211	PSC 328	State and Urban Problems				
212	PSC 335	Latin American Politics	1D			
213	PSC 338	U.S. Foreign Policy in the Third World				
214	PSC 340	Soviet and Eastern European Politics				
215	PSC 350	Compar. and Inter. Legal Systems				
216	PSC 355	Comparative Revolutionary Politics		1D		
217	PSC 360	Politics of China				
218	PSC 361	Politics of Japan	1D			1D
219	PSC 364	Politics of the Middle East		1D		
220	PSC 365	Politics of India			1D	
221	PSC 370	Early Political Theory and ENG or HIS			1D	
222	PSC 373	Modern Political Theory and ENG		1D		
223	PSC 374	Contemporary Political Thought	1D			
224	PSC 390	Topics in American Politics	2E	1D 1E	1D 1E	1E
225	PSC 391	Topics in Political Theory				1D
226	PSC 392	Topics in Comparative Politics			1D	
227	PSC 393	Topics in International Politics				
228	PSC 394	Topics in Public Administration				
229	PSC 403	Public Policy	1D		1E	
230						
231		PSYCHOLOGY				
232	PSY 300	Psychology and Personality	1D 1E	1E	2D	1D
233	PSY 304	Consumer Psychology				
234	PSY 311	Physiological Psychology		1E		1D
235	PSY 320	Psych. of Adolescence and Adulthood	1D			
236	PSY 325	Psychology of Lang. and SPE or ENG				
237	PSY 330	Behavior Modification	1D		1D	
238	PSY 335	History and Systems of Psychology	1D		1D	
239	PSY 340	Social Psychology and SOC	2D 1E	2D 1E	2D 1E	2D 1E
240	PSY 344	Industrial/Organizational Psychology	2D		2D	
241	PSY 370	Humanistic Psych. and HIS or ENG	TBA	1D		1D
242						
243		RELIGIOUS STUDIES				
244	REL 320	Religion in America				
245	REL 330	Contemporary Religious Thought				
246						
247		RADIO/TELEVISION/FILM				
248	RTF 400	<i>Broadcast Criticism</i>		1D		1D
249	RTF 430	Communication Theories (is JOU 430)	1D 1E	1D 1E	1D 1E	2D
250						
251		SOCIOLOGY				
252	SOC 300	Race and Ethnic Relations		1D		
253	SOC 301	World Patterns of Race and Ethnicity			1D	
254		(is ANT 301) SOC 100 or ANT 100)				
255	SOC 302	Canadian Society			1D	
256	SOC 303	Social Psychology and PSY				
257	SOC 305	Criminology	1D		1D	
258	SOC 307	Social Stratification and ANT or GEO				1D

300-400 Level Courses

	A	B	C	D	E	F
259		SOCIOLOGY (CONT.)				
260	SOC 308	Social Organization and PSY	1E			
261	SOC 310	Social Change				
262	SOC 315	Marriage and the Family		1E		1E
263	SOC 318	Occupations			1D	
264	SOC 325	Utopian Communities		1E		
265	SOC 330	Sociological Theory	1D			
266	SOC 332	Collective Behavior	1D			
267	SOC 335	Popular Culture				
268	SOC 340	Population and ANT or GEO			1E	
269	SOC 360	Technology and Society				
270	SOC 400	Urban Society	1D			
271	SOC 425	Political Sociology (is PSC 425)		1D		
272		(SOC 100 or PSC 100)				
273	SOC 430	Sociology of Religion	1D	1D		
274	SOC 450	Medical Sociology			1E	
275	SOC 490	Sociology of Law			1D	
276						
277		SPEECH				
278	SPE 303	Organizational Communications	1D TBA		1D	
279	SPE 305	Speech Criticism		1D		
280	SPE 340	Strategies of Persuasion		1E		1D
281	SPE 390	Cross-Cultural Communication			1D	
282	SPE 410	History and Theories of Rhetoric				1D
283	SPE 430	Communication Theories	1D 1E	1D 1E	1D 1E	2D
284						
285		SOCIAL WORK				
286	SWK 304	The Human Experience I: Theoretical Perspectives and PSY, ECO, or SOC	1D		1D	
287						
288	SWK 307	The Human Experience II: Literary Perspectives and ENG		1D		1D
289						
290	SWK 407	Social Welfare Policy		1D		
291	SWK 411	Social Work and the Law				1E
292						
293		THEATRE				
294	TAR 340	History of the Theatre I				1D
295	TAR 341	History of Costume	1D			
296	TAR 342	History of the Theatre II				
297	TAR 350	Dramatic Literature		1D		
298	TAR 351	Dramatic Literature I				
299	TAR 450	Shakespeare and ENG				
300	TAR 451	Modern Drama			1D	
301	TAR 453	Musical Theatre Literature				1D

FINAL REPORT OF TRIMESTER COMMITTEE

October 15, 1991

The Trimester Committee consisting of Dr. Tom Cate, Dr. Dan Curtin, Dr. Tom Harden, Dr. Debra Pearce, Mr. Dennis Taulbee, Ms. Linda Sanders, Dr. Robert Appleson, and Ms. Holly Schulte (student) met and deliberated during the summer and early fall of 1991 in response to its charge from Provost David Jorns. As its initial step, the committee identified the possible advantages of going to such a system. Chief among these were better schedules for part-time students (of which NKU has many), the potential for shifting some enrollment to the summer thereby relieving pressure on classroom and parking space, and the potential for more flexible faculty schedules.

To test out whether these advantages would likely be attained, the committee sent questionnaires to higher education councils in each of the 50 states to learn their experiences, and phone and written responses were received from 32. We also received individual letters from several trimester institutions. According to these responses, only two public baccalaureate-granting institutions, Lincoln University of Pennsylvania and the University of Science and Arts of Oklahoma (see Attachment 1A) and a small number of private institutions (e.g., Union College of New York and Earlham College of Indiana — see Attachment 1B) are strictly on trimester. All of these institutions are small and residential, with a largely full-time student body. A key attraction seems to be the ability to graduate in 3 years. We also checked several institutions, such as the University of Michigan at Dearborn, from states that did not respond but which were listed as trimester institutions in the 1991 Higher Education Directory. They turned out to have a semester format for the academic year with a 2-term summer schedule and some courses offered over the whole summer.

We also learned that many Florida public institutions switched from the trimester to quarters during the 70's. According to follow-up conversations with individuals from these campuses, the trimester system was abandoned because that system did not bring more students to take coursework during the summer. Many students did like the trimester but not for any reason that was related to curriculum or facilities; the earlier end of the spring term permitted them to get a jump on and work longer at summer jobs. In fact, however, some students were placed at a disadvantage if they had to work during the summer and needed courses that were moved to the summer from fall or spring. Moreover, the trimester did not successfully accommodate teachers taking significant amounts of graduate education coursework during the summer: such students cannot start at the beginning of the summer trimester because they are still teaching school. Several institutions outside of Florida (e.g., University of Wisconsin at River Falls) have switched more recently from trimester to semester. **In light of these considerations, the committee does not recommend adoption of the trimester system.**

Although the trimester system was not embraced, the committee does feel that an alternative format for summer school (leaving fall and spring semester intact) deserves further consideration for some of the same reasons that the possibility of the trimester was originally raised. This alternative, which was proposed in 1985 by the "Kaplan" committee, basically consists of two back-to-back 6 or 7-week terms (see Attachment 2). One might also offer a limited number of courses spanning the full 12 to 14 weeks. Three-week intersession courses could continue at the beginning of this period. A major potential advantage of this format is the possibility of taking more hours and the capacity for offering more 2-course sequences during the summer. The committee does not feel confident that these advantages would obtain without having specific information from our students. **Thus, the committee proposes acquiring data using two student questionnaires (see Attachments 3A and 3B).**

Attachment 3A

SURVEY OF SUMMER STUDENTS

1. Which of the following terms best describes you? (Choose one)

☐ Regular NKU student pursuing degree
☐ Regular student pursuing degree at another institution in Cincinnati-Northern Kentucky
☐ Regular student pursuing degree at institution outside Cincinnati-Northern Kentucky
☐ Student not pursuing a degree

2. Which of the following best describes your summer work/child care obligations? (Check as many as apply)

☐ Not working or caring for children
☐ Working or caring for children in mornings
☐ Working or caring for children in afternoons
☐ Working or caring for children in evenings

3. How many semester hours of college had you completed before you enrolled this summer? (If you have attended an institution on the quarter system, multiply those hours by 2/3 to convert them to semester hours.)

☐ 0-12 sem. hrs. ☐ 13-29 sem. hrs. ☐ 30-59 sem. hrs. ☐ 60-89 sem. hrs. ☐ 90 or more sem hrs.

4. (If you are not a regular NKU student, skip to Item 7) Please describe your normal course attendance during the fall and spring. (Choose one)

☐ Full-time day ☐ Part-time day
☐ Full-time evening ☐ Part-time evening
☐ Full-time day and evening ☐ Part-time day and evening

5. Please identify the number of credit hours you took at NKU each part of this past summer schedule.

	credit hours in major	credit hours to meet general studies req.	credit hours in other coursework
3-week intersession	<input type="text"/>	<input type="text"/>	<input type="text"/>
first 5-week term	<input type="text"/>	<input type="text"/>	<input type="text"/>
8-week term	<input type="text"/>	<input type="text"/>	<input type="text"/>
second 5-week term	<input type="text"/>	<input type="text"/>	<input type="text"/>

6. Would you prefer to take more coursework in the summer and less in the fall and spring?

☐ Definitely yes ☐ Probably yes ☐ Uncertain ☐ Probably no ☐ Definitely no

7. Given your current situation how many credit hours would you prefer to take during the summer?

SURVEY OF SUMMER STUDENTS

8. If more summer coursework you need were offered by NKU under the current schedule, would you take more hours?
- a.) in your major?
☐ Definitely yes ☐ Probably yes ☐ Uncertain ☐ Probably no ☐ Definitely no
- b.) for General Studies requirements?
☐ Definitely yes ☐ Probably yes ☐ Uncertain ☐ Probably no ☐ Definitely no
- c.) in other courses?
☐ Definitely yes ☐ Probably yes ☐ Uncertain ☐ Probably no ☐ Definitely no
9. (If you did not answer "Definitely yes" or "Probably yes" in some part of Item 8 skip to Item 10). Please identify the part or parts of the summer schedule where you would be likely to take more hours if more coursework were offered under the current schedule. (In parentheses is the meeting schedule of a typical 3-credit course during the session in question).
☐ 3-week intersession (5 days/week, 3 hours/day)
☐ first 5-week term (5 days/week, 1 hours 50 minutes/day)
☐ 8-week term (2 nights/week, 2 hours 45 minutes/night)
☐ second 5-week term (5 days/week, 1 hours 50 minutes/day)
☐ 6-week session (4 days/week, 1 hours 50 minutes/day)
10. An alternative to the current summer schedule has been proposed. There would be two, non-overlapping, 6 or 7-week sessions and a 10-week session beginning with the first 6 or 7 weeks and ending during the second 6 or 7 weeks.
- a. Given your current situation and assuming convenient class schedules, how many credit hours would you be likely to take in each summer session? (You probably should not be enrolled in more than 6 hours at a time.)
- | | |
|---|---|
| <input type="checkbox"/> First 6 or 7 weeks during day | <input type="checkbox"/> First 6 or 7 weeks at night |
| <input type="checkbox"/> Second 6 or 7 weeks during daytime | <input type="checkbox"/> Second 6 or 7 weeks at night |
| <input type="checkbox"/> 10 weeks during day | <input type="checkbox"/> 10 weeks at night |
- b. Check each summer schedule that would be acceptable for a 3-credit course and circle your most preferred summer schedule.
- ☐ 6 weeks, 4 classes/week at 1 hour 35 minutes per class
 - ☐ 6 weeks, 3 classes/week at 2 hours 5 minutes per class
 - ☐ 6 weeks, 2 classes/week at 3 hours 10 minutes per class
 - ☐ 7 weeks, 4 classes/week at 1 hour 20 minutes per class
 - ☐ 7 weeks, 3 classes/week at 1 hour 45 minutes per class
 - ☐ 7 weeks, 2 classes/week at 2 hours 40 minutes per class
 - ☐ 10 weeks, 4 classes/week at 55 minutes per class
 - ☐ 10 weeks, 3 classes/week at 1 hour 15 minutes per class
 - ☐ 10 weeks, 2 classes/week at 1 hour 50 minutes per class
11. Would you prefer the proposed schedule in Item 10 above to the current schedule?
- ☐ Definitely yes ☐ Probably yes ☐ Uncertain ☐ Probably no ☐ Definitely no.

Please feel free to add any comments you may have on the back of this sheet.

Attachment 3B

SURVEY OF STUDENTS NOT ENROLLED IN SUMMER

Please check reason(s) for not enrolling in this past summer term
(check as many as apply):

☐ Childcare/eldercare obligations

☐ Work obligations

☐ Financial

☐ Vacation/travel

☐ Courses needed were not offered

☐ Courses needed were offered at inconvenient time

☐ Courses needed were offered but full

☐ Other

NORTHERN KENTUCKY UNIVERSITY

Proposed Capital Gifts Campaign Projects

Endowment For Scholarships

NKU has been referred to as a special place of opportunity for students where dreams come true. This endowment fund, with the opportunity for named scholarships honoring businesses and individuals, will tremendously expand the ability of Northern Kentucky and Greater Cincinnati students to fulfill their dream for a quality higher education experience.

Endowment For Faculty Development and Chairs

NKU has an excellent reputation for the quality of its teaching faculty. In the spirit that great teachers are also life-long students, this endowment fund will create opportunities for faculty to further develop their discipline and teaching skills to further enrich the education of students. It will also allow for the addition of specialized scholars through a limited number of named chairs.

Endowment For Speakers and Lecturers

A comprehensive teaching/learning environment provides for appearances by acknowledged experts, authorities and scholars whose contributions not only enhance the education and understanding of students and faculty, but are resources to the business and professional communities as well. This endowment fund will allow NKU to reach out to a few, selected speakers each year.

Enhancement of Science and Arts Programs

NKU has become the fine arts center for Northern Kentucky and a logical complement to the offerings in Greater Cincinnati. This fund will be used to appropriately furnish and equip the expanded fine arts facility now under construction on campus as well as provide innovation funding for new programs in art, music and theatre, all of which benefit the entire community as well as students and faculty. Updating laboratories and scientific equipment enable faculty to maintain and strengthen excellence in the sciences as well.

Library Acquisitions

It has been said that one of the most important assets of any university is the content and quality of its library. State funds are presently being used to expand the Stealy Library facility. This fund will allow NKU to broaden and expand its book, publication and periodical holdings and to provide library related equipment and services.

Improvement of the Campus and Environment

The environment in which faculty teach and students learn can be a major influence on the quality of that endeavor. The Commonwealth has provided buildings, but private support is needed to help NKU improve the setting in which those buildings reside. A more attractive campus is also important to community users of the facilities and to economic development and growth of the region.

Faculty and Alumni Center

This facility will provide a much-needed place for faculty and alumni to gather for professional and social purposes. As space is available, it will also be used for meetings by business and professional organizations and the community.

Campus Interfaith Center

College students typically have needs which go beyond the academic -- social, religious and psychological. It is a time of moral and spiritual as well as intellectual growth. This non-denominational center, supported by both the campus ministries and regional church leadership from many faiths, will house a variety of teaching, meeting and sharing opportunities for students, faculty, staff and members of the community.

Athletic Facilities and Program Enhancement

Most of NKU's outdoor athletic fields are unfinished. Additional fields will expand the opportunity for additional community use as well as for use by NKU teams. This fund will also be used to strengthen the scholarship program for NKU's student athletes.

The President's Venture Capital Fund

During the Capital Campaign, NKU will continue to depend upon Annual Fund gifts for the financial flexibility to solve problems and seize opportunities as they arise. Increasingly, the Commonwealth will match generous contributions by individuals, corporations and foundations enabling the University to fund expansions and new building projects impossible without cooperative support.

NORTHERN KENTUCKY UNIVERSITY

Proposed Capital Gifts Campaign

Chronology of Key Activities and Events

<u>Timeframe</u>	<u>Activity or Event</u>
Summer, 1991	Identify campus needs (projects/programs)
Fall, 1991	Develop case statement for each project
Fall, 1991	Capital Campaign awareness program for campus constituencies and Foundation Board
Winter, 1991	Select volunteer campaign advisory committee
Spring, 1992	Conduct pre-campaign feasibility study
Summer, 1992	Structure and recruit volunteers for Advanced Gifts (Leadership) Campaign
Summer, 1992	Produce campaign support materials
Fall, 1992	Launch Advanced Gifts Campaign
Spring, 1993	Structure and recruit volunteers for General Campaign
Fall, 1993	Launch General Campaign
Fall, 1996	Victory celebration

**REPORT OF THE HUMAN RELATIONS IMPLEMENTATION COMMITTEE
SEPTEMBER 1991**

The committee, consisting of Dr. Rosetta Mauldin, Dr. Kathleen Verderber, Dr. Michael Adams, Dr. Aldaberto Pinelo, Dr. Robert Appleton, and Ms. Angela McFarland (student), met and deliberated during summer 1991 in response to the charge given by Provost Jorns. In the course of these deliberations, the Committee reviewed the NKU catalog to identify existing courses treating diversity, especially race and gender, and examined the enrollment in these courses and in courses listed as meeting the current non-western requirement in general studies (see Attachment 1). The Committee also reviewed and obtained clarifications on President Boothe's 1990 State of the University address (see Attachment 2), which had led to Dr. Jorns's formation of our committee. Other materials used by the Committee included but were not limited to the recent report commissioned by the New York State Regents on diversity in the curriculum, an exchange of correspondence with the ad hoc faculty committee on defining an anti-racism/anti-sexism requirement (see Attachment 3) and the section of the NKU Alumni Survey Analysis dealing with perceptions of the University's contribution to understanding of different cultures (which was rated lower than in the national data - see Attachment 4). The Committee has also requested a computer analysis of coursework relative to that perception, which will suggest the relative efficacy of possible alternative requirements. The construction of a file for this analysis has been promised by Administrative Computing by the end of September.

On the basis of its review and deliberation, the Committee makes the following recommendations:

1. Ten new faculty fellowships/mentorships (at \$3,000 each) should be awarded each year for the next five years for the purpose of developing new courses treating diversity and for enriching existing courses with such content. After five years, the number would drop to five annually.

Schedule: Proposals would first be accepted by the Faculty Benefits Committee as part of its normal fall 1992 review.

Total Cost: \$30,000 (in current dollars) for each of FY 1993 - 1997, \$15,000 annually thereafter.

2. One quarter faculty release time should be given each year to allow a faculty member to plan and coordinate the activities described in Item 3 below in consultation with the Assistant to the President for Affirmative Action and Multicultural Affairs.

Schedule: The first individual should be in place no later than fall 1992, but it would be preferable to begin in spring 1992.

Total Cost: \$3,000 (in current dollars) annually.

3. A four-part program designed to improve sensitivity to and appreciation of diversity should be established as follows.

- a. a new weekly faculty lunch seminar series
- b. a monthly Presidential colloquium series featuring nine local speakers and one speaker with a national reputation. (The national speaker would make at least two addresses - one to faculty/staff and one to students.)
- c. a film series
- d. a book review series.

The components of this program would include race and gender but would not be limited to those aspects of diversity.

Schedule: These components should be in place no later than fall 1992, but it would be preferable to start some of them in spring 1992 (especially those having little or no cost)

Total Cost: \$10,000 annually (in current dollars)

- a. 0
 - b. \$9,500 (\$1,000 for local speakers, \$6,000 fee + \$1,500 expenses for national speaker, \$1,000 for publicity and refreshments)
 - c. \$500 for film rental/purchase
 - d. 0
4. A curricular requirement as set forth below, with selection of coursework to be handled by the major faculty (as opposed to a new general studies requirement).

ADDENDUM

While the entire Committee supports the principle of a curricular requirement determined by a student's major faculty (Recommendation 4), a minority maintains that a course treating race or gender or some other element of diversity (e.g., age) should implant the desired sensitivity and that the recommended policy would, by requiring the treatment of both race and gender, mean the necessity of adding two courses for many students. According to this view, a two-course addition would be impractical and likely to lead to the development of single courses that would each formally meet the full diversity requirement through an artificial connection between race and gender. Finally, those concerned over a two-course addition also worry that the necessity of covering both race and gender would hamper the participation of several disciplines, thus encouraging those excluded to view diversity as someone else's concern.

Each undergraduate student should be required to take coursework with a primary focus on both race and gender. These courses would be authorized by the University Curriculum Committee, and the faculty of individual disciplines would determine which of these courses would be eligible for their majors. A single day slot and a separate evening slot should be used for all such courses, thus enabling the scheduling of a compulsory colloquium as a class session for both day and evening students each semester. The standard to be used by the University Curriculum Committee on determining a course's eligibility for full or partial fulfillment of the requirement is that the course should give an understanding of how power impacts, should identify the cultural contributions of women and racial minorities, should investigate the dynamics of racism/sexism, or should describe multiple perceptions of reality by women and racial minorities.