



Faculty Senate

HIGHLAND HEIGHTS KY 41099 859-572-6400

FACULTY SENATE MEETING

November 25, 2002

Meeting begins at 3:00 PM

UC Ballroom

AGENDA

Call to Order, Adoption of Agenda

Approval of Minutes – October, 2002 Meeting

Guests

James Votruba-President

Dave Merriss-Admissions Office: Document imaging and advising files

Officer Reports

- | | |
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| • President | Steven Weiss |
| • Vice-President | Perilou Goddard |
| • Secretary | Carol Bredemeyer |
| • Parliamentarian | Ed Brewer |

Committee Reports

- | | |
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| • Professional Concerns | Chuck Frank |
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Voting Items:

- Amendment to the Faculty Policy and Procedures Manual—Full-Time Non Tenure Track, Temporary Faculty

- | | |
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| • Curriculum | Ron Shaw |
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Voting Items:

- BA in Public Relations
<http://access.nku.edu/ucc/ucc/2001/loiList.asp?course=Public+Relations>
http://access.nku.edu/ucc/ucc_2002/programs/proposal_Bapublicrelationsprogram.pdf
- Social Justice Certificate
<http://access.nku.edu/ucc/ucc/2001/appendixclist.asp?course=Social+Justice>
- BS in Environmental Science
<http://access.nku.edu/ucc/ucc/2001/appendixclist.asp?course=Environmental+Science>

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| • Benefits | Diane Gronefeld |
| • Budget | Dennis Lye |

Voting Items:

- Budget Priorities

New Business

Announcements

Adjourn



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FACULTY SENATE MEETING

November 25, 2002

"A liberal education is at the heart of a civil society, and at the heart of a liberal education is the act of teaching." -A. Bartlett Giamatti, 1980

PRESENT: Carol Bredemeyer (Sec'y), Patty Fairbanks, Chuck Frank (Chair, PCC), Mary Gers, Perilou Goddard (VP), Diane Gronefeld (Chair, Benefits), Eric Jackson, Cynthia Kelly, Vinay Kumar, Tom Leech, Alar Lipping, Dennis Lye (Chair, Budget), Maggie McGatha, John Metz, Melissa Moon, Terry Pence, Holly Riffe, Michael Rose, Michele Roszmann-Millican, Ron Shaw, Cady Short-Thompson, Richard Snyder, Jim Thomas, Steve Weiss (Pres.), Claudia Zaher

The meeting was called to order by President Weiss at 3:02pm. The minutes of the October 28, 2002 meeting were approved.

In the absence of President Votruba, Provost Rogers Redding made remarks. The VVV process is winding down. Community and campus concerns are very similar and the community is very complimentary of the faculty. The state revenue forecast is looking less bleak – there may be @\$500 million shortfall over the biennium. We are still unsure of how much we will be cut. The CPE Presidential search is ongoing; final candidates will be interviewed soon. Dean Jim Gress is making progress, but still faces a long recovery. He is now at Health South rehab in Edgewood. In response to a question, the Provost said that an Interim Chair will be appointed soon for the Admissions & Policy Committee, which Dean Gress was chairing.

The next guest was Dave Merriss, Associate Director of Admissions. He gave a short presentation on the status of document imaging of student advising files. Equipment has been purchased and many files have been scanned, but paper records will continue at least through the spring semester. This system should improve service and records management and sharing. The new Director of Admissions, Joel Robinson, starts December 2.

OFFICER REPORTS

President: President Weiss introduced Bob Wilcox, chair of the Elections Committee. He thanked Rita Thomas for all her work in helping solicit candidates and making the voting run smoothly. Only 29% of the faculty voted in the recent election (handouts of the results were available). An election for Faculty Regent will be held in the spring.

Burhan Mohamedali from the Student Government Association was introduced next. SGA plans to have a member at every Faculty Senate and Staff Congress meeting. Staff Congress has already voted to give SGA liaison status and is asking the same from the Senate. He also distributed copies of a resolution that SGA passed regarding campus spirit. President Weiss said that the Executive Committee will discuss the liaison issue at its meeting next week.

Vice President: No report.

Secretary: Carol Bredemeyer attended the COSFL meeting on Nov. 23. COSFL will be given time to meet with the final candidates for CPE president on Dec. 18. The CPE plans to meet the next day to make a decision.

COMMITTEE REPORTS

Professional Concerns (Chuck Frank): The voting item on full time, non tenure-track, temporary faculty, which was sent back to the committee at the October Senate meeting, is returned with no changes recommended by the committee. The voting item PASSED.

Curriculum (Ron Shaw): The B.S. in Environmental Science is still in the Dean's office and will not be a voting item.

The B.A. in Public Relations (a new program) PASSED with the required 2/3 majority. There were 2 abstentions. The Social Justice certificate PASSED. There were 2 abstentions.

Benefits (Diane Gronefeld): The subcommittees have completed their work and the committee approved the rank orderings of all proposals; they have been sent to the Provost.

Budget (Dennis Lye): Voting item: The Budget Priorities PASSED.
The committee is looking at equity distribution.

There was no New Business and there were no announcements.

The meeting adjourned at 3:47pm.

Respectfully submitted,

Carol Bredemeyer, Secretary

Professional Concerns Committee Voting Item

Proposed Amendment

Northern Kentucky University
Faculty Policy and Procedures Manual

Part 1- Section I.D

FULL-TIME NON-TENURE-TRACK, TEMPORARY FACULTY
(page 2a)

Temporary appointments are one-year, temporary, terminal appointments that can be repeated ~~for a maximum of three (3) years.~~

Justification:

1. The Non-Tenure Track Faculty requested this change.
2. The three-year rule prevents us from rehiring teachers with experience in teaching our courses.
3. The three-year rule is widely disregarded by departments.

Social Justice Studies

1. **Degree:** Minor
2. **Type of Degree:** Baccalaureate
3. **Department/Unit Submitting Proposal:** Social Work and Human Services
4. **Action proposed:** New Minor and Certificate Program
5. **Narrative:**

We recommend that Social Justice Studies be an interdisciplinary minor and a certificate program that will be recognized in the university catalog and by an official certificate issued by the university when a graduating student completes the requirements of the program. Since Social Justice should apply to all areas of study, students with an interest in undertaking this area of study should declare majors in traditional areas already offered by the university.

Social Work and Human Services, in conjunction with the recently formed Comprehensive Partnership for Social Justice recommend the implementation of a curriculum in the area of Social Justice Studies. This academic curriculum will serve as a complimentary program to the Social Justice Living and Learning Community currently proposed as the first themed living community in the new residence halls scheduled to open in the fall semester of 2003. We also recommend hiring a faculty member who will assist in coordinating the co-curricular programming of the Living/Learning community. While the new residence halls are a major impetus for the development of the Social Justice Studies curriculum, the minor and certificate will be available to all students enrolled in the university.

Justifications for a Minor and Certificate Program in Social Justice

- The study of social justice is relevant to all academic disciplines and areas. The goal of the university to produce engaged community members will be served by asking students in Social Justice Studies to examine the ways in which their major fields promote or inhibit social justice.
- Social Justice Studies should be a useful follow-up retention effort for both general enrollment students and those participating in the living/learning community of the new dormitories by offering a carrot to students who continue on to take upper division courses. We feel that a program of required and recommended courses in which students interested in ideas of social justice will feel supported, directed, and engaged will entice students to continue in their academic program.
- Methods of achieving an equitable society are de-emphasized in most traditional courses of study. Courses identified for inclusion in the Social Justice Studies curriculum, though drawn from many traditional areas of study, will be reviewed by the SJS curriculum committee for content and pedagogy that support social equity. Again in an effort to produce socially responsible graduates who will be experienced and confident in working for a society in which all want to live we must engage students in non-traditional thinking and encourage problem solving, conflict resolution, and cross-cultural communication.
- The issue of race and racism negatively impact our metropolitan region as well as our entire country and the world. As an institution of "higher learning" we have a civic responsibility to engage our community, nation, and the world to help students identify the roots of these problems and address them responsibly and ethically.

- Social Justice Studies will emphasize anti-racist content and pedagogy in the belief that historically, racism has been the greatest barrier to achieving unity within movements for social justice.
- Knowledge of racism and how it functions to deny equity in the work place and divide social justice movements is important to solving social problems on many, if not all, levels of society.
- Students attending the neighborhood schools in the Cincinnati Public Schools and the Covington School District are in need of quality educational experiences that will help them make sense of their life experiences and empower them to take positive actions in their community and the world. In this sense Social Justice Studies will act as a recruitment tool to attract area youth with tremendous potential but who may currently lack motivation toward higher education because of a sense of disenfranchisement.
- Social Justice Studies will also support and attract a wide range of life-long learners as well as non-traditional/adult learners who will be able to engage in an educational program that directly addresses life experiences of social inequity and empowers students to take action in their communities, nations and the world.
- There are few programs of study nation-wide that focus on issues of Social Justice. Most of those that do are offered at small, private, liberal arts colleges. This makes the study of Social Justice generally inaccessible to the potential students whom would benefit the most. In offering a program in Social Justice, NKU would become a flagship institution in bringing this area of study to a wide audience at an affordable price.

6. Proposed Date of Initiation: Fall 2003

7. Proposal Originators: Willie Elliott (Social Work and Human Services), Michael Washington (African American Studies and History), JoEllen Burkholder (Anthropology and Women Studies) in conjunction with the Comprehensive Partnership for Social Justice.

8. Email address of Originator: elliott@nku.edu, washington@nku.edu, burkholderj@nku.edu

9. Title of Proposed Minor/Certificate Program: Social Justice Studies

10. Total number of Hours required: 21 for the minor, 25 for the certificate

11. Catalog information

Description:

Social Justice is an interdisciplinary area of study that focuses on issues of equity and fairness in the distribution of power, privilege, and resources in human societies. Issues in social justice can include any of the differences that have been used to divide members of society and distribute the basic elements of human existence on an unequal basis. Issues may include, but are not limited to, race, sex, class, ethnicity, gender identity, age, physical and mental abilities, and faith. Courses not only explore violations of social justice, but also examine reactions to these violations and seek out ways to resolve them.

Requirements for the minor in Social Justice Studies:

The minor requires that students complete a minimum 21 hours in courses focusing on Social Justice. In completing this requirement students must take:

- A. SWK 394 Topics in Social Work: Social Justice
- B. A minimum of 3 hours in each of the 3 subfields of study listed below. Though some courses may appear in more than one category, a course may only be counted toward the distribution requirement in one subfield.
- C. Additional courses to complete the 21 hours drawn from any of the subfields or other courses with the consent of the director.

Subfield: American Studies (Examining issues for people in the Americas)

AFR 310 Afro American Law and the Courts
ANT 231 Modern American Indians
ANT 360 Indians of Mexico and Guatemala
ENG 210 Survey of African American Literature
GEO 309 Historical Geography of the United States
HIS 325 Colonial Latin America
HIS 326 Recent Latin America
HIS 431 Historical Themes in African American History
HNR 302 Humanity and Society (if focus is in the Americas)
HNR 306 Studies in Diversity (if focus is in the Americas)
REL 325 African American Religious Experience
RTV 325 Popular Culture and Mass Media
SWK 494 Multicultural Issues in Early Childhood Settings
SOC 205 Current Social Issues
SOC 300 Race and Ethnic Relations

Courses listed below as satisfying the Community Action/Experiential Learning component of the certificate program may also be used to satisfy the requirement for American Studies.

Subfield: World Studies (Examining issues for people through out the world)

ANT 275 Language and Communication
ANT 301 World Patterns of Race and Ethnicity
GEO 310 Geography of Population
GEO 410 Geography of Asia
HIS 336 Africa Since 1870
HIS 413 History of Nazi Germany
HIS 414 The Holocaust
HNR 302 Humanity and Society (if focus is global)
HNR 306 Studies in Diversity (if focus is global)
PHI 323 Peace and War
PHI 325 Philosophy of Nonviolence
PSC 393 Government and Politics in Africa
REL 250 Religion and Ethics
SOC 301 World Patterns of Race and Ethnicity

Subfield: Gender Studies (Examining issues based on sex, sexuality, and sex roles)

HIS 444 History of Women in the United States to 1900

HIS 445 History of Women in the United States since 1900

HNR 306 Studies in Diversity (if focus is gender-based diversity)

SOC 210 Analysis of Race and Gender

WMS 310 Women, Wages, and Work

WMS 381 Women and Literature (with approval)

WMS 382 Women and Society (with approval)

WMS 383 Women and World Cultures (with approval)

WMS 386 Women and the Law (with approval)

Courses taught with rotating topics, such as WMS 381 or HNR 302, and special topics courses listed under departmental headings, such as ANT 394 Topics in Anthropology, may also count toward the minor. Such courses must be approved by the director. Approval for the minor will be based on course content and pedagogy.

Students may also apply any of the courses approved for the certificate (listed below) towards the completion of the 21 hours for the minor. Topics for student research and/or student placement for field experience must be related to issues of social justice and approved by the director.

Requirements for the Certificate in Social Justice Studies

In order to be eligible for a formal certificate in Social Justice Studies a Student must complete the following requirements:

- A. Complete all requirements of the minor.
- B. Complete an approved 1-hour course of Independent Study by participating in the People's Institute for Freedom and Beyond. This weekend seminar, held annually on campus, provides students with training in community-based social justice work. (UCC, **See course proposal for details**)
- C. Complete a course requiring a minimum of 40 hours of Community Action/Experiential Learning drawn from the list below, or other courses with the consent of the director.

ANT 325 Applied Anthropology

ANT 461 Research Practicum

SOC 322 Applied Sociology

SOC 461 Research Practicum

SWK 105 Community Experience in the Social Services

SWK 306 Field instruction 1

SWK 405 Social Work Practice: Community Organization

Students should be aware that some courses have prerequisites and/or co requisites that students may have to meet. No student should assume that these requirements would be waived. Research topics and placements for field experiences must be related to issues of social justice and approved by the director.

Up to 1 additional credit hour may be acquired through independent study for documented participation in the co-curricular programs sponsored by the residential living/learning community dedicated to social justice. While resident space is limited, all students are welcomed to participate

in these programs and receive credit under the supervision of the director. (UCC, See course proposal for details).

12. Additional resources Required to offer New Program:

Implementation of a Social Justice Studies minor and certificate program, as proposed, relies on existing courses, faculty, space and equipment. Hence, additional resources for this program are minimal.

The effective execution of the program, however, requires that there be a dedicated director for the program who can approve courses, identify instructors for independent study (required for the certificate), and provide advising to students. Willie Elliott, in Social Work and Human Services, has agreed to work as the program director for Social Justice Studies and has already been approved for 1/4-reassigned time for this purpose. To offer this program, funding of a minimum of 1/4-reassigned time should be provided for the director.

13. Program Goals for Social Justice Studies

- To develop an understanding and appreciation for the diversity with equity.
- To develop an awareness of how social justice relates to every academic discipline
- To be able to analyze the historical antecedents of racism and other forms of oppression, and the patterns and processes of power, privilege and social inequality.
- For students to understand their responsibilities and commitment to social justice, social reform, and advocacy both historically and in contemporary times.
- To integrate theoretical and empirical knowledge of oppressed groups into effective social justice strategies.
- To demonstrate increased critical self-awareness of ones role and responsibility to achieve a just society.
- To identify ethical dilemmas and anti-racist strategies implicated in the resolution of social inequity.

Budget Committee Voting Item

The NKU Faculty Senate recognizes that state support for universities cycles from periods of adequate funding levels to periods of very poor funding levels. We prepare an annual priority list to re-emphasize those budget areas that are of greatest concern to the academic environment of NKU.

The NKU Faculty Senate acknowledges the efforts of the administration towards improving faculty salaries during the past three years. We strongly recommend that recent gains in salaries not be eroded by a current weak state economy with resulting poor state support.

HIGHEST PRIORITIES

Equity issues remain to be addressed in the spirit of Faculty Senate recommendations passed in prior years (including compression issues among colleges, among departments, and among disciplines.)

Reduce reliance on part-time and temporary faculty. Hire qualified tenure track faculty and compensate at appropriate CUPA averages.

Maintain a high quality benefit package including health, life, dental insurance, and the Wellness program while minimizing net costs to employees. The health insurance coverage should provide adequate coverage and broader options with regard to selection of physicians and hospitals in Northern Kentucky and the Greater Cincinnati area.

HIGH PRIORITIES

Continue funding for upgrading and maintaining appropriate technology for faculty and staff.

Continue recent progress made in increasing the budget of academic units to accommodate accumulated gains in enrollment.

OTHER PRIORITIES

Continue recent progress in increasing the number of full-time and support staff in the academic departments and in the libraries. Such increases should be based on previous planning efforts that occurred at appropriate academic units

Provide adequate funds to maintain and repair instructional equipment. Provide adequate funding to cover for continuous lab upgrades in all colleges and libraries.

Increase the funding level for NKU libraries to develop a core collection of books, periodicals, and electronic resources supporting teaching and research.

Continue to increase funding for Faculty Development Programs and initiatives leading to improved teaching, improved teaching evaluation, and greater professional development in teaching as suggested in a 1997 report submitted to the Faculty Senate by the Student Evaluation Task Force.

Provide funding for the reconstruction/refurbishment of the old Natural Science building.

Increase the level of tuition waivers for the spouses and dependents of faculty/staff. Provide in-state tuition rates to spouses and dependents of employees.