

# *Faculty Senate*

Northern Kentucky University

Highland Heights, KY 41099  
(606) 572-6400

FACULTY SENATE MEETING  
NOVEMBER 15, 1993  
UNIVERSITY CENTER BALLROOM  
3:00 p.m.  
AGENDA

- I. Call to Order
- II. Approval of Minutes of October 1993 Meeting
- III. Additions to, and/or Deletions from, Agenda
- IV. Higher Education Review Commission (Prof. Firak)
- V. Health Care Re-Rate (Dr. Frank)
- VI. Professional Concerns Committee (Prof. Schneider)
  - A. Proposed Recommendation Related to Race/Gender Seminars  
(text attached)
  - B. Other Issues Pending in Committee
    - 1. Accessibility Student Evaluations of Faculty
    - 2. Proposed Academic Calendar Changes for  
Thanksgiving and Fall Breaks
    - 3. Use of Class Participation in Grading
- VII. University Curriculum Committee (Dr. Olasov)
  - A. GEO 107-GS/RG (voting item)
  - B. HIS 105-GS/RG NON-WESTERN (voting item)
  - C. JOURNALISM (program change)
  - D. R/G-COURSE CRITERIA (information item)
  - E. GS-DOUBLE & TRIPLE DIPPING (information item)
- VIII. Status Reports/Information Items (Prof. Firak)
  - A. Parking
  - B. Ad Hoc Faculty Handbook Committee
  - C. Air Quality Survey
  - D. Nominations of Faculty Regent
  - E. Faculty Senate Meeting Agenda
- IX. Old Business
- X. New Business
- XI. Adjournment

# Faculty Senate

Northern Kentucky University

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## FACULTY SENATE MEETING

November 15, 1993

UNIVERSITY CENTER BALLROOM

"There is no more Free Lunch."

Someone

"Lunch was never really free."

Anyone with the least bit of Perception

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

**SENATORS ABSENT:** V. Amburgey, S. Duggal, P. Koplow, Maj. T. Sutton

**OTHERS:** R. Appleson, J. Bailey, L. Boothe, M. Buckman, C. Chance, T. Comte, P. Dierig, S. Easton, Willie Elliott, P. Gaston, J. Isherwood, J. Legere, R. Mauldin, C. Pettit, M. Ryan, S. Raleigh, N. Smith, D. Taulbee, M. Washington, M. Winner, T. Weiss, P. Wingate.

I. **CALL TO ORDER:** The Faculty Senate was called to order at 3:04 p.m.

II. **APPROVAL OF THE MINUTES** of October '93 Meeting

A. Corrections to the minutes: Cornuelle is spelled "C-o-r-n-u-e-l-l-e"

B. Motion to accept the Minutes as corrected (Cate/Schneider) Passed

III. There were no additions to or deletions from the Agenda.

IV. **HIGHER EDUCATION REVIEW COMMISSION UPDATE**

A. Senate President Firak gave the following update:

1. The Action Group spent considerable time and effort responding to the requests, reasonable or otherwise, of HERC and within the time frames, reasonable or otherwise, allotted by the HERC.
  2. A one for all, boilerplate mission statement was sent to state universities by HERC. The NKU Group reworked the statement to describe NKU and sent along their expressed reservations about the process as handled and the opinion that such a statement must go through review and vote by the Faculty Senate.
  3. Concerning HERC's definition and identification of program duplication and consequent elimination, the Group expressed its concern with what constitutes weak programs. The NKU Group worked for defensive positions to preserve programs.
  4. The COSFL meeting--as reported by M. Stavsky--that regional schools were at present more concerned with matters than were the "flagships", UK and U of L. Surprise! Murray State has already made major program cuts even before the HERC phenomenon. COSFL sent a letter to Gov. Jones citing the lack of faculty representation on HERC. Given the deadline, this is not expected to be meaningful. Also, concern was expressed that criteria designed to evaluate education programs concerned with teacher preparation (KERA) are now to be used to evaluate all faculty. (Anyone remember the film "Network"?)
- There were then statements of support for the Group and its efforts. NKU President Leon Boothe delivered the opinion that the Governor and the legislature were looking for --in so many words-- "More bang for the buck". Or, less funding support from the state and more results with less from the

universities? Boothe went on to state that the Council of Higher Education has the unchallenged authority to draft any institution's mission statement. Further the report to HERC is due within the month. No extensions. (Welcome to AMTRAC U.)

- Someone with courage and/or a ghastly sense of timing asked if institutions were going to be permitted to RIF\* or was this going to "come from above"? Response was that the CHE has the statutory right to make all decisions. Statutory RIF? \*Reduction in Force
- Provost Gaston stood to say that he had no words of comfort. Continuing in this vein Gaston spoke of the many hours spent by the Group to comply with HERC demands. Continuing the gallows mood, Gaston stated that this was "...the tolling bell for the institution of faculty governance." This cheerless sentiment was further corroborated by Senate President Firak who stated that she appeared to be the only COSFL representative with knowledge as to what was taking place. (Are the barbarians at the gate yet?)

V. HEALTH CARE RE-RATE

A. Chair of Faculty Benefits, Charles Frank, reviewed information concerning the Health Care package.

1. R. McNeil submitted a resolution for Senate adoption to the effect that the Faculty Senate of NKU opposes the discrimination by the university against single members and that the Senate urge that the level of support for this group be increased commensurate to the level of support for other categories. Motion to adopt was made (McNeil/Cate) and passed and will be sent on.

VI. COMMITTEE REPORTS

A. Professional Concerns (F. Schneider)

1. The Proposed Recommendation Related to Race/Gender Seminars was presented to the Senate and was passed.
2. Other issues pending:
  - a. Accessibility to student evaluations of faculty; legal clarification required.
  - b. Proposed academic calendar changes for Thanksgiving and Fall recesses being discussed.
  - c. May class participation be part of determining student's grade?
  - d. Alleged irregularities in the use of SB 109 report by dep't. chairs.

B. University Curriculum (L. Olasov)

1. Geo 107: approved for Gen'l. Studies and Race/Gender; 27 / 4 abst.
2. His 105: approved for Gen'l. Stud., Race/Gend., Non-West.; 28 / 4 abst.
3. Program change in Journalism Passes 26 / 3 abst.
4. Criteria for Race/Gender presented as informational item.
5. Sounding like something from Graeter's, the double and triple dip issue in Gen'l. Studies was brought up--so to speak--informationally.

VII. SENATE PRESIDENT'S STATUS REPORT / INFORMATIONAL ITEMS

- A. On the matter of Parking: The Transportation Committee is doing its job.
- B. Faculty Handbook: Moves along.
- C. Air Quality: Delayed to late January or early February.
- D. Nominations being sought for Faculty Regent.

VIII. ADJOURNMENT : 4:28 p.m.

Respectfully submitted,



# *Faculty Senate*

Northern Kentucky University

Highland Heights, KY 41099  
(606) 572-6400

## MEMORANDUM

November 15, 1992

TO: Faculty Senate

*RCM*

FR: Ray McNeil

RE: Health Care Rerate

I wish to offer the following resolution for Senate consideration and adoption:

The Faculty Senate of Northern Kentucky University opposes the discrimination by the University against single members of the PruCare Plus 100/75 health plan as evidenced by the lower level of support for this group quoted in the "Comparative Summary of Costs by Plan" distributed to faculty and staff on or about November 10, 1993. The Faculty Senate strongly urges that the level of support for this group be increased to a level commensurate with the level of support for other categories of the PruCare Plus 100/75 and 90/70 plans, namely \$178.07 per month.



Single PruCare Plus 100/100/75

1992	\$13.74	per month
1993	14.56	" "
1994	44.18	" "

In 1992 for '93 coverage the University contributed \$191.47 for everyone in the PruCare Plus plans.

Now in 1993 for '94 coverage they are planning to contribute \$178.07 for PruCare Plus plans for everyone **except single PruCare Plus they plan to only contribute \$161.85.**

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Single PruCare Plus 100/100/75

MEMORANDUM

TO: President Leon E. Boothe  
THROUGH: Mr. Dennis L. Taulbee  
DATE: November 9, 1993  
RE: 1994 Rerate Recommendation

*Triak*  
*Approved*  
*Option 2*  
*LC Boothe*  
*11/9/93*

The Health Care Utilization Committee has conducted meetings with the Senate Benefits Committee, the Congress Benefits Committee, and the campus community to present the University's current array of health plans, to present the findings of the Health Care Survey, and to discuss rerate options. These were productive, information gathering and sharing sessions which have contributed to the 1994 rerate recommendation.

The Health Care Utilization Committee discussions were guided by three concerns:

1. Consumer Need
2. Fairness
3. Cost Management

It is the consensus of the HCUC that a gradual migration to the HMO would have a positive impact on the University and is feasible for many NKU health care users. Because we believe this migration should occur gradually, we continue to recommend that two health plans have a zero dollar employee contribution level. The Committee is recommending three prioritized options for the 1994 rerate. Each option is discussed based upon these three concerns.

Option 1: Rerate information from Prudential indicated that the 100/75 plan would increase by 8 percent if it were rated separately from the other University plans. Prudential indicated that if the University would eliminate the 100/75, then the remaining two plans would experience a premium decrease. This information was shared in the various sessions. Based upon expressed consumer need, the HCUC is not recommending the elimination of the 100/75 but does recommend that the premium costs of this plan increase to reflect actual utilization. Because of the decrease in the 90/70 plan contribution level, the 100/75 users experience an actual increase in excess of 8 percent. Clearly, the 100/75 users are impacted by both the increase in their premium level and the decreased University contribution. This recommendation addresses the concern for fairness by permitting the other two plan participants to experience significant premium

decreases. From a cost management perspective, the University will recognize a \$20 per month per enrollee savings. Only 100/75 users will experience a premium increase; and the other two plan users will experience the maximum premium decrease. This premium increase is significant enough to encourage the desired migration.

Option 2: This option also focuses on consumer need and fairness. Again, the 100/75 users experience a premium increase but not because of a plan rate increase but rather as a result of NKU contribution changes. This contribution change is reflective of an approximate 8 percent rate increase which was discussed above. The 100/75 single contribution is adjusted downward through a blended 90/70 and HMO contribution average. This is a deliberate calculation to encourage single-plan enrollees to migrate out of the 100/75. From a cost management perspective, the University recognizes a \$12 per month per enrollee savings. Only 100/75 users will experience a premium increase; and the other two plan users will experience premium decreases. This premium structure will encourage migration to the HMO but at a lesser rate than Option 1.

Option 3: Again, focusing on consumer need and fairness, this option is anticipated to have the least impact on migration. While the single contribution level in the 100/75 doubles, this is still a minimal contribution to a 100 percent plan. The University benefits from a \$12 per month per enrollee savings but may not realize the economic benefits of migration to the 90/70 or HMO plans. This option was attractive because of its tendency to shift cost to the 100/75 to achieve the fairness objective while resulting in the least amount of change.

The deliberations of the HCUC have been both thoughtful and challenging. It is our desire to position the University so that reform movements are not contrary to NKU's health care philosophy. Migration to the HMO and cost shifting to the individual desiring choice are, perhaps unfortunately, a part of that reform future. In the face of anticipated reforms, it has been the goal of the HCUC to continue to place a high priority on consumer need. We believe these objectives can be achieved by implementing any of these three options.

CSC  
Carla S. Chance

Margo L. Ferrante  
Margo L. Ferrante

Option 1  
Proposed Rate Changes

Current

100/100/75			100/100/75			+8%
206.03	191.47	14.56	222.51	170.41	52.10	
391.64	191.47	200.17	422.97	170.41	252.56	
438.24	191.47	246.77	473.30	170.41	302.89	
100/90/70			100/90/70			-11%
191.47	191.47	0	170.41	170.41	0	
363.95	191.47	172.48	323.92	170.41	153.51	
407.26	191.47	215.79	362.46	170.41	192.05	
HMO			HMO			-11%
157.65	157.65	0	140.31	140.31	0	
299.67	191.47	108.20	266.71	170.41	96.30	
334.22	191.47	142.75	297.46	170.41	127.05	



Option 2  
Proposed Rate Changes

Current

100/100/75			100/100/75		+ 0%
206.03	191.47	14.56	206.03	161.85	44.18
391.64	191.47	200.17	391.64	178.07	213.57
438.24	191.47	246.77	438.24	178.07	260.17

100/90/70			100/90/70		- 7%
191.47	191.47	0	178.07	178.07	0
363.95	191.47	172.48	338.47	178.07	160.40
407.26	191.47	215.79	378.75	178.07	200.68

HMO			HMO		- 7%
157.65	157.65	0	145.62	145.62	0
299.67	191.47	108.20	278.69	178.07	100.62
334.22	191.47	142.75	310.83	178.07	132.76

Option 3  
Proposed Rate Changes

Current

100/100/75			100/100/75		+ 0%
206.03	191.47	14.56	206.03	178.07	27.96
391.64	191.47	200.17	391.64	178.07	213.57
438.24	191.47	246.77	438.24	178.07	260.17
100/90/70			100/90/70		- 7%
191.47	191.47	0	178.07	178.07	0
363.95	191.47	172.48	338.47	178.07	160.40
407.26	191.47	215.79	378.75	178.07	200.68
HMO			HMO		- 7%
157.65	157.65	0	145.62	145.62	0
299.67	191.47	108.20	278.69	178.07	100.62
334.22	191.47	142.75	310.83	178.07	132.76

MEMORANDUM

To: Professor Nancy Firak, President, Faculty Senate  
From: Fred Schneider, Chair, Professional Concerns Committee  
Re: Action Item, Faculty Senate Meeting  
Date: October 25, 1993

At its October 21, 1993, meeting, the Professional Concerns Committee passed the following motion as a recommendation for the Faculty Senate:

THE FACULTY SENATE SHOULD ASK THE NKU ADMINISTRATION TO SPONSOR SEMINARS, WORKSHOPS, SPEAKERS AND OTHER EDUCATIONAL OPPORTUNITIES FOR FACULTY, STAFF AND STUDENTS TO IMPROVE UNDERSTANDING OF RACE AND GENDER ISSUES ON THIS CAMPUS.

This issue originated in an Ad Hoc subcommittee last spring and was never resolved in the Committee until now. The subcommittee report was not acted upon last spring because of lack of a quorum.

I gather that this is ancillary to the Race/Gender requirement added to the General Studies Requirements and seeks to achieve just what it states: an improved understanding of race and gender issues on the campus. The motion adopted was a substitute for the subcommittee report, but expresses the strong consensus of the group.

Please schedule this for the next meeting.

*enrol*

Dr. Macel Wheeler, 442 Landrum, 572-5628

Office Hours: (to be announced)

Drop ins are welcome as are appointments.

**Course Topics:** The overriding question to be addressed in this course is "How are race/ethnicity and gender characteristics reflected in various spatial patterns of the United States?" The great ethnic diversity of the United States will be reviewed, but the population groups on which the course will focus will be African-Americans, Native Americans, Hispanics, and Asian-Americans. Gender-based patterns will focus on women as a distinctive group, both in the population at large and as members of ethnic groups. Of particular interest will be the spatial distributions of these designated groups as they have changed historically. .

Thematic focus will fall on the following: residential distribution; employment patterns; historical and contemporary migration patterns including suburbanization processes and commuting patterns; cultural landscape variations at the neighborhood and regional scales; activity space creations; and environmental perception leading to such mapped surfaces as landscapes of fear--imagined or real for minorities and/or women. As an example of how a particular theme will be approached, we can preview the theme of residential distribution. Where are the highest population densities of each of the racial/ethnic groups? Why is this pattern on the land? What historical/societal factors created this spatial pattern? Is this pattern undergoing change? If so, how and why? Sex ratio maps show that certain places appear more attractive to one sex than to the other. What would account for this uneven spatial distribution pattern?

Each of the noted themes, when investigated from a geographical perspective, provides opportunities for a more complete understanding of the influence of ethnicity and gender on the continuing development of American spatial patterns.



Course Reference Materials:

Allen, James P. and Eugene Turner, We the People: An Atlas of America's Ethnic Diversity. New York, Macmillan, 1988.

Asante, Molefi and Mark Mattson, The Historical and Cultural Atlas of African Americans, New York: Macmillan, 1991.

Lee, D. R., Women and Geography: A Comprehensive Bibliography. Boca Raton, FL: Florida Atlantic University, 1989.

Lieberson, Stanley and Mary Waters, From Hong Strands: Ethnic and Racial Groups in Contemporary America. New York: Russel Sage Foundation, 1988.

Mazey, M. E., and Lee, D. R., Her Place, Her Space. Washington, DC: Association of American Geographers, 1983.

Rooney, John F. Jr., et al., eds., This Remarkable Continent: An Atlas of United States and Canadian Society and Cultures, Texas A&M University Press, College Station, Texas, 1982.

Shortridge, B.G., Atlas of American Women. New York: Macmillan, 1987.

Thernstrom, Steven, ed. Harvard Encyclopedia of American Ethnic Groups. Cambridge: The Belknap Press, 1980.

Evaluation Procedures: There will be four formal, graded opportunities for students to demonstrate their mastery of the facts, concepts, and map-related skills studied and practiced in this course. There will be two (100 point each) written, in-class exams and two (50 point each) map analysis papers. The tests will have both objective and essay questions. A map analysis paper will be no longer than four single-spaced, typed pages and will require library research.

Grades will be assigned based on the following schedule.

A = 270 - 300 points, B = 240 - 269, C = 210 - 239  
D = 180 - 209, F = Below 180 points.

Both plagiarism and cheating will lead to zero points being assigned for the test or paper involved in the incident. Five points will be deducted for a paper handed in late.

Course outline (tentative):

- |             |  |
|-------------|--|
| Week 1,2    | Introduction: Geographical approaches to diversity;<br>The nature of maps.   |
| Weeks 3-7   | I. The geography of Race/Ethnicity <ul style="list-style-type: none"><li>1. African Americans<ul style="list-style-type: none"><li>a. Historical patterns</li><li>b. Contemporary national patterns</li><li>c. Urban patterns</li></ul></li><li>2. Hispanic Americans</li><li>3. Native Americans</li><li>4. Asian Americans</li></ul> |
| Weeks 8-12  | II. The geography of Gender <ul style="list-style-type: none"><li>1. Historical perspectives</li><li>2. Action space and spatial perception</li><li>3. National/regional patterns</li><li>4. Local patterns</li></ul>  |
| Weeks 13-14 | Local/Urban case studies of race/gender patterns   |
| Week 15     | Conclusions.   |

Disclaimer: Every effort will be made to follow this syllabus. However, the professor reserves the right to make modifications if she deems that to be necessary. Modifications will be announced during a regularly scheduled class.

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

GEO 107 Diversity Mapped (3,0,3) Regional and local patterns of race/ethnicity and gender of the United States; social, economic, and political factors that underlie these patterns; basic skills in reading and analyzing thematic maps. A general studies course (social sciences and race/gender perspective).

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

JUSTIFICATION (Syllabus must be attached):

This course is intended to fulfill the new race/gender perspective requirement of General studies. It will, of course, approach the examination of race/gender issues in the United states from a geographic viewpoint. Thus, the primary focus of the course will be on understanding the spatial patterns of race and gender in the United States and on the social, economic, and historical factors that underlie these patterns. It is expected that in so doing the students will not only gain significant insights into the issues of race and gender but will also be introduced to the geographic perspective as a distinctive form of analysis.

ADDITIONAL RESOURCES REQUIRED: none

The proposed course is a: (Check where appropriate)

University Honors \_\_\_\_\_ General Studies X Non-Western General Studies \_\_\_\_\_  
Major/Minor Requirement \_\_\_\_\_ Departmental/Program Honors \_\_\_\_\_ Free Elective \_\_\_\_\_

The department would like instruction of this course to begin in the following academic semester:

Fall \_\_\_\_\_ Spring 95 Summer \_\_\_\_\_

SPECIAL RESOURCES:

To be filled out by academic department:

Library resources: Excellent Adequate Poor

Computer resources (if needed): Excellent Adequate Poor



B. To be filled out by library: Status of library resources for the proposed course

Books:       Excellent     Adequate     Poor

Periodicals:   Excellent     Adequate     Poor

Documents:    Excellent     Adequate     Poor

\_\_\_\_\_  
Library Director Signature

\_\_\_\_\_  
Date

C. To be filled out by Office of Academic Computing (if needed): Status of computing resources for the course.

Hardware:     Excellent     Adequate     Poor

Software:     Excellent     Adequate     Poor

\_\_\_\_\_  
Academic Computing Director Signature

\_\_\_\_\_  
Date

7.

SIGNATURES

DATE RECEIVED

DATE APPROVED

Original Proposer

ET Klein

9/14/93

9/14/93

Department Chair

Michael Adams

9/14/93

9/14/93

Teacher Education  
Committee Chair  
(if appropriate)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

College Curriculum  
Committee Chair

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dean

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

University Curriculum  
Committee Chair

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Graduate Council Chair  
(if appropriate)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Faculty Senate President  
(if appropriate)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Provost

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

000 thru 499 is 25

500 thru 599 is 35

General Studies/Remedial is 42

9. ENTERED INTO NKU CURRICULUM DATABASE:

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

\_\_\_\_\_  
Date

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

This form replaces all forms dealing with new courses.

(6/87)



Appendix H  
Catalog Information and New Course Form

DISCIPLINE Geography

NUMBER 107

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.)

see other form

XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX  
XXXXXX

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

2. JUSTIFICATION (if appropriate attach syllabus): see other form

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 \_\_\_\_\_ General Studies Credit x

If general studies, specify area(s): race/gender perspective

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

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: SP 95

6. AUTOMATED CATALOG INFORMATION

Proposed CIP Code: 450701 Departmental Budget Unit Number: 2205

Current CIP Code: \_\_\_\_\_ Proposed CIP Code: \_\_\_\_\_

Departmental Budget Unit Number: 2205

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? adequate

Will additional funds be required to purchase library materials? Yes \_\_\_\_\_ No ☒

Department Chair Signature: \_\_\_\_\_

B. By library: Status of library resources for the proposed course (Check appropriate line)

Books: Excellent \_\_\_\_\_ Adequate ☒ Poor \_\_\_\_\_  
 Periodicals: Excellent \_\_\_\_\_ Adequate ☒ Poor \_\_\_\_\_  
 Documents: Excellent \_\_\_\_\_ Adequate ☒ Poor \_\_\_\_\_

Library Director Signature: see other form

8. RESPONSIBLE PARTY/SIGNATURE

DATE RECEIVED

DATE APPROVED

Original Proposer \_\_\_\_\_  
 Department Chair \_\_\_\_\_  
 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: \_\_\_\_\_

## ***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 original 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.



MEMORANDUM

TO: Curriculum Committee  
FROM: Brad Scharlott, Assistant Professor, Communications  
DATE: November 4, 1993  
SUBJECT: change to Journalism program description

*Brad Scharlott*

A course, JOU 260 Communication Skills Lab, is being deleted from the Journalism program and is being replaced by two new courses, JOU 321 Publication Skills (4 hours), and JOU 262 Audiovisual Production (3 hours). (The rationale for this change is given in the new course forms for those course.) Since the old course is a core course in the Journalism program, a minor change in the Journalism program catalog description is necessary.

The Journalism faculty wish to change the catalog description (given on page 95 of the 1993-94 catalog) in the following way:  
drop

JOU 260 Communications Skills Laboratory ..... 3

from the listing under "The journalism core" and replace it with

JOU 321 Publication Skills ..... 4

or

JOU 262 Audiovisual Production ..... 3

Also, at the bottom of the listing of the core courses in the current catalog is the number 27, indicating that is the total number of hours in the core. We would like to simply drop that number from the catalog, since the choice between JOU 321 or JOU 262 would result in a variable number of hours.

copies: D. Thomson, Y. Kuwahara, Journalism faculty



Appendix H  
Catalog Information and New Course Form

DISCIPLINE Journalism

NUMBER 321

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.)

JOU 321 Publication Skills (2,4,4) Introduction to and application of

XXXXXX publication design and production skills for journalists and journalism-  
XXXXXX related professionals. Includes desktop publishing and other aspects  
XXXXXX of computer-based systems related to fundamental word processing,  
XXXXXX typography, graphics, page make-up, and publication production.  
XXXXXX PREREQ: JOU/RTF 100 or consent of instructor.  
XXXXXX  
XXXXXX  
XXXXXX

University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): This course is half the evolution of the  
soon to be deleted JOU 260 Communication Skills Lab which tried to include print media  
and audiovisual skills in a single course. By focusing solely on print media techniques,  
JOU 261 will provide students with greater depth and incorporate recent developments  
in previous course.

3. ADDITIONAL RESOURCES REQUIRED: No new resources needed. Students may need access to  
to Macintosh computers in Academic Computing to complete out of class assignments.

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

University Honors \_\_\_\_\_ Departmental/Program Honors \_\_\_\_\_  
Major/Minor Requirement X Free Elective \_\_\_\_\_  
Major/Minor Distribution Area \_\_\_\_\_ General Studies Credit \_\_\_\_\_  
If general studies, specify area(s): \_\_\_\_\_

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

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

To: Chairs  
Deans

Fr: Linda Olasov, Chair  
University Curriculum Committee

Da: 25 October 1993

Re: Race/Gender Perspective

At October 21, 1993 UCC meeting the following policy related to the new race/gender perspective was approved:

Any discipline may propose courses for the race/gender perspective, but these courses do not have to fulfill a requirement in any other category of general studies. These courses must meet the criteria for general studies courses except they need not be at the 100 or 200 level. These courses must meet the criteria for the race/gender perspective.

copies: Faculty Senate  
Provost  
Associate Provost  
Assistant Provost

MEMORANDUM

TO: Dr. Nancy Firak, President  
Faculty Senate

DATE: November 9, 1993

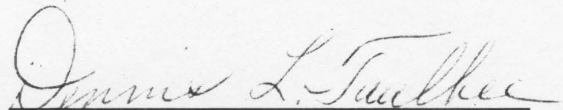
RE: Information Request/Parking

In response to your information request dated September 21, 1993 and my memorandum of October 11, 1993, the following information is provided:

1. The number of spaces available for the fall semester 1993 is contained in the chart titled item in Mr. Otto's memorandum of October 12, 1993. Reserved spaces are not distinguished between faculty and staff.
2. Decals issued through October 22, 1993 are faculty/staff--1093 and students--10,068. This number compares to a 1992-93 number of faculty/staff--1824 and students--13,723. Be advised that the two numbers are not comparable since the 1993-94 fiscal year is not even one-half complete.
3. The ratios of decals sold to spaces available are faculty/staff--1.90:1 and students--2.35:1. The norm for students is 3:1. That norm is probably not as appropriate for faculty/staff--we continue to explore the norm.

My guess is that the question underlying point two is a concern that the parking situation is worse in 1993-94 than in 1992-93. Although the data to support that contention does not exist, it appears to be the case without question. The expansion in enrollment without a commensurate expansion in space has exasperated a tight parking situation further.

The Transportation Advisory Committee, with broad representation, is meeting to address both short-term and long-term issues. We hope to provide some relief for the spring semester 1994 and then to chart some long-term solutions before the end of the spring semester. There are two faculty representatives on the committee--I urge the Faculty Senate to work with the committee and to communicate through your representatives. I am confident that we will see some small improvement in the spring and a greater improvement by fall.

  
Dennis L. Taulbee

cc: Dr. Leon E. Boothe  
President's Staff  
Transportation Advisory Committee

MEMORANDUM

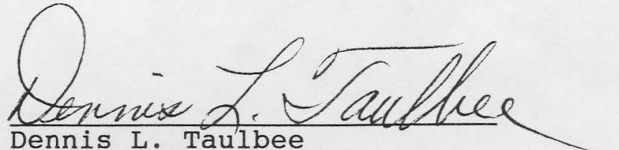
TO: Dr. Nancy Firak  
President, Faculty Senate

DATE: October 1, 1993

RE: Temporary Disability and Family Medical Leave  
Indoor Air Quality Study

I received your memorandum of September 27 concerning temporary disability/family leave. The Task Force should be established by next week and will include faculty representation. A copy of your memorandum will be sent to the Task Force along with the charge. The Task Force will be charged to take existing policy regarding Family Medical Leave and extract it as a separate policy statement. The Committee is not charged with expanding or contracting the existing Family Medical Leave benefits. The whole area of Faculty Policy Handbook jurisdiction is one we need to address in the future.

My comments at the last Faculty Senate meeting about the air quality study were inaccurate. A contract has not been awarded but will be awarded shortly. We now anticipate that the air quality study will be done at the end of October or the first of November. Mr. Drake will contact Chairs of the Natural Science Building and Landrum Hall to discuss what the environmental study will involve. We will ask that Dennis Lye assist in explaining the scope of the study to the Chairs. A copy of Mr. Drake's memorandum explaining the nature of the study is attached for your review. You will note that I copied Mr. Schneider, Chairman of the Professional Concerns Committee, on the memorandum to alert him to the change in the schedule. I apologize for any inconvenience my previous statements may cause.

  
Dennis L. Taulbee

cc: President Leon E. Boothe  
Mr. Dan Drake  
Dr. Paul Gaston  
Mr. Dennis Lye  
Mr. Fred Schneider





**NORTHERN  
KENTUCKY  
UNIVERSITY**

Department of Physical Plant  
Administrative Center 221  
(606) 572-5293

TO: Dennis Taulbee  
FROM: Dan Drake  
DATE: September 27, 1993  
RE: Indoor Air Quality Study -  
Natural Science Center and Landrum Academic Center

Based on general health complaints of symptoms including upper respiratory irritation, watery eyes, headaches, and sore throats, a general air quality study will be conducted in the Natural Science Center and Landrum Academic Center in late October or early November.

The study will be performed by a private company certified to conduct indoor air quality surveys. The potential sources of indoor air quality complaints will be identified and an inspection of each building's ventilation system will be conducted. Environmental monitoring will then be performed to confirm potential problem sources. The monitoring will include: measuring temperature and humidity utilizing a sling psychrometer, and measuring carbon dioxide levels using direct reading instrumentation. Monitoring will be performed in approximately 25% of the occupiable rooms/offices (randomly chosen) per floor. Measurements will be taken twice (morning and afternoon) at each sample location to provide documentation for evaluating daily trends.

If further information would be helpful, please let me know.

Daniel L. Drake  
Director of Physical Plant

clc

**1994-1997 ELECTION  
FACULTY REGENT/CALL FOR NOMINATIONS**

**THE ELECTION COMMITTEE OF THE NORTHERN KENTUCKY UNIVERSITY  
FACULTY SENATE ANNOUNCES THE UPCOMING ELECTION TO SELECT THE  
FACULTY REGENT AND CALLS FOR NOMINATIONS TO THAT POSITION.**

**1. AUTHORIZATION FOR FACULTY REGENT/QUALIFICATION TO SERVE AS  
REGENT**

**KRS 164.320 provides, inter alia:**

(7) The faculty member shall be of the faculty of his respective university or college. He/she shall be elected by secret ballot. The faculty member shall serve for a term of three (3) years and until his/her successor is elected and qualified. The faculty member shall be eligible for reelection, but he/she shall not be eligible to continue to serve as a member of such board if he/she ceases being a member of the teaching staff of the university or college. Elections to fill vacancies shall be for the unexpired term in the same manner as provided for original election.

As interpreted by the election committee, faculty eligible to run for Faculty Regent are full-time teaching faculty, research faculty, or library faculty. A faculty member is eligible to run for Faculty Regent if he/she holds a faculty contract (as opposed to an administrative appointment sheet) and if not more than fifty (50) percent of his/her regular University assignment is in administration.

**2. PROCEDURE FOR NOMINATING CANDIDATES FOR FACULTY REGENT**

To nominate a faculty member, the nominator must obtain a written statement indicating a willingness to serve if elected, signed by the nominee.

Nominations must be received at the Faculty Senate Office, AC 105, by 4:00 p.m. **Thursday, November 22, 1993**. Any nomination which does not contain the statement signed by the nominated faculty member indicating willingness to serve, will be ruled invalid.

**3. TERM**

The faculty regent will take office at the May meeting of the regents and will serve for three years.

**4. QUESTIONS**

Questions regarding election procedures or other related matters should be directed to the chairperson of the election committee.

**5. CHAIRPERSON OF THE ELECTION COMMITTEE**

The '93-'94 chairperson of the election committee is Margo Jang, LA542, X 5484.

MJ/pg

C:\WP51\Files\Elect.Reg.

November 2, 1993

***NOMINATION FORM***  
***Faculty Senate Regents Election***  
***Term 1994-97***

I hereby nominate \_\_\_\_\_ to run as Faculty Regent for 1994-97. (THE NOMINEE MUST SIGN CONSENT FORM BELOW INDICATING WILLINGNESS TO SERVE.) Please feel free to nominate yourself.

\_\_\_\_\_  
Nominator

Date: \_\_\_\_\_

\* \* \* \* \*

CONSENT TO SERVE

I hereby agree to serve as Faculty Regent for 1994-97 if elected to that position.

\_\_\_\_\_  
Nominee (Signature)

Date \_\_\_\_\_

**SEND TO:**

Faculty Senate Office

AC 105

Must be received by 4 p.m.

November 22, 1993

**Elections Committee:**

Margo Jang, Chair-College of Arts & Science

Tom Cate, College of Business

Lynn Jones, College of Professional Studies

Donna Bennett, Chase College of Law

**NOMINATION FORM**  
*Financial Exigency Committee*  
*1994-95 Academic Year*

*During the 1992 Faculty Senate election, nominations were requested for tenure or tenure track faculty to serve on the Financial Exigency Committee. Five faculty were appointed by President Boothe from the existing pool of eight chosen in the 1992 Faculty Senate general election. Refer to the July '88 Revised Policies & Procedure Handbook for additional details concerning this committee (Article VI - V. D. 1). A total of ten serves on the committee, five faculty members, three administrative employees, and one staff and one student representative.*

*It is time to reappoint faculty to this committee. Please feel free to nominate yourself or another member of the NKU Faculty.*

I hereby nominate \_\_\_\_\_ to serve on the  
Financial Exigency Committee.

\_\_\_\_\_  
Nominator Date \_\_\_\_\_

I hereby agree to serve on the Financial Exigency Committee if elected and chosen to represent the faculty.

\_\_\_\_\_  
(Nominee) Signature Date \_\_\_\_\_

SEND TO:  
Faculty Senate Office  
AC 105  
Must be received by 4 p.m.  
November 22, 1993