

Faculty Senate

Northern Kentucky University

Highland Heights, KY 41099

FACULTY SENATE MEETING

(606) 572-6400

MAY 13, 1994

1:30 p.m. / ROOM 426 NUNN HALL

(Please note change from usual time and place. This meeting will begin immediately after completion of the year-end luncheon and after adjournment of the Special Meeting of the 1994-95 Faculty Senate For Election of Officers, both of which will be held in CAFE ABC beginning at 12:00 p.m. on May 13.)

- I. CALL TO ORDER
- II. APPROVAL OF MINUTES OF APRIL 18, 1994 MEETING
- III. ADDITIONS TO, AND/OR DELETIONS FROM, AGENDA
- IV. HERC REVISITED: ACKNOWLEDGMENT AND ACCEPTANCE OF HERC-RELATED TERMINATIONS AND CONSOLIDATIONS.
- V. FACULTY HANDBOOK (VOTING ITEM)
- VI. UNIVERSITY CURRICULUM COMMITTEE (LINDA OLASOV/JONATHAN BUSHEE)
 - A. WMS 310: WOMEN, WAGES, AND WORK (NEW COURSE GS/RG) (VOTING ITEM)
 - B. EDU 316: RACE GENDER ISSUES IN EDUCATION (NEW COURSE, GS/RG) (VOTING ITEM)
 - C. UCC BYLAWS CHANGE (VOTING ITEM)
 - D. AREA OF CONCENTRATION/MINOR (VOTING ITEM)
 - E. COLLEGE OF BUSINESS (NEW & CHANGED COURSES, PROGRAMMATIC CHANGES) (VOTING ITEM)
 - F. TECHNOLOGY (PROGRAM CHANGE) (VOTING ITEM)
 - G. COMMUNICATIONS (PROGRAM CHANGE INVOLVING SPECIALIZED MINOR (VOTING ITEM)
 - H. INFORMATIONAL ITEMS REMAINING FROM LAST MEETING:
 - 1. SUNSET COURSES
 - 2. GENERAL STUDIES REVISION
 - 3. SERVICE COURSES
 - 4. SUPPORT OF LIBRARY
 - 5. RACE/GENDER UPDATE
- VII. BUDGET & COMMONWEALTH AFFAIRS COMMITTEE (MARK STAVSKY)
 - A. PROPOSED RESOLUTION RELATED TO SALARY DISTRIBUTION POLICIES (VOTING ITEM) (SEE ATTACHMENT)
- VIII. OLD BUSINESS
- IX. NEW BUSINESS
 - A. CURRICULUM SURVEY (TOM CATE)
- X. ADJOURNMENT

Faculty Senate

Northern Kentucky University

Highland Heights, KY 41099
(606) 572-6400

FACULTY SENATE MEETINGS

May 13, 1994

SPECIAL MEETING FOR ELECTION OF '94/'95 SENATE OFFICERS
CAFE'S A, B, AND C 1:00 P.M.

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

SENATORS ABSENT: P. Koplow, L. Olasov *ex officio* (Univ'y. Curric.), K. Schnapp, G. Scott

New Senators '94--'96: Present--R. Enzweiler, Diane Gronefeld, R. Kelm, D. O'Keefe, A. Rini, B. Thiel ; **Absent--**S. Chicurel, L. Smith

OTHERS PRESENT: B. Appleson, J. Bailey, M. Buckman, C. Chance, S. Easton, P. Gaston, P. Goodrich, C. Hawkins, T. Isherwood, R. Mauldin, J. McPherson, M. McPherson, P. Reichardt, D. Robinson, M. Ryan

I. **CALL TO ORDER:** The Faculty Senate was called to order at 1 p.m.

II. **Election of the Senate Officers** for '94-'95 Academic Year

III. **Recognition and Awards:**

A. The recipient of the Faculty Scholarship was announced, Jennifer McPherson

B. The President of Faculty Senate wished to acknowledge and thank the many administrators with whom the Senate has worked this past year, with especial acknowledgements to Rosetta Mauldin (incoming Associate Provost and former faculty Regent)and Sandy Easton (outgoing Associate Provost).

IV. Meeting of the '94-'95 Faculty Senate was adjourned.

REGULAR MEETING OF THE '93-'94 FACULTY SENATE

426 NUNN HALL 1:30 P.M.

"In Hell nothing relates to nothing." T.S. Eliot

SENATORS PRESENT: V. Amburgey, M. Artzer, J. Bushee, T. Cate (Vice Pres.), P. Cooper, A. Cornuelle, Y. Datta, T. Desai, S. Dessner, L. Ebersole, N. Firak, (President), (M. King For) S. Forman, C. Frank (Benefits), C. Furnish, C. Hewan, M. Jang, D. Kelm (Sec'y.), Y. Kuwahara,, P. McCartney, R. Mcneil (Parl'n.), D. Miller, T. Pence, F. Schnieder (Prof'l. Concerns), D. Sies, J. Smith, M. Stavsky (Budget), S. Steinman, J. Thomas, J.M. Thomson, K. Verderber, (R. Kelm For)W. Wood.

SENATORS ABSENT: S. Duggal, P. Koplow, C. McCoy, K. Schnapp, G. Scott

NEW SENATORS PRESENT: R. Kelm, D. O'Keefe, A. Rini, B. Thiel

OTHERS PRESENT: R. Appleson, S. Easton, P. Gaston, M. Ryan

I. **CALL TO ORDER:** 1:20 PM

II. **APPROVAL OF THE MINUTES:** The minutes of the April 18, '94 meeting were approved and accepted into record.

III. **AGENDA:**

A. Additions: The new faculty Regent (M. Thomson) will address the Senate under New Business

IV. **HERC REVISITED:**

HERC related terminations and consolidations were acknowledged and accepted.

V. **FACULTY HANDBOOK:**

The Faculty Handbook as most recently and at long last revised was received and was volubly, if not enthusiastically, accepted into record by the Senate. The document will go on to the Regents.

VI. COMMITTEE REPORTS:

A. University Curriculum (J. Bushee)

1. WMS 310 Women, Wages, and Work (New Course GS/RG) was presented for approval. On a question of clarification an amendment was suggested (Smith Verderber) that the words "sexual orientation" should be a part of the course description in the catalog as well the syllabus. PASSED Question was presented about the original copy amended to have the phrase "sophomore standing". The answer was "Yes." and that while the present document did not show this the correction would be made.

Motion to approve WMS 310 as amended (no prerequisite) PASSED

2. EDU316 Racism and Sexism in Educational Institutions (RG/GS) PASSED

3. Proposed Change to the UCC ByLaws concerning membership on the committee which would permit a representative from interdisciplinary studies to sit as non-voting members of UCC and as a voting member of the Arts and Sciences Curriculum Committee was presented for Senate approval. PASSED

4. The recommendation from the UCC to allow programs/departments under certain stated conditions to apply for exemption from the Area of Concentration/Minor degree requirements was presented and PASSED.

5. A weighty and well organized document from the College of Business dealing with New and Changed Courses and Program changes was PASSED. F. Schneider commended the College of Business for their work and the clarity and efficiency of the presentation, stating that others doing similarly would do well to look to this document as a model for such a process. Hear! Hear!

6. A Program change from the Dep't. of Technology was PASSED.

7. A Program change involving a specialized Minor for Communication was present. An amendment added Psychology to the list of options. PASSED.

B. Budget and Commonwealth Affairs

1. A proposed resolution related to salary distribution policies PASSED.

VII. OLD BUSINESS

- A. re: Early and Phased Retirement : The process has halted due to changes being made by the Benefits Committee. Thus the document has to go by to Sheila Bell before going on to the Regents. J. Smith spoke of the urgency with which this matter needs to be moved along.

- B. Weep and gnash your teeth! A recommendation may be made that there will be no more reserved parking as of the '95-'96 academic year. The Senate wishes to recommend that the parking fees which are to double in '96-'97 go towards construction of a parking facility. (And a fountain in front of it. No doubt.)

VIII. New Business

- A. Curriculum Survey (T. Cate) The process of making changes needs modification and streamlining. Suggestion also was that the Senate members improve their behaviour at meetings and better prepare for them. Is there a Spin Doctor in the House?

- B. Newly Elected Faculty Regent M. Thomson presented his report.

- C. Outgoing Senator C. Hewan expressed his frustration and indignation with what he perceives to be the Senate's elitist and racist attitudes.

IX. ADJOURNMENT : 2:50 PM.

Respectfully submitted,

Lon Kelm, Sec'y.

NORTHERN KENTUCKY UNIVERSITY

MEMORANDUM

TO: Nancy Firak

FR: Linda Olasov *Linda Olasov*

DA: May 4, 1994

RE: Program Terminations and Consolidations mandated through the proceedings of the Governor's Higher Education Review Commission.

The Office of the Provost has been asked by the Council on Higher Education to provide evidence of formal NKU action on HERC-related terminations and consolidations, as described below:

Associate Degree Programs

A. Programs in Chemical Technology, Office Administration, and Real Estate will be terminated, and only students already enrolled as majors in these programs will be allowed to complete them. Such currently enrolled students must finish by December 1996.

B. Programs in Electronics Technology and Manufacturing Technology will be consolidated with Construction Technology into a single program called Technology. Only students already enrolled as majors in the separate Electronics Technology and Manufacturing Technology programs will be allowed to complete them. Such currently enrolled students must finish by December 1996. New students will enroll in the consolidated Technology program with tracks in Electronics, Manufacturing, and Construction.

Baccalaureate Degree Programs

A. Programs in Radiologic Technology and Speech/Theatre Arts will be terminated and only students already enrolled as majors in these programs will be allowed to complete them. Such currently enrolled students must finish by December 1999. Please note that the existing associate level program in Radiologic Technology is not affected by the termination of the baccalaureate program and that existing separate baccalaureate programs in Speech and in Theatre Arts are not affected by the termination of Speech/Theatre Arts.

B. Programs in Art Education, Music Education, and Medical Technology will be absorbed within existing baccalaureate majors in Art, Music and Biological Sciences, respectively. New students seeking certification as art teachers, music teachers, and medical technologists will be able to be certified through tracks in Art, Music, and Biological Sciences. Only students already enrolled as majors in Art Education, Music Education, and Medical Technology will be allowed to complete these programs. Such currently enrolled students must finish by December 1999.

Several other programs that were identified by HERC for termination had, in fact, already been terminated and do not appear in the current University catalog.

In order to provide the evidence requested by the Council, the NKU Board of Regents will have to act. That action would be based on acknowledgment and acceptance of the mandated terminations and consolidations by the faculty. Therefore I ask that the Faculty Senate acknowledge and accept accordingly.

Faculty Senate

Western Kentucky University

Highland Heights, KY 41099
(606) 572-6400

MEMORANDUM

TO: ALL FACULTY SENATORS
FR: NANCY FIRAK, PRESIDENT, FACULTY SENATE
DA: MAY 3, 1994

RE: SUMMARY OF CORRECTIONS MADE TO HANDBOOK

In the course of review of the Spring 1994 Faculty Handbook, the following errors were identified and corrected.

1. It was discovered that a sentence which should have been deleted was not deleted. In section 2.4.1, on page 12, the last sentence of the first paragraph should be removed. The language that should be removed is: "The category of faculty responsibility articulates professional rights and responsibilities".

2. It was discovered that the Appropriate Terminal Degrees of Faculty section (section 3.11 at page 91-92) fails to break out the programs now in the College of Business. Consequently, the following changes should be made:

A. The language "(Approved by the Board of Regents on July 27, 1983, amended on November 2, 1983)" should be deleted.

B. The programs listed below should be removed from the section on Programs in Professional Studies and moved to a new section on Programs in the College of Business. The correct College of Business programs and terminal degrees list should be:

Programs in the College of Business

Economics	Doctorate
Management	Doctorate
Marketing	Doctorate
Finance	Doctorate
Accounting	Doctorate or MBA/CPA
Information Systems	Doctorate

3. The new Complaint Process provides on page 64 that the Advisory Committee shall be composed of one faculty member from each undergraduate college. Obviously, the College of Law has a need to be represented on the Advisory Committee, so the first sentence under section III should read:

Each college shall elect one at-large member to serve on the Advisory Committee for that year.

4. On page 1, section 2.1, the words "of Article 2" are deleted. The sentence will now read:

The definitions set forth here apply to all provisions of this Handbook."

5. On page 10, section 2.3.1, the first sentence will be amended to include the date of issue of the Faculty Recruitment Procedure Manual. The sentence will read:

The Office of the Vice President for Academic Affairs and Provost has issued a manual titled "FACULTY RECRUITMENT PROCEDURE" dated 9/18/87.

6. On page 66, section 2.20, the title will now read: "AMENDMENT TO THE FACULTY HANDBOOK." The words "article to of" will be deleted from the first line of the first paragraph. The words "Article 2" will be replaced with the word "Handbook" in the second sentence of the second paragraph. The third paragraph will now read:

No amendment of the Faculty Handbook shall be given retroactive effect in any way unless otherwise stated in that amendment."

WMS 310: Women, Wages, and Work (revised, 4/6/94)
Spring, 1995

Instructor: Leslie Kyle

Course Description:

Interdisciplinary and multicultural examination of the impact of gender, race, and class on working women in the United States; past and present status of women's wages and opportunities; relationships between working women and their employers; cooperation and competition among working women from diverse backgrounds.

Course Objectives:

- 1) Develop an integrated understanding of how gender, race, and class have influenced and continue to influence women's employment options, economic status, and working relationships with one another and their employers.
- 2) Gain a complex understanding of selected historical events in the United States and their impact on the employment opportunities, as well as the economic advances and setbacks, for women of diverse racial and class backgrounds, as well as for lesbian women.
- 3) Examine relationships between working women and their employers, both male and female, and how gender, race, class, and/or sexual orientation influence these working relationships in terms of interpersonal relations, wages, and opportunities for advancement.
- 4) Consider cooperation and competition among working women, particularly those of women from diverse racial and class backgrounds, as well as lesbian women, and develop an understanding of the social pressures that impact their willingness to help, hinder, or ignore one another.
- 5) Gain insight about the world of work from women engaged in paid labor; come to and articulate an understanding of how their gender, race, class, and/or sexual orientation has impacted their working lives.

Required Texts:

- Anot, Teresa L. and Julie A. Matthaei. *Race, Gender, and Work: A Multicultural Economic History of Women in the United States*. Boston: South End Press, 1991. (economics)
- Dreiser, Theodore. *Sister Carrie*. New York: Penguin American Library, 1981.
- Janiewski, Delores. *Sisterhood Denied: Race, Gender and Class in New South Community*. Philadelphia: Temple University Press, 1993. (history)
- Khayatt, Madiha Didi. *Lesbian Teachers: An Invisible Presence*. Albany: State University of New York Press, 1992. (anthropology)
- Rollins, Judith. *Between Women: Domesticity and Their Employers*. Philadelphia: Temple University Press, 1993. (sociology)

Course Requirements:

1) Mid-Term Exam, essay-type	200 points
2) Final Exam, essay-type	300
3) Worker Biography	250
4) Annotated Bibliography	150
5) Class Participation (Attendance)	100
Total Points	1000

900 - 1000 = A

800 - 899 = B

700 - 799 = C

600 - 699 = D

Below 599 = F

NOTE: Selected clips from the films listed in the syllabus will be used in class to illustrate common conceptions (and misconceptions) of women's role in the workforce as depicted in popular films. You are encouraged to view these films in their entirety outside of class.

SCHEDULE

Week 1: What is being taught about women and work? Or, did any women work before Rosie the Riveter?

Course Introduction

Film: *Rosie the Riveter*

Week 2: The "Whys" behind women, wages, and work

"Some Economic Approaches to the Persistence of Wage Differences Between Women and Men," (Stevenson, passed out in class)

"Girls' Socialization for Work," (Ireson and Gill, passed out in class)

"Marriage, Family Life, and Women's Employment," (Wilke, passed out in class)

Week 3: Native American Women

"I Am the Fire of Time: American Indian Women" (Arnott & Matthaei)

"A Portrait of American Indian Women and Their Labor Force Experiences," (Snipp, passed out in class)

Week 4: Reconstruction: economic competition

Sisterhood Denied: Race, Gender, and Class in a New South Community (Janiewski)

Week 5: Hispanic Women

"The Soul of *Tierra Madre*: Chicana Women" (Arnott & Matthaei)

"*Yo Misma Fui Mi Ruta*: Puerto Rican Women" (Arnott & Matthaei)

"I Paid Very High for My Immigrant Ignorance" (Quintalanes--passed out in class)

Week 6: European American Women

"Whatever Your Fight, Don't be Ladylike: European American Women" (Arnott & Matthaei)

"Occupation/Steelworker: Sex/Female" (Fonow--passed out in class)

Film excerpts: *Silkwood* and *Norma Rae*

- Week 7: European American Women**
“Down the Up Staircase: Male and Female University Professors’ Classroom Management Strategies” (Richardson, Cook, & Statham--passed out in class)
“Collective Work and Self-Identity: The Effect of Working in a Feminist Illegal Abortion Collective” (Schlesinger & Bart--passed out in class)
- Week 8: Mid-term exam**
- Week 9: African American Women**
“We Specialize in the Wholly Impossible: African American Women” (Arnott & Matthaei)
Film excerpts: *The Long Walk Home*
- Week 10: Gender, Race, and Class: Working for Women Employers**
Between Women: Domestic and Their Employers (Rollins)
- Week 11: Asian-American Women**
“Climbing the Gold Mountain: Asian American Women” (Arnott & Matthaei)
“A Portrait of Asian and Pacific-American Women,” (Lott, passed out in class)
- Week 12: The Invisible Labor Force: Lesbian Women**
Lesbian Teachers (Khayatt)
- Week 13: Women at Work in Literature**
Sister Carrie (Dreiser)
- Week 14: Just How Much is Too Much of the Pie?**
“The Wages of Backlash: The Toll on Working Women” (Faludi--passed out in class)
Film excerpts: *Nine to Five*
Speaker: director, 9 to 5, Cincinnati Chapter
- Week 15: Student Presentations of Worker Biographies and review for final**
Annotated Bibliography Due
- Week 16: Final Exam**
Worker Biography Due

Appendix H
Catalog Information and New Course Form

DISCIPLINE Education NUMBER 316

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.)

EDU 316 Racism and Sexism in Educational Institutions (3,0,3) Analysis

XXXXXX of the role of educational institutions in perpetuating racism
XXXXXX
XXXXXX and sexism in the United States. Examines how theories of
XXXXXX
XXXXXX prejudice, assimilation, feminism and cultural reproduction
XXXXXX
XXXXXX explain patterns of social, cultural, political, and economic
XXXXXX
XXXXXX exclusion.
XXXXXX
XXXXXX
XXXXXX

University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): The objective of this course is to
meet the university requirements for the race/gender perspective.

Syllabus attached.

3. ADDITIONAL RESOURCES REQUIRED: _____

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 <u>X</u>
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: Spring, 1995

EDU 316 Racism and Sexism in Educational Institutions

Rationale and Objectives

The objective of this course is to meet the university requirements for the race/gender perspective of the general studies. In this course, students will analyze the role of educational institutions in perpetuating racism and sexism in the United States. Students will use prejudice theory, assimilation theory, feminist theory, and cultural reproduction theory to examine the way in which educational institutions maintain systematic patterns of social, cultural, political, and economic exclusion. We will evaluate both historical and contemporary educational systems and practices which have promoted dominant cultural and economic patterns, and examine the way in which race and gender issues intersect in education.

Students will:

- examine the way in which differing theoretical perspectives explain the perpetuation of race and gender inequity
- evaluate historical and contemporary structures and practices which limit the participation of women and minorities in educational settings
- develop positions on current policy debates related to race and gender in educational settings
- collect and analyze data on equity issues in educational settings
- identify structures and practices which address issues of racism and sexism in education
- identify ways in which educational practices silence minorities and women

Required Readings

Required Text: Gonzales, Juan L. (1994). *Racial and Ethnic Groups in America*. (2nd ed.). Dubuque, IA: Kendall/Hunt Publishing Co.
Readings on Reserve (see course schedule)

Assignments and Evaluation

Article critiques	25% of final grade
Data collection, analysis, and presentation on race/gender issue in education	25%
Midterm exam	25%
Final exam	25%

Course Schedule and Readings

Weeks 1-3 Theoretical Perspectives on Race and Gender

Prejudice Theory

Readings:

Text - Chapter 2 , The Nature of Prejudice and Discrimination

Bererman, G. D. (1985). Race, caste, and other invidious distinctions in social stratification. In N. R. Yetman (Ed.), *Majority and minority: The dynamics of race and ethnicity in American life* . pp. 21-39. Boston: Allyn and Bacon.

Ogbu, J. (1988). Class stratification, racial stratification, and schooling. In L. Weis (Ed.), *Class, race, and gender in American education*. Albany: State University of New York Press.

Assimilation Theory

Readings:

Text - Chapter 3, Minority-Majority Relations

Nieto, S. (1992). *Affirming Diversity: The Sociopolitical Context of Multicultural Education.* White Plains, NY: Longman. pp. 5-13.

Feminist Theory

Readings:

Gilligan, C. (1994). Race, Class and Gender: Prospects for an All-Inclusive Sisterhood in L. Stone (Ed). *The Education Feminism Reader*. London: Routledge, Inc.

Greene, M. (1994). The Lived World in L. Stone (Ed.). *The Education Feminism Reader*. London: Routledge, Inc.

Stone, L. (Ed.). (1994.). *The Education Feminism Reader*. London: Routledge, Inc. Introducing Education Feminism

Cultural Reproduction Theory

Readings:

Apple, Michael W. (1982). *Cultural and Economic Reproduction in Education* London: Routledge & Kegan Paul. pp. 32-78.

Gintis, H. & Bowles, S. (1976). *Schooling in Capitalist America*. New York: Basic Books.

Willis, P. (1977). *Learning to Labour*. Westmead: Saxon House.

Weeks 4-7 Historical Perspectives on Race and Gender

Readings:

Text: Part II - The Asian American Experience, Part III - The Latino American Experience, Part IV - The African American Experience, Part V - The Native American Experience, Part VI - The White Ethnic Experience.

Page 3

Segregation and Integration in American Schooling

Readings:

- Gould, S. J. (1981). *The mismeasure of man*. New York: W. W. Norton Company, pp. 11-16.
Spring, J. (1989). *American education: An introduction to social and political aspects*. New York: Longman. pp. 123-153.

Changing Perspectives on the Education of Women

Readings:

- Caplan, P. & Caplan, J. (1984). *Thinking Critically about Research on Sex and Gender*. New York: Harper Collins. pp. 11-16.
Clabaugh, G. (1986). A history of male attitudes toward educating women. *Educational Horizons*, 64.
Hoffman, N. (1981). *Women's 'True' Profession*. Old Westbury, NY: The Feminist Press.

Week 8 Review and Midterm

Weeks 9 -11 Racism and Sexism in Contemporary Institutional Practices

Institutional Discrimination

- American Association of University Women Educational Foundation. (1992). *How schools shortchange girls*. Washington, DC: American Association of University Women.
Oakes, J. (1988). Tracking in mathematics and science education: A structural contribution to unequal schooling. In L. Weis (Ed.). *Class, race, and gender in American education*. pp. 106-125. Albany: State University of New York Press.
Reschly, D.J. ((1988). Minority MMR overrepresentation and special education reform. *Exceptional Children*, 54. pp. 316-323.
Valencia, R. R. (1991). The plight of Chicano students: An overview of schooling conditions and outcomes. In R. R. Valencia, *Chicano school failure and success: Research and policy agendas for the 1990s*. New York: Falmer.

Cultural and Gender Bias in Testing and Evaluation

Readings:

- Mercer, J. R. (1978). Test "validity," "bias," and "fairness": An analysis from the perspective of the sociology of knowledge. *Interchange*, 9. pp. 4-15.

Social and Cultural Interaction

Readings:

- Fordham, S. (1988). Racelessness as a factor in black students' school success: Pragmatic strategy or Pyrrhic victory. *Harvard Educational Review*, 58 (1), pp. 54-84.

Page 4

Baron, R. M., Tom, D. Y. H., & Cooper, H. M. (1985). Social class, race and teacher expectations. In J. B. Dusek, V. C. Hall, & W. J. Meyer (Eds.), *Teacher expectancies*. pp.251-270.

Serbin, L. A., & O'Leary, K. D. (1975). How nursery schools teach girls to shut up. *Psychology Today*, 9 (7). pp. 56-103.

Weeks 12 - 15 Contemporary Policy Issues

Race and Gender in Curriculum Texts

Readings:

Anyon, J. (1979). Ideology and United States history textbooks. *Harvard Educational Review*, 49 (3). pp. 361-386.

Sleeter, C. E. & Grant, C. A. (1991). Race, class, gender, and disability in current textbooks. In M. W. Apple & L. K. Christian-Smith, *The Politics of the textbook*. New York: Routledge. pp. 78-110.

Banks, J. A. (1993). The canon debate, knowledge construction, and multicultural education. *Educational Researcher*, 22 (5). pp. 4-14.

Feminist Pedagogy

Readings:

Text - Chapter 18 - Ethnic Women in America

Luttrell, W. (1989). Working-class women's way of knowing. Effects of gender, race, and class. *Sociology of Education*, 62. pp. 33-48.

Maher, R. A. (1987). Toward a richer theory of feminist pedagogy. *Journal of Education*, 169.

Multicultural Education

Readings:

Sleeter, C. E. & Grant, C. A. (1987). An analysis of multicultural education in the United States. *Harvard Educational Review*, 57. pp. 421-444.

Banks, J. A. (1989). Multicultural education: Characteristics and Goals. In J. A. Banks and C. A. McGee Banks (Eds.), *Multicultural Education: Issues and Perspectives*. Boston: Allyn and Bacon.

Week 16 Student Reports

Bibliography

- Anderson, J. D. (1988). *The education of Blacks in the South, 1860-1935*. Chapel Hill: University of North Carolina Press.
- Asanta, M. K. (1988). *Afrocentricity*. Trenton, NJ: Africa World Press.
- Banks, J. (1994). *Introduction to multicultural education*. Boston: Allyn & Bacon.
- Banks, J. & Banks, C. A. M. (1993). *Multicultural Education: Issues and perspectives*. Boston: Allyn and Bacon.
- Caplan P. & Caplan J. (1994). *Thinking Critically about Research on Sex and Gender*. New York: Harper Collins.
- Giroux, H. (1981). *Ideology, culture, and the process of schooling*. Philadelphia: Temple University Press.
- Gould, S. J. (1981). *The mismeasure of man*. New York: W. W. Norton Company.
- Grossman, H. & Grossman, S. (1994). *Gender issues in education*. Boston: Allyn & Bacon.
- Hale-Benson, J. (1988). *Black children: Their roots, culture, and learning styles*. Baltimore: John Hopkins University Press.
- Heath, S. B. (1983). *Ways with words*. Cambridge: Cambridge University Press.
- Karier, C. J. (1975). *Shaping the American educational state: 1900 to the present*. New York: Macmillan.
- Kentucky Department of Education (1986). *Sexism: What no one ever said but everyone told you*. Frankfort: Kentucky Department of Education.
- Kerber, L. (1980). *Women of the republic: Intellect and ideology in revolutionary America*. New York: W. W. Norton.
- Kochman, T. (1981). *Black and White styles in conflict*. Chicago: University of Chicago Press.
- Nieto, S. (1992). *Affirming diversity: The sociopolitical context of multicultural education*. White Plains, NY: Longman.

- Oakes, J. (1985). *Keeping track: How schools structure inequality*. New Haven: Yale University Press.
- Ogbu, J. (1978). *Minority education and caste: The American system in cross-cultural perspective*. New York: Academic Press.
- O'Hair, J. J. & Odell, S. (Eds.). (1993). *Diversity and teaching: Teacher education yearbook I*. Fort Worth: Harcourt Brace Jovanovich.
- Sadker, M. and Sadker, D. (1990). *Sex equity handbook for schools*. New York: Longman.
- Spring, J. (1991). *American education: An introduction to social and political aspects*. New York: Longman.
- Turner, W. H. & Cabbell, E. J. (1981). *Blacks in Appalachia*. Lexington: University Press of Kentucky.
- Weis, L. (1988). *Race, class, and gender in American education*. Albany: SUNY Press.
- Woodward, C. V. (1936). *The strange career of Jim Crow*. New York: Oxford University Press.

Videotapes

- A Class Divided. (1985).
- Growing up Female. (1984).
- Men's Lives. (1987).

Proposed Change to the University Curriculum Committee Bylaws

It is proposed that #2 under ARTICLE III: MEMBERSHIP be changed from:

- #1. Regular: The regular membership of the UCC is the same as that specified in the Constitution of the Faculty Senate.

to:

- #1. Regular: The regular membership of the UCC is that specified in the Constitution of the Faculty Senate plus one non-voting representative chosen by the Interdisciplinary studies faculty. The UCC representative will be chosen by a committee composed of one member from each of the interdisciplinary programs.

and that the following sentence be added to #2 under ARTICLE VI:

The representative from the interdisciplinary programs will serve as a voting member on the Arts and Sciences Curriculum Committee.

Justification: Some interdisciplinary programs are not housed within any academic department. This change will provide a representative on the UCC for the interdisciplinary programs. Since these programs are under the aegis of the College of Arts and Sciences, the representative would also serve on the Arts and Sciences Curriculum Committee. The method of selection avoids domination by the interdisciplinary program with the largest number of faculty.

AREA OF CONCENTRATION TASK FORCE

RECOMMENDATIONS TO UCC APRIL 4, 1994

(APPROVED BY UCC 4/14/94)

The Area of Concentration Task Force recommends to the UCC the following:

Programs may request exemption from University requirements (IIAId, p.14 Area of Concentration/Minor, catalog 1993/94) for bachelor's degree programs that meet both the following requirements:

- (1) at least 53 credit hours in the major, 50 of which do not count toward general studies, and
- (2) accreditation or other requirements which demand a high number of courses in a major.

Programs requesting exemption from the Area of Concentration/Minor requirement will submit a Program Change form with a rationale for exemption. The form will follow the usual process for program changes via department committees, college committee, UCC, and Senate.

The Task Force further recommends:

- (3) If a department has another rationale for exemption, a petition can be submitted.

April 15, 1994

To: Tom Isherwood, Dean

Fr: Ralph O'Brien

Re: Associate Degree Reorganization

The Department of Technology proposes the reorganization of the Associate of Applied Science degrees in Construction Technology, Electronics Technology and Manufacturing Technology into one degree to be entitled Associate of Applied Science in Technology.

As you will see by the attached curriculum document, the degree plan proposes common general studies and core requirements, with technical options requiring majors to specialize through a well-defined plan of courses essential in the respective option.

There are several programmatic advantages to the consolidation of these programs, including: advisement efficiency, increased graduation rates resulting from pooling of majors, improved reliability of data for scheduling of classes, improvement of program information to be used for student recruiting and other publicity purposes, and greater opportunity for faculty to plan and teach cooperatively.

This program consolidation proposal does not compromise academic credibility nor dilute academic requirements. Students completing degree requirements using any of the three technical options may articulate directly with Department of Technology baccalaureate programs without any loss of credit in general studies, core requirements or in their technical option. This element of programmatic integrity is possible since each technical option represents integral baccalaureate degree programs served by instructional and advisement continuity in the department.

The Department seeks your endorsement of the program consolidation proposal with the confidence that this plan will fulfill the requests of the CHE, since it exceeds their recommended action.

cc: Technology Faculty

Associate of Applied Science in Technology

This associate degree program offers three technical options; Construction, Electronics, and Manufacturing. Respective to his/her technical option, the graduate will have acquired the competencies to qualify for a variety of employment assignments.

The degree plan incorporates common general studies courses as well as common associate degree core requirements as follows:

General Studies (18 semester hours)

ENG 101	Composition I	3
MAT 118	Technical Mathematics	3
PHY 110	Introduction to Physics I	3
SPE 101	Principles of Speech Communication (or competency test)	3
	Social/Behavior Elective	3
	Humanities/Fine Art Elective	3

Core Requirements (24 semester hours)

IET 110	Introduction to Technology	3
IET 112	Technical Graphics	3
IET 212	Technical Drawing I - CAD Applications	3
IET 215	Human Relations in Business and Industry	3
ENG 347	Technical Writing (or OST 311 Business Communications)	3
	Technical Electives (must not be from selected option area)	9

Construction Option (24 semester hours)

Due to the growth and expansion in the modern construction industry, employment opportunities are numerous and varied. Graduates with the construction technical option will have acquired the abilities to plan, develop, and supervise construction of commercial buildings, residences, and other structures. Construction technicians provide services to engineers, architects, developers, construction materials designers, manufacturers, and distributors.

IET 120	Construction Materials	3
IET 121	Construction Processes	3
IET 122	Architectural Design and Drafting	3
IET 220	Plane Surveying	3
IET 221	Construction Specifications and Project Management	3
IET 222	Commercial Architectural Design and Drafting	3
IET 230	Electrical and Mechanical Systems Design and Drafting	3
IET 322	Structural Design and Drafting	3

Electronics Option (24 semester hours)

The Electronics technology option is designed to prepare students for a career in the field of electronics as it relates to various industries. Students should have the ability to test, analyze, maintain, troubleshoot, and repair existing electronic systems and equipment and to aid in design and development of new equipment and systems. Graduates with the electronics option will have thorough grounding in the fundamentals enabling them to use modern theories of electronics design and applications.

IET 114	Laboratory Equipment and Procedures	3
IET 144	D.C. Circuit Analysis	3
IET 145	A.C. Circuit Analysis	3
IET 244	Electronic Circuits	3
IET 344	Analog Electronics	3
IET 345	Digital Electronics	3
IET 348	Electronic CAD	3
CSC 160	Programming in BASIC	3

Manufacturing Option (24 semester hours)

A major function of the manufacturing technician is to assist in increasing productivity and efficiency of manufacturing processes. This includes the design of products and production, systems layout, planning, selecting, and applying appropriate manufacturing materials and processes. This program option includes related studies in human relations, technical writing, quality control, computer assisted design/drafting, occupational health and safety, and robotics.

IET 118	Technical Mathematics	3
IET 161	Industrial Electricity and Electronics	3
IET 211	Quality Control	3
IET 213	Occupational and Industrial Health and Safety	3
IET 265	Manufacturing Processes I	3
IET 300	Robotic Systems	3
IET 316	Materials Processing and Fabrication	3
IET 365	Manufacturing Processes II	3

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

1. Department Submitting Proposal: Communication
2. Action Proposed: (a) New Degree/Program (b) New Minor/Certificate
(c) x Program Change (d) Program Deletion
3. Title of Proposed New Degree/Minor or Program to be Changed or Deleted:
Radio-Television
4. Proposed Date of Initiation (Semester and Year): Fall 1995
5. Originator(s) of Proposal: David Thomson

Approvals

Departmental Curriculum Committee	<u>X</u> Approved <u> </u> Disapproved	<u>Y. Kunnathur</u> 4/20/94 Date
Departmental Chair	<u>X</u> Approved <u> </u> Disapproved	<u>David Schone</u> 4/20/94 Date
Teacher Education Committee Chair (if appropriate)	<u> </u> Approved <u> </u> Disapproved	<u> </u> Date
College Curriculum Committee Chair	<u> </u> Approved <u> </u> Disapproved	<u> </u> Date
Dean	<u> </u> Approved <u> </u> Disapproved	<u> </u> Date
University Curriculum Committee Chair	<u> </u> Approved <u> </u> Disapproved	<u> </u> Date
Graduate Council Chair (if appropriate)	<u> </u> Approved <u> </u> Disapproved	<u> </u> Date
Faculty Senate President (if appropriate)	<u> </u> Approved <u> </u> Disapproved	<u> </u> Date
Provost	<u> </u> Approved <u> </u> Disapproved	<u> </u> Date
President (if appropriate)	<u> </u> Approved <u> </u> Disapproved	<u> </u> Date
Board of Regents (if appropriate)	<u> </u> Approved <u> </u> Disapproved	<u> </u> Date

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

RATIONALE FOR CURRICULUM REVISION
Radio/Television
[formerly Radio/Television/Film]
Communication Department

1. We see our new curriculum structure moving away from the entrenched BFA model with its extremely heavy emphasis on broadcasting [only] activity especially in the area of production, and its very large total hours requirements for the major.
2. We see the new curriculum moving towards a more contemporary BA/BS model which requires fewer total hours in the major but demands a broader academic base of the student. Thus the person moving through the new curriculum receives solid grounding in his/her major but receives a much wider academic foundation with which to implement the specific skills of the major.
3. The new curriculum will offer the student a wider range of specific options. In place of the "old" three tracks available we now propose six specific areas of study and expertise. Thus a student is much more able to tailor his/her academic response to individual needs, skills and/or desires.
4. Not only will the student have more options but he/she will have increased direct concentrated exposure to disciplines outside the Communication Department in pursuing the various academic Minors which fulfill the second half of the Major requirements. Thus we have a much more well rounded student upon graduation who has been exposed to a much wider variety of academic and practical experiences and so is able to cope much more effectively and efficiently with the diversity of the work place after graduation.
5. This proposal represents the first substantial overhaul of the RTF program in over a decade. When we look at the progress of electronic communication over these years we see incredible progress and diversity. It is time that our program reflects this "real world" change.

RADIO-TELEVISION PROPOSED CURRICULUM CHANGE

APRIL 20, 1994

MAJOR CORE COURSES

RTV 100	Contemporary Mass Media	3
RTV 110	Introduction to Broadcasting	3
RTV 150	Radio Production	3
RTV 205	Introduction to Popular Culture and the Mass Media	3
RTV 210	Television Production I: Basic Production	3
RTV 250	Current Issues in Broadcasting	3
RTV 260	Broadcast Writing	3
	or RTV 265 Broadcast News Writing	
RTV 400	Broadcast Criticism	3
JOU 385	Law of Mass Communication	3
SPE 220	Interpersonal Communication	3
SPE 430	Communication Theory	3

TOTAL CORE HOURS 33

TELECOMMUNICATION PRODUCTION SEQUENCE

RTV 130	Broadcast Announcing	3
RTV 220	Television Production II - Directing	3
<i>choose two from the following courses</i>		6
RTV 200	Television Performance	
RTV 310	Television Production III - Advanced Production	
RTV 300	Advanced Television Performance	
RTV 320	Advanced Audio Production**	
RTV 410	Video Production IV - Dramatic Production**	
RTV 365	Interviewing	
	or SPE 365 Interviewing	

Related Elective 3
15+ minor

** New Course

TELECOMMUNICATION MANAGEMENT SEQUENCE*

RTV 270	Broadcast Programming	3
RTV 280	Broadcast Sales & Advertising	3
	or RTV 290 Broadcast Promotions	
RTV 460	Broadcast Management	3
SPE 303	Organizational Communication	3
Related Elective		<u>3</u>
		15+ minor

* Minor in Business

ELECTRONICS TECHNOLOGY SEQUENCE*

RTV 220	Television Production II - Directing	3
RTV 320	Advanced Audio Production**	3
RTV 460	Broadcast Management	3
MAT 118	Technical Mathematics	3
Related Elective		<u>3</u>
		15 + minor

* Minor in Electronic Technology

** New Course

TELECOMMUNICATION/POPULAR CULTURE STUDIES SEQUENCE*

RTV 420	History of Broadcasting	3
RTV 370	International Media Systems or SPE 390 Cross-Cultural Communication	3
<i>choose three from the following courses</i>		9
RTV 380	Documentary Theory and History**	
RTV 394	Special Topics in Radio-Television	
RTV 395	Special Topics in Popular Culture	
JOU 335	Women in Mass Media	
JOU 440	Social Issues and Mass Media	
SPE 340	Strategies of Persuasion	
SPE 350	Rhetoric of Minority Groups	
SOC 335	Popular Culture	
ENG 261	Folklore and Literature	
		<u>15</u> + minor

* Minor in one of the following disciplines: Anthropology, English, Geography, History, Journalism, Sociology, or Speech

** New Course

Appendix H
Catalog Information and New Course Form

DISCIPLINE Radio/Television NUMBER 320

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.)

RTV 320 Advanced Sound Production (2.4.3) Practicum in Advanced Sound Production.

XXXXXX Experience in the production of various radio program formats including dramatic
XXXXXX
XXXXXX documentary, cultural affairs and public affairs programming. Advanced skills
XXXXXX
XXXXXX in commercial production and 4 track recording and mix-down technique.
XXXXXX
XXXXXX PREREQ: RTV 150.
XXXXXX
XXXXXX
XXXXXX
XXXXXX

University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus):
This course builds on the basis: RTV 150 course and exposes students not only to
advanced equipment and technologies but also demands extended creativity and
awareness of sound and its uses in media.

3. ADDITIONAL RESOURCES REQUIRED: Installation of 4 track recording equipment (already
owned by the Communication Department).

4. THE PROPOSED COURSE ☒ 4: (Check where appropriate)

University Honors _____	Departmental/Program Honors _____
Major/Minor Requirement <input checked="" type="checkbox"/>	Free Elective <input checked="" type="checkbox"/>
Major/Minor Distribution req _____	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: Spring 1995

RTV 320 Advanced Audio Production

Mr. David Thomson
NKU
(606) 572-5646
(513) 871-8991 [H]

Office Hours: Monday 10:00-12:00 & 3:30-5:00
Wednesday 10:00-12:00
And by APPOINTMENT

Texts: Alten, Stanley R., AUDIO IN MEDIA, 3rd Ed.
Hilliard, Robert L., WRITING FOR TELEVISION AND
RADIO, 4th Ed.

Course Description: RTV 320 is an advanced practicum in audio production. dealing with various formats including dramatic documentary, cultural affairs and public affairs as well as commercial production and 4 track recording and mix-down.

Course Objectives:

1. VOCABULARY - recognize and respond to audio production vocabulary,
2. AUDIO CONTROL ROOM OPERATION - understand and be able to use all equipment in the advanced audio production lab.
3. CREATIVITY - to write and produce radio commercials, a sound montage, and to acquire facility with 4track recording and mix-down technique.

Tentative Schedule - RTV 320

Week 1	Intro To Course
Week 2	Review of Basic Audio Practices
Week 3	Intro to Equipment Alten Chapter 1
Week 4	TBA
Week 5	Alten Chapter 4 Hilliard Chapter 2
Week 6	Alten Chapters 11 & 12
Week 7	Alten Chapter 14 Hilliard Chapter 3
Week 8	Alten Chapter 13
Week 9	Alten Chapter 8 Hilliard Chapter 5
Week 10	Project Planning Hilliard Chapter 10
Week 11	Montage Due
Week 12	4 track recording session
Week 13	4 track mix-down sessions
Week 14	4 track mix-down sessions
Week 15	In class evaluations and playbacks.

There will be 1 written test. 10%

There will be 4 graded projects:	
Sound Montage	20%
Commercial/ISA	10%
Interview -- Sound-Scape	20%
4 Track Mix	30%

All projects are due at class time on the assigned date. Late projects will be graded accordingly.

ALL PROJECTS MUST BE 'AIR QUALITY' OTHERWISE THEY WILL BE RETURNED TO YOU FOR RE-WORK.

Appendix H
Catalog Information and New Course Form

DISCIPLINE COMMUNICATION (Radio/Television)

NUMBER 380

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.)

RTF 380 Documentary Theory and History (3,0,3) Focused study in the

XXXXXX development of film and television documentary mode and
XXXXXX examination of theoretical paradigms used to critically
XXXXXX study documentaries. PREREQ: RTF 100 or consent of instructor
XXXXXX _____
XXXXXX _____
XXXXXX _____
XXXXXX _____
XXXXXX _____
XXXXXX _____

University Editor Signature

2. JUSTIFICATION (If appropriate attach syllabus): Course will provide students an
in-depth study of the roots of documentary, the issues of documentary
mode (realities, objective/subjective treatment, definitional categories,
director/subject relationship), the art and craft of documentary-making
and theoretical constructs.
3. ADDITIONAL RESOURCES REQUIRED: Most of the desired films/videotapes are
already housed in the GCLC. A few more purchases or rentals may be
required. Additional resource books will be requested as library
purchases.

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

University Honors _____

Departmental/Program Honors _____

Major/Minor Requirement X

Free Elective X

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: Spring 1995

Required Text: E. Barnouw, Documentary: A History of the Non-Fiction Film, 2nd ed. In addition to the required text, a compilation of articles addressing theory of documentary will be distributed in class. Readings will be assigned from both the text and the articles.

Course Description:

This course is an in-depth study of the documentary form encompassing its roots, evolution, theory and issues. Topics that will be covered are:

- History the documentary form.
- Definitions, categories and parameters of the documentary.
- Issues relevant to reality, objective/subjective treatment and camera/director/subject relationships.
- Influences of technological developments.
- Theoretical paradigms for critical analysis.

Course Structure:

The course will be taught through lecture, seminar and screening formats.

Grading:

Study paper	5%
Position paper	10%
Analysis paper	15%
Critical scene study	15%
Midterm	20%
Final paper	25%
Subjective	10%
	100%

Attendance:

You are expected to arrive on time for class and remain until the end of class. More than two unexcused absences will result in the lowering of your final evaluation by one letter grade, four absences will drop your average by two letter grades, five absences will result in an "F" as a final grade for the semester. Consistent lateness, three or more times, will drop your final evaluation by a full letter grade.

Course Comments:

- 1) The student is responsible for reading this syllabus and understanding the course requirements.
- 2) Make-up exams and extra-credit projects are not given in this course.
- 3) Papers not turned in on designated dates IN CLASS will receive an "F" unless prior arrangements have been made with the instructor. "Prior arrangements" means discussing with the instructor at least twenty-four hours before the due date the reason for a paper's lateness. Late papers will be affected by a half to a full letter grade deduction. Being absent from class when papers are due does not justify turning them in late without a grade deduction.
- 4) Any act of cheating, plagiarism or incident where work turned in by a student was done by someone else will result in an "F" for that action with possible disciplinary action taken and suspension from the course. This includes plagiarizing an author. All copyrighted materials, both print and audio/visual, must be referenced. Please refer to your student handbook for further details.

5) During screenings, please do not "talk back" to the television monitor, or make comments to your classmates. The purpose of this class is to study the documentary form. Taking notes during screenings is imperative. You will be tested on the screenings as well as you will be referring to them in your papers.

6) Part of this class is developed around a seminar format based on student discussion. Your comments are welcomed and solicited with the qualification: they must be informed, i.e. showing evidence of your reading the material and understanding the concepts presented in class.

7) This course syllabus may be changed at the discretion of the instructor.

Course Outline

Wk 1	1/13	Introduction to course. Discussion of documentary form and associated attitudes. Assignment: Read Chapter 1, complete the study paper.
Wk 2	1/20	Study paper due. Roots of documentary. Screen Lumiere programs and "Moment in Time" VT 620 Discussion of documentary elements: subject, POV, structure, production techniques, intent. Assignment: Read chapter 2.
Wk 3	1/27	Roots of documentary. Screen "Nanook of the North" (excerpt), "Kino Pravda" (excerpt) and "Rain" VT 263 Discuss three influences on documentary form and treatment of reality. Assignment: Read chapter 3, pp 86-139.
Wk 4	2/3	Position paper due. Advocacy documentaries. Screen "Nightmail", "Granton Trawler", "Plow that Broke the Plains". VT 581 Assignment: Position Paper, due 2/10 Read Chapter 3, pp 139-182.
Wk 5	2/10	Position paper due. Prosecutorial documentaries. Screen "The Plow that Broke the Plains" VT 581 and "Night and Fog". VT 579 Assignment: Read Chapter 4.
Wk 6	2/17	Chronicling and Promoting documentaries Screen historical documentaries: "Twentieth Century" or "City of Gold" or "The Real West" or "The Titan" or "Kamikaze" VT 69 or "Report on Senator McCarthy" or Jean Rouch films. Review for the Midterm.
Wk 7	2/24	Midterm exam. Assignment: Read chapter 5 pp 232-263.

Wk 8	3/3	American and French schools of Cinema Verite Screen "Jane", "Central Park", Jean Rouch films. Assignment: Read chapter 5, pp 263-293 and handouts: "Available Light" and "The Art and Politics of the Documentary."
Wk 9	3/10	Continue Cinema Verite Screen Jean Rouch films (if available) "Marion County U. S. A." YT 67 Assignment: Analysis paper due wk 12, 3/31 Read Chapter 6, and handouts: "Re-thinking Documentary" and "Aesthetics and Truth."
Wk 10	3/14-3/18	SPRING BREAK
Wk 11	3/25	Contemporary Documentary Movement Screen "Ethnic Notions" YT 687, "Conversation with Women from the Third World" YT 69 or "The Dakota Conflict" YT 812
Wk 12	3/31	Analysis paper due. Continue Contemporary Documentary Movement Screen "Life and Times of Rosie the Riveter". YT 171 "Women of Summer" Assignment: Critical Scene Analysis Due week 14, 4/14. Read handout: "Documentary Theory and Practice."
Wk 13	4/7	NO CLASS. Independent work on scene analysis.
Wk 14	4/14	Critical scene analysis due. Continue Contemporary Documentary Movement. Screen "Eyes on the Prize" YT 102-197 and "Civil War" YT 399
Wk 15	4/21	Continue Contemporary Documentary Movement. Screen "Malcolm X" YT 792, "Marva" YT 254, "Paschke"
Wk 16	4/28	Final paper due. Screen "Taylor Chain I" YT 138 and "Taylor Chain II" YT 139.
Wk 17	5/5	No final exam. The class may have to meet during this time period if there were technical failures experienced during screenings.

Additional resources:

- Anderson, Carolyn and Benson, Thomas. Documentary Dilemmas. Carbondale: Southern Illinois University Press, 1991.
- Bersam, Richard. Nonfiction Film: A Critical History. NY: Dutton, 1973.
- Bersam, Richard, ed. Nonfiction Film Theory and Criticism. NY: Dutton, 1976.
- Carroll, Raymond. "Television Documentary" in TV Genres ed. Brian G. Rose, Westport, CT: Greenwood Press, 1985: 237-256.
- Collier, John and Collier, Malcolm. Visual Anthropology. Albuquerque: University of New Mexico Press, 1986.
- Ellis, Jack C. The Documentary Idea: A Critical History of English-Language Documentary Film and Video. Englewood Cliffs, NJ: Prentice-Hall, 1989.
- Issari, M. Ali. Cinema Verite. East Lansing: Michigan State University Press, 1979.
- Rabiger, Michael. Directing the Documentary. Boston: Focal Press, 1987.
- Rosenthal, Alan. The Documentary Conscience: A Casebook in Filmmaking. Berkeley: University of California Press, 1980.
- Wolverton, Michael. How to Make Documentaries. Houston: Gulf Publishing, 1983.

WRITTEN ASSIGNMENTS

Study Paper, Chapter #1

Due week 2, January 20th.

Format: Typed, double-spaced, one paragraph per question, reference the page numbers you used for answering the questions.

1. What use or uses did early inventors see for the documentary form?
2. What role did commercialism play in the development of the early documentary?
3. Identify an "issue" that developed about documentary form during the time period of 1895 to 1910.

Position Paper

Due week 5, February 10th.

Format: Typed, double-spaced, approximately 3 pages, turn in 2 copies.

Such terms as actuality, nonfiction, fact, life on the run, objective truth, salvage ethnography, film truth, drama of the doorstep have been associated with the documentary. Using the chapters from the book and the documentaries screened in class, write a position paper that articulates your distinction between some of these "descriptors" and whether they support your expectation of the documentary form. In other words, do you expect a documentary to expand views, inform, change attitudes and assumptions, record history, re-create or re-constitute events, romanticize history, interpret events, motivate audiences to action? Where do you stand given the roots of documentary form?

Analysis Paper

Due Week 12, March 31st.

Format: Typed, double-spaced, approximately 3 pages, turn in 2 copies.

Using the concepts presented in H. Becker's "Aesthetics and Truth", compare and contrast them to our use of the documentary elements: subject, POV, structure, production techniques and intent.

Critical Scene Analysis.

Due Week 14, April 14th.

Format: Typed, double-spaced plus a floorplan.

Do a detailed analysis on the assigned scene. Provide a split-page log of action and sound and a floorplan sketch. Then respond to the following questions:

- 1) What motivates each camera movement?
- 2) What motivates each edit point?
- 3) What is the relationship of words to images?
- 4) What type of sounds are used?
- 5) What point(s) of view did the director engage you in?
- 6) What was the profession of feeling after having watched this scene?
- 7) Are the audience's sympathies structured by camera and editing or molded independently, perhaps by actions and situation?

Final Paper.

Due week 16, April 28th.

Format: Typed, double-spaced, approximately 5-6 pages, turn in 2 copies.

There is a sustained (if friendly) argument between two members of the NKU Communication Department faculty. One contends that the documentary is a symbolic utterance, with its own conventions and artificiality, no more closely related to reality than other modes of storytelling. The other contends that, though scarcely "life itself" or even "life caught unawares," documentarists restrict themselves and their methods in certain ways to keep their production closer to actual and unimagined life than the makers of fictional and experimental films.

Set forth your own position in relation to this controversy. Cite specific documentary examples and specific references from the text to support your position.

Summary of UCC's "Works in Progress"

1. "Sunset Courses" Departmental faculty are reviewing courses which have been flagged because of low enrollment or nonscheduling during the last five years.

2. Library support. A letter has been written in support of making the library a priority and allocating financial resources appropriately. The UCC is in a unique position to review the library's appraisals of adequacy of resources for new courses and programs. After review and possible revisions, this letter will be sent to the Provost.

3. Service courses. Cyndi McDaniel is chairing a subcommittee to review policy on support courses that serve student populations other than majors and minors. The other disciplines represented on that committee are Literature and Language, Mathematics, Music, and Technology.\

4. In the fall the chair of the General Studies (GS) Subcommittee will chair a university wide committee to review NKU's GS requirements. A three phase project, 1994-95 will see the subcommittee explore various models of other campuses, particularly benchmark institutions, analyze data from alumni and senior questionnaires, and survey NKU faculty regarding their opinions about GS. In the second phase this committee will suggest several models (including, perhaps, the current NKU one) for consideration for adoption. There will be several forums for discussion. A choice will then be made and the model implemented. The UCC has approved a process for this project.

5. Race/Gender Update: To date seven courses approved, five pending.

TO: Faculty Senate

FROM: Mark Stavsky, Chair
Budget & Commonwealth Affairs Committee

DATE: May 2, 1994

RE: Resolution To Establish Ad Hoc Salary Committee

Following is a copy of a resolution passed unanimously by the Budget and Commonwealth Affairs Committee at our last meeting on April 25, 1994. The genesis for this resolution was an in-depth analysis of current NKU salary data by one of our committee members which suggests that there may be unexplained salary disparities among the faculty based on gender. The Budget Committee as well as the Executive Committee, which also briefly considered this issue, believes that any system which results in salary disparities based solely on gender is absolutely intolerable.

However, since the salary data was obtained late in the spring semester, it would have been impracticable to resolve this matter in an effective fashion during the 1993-94 academic year. More data needs to be collected in order both to investigate this matter thoroughly and, if indeed such gender disparities are present, to determine the appropriate remedy. Establishing such a remedy in light of dwindling legislative support would be a challenge that requires a thoughtful and creative policy.

This issue is so important that both the Budget Committee and the Provost's Office feel that a special ad hoc committee representing a wide range of perspectives is necessary to fully and expeditiously investigate this very important issue.

We strongly urge the Faculty Senate to pass this resolution. If not passed, the University Administration may unilaterally act on this matter without providing the Faculty Senate a sufficient opportunity to fully express its views.

Be it resolved that a Joint Faculty Salary Policy Review Committee be formed to review faculty salary policies at NKU. The Ad Hoc Joint Faculty Salary Policy Review Committee shall include faculty members and administrative personnel. The committee members should be appointed jointly by the Provost and the President of the Faculty Senate. The Joint Faculty Salary Policy Review Committee will review all current salary policies and salary compensation data. The committee will study and identify any salary discrepancies and make recommendations to the Faculty Senate and the Administration by the end of December 1994.



Fellow Senators:

Since this is a dual Senate meeting, I thought a written report of the recent May 4 Regents meeting would be useful. First, I encourage you to read the recent *President's Report*. Dr. Boothe does a good job of summarizing key material for all faculty and staff. Congratulations are in order for Dr. **Jim Ramage** (Regents Professor) and the six student award winners listed in that report. Also, please join me in welcoming Arts and Sciences Dean **Rogers Redding**, and Associate Provost **Rosetta Mauldin**. Both will start July 1.

Also, there are a few issues, as Regent, which I thought it important for you to know more about. Some of you may have heard that the Board passed a new disability / leave policy. We did! However, that policy is for staff only. The revised faculty handbook has a section devoted to these issues that the Board will vote on as part of the Handbook. Also, a new Kentucky law provides for a Staff Regent who will be elected shortly. He/she will be inducted with **Paul Wingate** (newly elected Student Regent) at the July meeting.

There was a lot of "ink" and "political hay" over Regent Phil Taliaferro's motion for a legal analysis. The Board asked for preliminary legal analysis and possible action to remedy NKU's funding inequity with the other regional schools. NKU gets **\$2,689** for each full-time equivalent (FTE) enrollee. The community colleges get \$2,042 per FTE while the other regionals range from Murray (\$4,436) to Eastern (\$3,381). The Regents are committed to getting Northern its fair share of resources. One reason for action now is that the Council of Higher Education (CHE) is making a rare visit to Northern May 15-16. Also, the new legislative budget, to be passed in a special session this summer, will include provision for "performance funding." We want to be sure that performance does not translate into bigger budgets and bigger schools getting more performance dollars! Funding for NKU has been, and remains, an uphill fight.

Thank you for the kind reception and many notes concerning my election and induction as Faculty Regent. I welcome your comments, opinions and suggestions. During the *first five weeks* (June 6 - July 8) I hold office hours **Monday and Wednesday, 10 - 11:30 a.m.** During the *second five weeks* (July 11 - August 12), official hours are **Tuesday evening, 5:15 - 6:15 p.m.** My direct faculty line is **572-5326**. If I am not available when you call, please leave a message where/when I can reach you. I check in regularly with the department, even during the summer. My home phone is 342-5992, but I ask that you use it judiciously.

If you have not made plans, I urge you to attend graduation. For many citizens, graduation is their sole impression of our campus life. Also, for many students, there is a sense of completion to seeing their faculty attending graduation! As a firm believer of putting my actions behind my words, you will see me at all four graduation ceremonies.

I will write you again after our July Board meeting. Hopefully, it will bring historic news of the Faculty Handbook's passage! Finally, if you are a departmental representative **PLEASE POST** this letter for all faculty. As your regent, regular communication with all faculty is a priority.

Respectfully,

J Michael T
Faculty Regent

Nunn Drive
Highland Heights, Kentucky 41099-2207

NKU

From Page 1K

Boothe said he has brought up the issue of equity in funding at other university meetings, but he has been "the lone voice in the wilderness because nobody else is suffering."

Regent Robin Crigler questioned who would listen because more money for Northern would mean less for other institutions.

"NKU needs to be brought up to the financial support that is deserving of one of the eight major institutions in the state," Mrs. Crigler said. "It's just nobody is willing to give up a library or engineering building for NKU. We just need to find other ways to do that."

Still, Boothe, Mrs. Crigler and other regents said the equity issue is worth studying.

"There may not be anything there, then there may be," Boothe said. "The question is how much longer can Northern continue to operate and maintain quality when there is such a gap between state support for NKU and the senior institutions in the state."

"We're closer in funding to community colleges than we are to our senior institutions."

In 1992-93 school year, Northern received \$2,689 per student while community colleges received \$2,042.

The state's funding formula for universities is based on enrollment, tuition, square footage of the institution and courses offered — the more upper-level courses, the more money a college receives. Northern doesn't offer as many upper-level courses as other schools.

Northern is the youngest university in the state, but it's also one of the fastest-growing. NKU officials have argued that state funding hasn't kept pace with the growth.

Also, the state's funding formula also has never been fully funded. For the past three years, because of tight budgets, state appropriations weren't based on the formula — each university was given the same percentage of increase.

However, the state has decided to try a different form of funding.

Beginning in the 1995-96 fiscal year, universities will receive state money based on how well they perform. The new system is still being worked out, but the universities will be graded on

Southern-history scholar wins NKU teaching award

Kentucky Post staff report

James Ramage, a history professor at Northern Kentucky University, received the Board of Regent's highest award on Wednesday.

Ramage was named Regents Professor, a title he will carry for six years. The honor goes to a faculty member who has demonstrated academic achievement that has brought acclaim to the university.

Ramage has been at Northern since 1972. He has written several books, including "Rebel Raider: The Life of General



James Ramage

John Hunt Morgan," which won an award for the most outstanding work in southern history in 1986.

The regents' award includes a \$5,000 grant. It will allow Ramage time away from class to work on a current project — a book about a confederate cavalry raider from Virginia who lived behind enemy lines for two years during the Civil War.

The regents also presented student awards Wednesday.

Bernadette M. Billing, winner of the Regents Award; Mary E. Jennings, the President's Award; Lisa Becker, the Paul J. Sipes Award; Stacy Durbin, University Service Award; Jeffrey H. Wilson, the Excelsior Award; and Vicki Martin Keir, Faculty Senate Award.

Funding report

Northern Kentucky University is developing its 1994-95 operating budget not knowing how much it will receive from the state. Gov. Brareton Jones vetoed the state budget during the regular session. The regents Wednesday approved a \$65.5 million budget. NKU's president and budget director will prepare a more detailed budget and present it to regents in July.

■ Salary increases for faculty and administrators are discretionary. For other university employees, the budget calls for a 3 percent raise. Approximately \$1.1 million for faculty and staff increases is included in the budget.

■ \$760,000 will be put in reserves to provide protection against the potential loss of state funds and if there is a fluctuation in projected enrollment.

■ \$400,000 will be reserved to support the future expansion of the University Center.

five broad performance areas — student retention, student performance, instruction, research and service, and campus management.

Vice Chairwoman Alice Sparks said she would like to give the new formula a chance to work.

"I'm very comfortable with performance-based," Mrs. Sparks said. "We're bound to be better funded. We can't get any worse. I think we have to wait and see and give that a chance. If it's not working, then we would pursue any avenues that are open to us, if any. I doubt that there are any."

Northern's legal staff will make a preliminary report of its findings at the board meeting July 27.

Taliaferro also isn't sure what formula the state should use to achieve equity, but he said Northern deserves more money per student.

"I just want what's fair for Northern," Taliaferro said. "We should get at least the average of what all the universities are getting, plus extra because we are growing so fast and extra because we've been at the bottom for so long."



The Kentucky Post

Edition of The Cincinnati Post

© THURSDAY, MAY 5, 1994

35 Cents

NKU may go to court over funding

By Debra Ann Vance
Kentucky Post staff reporter

Facing its tightest budget in at least a decade, Northern Kentucky University wants to know if it can follow the lead of elementary and secondary schools and sue the state over inadequate funding.

The university's Board of Regents directed its legal staff Wednesday to determine whether there are grounds for a lawsuit. If so, the regents would then decide whether to go to court.

"I'm saying that if that's true for the grades K-12, then it ought to be true for our universities,"

said Regent Phil Taliaferro, who made the motion.

"If the legal research says that's tough luck, we don't have a legal leg to stand on, then we will do nothing. But if there is a legal inequity in higher education funding, then the board will have to decide what to do. And obviously, one of the options is to take it to court."

In 1985, 66 public school districts sued the state, saying they lacked sufficient money to provide the same quality of education available in wealthier districts. That so-called "equity" issue led to a state Supreme Court ruling that Kentucky was not meeting its constitutional



Regent Phil Taliaferro believes NKU should follow the path that led public schools to court to force a more equitable distribution of state funding: 'I'm saying that if that's true for the grades K-12, then it ought to be true for our universities.'

obligation to fund schools. Answering the court, the General Assembly passed the Kentucky Education Reform Act of 1990.

However, the Kentucky constitution has provisions dealing with elementary and secondary

schools. It doesn't say anything about higher education.

The regents' discussion came during President Leon Boothe's presentation of the university's upcoming budget. Regents passed the \$65.5 million operat-

ing budget, with higher tuition and fees accounting for most of the \$2.4 million increase over the 1993-94 budget.

What particularly bothers NKU officials is diminishing state support. The state now provides 37 percent of the budget, down from an all-time high of 68 percent. Northern receives less state funding per student than any other state-supported university. It also gets less per student than it did 10 years ago, Boothe said.

"This is absolutely the tightest budget we've had since I've been here," Boothe said.

Please see NKU, 2K

Funding report

State funding universities received in 1992-93 for each full-time student:

- Kentucky State, \$7,421
- U of L, \$4,797
- Murray, \$4,436
- UK, \$4,307
- Western, \$3,545
- Morehead, \$3,466
- Eastern, \$3,381
- Northern, \$2,689
- Community colleges, \$2,042

SOURCE: Council on Higher Education.