

Faculty Senate

Northern Kentucky University

Highland Heights, KY 41099
(606) 572-6400

31
FACULTY SENATE MEETING
JANUARY 24, 1994
UNIVERSITY CENTER BALLROOM
3:00 p.m.

- I. Call to Order
- II. Approval of Minutes of November 15, 1993 and December 13, 1993 Meetings
- III. Additions to, and/or Deletions from, Agenda
- IV. University Curriculum Committee (Dr. Olasov)
 - A. Race/Gender Amendment
 - B. PSC 215: Race, Gender & Politics (new course, general studies, social sciences distributive component & race/gender)
 - C. Program change--Technology
 - D. Program change--Bachelor of Music in Music Theory & Bachelor of Music in Composition
- V. Professional Concerns Committee (Prof. Schneider)
 - A. Recommendation Related to Class Participation
- VI. Informational Items Related to Possible Proposal of Amendments to Faculty Senate Constitution
 - A. Faculty Without Representation (Paul Ellis, Director, Learning Assistance Program)
 - B. Reassigned Time for Faculty Senate Officers (Prof. Firak)
 - C. Requirement of 2/3 Majority Vote for General Studies Approval (Dr. McNeil)
- VII. Status Reports
 - A. Faculty Handbook (Dr. McNeil)
 - 1. Progress Report
 - 2. Approval Procedure
 - B. Parking Update (Dr. Forman & Dr. Verderber)
 - C. Higher Education Review Commission (Prof. Firak)
 - D. University Committee Vacancies (Prof. Firak)
- VIII. Old Business
- IX. New Business
- X. Adjournment

Faculty Senate

Northern Kentucky University

Highland Heights, KY 41099
(606) 572-6400

Faculty Senate Meeting

January 31, 1994

UNIVERSITY CENTER BALLROOM

"An economist is a person who is good with numbers but does not have the personality to be an accountant."

SENATORS PRESENT: V. Amburgey, M. Artzer, J. Bushee, T. Cate (**Vice Pres.**), P. Cooper, A. Cornuelle, Y. Datta, T. Desai, S. Dessner, S. Duggal, L. Ebersole, N. Firak (**Pres.**), C. Frank (**FBC**), C. Furnish, C. Hewan, M. Jang, P. Koplow, Y. Kuwahara, P. McCartney, C. McCoy, R. McNeil (**Parl.**), D. Miller, L. Olasov (**UCC**), T. Pence, K. Schnapp, F. Schneider (**PCC**), G. Scott, Mike Avey for D. Sies, J. Smith, M. Stavsky (**BC&CA**), S. Steinman, J. Thomas, M. Thomson, K. Verderber, W. Wood.

SENATORS ABSENT: S. Forman, D. Kelm,

OTHERS: R. Appleson, J. Bailey, W. Elliot, P. Ellis, P. Gaston, R. Holt, T. Isherwood, J. Legere, R. Mauldin, D. Poweleit, N. Smith.

I. CALL TO ORDER: The Faculty Senate was called to order at 3:05 p.m..

II. APPROVAL OF THE MINUTES: The Minutes of the November and of the December meetings were approved as submitted.

III. ADDITIONS TO THE AGENDA: There were not additions to or deletion from the agenda. President Firak did make two announcements. First, Paul Cooper will replace N. Latif on the Senate. Professor Latif has a class scheduled at the same time as when the Senate meets. Second, the members of the Faculty Senate should come early to the February 28th meeting as there will be refreshments served beginning at 2:30 p.m.

IV. UNIVERSITY CURRICULUM COMMITTEE: (L. Olasov)

A. Race/Gender Amendment:

The amendment was explained by Prof. Olasov. The ensuing discussion revolved around two questions: Is purpose of the proposed amendment to change the procedure for submitting race/gender courses adopted by the Senate at its May, 1993 meeting? Is purpose of the proposed amendment to clarify the procedure for submitting race/gender courses adopted by the Senate at its May, 1993 meeting? After several Senators had responded to both of the questions and after the General Studies guidelines had been read to the Senate, the drift of the comments indicated that the answer to the first question was NO and the answer to the second question was YES. C. Hewan moved to close debate. (Passed 24-3-4) The amendment passed 25-2-5.

B. PSC 215 Race, Gender & Politics: Passed. (26-0-6)

C. Program Change--Technology:

Since the exact nature of the program change was not clear, it was necessary for Dean Isherwood to "walk" the Senate through the proposal. After the clarifying comments had been delivered, the matter was brought to a vote. Passed. (Voice vote)

D. Program Change--Bachelor of Music in Music Theory & Bachelor of Music in Composition:

At least two issues were discussed during the debate on this matter. The first issue had to do with the exact number of hours in the Composition degree program. On the material distributed to the Senate 88hrs was indicated; during the debate 85 hrs and 83 hrs were mentioned. The final figure was 83 hrs and will be noted on the forms and in the Catalog. The second issue had to do with the NKU's general education requirements. Pressure is building, the source of the pressure was not identified, for a radical change in the general education requirements. Prof. Olasov indicated that the UCC may investigate this matter but not this academic year. (A sigh of relief was felt through the chamber.) A related matter was the notion of truth in advertising: given the number of hours in the major and the general education requirements, does not NKU need to inform prospective students that some Bachelor degree programs may take ten (10) semesters of 15-16 hours of course work to complete. Some support was expressed for such an advising position but no action was taken. The Program changes were approved. Passed. (Voice vote)

V. PROFESSIONAL CONCERNS COMMITTEE: (Prof. Schneider)

The matter (class participation) which this committee brought to the Senate raised three questions: Is this designed to amend or merely to clarify the current statement that appears in the Student Code of Rights and responsibilities? What are the implications of passing such a proposal? and How is the faculty to be notified of this and all subsequent changes in the Student Code since most faculty do not read the Student Code?. Several Senators expressed concern that if adopted this policy will result in an increase in grade appeals because it is very difficult to define and to evaluate class participation (What is the "correct" number of questions and/or remarks that a student has to make in class during a semester?). Others noted that if the instructor is unable to state exactly what task the students will be asked to perform during the semester and how each task is to be evaluated, then something is amiss. N. Smith, President of Student Government and Student Regent, stated that the students wanted to know the exact difference between a class attendance policy and a class participation policy. Since this seemed reasonable, the proposal was adopted. This sentence will appear in the Student Code of Rights and Responsibilities on p. 58 and is to be added to the first paragraph which deals with Class Attendance: If class participation is a grading factor, then the syllabus should define what class participation means and how it will be evaluated. (Passed. 24-6-2)

VI. INFORMATIONAL ITEMS RELATED TO THE POSSIBLE PROPOSAL OF AMENDMENTS TO THE FACULTY SENATE CONSTITUTION:

A. Faculty Without Representation: President Firak made some introductory remarks concerning the matter which P. Ellis had brought to the Senate. In her remarks, President Firak communicated to the Senate that President Boothe would not support the idea of including those individuals who hold the rank of lecturer (non-tenure track full-time and renewable positions) into the ranks of the general faculty. The reason given by President Boothe was that such an inclusion would carry with it the idea of de facto tenure and he was not willing to entertain such a proposal. A brief discussion ensued but since the item is informational only, we moved on.

B. Reassigned time for Faculty Senate Officers: President Firak stated that this amendment, as all amendments to the Faculty Senate Constitution must be made during a meeting of the general faculty, is designed to bring the Constitution into compliance with the current practice. C. Hewan voiced strong concern over the fact that he did not know that he could have had reassigned time during this tenure as Chair of the PCC.

C. Requirement of 2/3 Majority Vote for General Studies Approval: Prof. McNeil stated that the purpose of this amendment was to bring the Constitution into compliance with current practice.

VII. STATUS REPORTS:

A. Faculty Handbook: Prof. McNeil stated that progress is being made on two lists of concerns raised by the faculty and by the administration. Once the two lists have been reviewed by the joint committee which composed of representatives of the faculty and the administration the Faculty Handbook will be reviewed by the FBC. If the FBC approves of the changes then the matter will be referred to the full Senate for consideration, and if approved, then it will be referred to the Board of Regents.

B. Parking Update: K. Verderber stated that progress has been made on the topic of assigning more parking spaces to the faculty. After all a particular class will be taught if one student is not there but will be canceled if the instructor is not there. Horror stories and tales of woe may be sent to K. Verderber c/o Dept. of MKT & MGT.

C. Higher Education Review Commission: President Firak stated that the final report of this commission is 600+ pages and will be placed on reserve in the Steely Library.

D. University Committee Vacancies: President Firak reported that two committees are in need of faculty representation. Two (2) faculty are needed for the Program Review committee chaired by N. Pomerantz. This committee will examine the delivery of student services. A second committee will be an advisory body to D. Bailey, Vice-President for Student Affairs. Interested faculty may contact Nancy Firak.

E. Current Salaries: President Firak reported that the current salaries for faculty and staff will be placed on reserve in Steely Library by the end of February.

F. Election Results: President Firak reported that there will be a run-off election for Faculty Regent between L. Giesmann, R. Mauldin, and M. Thomson. The names of the top eight vote-getters for the Financial Exigency Committee as well as a notice about the Faculty Regent election will be placed in the *Northerner* and the *Campus Digest*.

G. Dennis Taulbee: President Firak made the following announcement: Vice President for Administrative affairs Dennis Taulbee has resigned from that position. He will remain associated with the University until August, 1994. Dennis served the University for many years and we wish him well in whatever endeavor he chooses to do next.

H. Budget and Salary Items: President Firak reported that for higher education the Governor has recommended a 2% increase in budget for the first year of the biennium and up to a 3% increase in the second year of the biennium. For other state employees the Governor has recommended a 5% salary increase in each year of the biennium.

VIII. OLD BUSINESS: none.

IX. NEW BUSINESS:

A. Request for Information: a request on a status report from the Automation Committee was requested by Carol Furnish, Chase Law Library.

B. Kentucky Health care Reform, SB 97: M. Thomson distributed a summary of SB 97, a 600+ proposal for reform health care within the Commonwealth. This is very important. Please read the summary and direct your questions to either President Firak or M. Thomson.

X. ADJOURNMENT: the meeting was adjourned at 4:50 p.m.

Respectfully submitted,

FACULTY SENATE January 31, 1994

Appendix H
Catalog Information and New Course Form

DISCIPLINE Political Science

NUMBER 215

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.)

PSC 215 Race, Gender and Politics (3,0,3) ~~Preparation of~~ race, ethnicity, and

XXXXXX gender patterns in the United States; race and gender issues related to
XXXXXX
XXXXXX law, justice, and public policy; historical antecedents of contemporary
XXXXXX
XXXXXX policies and practices; women and ethnic groups and their relation to
XXXXXX
XXXXXX cultural, economic, social, and political trends. Same as JUS 215.
XXXXXX
XXXXXX
XXXXXX
XXXXXX

JWT 190593
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): This course has been designed for

inclusion in the Race/Gender Perspective category of general studies. The

Political Science Department is deleting PSC 225 Women and Politics.

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

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:

6. AUTOMATED CATALOG INFORMATION

Proposed CIP Code: _____ Departmental Budget Unit Number: _____
Current CIP Code: _____ Proposed CIP Code: _____
Departmental Budget Unit Number: _____
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: JUS 215
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: *A. Pinche*
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: *Marian E. Wanner*

8. RESPONSIBLE PARTY/SIGNATURE DATE RECEIVED DATE APPROVED

Original Proposer	_____	_____
Department Chair	<u><i>A. Pinche</i></u>	<u>10/15/93</u>
Teacher Education	_____	_____
Committee Chair	_____	_____
(if appropriate)	_____	_____
College Curriculum	_____	_____
Committee Chair	_____	_____
Dear _____	_____	_____
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: _____

Department of Political Science

PSC/PBS 215 Race, Gender, and Politics

Professor:

Time:

Phone Number:

Office Location:

Office Hours:

Course Description

Exploration of race, ethnicity and gender patterns in the United States; race and gender issues in relation to law, justice and public policy; historical antecedents of contemporary policies and practices; women and ethnic groups and their relationship to cultural, economic, social, and political activities.

Required Reading

Coramae Richey Mann. *Unequal Justice: A Question of Color*.
Bloomington: Indiana University Press, 1993.

Roslyn Muraskin and Ted Alleman. *It's a Crime: Women and Justice*. Englewood Cliff, NJ: Regents/Prentice Hall, 1993.

Thomas Eisall and Mary Edsall. *Chain Reaction: The Impact of Race, Rights and Taxes on American Politics*. New York: W.W. Norton, 1991.

Leslie Freedman Goldstein. 1988. *Constitutional Rights of Women*.
Mallison: University of Wisconsin Press.

Readings on reserve at Steely Library.

Course Requirements

Exams. Three in-class examinations will be given. The exams will be a mixture of short answer and essay questions designed to test your comprehension of the material presented in class and the texts. Each exam will comprise 20% of the final grade.

Book Review. One book review is required. The review must cover one of the books on the approved reading list, or be approved by me. It must be written according to the guidelines discussed in class. A set of guidelines, along with a sample book review, are on reserve at Steely library. The book review counts 25% of the

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Participation. Class participation, defined as regular class attendance and joining in class discussion, is essential to the educational process. The class participation grade will be based on attendance and completion of in-class activities. Class participation will account for 15% of the final grade.

The standard grade scale will be used: 90-100% equals an A, 80-89% a B, 70-79% a C, 60-69% a D, and 59% and below equals F.

Course Policies

1. **Class Participation.** Participation in class is vital to your understanding of the course material and to your performance on examinations. Therefore, roll will be taken at the beginning of class each day. If you miss class for any reason, it is your responsibility to retrieve notes from another student.

2. **Assigned Reading.** Your performance on exams and your ability to contribute to class discussion all depend on your doing the required reading. Read the assigned chapters the week before that topic appears on the course outline below.

3. **Cheating/Plagiarism.** Cheating and plagiarism are serious breaches of academic honesty. Cheating refers to the use of dishonest or deceitful means to obtain a grade. Plagiarism means to pass off the work of another writer as your own. Students found guilty of either offense face a failing exam/paper grade or failing course grade.

4. **Missed Exams/Late Paper.** Should circumstances beyond your control prevent you from taking an exam at the schedule time, you must make alternative arrangements before the scheduled exam time. No after-the-fact excuses will be considered. Papers handed in late will be penalized 10% per business day; any paper received more than five days late will receive a score of zero.

5. **Grades/Exams.** If you're absent the day exams are returned it is your responsibility to retrieve your exam from my office during office hours. The University will notify you of your final grade for this course by mail within a few weeks after the final exam. There is no provision for notification of grades before then. It is impractical (I teach more than 100 students each semester), and probably illegal, for me to give out grades over the phone.

Course Outline

1. Defining Race, Ethnicity and Gender

Critique of the Biological Concept of Race. Distinguishing Sex from Gender. Perspectives on U.S. Race Relations. Varieties of Feminist Thought. Racism and Sexism. Roles, Stereotypes, and Prejudice.

Readings: Mann chapter 1; Muraskin/Alleman chapter 1; Levin.

2. Historical Origins of Inequality

Racism and Misogyny in American Culture. The Legacy of Slavery and Jim Crow. Women, Ethnic Minorities and Poverty. Voting and Political Participation. Crimes Against Women and Racial/Ethnic Minorities.

Readings: Mann chapters 2 & 3; Muraskin/Allen chapters 18, 19 & 20; Waldrep, Knepper (both).

3. Women, Ethnic Minorities and Public Policy

Education: Separate or Mixed Schools? Welfare and Social Policy. Urban Politics. Women, Minorities & Drugs.

Readings: Mann chapters 4, 5 & 6; Muraskin/Alleman chapters 4, 7 & 8.

4. The Quest for Justice

The Struggle for Civil Rights. Equal Employment Opportunity. Congress, The Supreme Court, and Legal Remedies. Reparations.

Readings: Hawkesworth, Osborne.

5. The Status of Women and Minorities Today

Racial and Economic Equality? Social Movements and their Fate. Separatism versus Integration. Equality in the Professions. Women's Roles: The Changing American Family?

Readings: Muraskin/Alleman chapters 9, 10 & 13; Welch, Spohn and Gruhl;

Note: Dates for discussion of each topic are estimates. Specific topics may be added or deleted at my discretion.

*Followed with: Reserve Reading list (1 page)
Book Review list (5 pages)*

Reserve Reading List

- Bell, Derrick. 1987. *And We Are Not Saved: The Elusive Quest for Racial Justice*. New York: Basic Books. Selected Chapters.
- Brown, Ann. 1990. *An Apology to Women*. Downer's Grove, IL: InterVarsity. Selected chapters.
- Hawkesworth, Mary. 1984. "The Quest for Equality: Women in Kentucky Politics." In Joel Goldstein, Ed., *Kentucky: Government and Politics*. Bloomington, IN: College Town Press.
- Knepper, Paul. 1992. "The Women of Yuma: Gender, Ethnicity and Imprisonment in Frontier Arizona, 1876-1909." *Criminal Justice Review* 17: 235-257.
- Knepper, Paul. 1989. "Southern-Style Punitive Repression: Ethnic Stratification, Economic Inequality, and Imprisonment in Territorial Arizona." *Social Justice* 16: 132-149.
- Levin, Michael D. 1991. "Population Differentiation and Classification." *Encyclopedia of Human Biology*. Volume 6. New York: Academic Press.
- Csborne, Cassie. 1984. "Blacks in Kentucky Politics: An Overview." In Joel Goldstein, Ed., *Kentucky: Government and Politics*. Bloomington, IN: College Town Press.
- Perkins, Spencer and Chris Rice. 1993. *More than Equals: Racial Healing for the Sake of the Gospel*. Downer's Grove, IL: InterVarsity. Selected Chapters.
- Waldrep, Christopher. 1992. "The Impact of Race on Law in Kentucky: A Research Note." *Register of the Kentucky Historical Society* 90: 165-182.
- Welch, Susar, Cassia Spohn, and John Gruhl. 1984. "Do Black Judges make a Difference?" *American Journal of Political Science* 32: 126-136.

Book Review List

- Acuna, Rudolpho. 1987. *Occupied America: A History of Chicanos*. New York: Harper and Row.
- Adler, Freda. 1985. *Sisters in Crime: The Rise of the New Female Offender*. New York: McGraw-Hill.
- Alpert, Geoffrey P. and Roger G. Dunham. 1988. *Policing Multi-Ethnic Neighborhoods: The Miami Study and Findings for Law Enforcement in the United States*. New York: Greenwood Press.
- Baldus, David C., George Woodworth, and Charles Pulaski. 1990. *Equal Justice and the Death Penalty*. Boston: Northeastern University Press.
- Bell, Derrick. 1976. *Race, Racism and American Law*. Boston: Little, Brown.
- Bell, Derrick. *And We Are Not Saved: The Elusive Quest for Racial Justice*. New York: Basic Books, 1987.
- Bennett, Lerone. 1975. *The Shaping of Black America*. Chicago: Johnson Publishing Co.
- Bennett, Lerone. 1982. *Before the Mayflower: A History of Black America*. Chicago: Johnson Publishing Co.
- Brown, Dee. 1970. *Bury My Heart at Wounded Knee: An Indian History of the American West*. New York: Holt, Rinehart and Winston.
- Brownmiller, Susan. 1975. *Against Our Will: Men, Women and Rape*. New York: Bantam.
- Carter, Dan T. 1969. *Scottsboro: A Tragedy of the American South*. Baton Rouge: Louisiana State University Press.
- Chin, Ko-lin. 1990. *Chinese Subculture and Criminality: Non-Traditional Crime Groups in America*. New York: Greenwood.
- Christ, Carol P. and Plaskow, Judith. *Womanspirit Rising*. New York: Harper and Row.
- Churchill, Ward and Jim Vander Wall. 1988. *Agents of Repression: The FBI's War Against the Black Panther Party and the American Indian Movement*. Boston: South End.
- Cott, Nancy F. *The Bonds of Womanhood: "Women's Sphere" in New England, 1780-1835*. New Haven: Yale University Press.
- Davis, Angela. 1981. *Women, Race and Class*. New York: Vintage.

- De Beauvoir, Simone. 1952. *The Second Sex*. New York: Alfred Knopf.
- Ellis, Carl. *Beyond Liberation: The Gospel in African-American Experience*. Chattanooga, TN: Accord.
- Flexner, Eleanor. *Century of Struggle: The Woman's Rights Movement in the United States*. 1959. Cambridge, MA: Belknap Press.
- Freedman, Estelle B. 1981. *Their Sisters' Keepers: Women's prison Reform in America, 1830-1930*. Ann Arbor: University of Michigan Press.
- Fanon, Frantz. 1967. *Black Skin, White Masks*. New York: Grove Press.
- Garrow, David. 1981. *The FBI and Martin Luther King Jr.* New York: W.W. Norton.
- Gould, Stephen J. 1984. *The Mismeasure of Man*. New York: W.W. Norton.
- Hagedorn, John M. 1988. *People and Folks: Gangs, Crime and the Underclass in a Rust Belt City*. Chicago: Lake View.
- Helmer, John. 1975. *Drugs and Minority Oppression*. New York: Seabury Press.
- Higginbotham, A. Leon. 1978. *In the Matter of Color--Race and the American Legal process: The Colonial Period*. New York: Oxford University Press.
- Lehmann, Nicolas. 1991. *The Promised Land*. New York: Alfred Knopf.
- Lucas, Marion B. 1992. *A History of Blacks in Kentucky: From Slavery to Segregation, 1760-1891*. Frankfort: Kentucky Historical Society.
- Malcolm, K. *Women at the Crossroads: A Path Beyond Feminism and Traditionalism*. Downer's Grove: InterVarsity, 1987.
- Messerschmidt, James W. 1986. *The Trial of Leonard Peltier*. Boston: South End Press.
- Mirandé, Alfredo. 1987. *Griego Justice*. Notre Dame, IL: University of Notre Dame Press.
- Moore, Joan. 1978. *Homeboys: Gangs, Drugs, and Prison in the Barrios of Los Angeles*. Philadelphia: Temple University Press.

- O'Reilly, Kenneth. 1989. *Racial Matters: The FBI's Secret File on Black America, 1960-1972*. New York: Free Press.
- Parillo, Vincent. 1985. *Strangers to These Shores: Race and Ethnic Relations in the US*. New York: John Wiley.
- Perkins, Spencer and Chris Rice. *More Than Equals: Racial Healing for the Sake of the Gospel*. Downer's Grove, IL: InterVarsity, 1993.
- Petersilia, Joan. 1983. *Racial Disparities in the Criminal Justice System*. Santa Monica: Rand Corporation.
- Poussaint, Alvin. 1972. *Why Blacks Kill Blacks*. New York: Emerson Hall.
- Rafter, Nicole H. 1990. *Partial Justice: Women, Prisons and Social Control*. New Brunswick: Transaction Publishers.
- Rafter, Nicole H. 1988. *White Trash: The Eugenic Family Studies, 1877-1919*. Boston: Northeastern University Press.
- Sissons, Peter L. 1979. *The Hispanic Experience of Criminal Justice*. New York: Fordham University Press.
- Smart, Carol. 1976. *Crime and Criminology: A Feminist Critique*. Boston: Routledge and Kegan Paul.
- Sowell, Thomas. 1981. *Ethnic America: A History*. New York: Basic Books.
- Spretnak, Charlene. 1982. *The Politics of Women's Spirituality: Essays on the Rise of Spiritual Power Within the Feminist Movement*. New York: Doubleday.
- Stampp, Kenneth M. 1956. *The Peculiar Institution: Slavery in the Ante-Bellum South*. New York: Vintage.
- Stanko, Elizabeth. 1985. *Inimate Intrusions: Women's Experience of Male Violence*. Boston: Routledge and Kegan Paul.
- Walker, Lenore. 1979. *The Battered Woman*. New York: Harper and Row.
- Wilbanks, William. 1987. *The Myth of a Racist Criminal Justice System*. Monterey, CA: Brooks/Cole.
- Wilson, William J. 1978. *The Declining Significance of Race: Blacks and Changing American Institutions*. Chicago: University of Chicago Press.
- Wilson, William J. 1987. *The Truly Disadvantaged: The Inner City,*

Woodward, C. Vann. 1966. *The Strange Career of Jim Crow*. New York: Oxford University Press.

Wright, George C. 1992. *A History of Blacks in Kentucky: In Pursuit of Equality 1890-1980*. Frankfort: Kentucky Historical Society.

Wright, George C. 1990. *Racial Violence in Kentucky 1865-1940: Lynchings, Mob Rule, and "Legal Lynchings"* Baton Rouge: Louisiana State University Press.

Book Review List (con't.)

- Addams, Jane. Twenty Years at Hull House. (NY: Signet, 1960).
- Aptheker, Herbert. A Documentary History of the Negro People in the United States. (NY: Citadel Press, 1968).
- Carmichael, Stokely & Charles V. Hamilton. Black Power. (NY: Vintage Books, 1967).
- Dubois, W. E. B. The Souls of Black Folk. (NY: Signet, 1969).
- Friedan, Betty. The Feminine Mystique. (NY: Norton, 1963).
- Haley, Alex. Autobiography of Malcolm X. (NY: Grove Press, 1966).
- Jagger, Alison. Feminist Politics & Human Nature. (Totowa, NJ: Rowman & Allanheld, 1983).
- Kittay, E. & Meyers, D. Women and Moral Theory. (Savage, MD: Rowman & Littlefield, 1987).
- MacKinnon, C. Feminism Unmodified: Discourses on Life & Law. (Cambridge: Harvard UP, 1987).
- Morgan, Robin. Sisterhood is Powerful. (NY: Vintage Books, 1970).
- Okin, Susan M. Women in Western Political Thought. Princeton U. Press, 1979).
- Pateman, Carole. The Sexual Contract. (Polity Press, 1988).
- Saxonhouse, Arlene (Ed.). Women in the History of Western Political Thought. (Praeger, 1985).
- Schneir, Miriam (Ed.). Feminism: The Essential Historical Writings. (NY: Vintage Books, 1972).
- Shanley, Mary Lyndon & Carole Pateman. Feminist Interpretations and Political Theory. (University Park, PA: Penn State Press, 1991).
- Gornick, Vivian & Moran, Barbara K. (Eds.) Women in Sexist Society. (NY: Basic Books, 1971).
- _____. Justice, Gender, and the Family. (Basic Books, 1989).
- _____. The Disorder of Women: Democracy, Feminism, and Political Theory. (Stanford U. Press, 1990).



**NORTHERN
KENTUCKY
UNIVERSITY**

Department of Technology
(606) 572-5440

November 10, 1993

TO: University Curriculum Committee

FR: Dr. Ralph O'Brien
Acting Chair

RE: Proposed Kentucky Tech Transfers - Industrial Supervision

An articulation agreement between Northern Kentucky University and Kentucky Tech, Northern Campbell State Campus will allow students to pursue increased levels of technical expertise and to attend college to earn an Associate Degree. The development of this program to permit transfers from selected Kentucky Tech programs into our Industrial Supervision Associate Degree program is more than an articulation agreement. It provides a necessary linkage in the educational continuum in Kentucky, and represents a proactive plan by Northern Kentucky University as opposed to a reactive decision to agency request. It will be handled best through the block transfer of credits into the Industrial Supervision program structured to facilitate the transfer while offering all students in the degree program a comparable educational experience. Please see the attached list of program requirements.

A specialization component constitutes the block transfer of credits. While retaining, with minimal modification, the original degree plan of the Industrial Supervision program which focuses on a business format, the Areas of Specialization representing the block transfer include Graphic Communications, Industrial Electronics, Diesel Technology, Visual Communication Art, and Desktop Publishing. Requirements for each specialization area are detailed in Appendix A.

The Commonwealth of Kentucky implemented a system of curricular change after many years of careful planning to update the quality and delivery system of programs of post-secondary programs. As of August 1, 1993, that curricular plan was fully implemented and is known as the Post-Secondary Curriculum and is based on the typical collegiate model. A brief listing of objectives and outcomes is provided in Appendix B.

The delivery of post-secondary curriculum reflects a firm commitment by the Kentucky Tech System to the post-secondary systems overall objectives in program, course description and

Nunn Drive
Highland Heights, Kentucky 41099-0839

Northern Kentucky University is an equal opportunity institution.

content, scheduling, and program outcomes quality. Additionally, the Kentucky Tech System is committed to continually improving instruction by assuring that faculty are qualified by staying current in their respective disciplines through research, study and college degree completion.

cc: Dr. Thomas Isherwood, Dean, College of Professional Studies

Industrial Supervision Associate Degree Plan

General Studies

English Composition-one course	3
Oral Communications	3
Mathematics-one course	3
Humanities/Fine Arts	3
Social/Behavioral	3
Natural Science	3
Total Semester Hours	18

Industrial Supervision

IET 110 Introduction to Technology3	
IET 112 Technical Graphics	3
IET 211 Quality Control	3
IET 213 Occupational and Industrial Health and Safety	3
IET 215 Human Relations in Business and Industry	3
IET 311 Productivity Management	3
IET 315 Personnel Management	3
IFS 100 Introduction to Computer Information Systems	3
LAS 300 Introduction to Labor Relations	3
OST 110 Time Management	3
Total Semester Hours	30

Tracks and Electives

21 Hours

Business Track

ACC 200 Principles of Accounting I-Financial	3
BAD 100 Introduction to Business	3
ECO 200 Principles of Macroeconomics	3
IFS 110 Business Programming	3
LAS 301 Labor-Management Negotiations	3
Electives	6
Total Semester Hours	21

OR

Department Approved NKU Elective Block for Technical Specialization

Total Semester Hours 21

OR

Approved Block Transfer from Kentucky Tech-See Appendix A

Total Semester Hours 21

Total Credit Hours for Graduation -
AAS in Industrial Supervision =

69 Credit Hours

Appendix A

Associate Degree in Industrial Supervision

Area of Specialization: Graphic Communications

(From Northern Kentucky University in cooperation with Kentucky Tech, Northern Campbell State Campus)

General Studies		sem. hrs.
English Composition—one course	.....	3
Oral Communication—one course	.....	3
or competency test		
Mathematics—one course	.....	3
Humanities/Fine Arts—one course	.....	3
Social/Behavioral Science—one course	.....	3
Natural Science—one course	.....	3

18 semester hrs.

Industrial Supervision Courses

IET 110	Introduction to Technology	.....	3
IET 112	Technical Graphics	.....	3
IET 211	Quality Control	.....	3
IET 213	Occupational and Industrial Health and Safety	.....	3
IET 215	Human Relations in Business and Industry	.....	3
IET 311	Productivity Management	.....	3
IET 315	Personnel Management	.....	3
IFS 100	Introduction to Computer Information Systems	.....	3
LAS 300	Introduction to Labor Studies	.....	3
OST 110	Time Management	.....	3

30 semester hrs.

Specialization Component

Graphic Communications

GAT 100	Introduction to Graphic Communications	.....
CPU 100	Computer Fundamentals	.....
GAT 110	Design, Layout & Paste-up Concepts	.....
GAT 111	Design, Layout & Paste-up Applications Lab	.....
TCX 120	Typography Concepts	.....
GAT 375	Finishing and Binding Operations	.....
GAT 210*	Lithographic Camera/Darkroom I Concepts	.....
GAT 211	Lithographic Camera/Darkroom I Applications Lab	.....
GAT 220	Lithographic Film Assembly and Platemaking Concepts	.....
GAT 221	Lithographic Film Assembly and Platemaking Applications Lab	.....
GAT 340*	Press I Concepts	.....
GAT 341	Press I Applications Lab	.....
DPX 320*	Desktop Publishing Layout & Design (or DPX 420* Desktop Publishing Graphic Design)	.....
DPX 321	Desktop Publishing Layout & Design Lab	.....
DPX 420*	Desktop Publishing Graphic Design (or DPX 320* Desktop Publishing Layout & Design)	.....
DPX 421	Desktop Publishing Graphic Design Applications Lab	.....

21 semester hrs.

*Lab must be taken concurrently with this course.

Associate Degree in Industrial Supervision

Area of Specialization: Desktop Publishing

(From Northern Kentucky University in cooperation with Kentucky Tech, Northern Campbell State Campus)

General Studies	sem. hrs.
English Composition—one course	3
Oral Communication—one course	3
or competency test	
Mathematics—one course	3
Humanities/Fine Arts—one course	3
Social/Behavioral Science—one course	3
Natural Science—one course	3

18 semester hrs.

Industrial Supervision Courses

IET 110	Introduction to Technology	3
IET 112	Technical Graphics	3
IET 211	Quality Control	3
IET 213	Occupational and Industrial Health and Safety	3
IET 215	Human Relations in Business and Industry	3
IET 311	Productivity Management	3
IET 315	Personnel Management	3
IFS 100	Introduction to Computer Information Systems	3
LAS 300	Introduction to Labor Studies	3
OST 110	Time Management	3

30 semester hrs.

Specialization Component

Desktop Publishing

GAT 100	Introduction to Graphic Communications	
CPU 100	Computer Fundamentals	
GAT 110	Design, Layout & Paste-up Concepts	
GAT 111	Design, Layout & Paste-up Lab	
TCX 120	Typography Concepts	
GAT 210*	Lithographic Camera/Darkroom I Concepts	
GAT 211	Lithographic Camera/Darkroom I Applications Lab	
GAT 220	Lithographic Film Assembly and Platemaking Concepts	
DPX 320*	Desktop Publishing Layout & Design (or DPX 420* Desktop Publishing Graphic Design)	
DPX 321	Desktop Publishing Layout & Design Lab	
DPX 420*	Desktop Publishing Graphic Design (or DPX 320* Desktop Publishing Layout & Design)	
DPX 421	Desktop Publishing Graphic Design Applications Lab	
VCA 350*	Computer Illustration Applications (or VCA 354* Computer Illustration & Design Applications)	
VCA 351	Computer Illustration Applications Lab	
VCA 354*	Computer Illustration & Design Applications (or VCA 350* Computer Illustration Applications)	
VCA 355	Computer Illustration & Design Applications Lab	

21 semester hrs.

*Lab must be taken concurrently with this course.

Associate Degree in Industrial Supervision

Area of Specialization: Visual Communication Art

(From Northern Kentucky University in cooperation with Kentucky Tech, Northern Campbell State Campus)

General Studies	sem. hrs.
English Composition—one course	3
Oral Communication—one course	3
or competency test	
Mathematics—one course	3
Humanities/Fine Arts—one course	3
Social/Behavioral Science—one course	3
Natural Science—one course	3

18 semester hrs.

Industrial Supervision Courses

IET 110	Introduction to Technology	3
IET 112	Technical Graphics	3
IET 211	Quality Control	3
IET 213	Occupational and Industrial Health and Safety	3
IET 215	Human Relations in Business and Industry	3
IET 311	Productivity Management	3
IET 315	Personnel Management	3
IFS 100	Introduction to Computer Information Systems	3
LAS 300	Introduction to Labor Studies	3
OST 110	Time Management	3

30 semester hrs.

Specialization Component

Visual Communication Art

CPU 100	Computer Fundamentals	
VCA 102	Fundamentals of Drawing I	
VCA 112	Introduction to Layout and Graphic Design	
VCA 113	Introduction to Layout and Graphic Design Lab	
VCA 120*	Production Art	
VCA 121	Production Art Lab	
VCA 215	Printing Processes	
TCX 120	Typography Concepts	
DPX 320*	Desktop Publishing Layout & Design (or DPX 420* Desktop Publishing Graphic Design)	
DPX 321	Desktop Publishing Layout & Design Lab	
DPX 420*	Desktop Publishing Graphic Design (or DPX 320* Desktop Publishing Layout & Design)	
DPX 421	Desktop Publishing Graphic Design Applications Lab	
VCA 350*	Computer Illustration Applications (or VCA 354* Computer Illustration & Design Applications)	
VCA 351	Computer Illustration Applications Lab	
VCA 354*	Computer Illustration & Design Applications (or VCA 350* Computer Illustration Applications)	
VCA 355	Computer Illustration & Design Applications Lab	
CSX 360	Computer Photography & Color Separation Applications	
VCA 380a	Professional Portfolio Development	
VCA 380b	Professional Portfolio Development	

21 semester hrs.

*Lab must be taken concurrently with this course.

Associate Degree in Industrial Supervision

Area of Specialization: Industrial Electronics

(From Northern Kentucky University in cooperation with Kentucky Tech, Northern Campbell State Campus)

General Studiessem. hrs.

English Composition—one course	3
Oral Communication—one course	3
or competency test	
Mathematics—one course	3
Humanities/Fine Arts—one course	3
Social/Behavioral Science—one course	3
Natural Science—one course	3

18 semester hrs.

Industrial Supervision Courses

IET 110	Introduction to Technology	3
IET 112	Technical Graphics	3
IET 211	Quality Control	3
IET 213	Occupational and Industrial Health and Safety	3
IET 215	Human Relations in Business and Industry	3
IET 311	Productivity Management	3
IET 315	Personnel Management	3
IFS 100	Introduction to Computer Information Systems	3
LAS 300	Introduction to Labor Studies	3
OST 110	Time Management	3

30 semester hrs.

Specialization Component

Industrial Electronics

BLR 240	Electronic Drafting	
CPU 100	Computer Fundamentals	
DCX 210*	Devices and Circuits I	
DCX 211	Devices and Circuits I Lab	
ELT 310*	Digital Electronics	
ELT 311	Digital Electronics Lab	
ELX 110*	Direct Current Circuits	
ELX 111	Direct Current Circuits Lab	
ELX 120*	Alternating Current Circuits	
ELX 121	Alternating Current Circuits Lab	
LCX 320	Programmable Controllers	
MCX 300*	Electrical Motor Controls I	
MCX 301	Electrical Motor Controls II Lab	

21 semester hrs.

*Lab must be taken concurrently with this course.

Associate Degree in Industrial Supervision

Area of Specialization: Diesel Technology

(From Northern Kentucky University in cooperation with Kentucky Tech, Northern Campbell State Campus)

General Studiessem. hrs.

English Composition—one course	3
Oral Communication—one course	3
or competency test	
Mathematics—one course	3
Humanities/Fine Arts—one course	3
Social/Behavioral Science—one course	3
Natural Science—one course	3

18 semester hrs.

Industrial Supervision Courses

IET 110	Introduction to Technology	3
IET 112	Technical Graphics	3
IET 211	Quality Control	3
IET 213	Occupational and Industrial Health and Safety	3
IET 215	Human Relations in Business and Industry	3
IET 311	Productivity Management	3
IET 315	Personnel Management	3
IFS 100	Introduction to Computer Information Systems	3
LAS 300	Introduction to Labor Studies	3
OST 110	Time Management	3

30 semester hrs.

Specialization Component

Diesel Technology

CPU 100	Computer Fundamentals	
ADX 150*	Gasoline Engine Repair	
ADX 151	Gasoline Engine Repair Lab	
ADX 260*	Electrical Systems	
ADX 261	Electrical Systems Lab	
DIT 100	Mechanical Concepts	
DIT 110*	Diesel Engines I	
DIT 111	Diesel Engines I Lab	
DIT 150*	Power Trains I	
DIT 151	Power Trains I Lab	
DIT 130*	Fuel Injection I	
DIT 131	Fuel Injection I Lab	
DIT 260	Steering and Suspension	
DIT 180*	Brakes	
DIT 181	Brakes Lab	

21 semester hrs.

*Lab must be taken concurrently with this course.

Appendix B

OBJECTIVES/OUTCOMES

The objectives and expected outcomes for postsecondary operations are as follows:

1. Establish statewide needs for program offerings;
2. Identify new occupational offerings needed at the postsecondary level including Technical Degree level programs;
3. Increase the accessibility of vocational offerings;
4. Compress instructional time in selected occupational areas;
5. Increase flexibility of scheduling;
6. Increase the utilization of core classes;
7. Increase the transfer of credit from Vocational Technical Education to Higher Education;
8. Improve instructional time on task;
9. Clarify program content;
10. Increase the integration of academics into postsecondary vocational/technical content;
11. Provide flexible access to business and industry for classes and seminars; and
12. Improve KY Tech graduate placement.



**NORTHERN
KENTUCKY
UNIVERSITY**

Department of Music
(606) 872-4189

To: The Curriculum Committees

Fr: John O. Westlund

A handwritten signature in dark ink, appearing to read 'John O. Westlund'.

Re: Bachelor of Music in Music Theory Degree.

Da: Oct. 18, 1993

In 1985 the Department of Music did a self study for the National Association of Music Departments as a part of our application for accreditation. At that time we offered a degree which we called Bachelor of Music, Theory/Composition. As a result of the self study report, the on-campus visitation by two evaluators and a review by the NASM Commission on Undergraduate Studies in June, 1985 we were advised as follows:

"The proposed degree, Bachelor of Music in Theory/Composition, should be retitled Bachelor of Music in Theory. The program does not have sufficient composition requirements to meet NASM standards for a combined degree in music and theory. Combination degree programs should meet the competencies expected for both areas of combination."

In the 1986-87 catalogue the Department of Music listed its theory degree appropriately as Bachelor of Music in Theory according to the recommendation above. Somehow it was changed in subsequent catalogues and currently reads "Bachelor of Music in Performance, Theory Emphasis." The correct degree title which is the way it is listed in the NASM directory is "Bachelor of Music in Music Theory." We wish to use that title in subsequent catalogues.

NORTHERN KENTUCKY UNIVERSITY
Highland Heights, Kentucky 41099
Music Department

Memorandum

November 30, 1993

To: Music Faculty
Fr: Phil Koplow & Gary Johnston
Re: Bachelor of Music in Composition

The following course sequence supports the reinstatement of the major in music composition.

Applied sequence: (2.5 GPA in theory. PREREQ: Placement test.)

MUS 228 Composition 1/2 hr. per week. (May be repeated for credit)	2
MUS 229 Composition 1/2 hr. per week. (May be repeated for credit)	2

Admission to Junior Standing:

Acceptable composition portfolio adjudicated by the composition faculty, 2.5 GPA in Music Theory and Aural Skills, plus an original composition recommended by the composition faculty for performance on a student recital.

Four semesters of Music Composition at the 300 level or above.

MUS 328 Composition (1 hr. per week. May be repeated for credit)	4
MUS 329 Composition (1 hr. per week. May be repeated for credit)	4
MUS 428 Composition (1 hr. per week. May be repeated for credit)	4
MUS 429 Composition (1 hr. per week. May be repeated for credit)	4

MUS 122, 123, 222, 223, Theory I, II, III, IV	12
MUS 124, 125, 224, 225, Aural Skills I, II, III, IV	4
MUS 190 Recital Review	0
MUS 230, 231 History of Music	6
MUS 252 Beginning Conducting	2
MUS 313 Computer Applications for Musicians	1
MUS 314 Advanced Electronic and Computer Music Techniques (PREREQ: MUS 313) (May be repeated for credit)	3
MUS 320 or MUS 321 Counterpoint (16th or 16th c.)	3
MUS 322 Form and Analysis	3
MUS 324 Orchestration I	3
Applied music courses (6 semesters of study) (piano recommended)	12
Piano Proficiency requirement	0
Elective in music history or literature* (300 level or above)	3
Electives in music (300 level or above)	6
MUS 436 Music of the Twentieth Century	3
Ensembles (Must have advisor's approval)	7
MUS 397 Junior composition recital	0
MUS 498 Senior composition recital	0

TOTAL 88

MEMORANDUM

To: Professor Nancy Firak, President, Faculty Senate
From: Fred Schneider, Chair, Professional Concerns Committee
Re: Action Item for Faculty Senate
Date: November 29, 1993

At its recent meeting, the Professional Concerns Committee considered a paragraph in the October 29, 1993, Memorandum from Dr. Gaston to you, which reads:

"The first of the two concerns [of Student Senate] bears on the use of 'class participation' as an factor in grading standards within courses. The students believe first that 'class participation' should not be used as a surrogate for attendance policy. They believe also that when 'class participation' appears on the course syllabus as a component of the grade, with the justification required by the current catalog, the evaluative standards to be brought to bear on class participation should be clearly defined. I commend this concern to your attention, for I believe that thorough and descriptive syllabi represent a commitment for all faculty members."

The following recommendation was adopted to amend the Code of Student Rights & Responsibilities by adding this sentence at the appropriate place:

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

Nathan Smith, Student Government President, and one other student appeared at the meeting, and both agreed that the Committee proposal was a very satisfactory response to the student concerns. The Committee believes that this sentence will provide sufficient guidance to faculty and that students would be able to have a clear understanding of what class participation means for that course and how it will be evaluated for that course. The Committee recognizes that class participation will, of necessity, have different meaning in courses in different disciplines.

passed

MEMORANDUM

January 20, 1994

TO: Faculty Senate

FR: Ray McNeil, Parliamentarian

RE: Proposed Amendments to Faculty Senate Constitution

Several amendments to the Constitution of the Faculty Senate have been proposed or suggested over the past year. The purpose of this memorandum is to present a compilation of these amendments to Faculty Senate for consideration and possible revision before presentation to the General Faculty for a vote. Article XV, Amendments, governs the amendment process and reads as follows:

"This constitution may be amended at any meeting of the General Faculty by a two-thirds majority of those present and voting, provided the proposed amendment was included in the agenda and was available to the members of the General Faculty for one week prior to the meeting. The approved amendment becomes operative upon ratification by the Board of Regents."

The first four items of the six listed below are related to a proposal transmitted to me by Paul Ellis, Director, Learning Assistance Program, regarding Senate representation for "full-time, non-tenure track renewable" faculty members not holding the rank of instructor or higher. The fifth item serves to formalize the release-time policy currently in use for Senate officers, as does the sixth item with regard to votes by the Senate on curricular matters involving general studies or remedial work. I propose that each of these six items be treated as a separate amendment.

In the text of the Senate Constitution which follows, *proposed deletions are shown in italics* and proposed additions are underlined.

Item #1 - Article III, Section A (regarding Senate membership)

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

Item #2 - Article IV, Section B1 (regarding selection of Senate members)

The total number of Senators (exclusive of the president) shall be *thirty-five* thirty-six.

Item #3 - Article IV, Section B2 (regarding selection of Senate members)

The number of Senators from each college shall be proportional to the total faculty as determined by the Executive Committee by January 31st of each year based on the

Spring Semester faculty roster. For purposes of calculating numbers of Senators, only faculty eligible to vote for senators shall be counted. A college is defined as a group of departments and/or independent programs headed by a dean. For voting purposes the NKU Library faculty will be placed in the College of Professional Studies and ACES faculty will be placed in the College of Arts and Sciences. The College of Law shall be considered an academic college.

Item #4 - Article IV, Section B3 (regarding definition of programs) *drop*

Within each college, every department or independent program elects one Senator.

- a) Department is defined as a group of faculty having a chairperson.
- b) Independent program is defined as a group of faculty having a director.
- c) The NKU Library faculty shall be considered as one program. ACES faculty shall be considered as one program. The Salmon P. Chase College of Law, including the Law Library, shall be considered as one program.

Item #5 - Article VII, Section C (regarding reassigned time)

Reassigned time shall be allotted to the following members of the Executive Committee:

President - 50% 75%
Curriculum Committee Chair - 25% 50%
Professional Concerns Chair - 25%
Budget Chair - 25%
Faculty Benefits Chair - 25% for Fall Semester

Item #6 - Article X (regarding rules of order)

A majority vote is defined as a majority of those present and voting. An abstention shall not count as a vote. Approval of proposed changes in NKU's general studies requirements or remedial work requirements requires a two-thirds majority of those present and voting. In the absence of any other special rules of order which the General Faculty or the Faculty Senate may adopt, Robert's Rules of Order shall govern the conduct of the meetings.

Upon consideration and vote of the General Faculty and action by the Board of Regents regarding these proposed amendments, I suggest that the Constitution of the Faculty Senate, as amended, be distributed to all departments and programs. Copies should also be provided, through the Faculty Senate office, to individual faculty who request them.

Northern Kentucky University
Highland Heights, KY 41099

MEMORANDUM

TO: Faculty Senate

FR: Paul Ellis, Director ¹⁶
Learning Assistance Program

DA: January 24, 1994

RE: Senate Constitution Amendment Proposals #1-4.

All full-time, non-temporary staff persons participate in or are represented by Staff Congress. All full time, non-temporary (i.e. renewable) faculty persons participate in or are represented by the Faculty Senate--except for lecturers. Renewable lecturers (see table below) are the only non-temporary NKU employees excluded from university governance.

Table: Renewable/Temporary Full-time Appointments

	<u>TITLE</u>	<u># RENEWABLE</u>	<u># TEMPORARY*</u>
1	Professor	107	1
2	Associate Professor	117	2
3	Assistant Professor	101	6
4	Instructor	6	7
5	Lecturer	<div style="border: 1px solid black; padding: 2px; display: inline-block;">14</div>	50
6	Visiting Professor		1
	TOTALS	345	67

*Special Conditions or Remarks on Temporary Appointment Form: "This is a one year, temporary, self-terminating appointment. No further notice of non-reappointment is necessary."

The PRESENT Faculty Senate Constitution reads:

ARTICLE III. Membership

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

The PROPOSED AMENDMENT #1** would delete last six words:

ARTICLE III. Membership

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

The NEW Faculty Senate Constitution would read:

ARTICLE III. Membership

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

**Proposed Amendments 2-4 (See Ray McNeil's handout) are related or necessary if #1 is approved.

RATIONALE

1. The change would increase the voting membership of the Faculty Senate by 14 faculty persons and thereby become a more representative faculty body.
2. "Full-time, non-tenure track renewable" lecturers are reappointed from year to year like most other renewable faculty. All renewable faculty have a long-term, rather than a short-term, commitment to the university and therefore should participate in university governance.

[The five renewable lecturers in the Learning Assistance Program, for instance, average over 10 years of full-time teaching experience at NKU.]

3. The contractual difference between renewable lecturers and renewable instructors is less than the contractual difference between renewable lecturers and temporary lecturers (see sample Appointment Forms and note "Special Conditions or Remarks"), yet the Faculty Senate Constitution makes an absolute distinction between renewable lecturers and instructors and no distinction between the renewable lecturers and temporary lecturers.
4. Faculty members with renewable appointments should not be excluded from university governance.

Attachments

Northern Kentucky University
Highland Heights, KY

Appointment Form

Department: Learning Assistance Center Discipline: English
Major Division: ACES Account No.: 001-T-1-01-5727-4101 100 %
Account No.: _____ %

Name and Address: _____

Soc. Sec. No.: _____

Date of Birth: 1/19/62Highest Degree: Masters

Tenure Awarded: _____

Type of Appointment: AY X FY _____

Salary: _____

Title/Faculty Rank: LecturerSalary Beginning (First Month) 8/14/93

STATUS:

Salary Ending (Last Month): 5/14/94

Tenure-track: Tenured _____ Probationary _____

Non-tenure-track: Temporary X Renewable _____

Other (specify) _____

Special Conditions or Remarks

This is a one year, temporary, self-terminating appointment. No further notice of non-reappointment is necessary.

- ☒ Faculty appointments for 1993-94 are governed by the current *Faculty Policy and Procedure Manual* as approved by the Board of Regents on 7/29/81. A copy is available through the Office of the Provost.
- ☐ Chairperson appointments for _____ are governed by the current *Chairpersons Handbook* as approved by the Board of Regents on _____. A copy is available through the Office of the Dean.
- ☐ Administrative appointments are governed by the current *Personnel Policies and Procedure Manual*. A copy is available through the Office of Personnel Services.

Appointee _____ Date _____

Position Code: _____

Office of the Dean/Provost

an/Provost _____ Date _____

Northern Kentucky University
Highland Heights, KY

Appointment Form

Department: Learning Assistance Center Discipline: EnglishMajor Division: ACES Account No.: 001-T-1-01-5727-4101 100 %

Account No: _____ %

Name and Address _____

Soc. Sec. No.: _____

Date of Birth: 9/1/41Highest Degree: Masters

Tenure Awarded: _____

Salary: _____

Salary Beginning (First Month) 8/14/93Salary Ending (Last Month): 5/14/94Type of Appointment: AY X FY _____Title/Faculty Rank: Lecturer

STATUS:

Tenure-track: Tenured _____ Probationary _____

Non-tenure-track: Temporary _____ Renewable X

Other (specify) _____

Special Conditions or Remarks _____

Paydates: 8/1/93 to 7/31/94

☒ Faculty appointments for 1993-94 are governed by the current *Faculty Policy and Procedure Manual* as approved by the Board of Regents on 7/29/81. A copy is available through the Office of the Provost.☐ Chairperson appointments for _____ are governed by the current *Chairpersons Handbook* as approved by the Board of Regents on _____. A copy is available through the Office of the Dean.☐ Administrative appointments are governed by the current *Personnel Policies and Procedure Manual*. A copy is available through the Office of Personnel Services.

Appointee _____ Date _____

Dean/Provost _____ Date _____

Position Code: _____

Office of the Dean/Provost



**NORTHERN
KENTUCKY
UNIVERSITY**

Office of the President
(606) 572-5123

MEMORANDUM

July 9, 1992

TO: J. Michael Thomson

FR: Leon E. Boothe

RE: Senate Recommendation on Senate Release Time Policy

After discussing this issue with the Provost, I accept the Senate's new policy on release or reassigned time for Senate officers with one small change. Given the level of activity of the various committees, I believe the release time for the Benefits Committee Chair should remain the same. Otherwise, the policy is acceptable. Therefore, the new policy would be:

- 3/4 time release for the President
- 1/2 time release for the Curriculum Chair
- 1/4 time release for Professional Concerns Chair
- 1/8 time release (old policy) for Benefits Chair
- 1/4 time release for Budget Chair

This change is acceptable because of the significant amount of time being devoted by the Faculty Senate Executive Committee to administrative matters and the success of our collegial governance policy. However, I have charged the Provost to work with you on specific position descriptions for the members of the Executive Committee. These descriptions should delineate the need for release time and how it will be used. This will be done on an annual basis. This release time will be reviewed annually by the Provost at the end of the academic year.

This is an important and positive change for the institution and I hope that we will continue to work with the strong sense of collegial governance we have enjoyed in the past few years.

c: David Jorns

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

MEMORANDUM

TO: Faculty Senators

FR: Senate Executive Committee *Jim*

DA: May 10, 1991

RE: Release Time for Senate Officers

The Senate Executive Committee is proposing a change in the amount of release time from teaching to be granted to faculty members who serve as Senate officers. The purposes of this memo are to introduce a resolution concerning this proposal as a voting item for the May 16, 1991 Senate meeting and to provide some brief background information relating to the resolution.

BACKGROUND:

Currently, the Faculty Senate president receives one half time release each semester. In addition, the Chair of the University Curriculum Committee receives one quarter time release each semester and the Chair of the Faculty Benefits Committee receives one quarter time release for the fall semester only. Two years ago the Senate asked for some release time for the chairs of the the Budget and Commonwealth Affairs Committee and the Professional Concerns Committee but these requests were denied by the administration at that time. During the past two years, as NKU has continued its move towards a more collegial, shared, governance management, the Senate has been asked to play an increasingly more time consuming role in a number of areas (e.g. strategic planning, assessment, handbook revision, salary policy).

In recognition of these increasing demands, and in keeping with his intention to continue to involve the Senate more extensively in governance issues relating to academic affairs, the Provost has raised once again the issue of increased release time. The Senate Executive Committee has discussed this issue, giving consideration to the amount of time we feel is necessary to adequately represent the faculty in the governance process. Based on these discussions and some consultation with the provost, we propose the following resolution regarding release time for Senate officers. It should be noted that our intention is to have this new release time structure implemented on a trial basis for perhaps two years before moving to make it permanent by amending the Senate constitution.

RESOLUTION

The Faculty Senate recommends that release time from teaching be granted to Senate officers as follows:

- 1) Chairs of each of the four standing committees - one quarter release time for both Fall and Spring semesters.
- 2) President - full time release for both Fall and Spring semesters with teaching responsibilities to be filled by a one year temporary lecturer assigned to his/her academic department.

- C. Reassigned time shall be allotted to the following members of the Executive Committee:

President - 50%

Curriculum Committee Chair - 25%

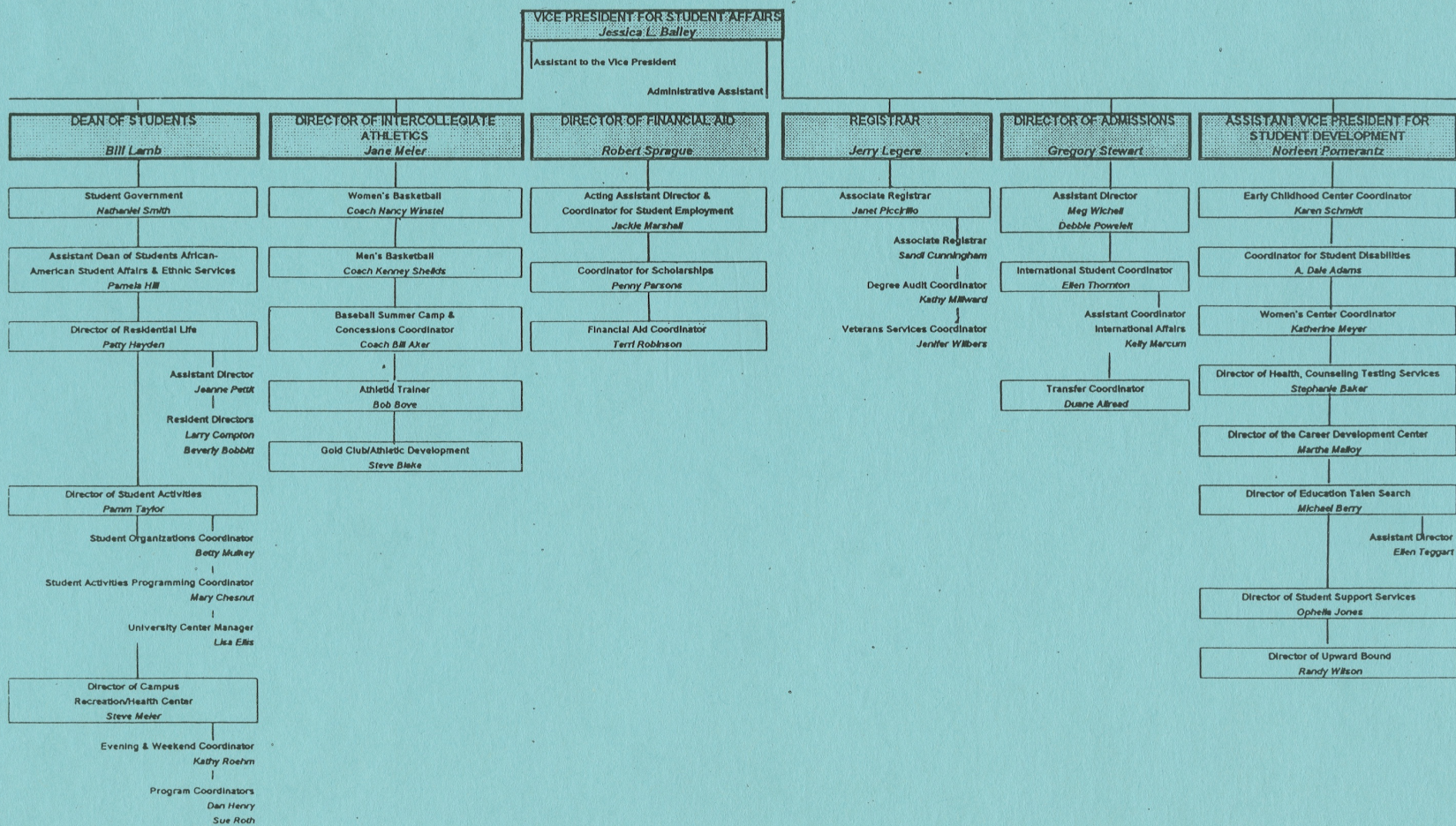
Faculty Benefits Chair - 25% for Fall Semester

- D. The following duties shall be the specific responsibilities of the Executive Committee:

- 1) It shall function as the official representative body of the faculty when the Faculty Senate is not in session and may take whatever emergency action it deems necessary. Such action shall be presented for approval to the Faculty Senate at its next regular meeting.
- 2) It shall cause matters approved by the Faculty Senate to be conveyed to the president of the University for appropriate action, and shall report the action taken to the Faculty Senate.
- 3) It shall serve as a committee on committees to work with the administration in forming university committees and in appointing their membership when appropriate.
- 4) It shall receive the written reports of the committees of the Faculty Senate.
- 5) It shall refer such matters as are designated by the Faculty Senate for action by the appropriate committee.
- 6) It shall prepare the agenda for meetings of the Faculty Senate. Committee recommendations intended for Senate action shall be so designated on the agenda.
- 7) It shall insure that nominations and elections are carried out as specified in the Constitution.
- 8) It shall make committee assignments, taking into account preference of Senators, by the regular August meeting, and notify those departments and independent programs which still require representation on the standing committees.

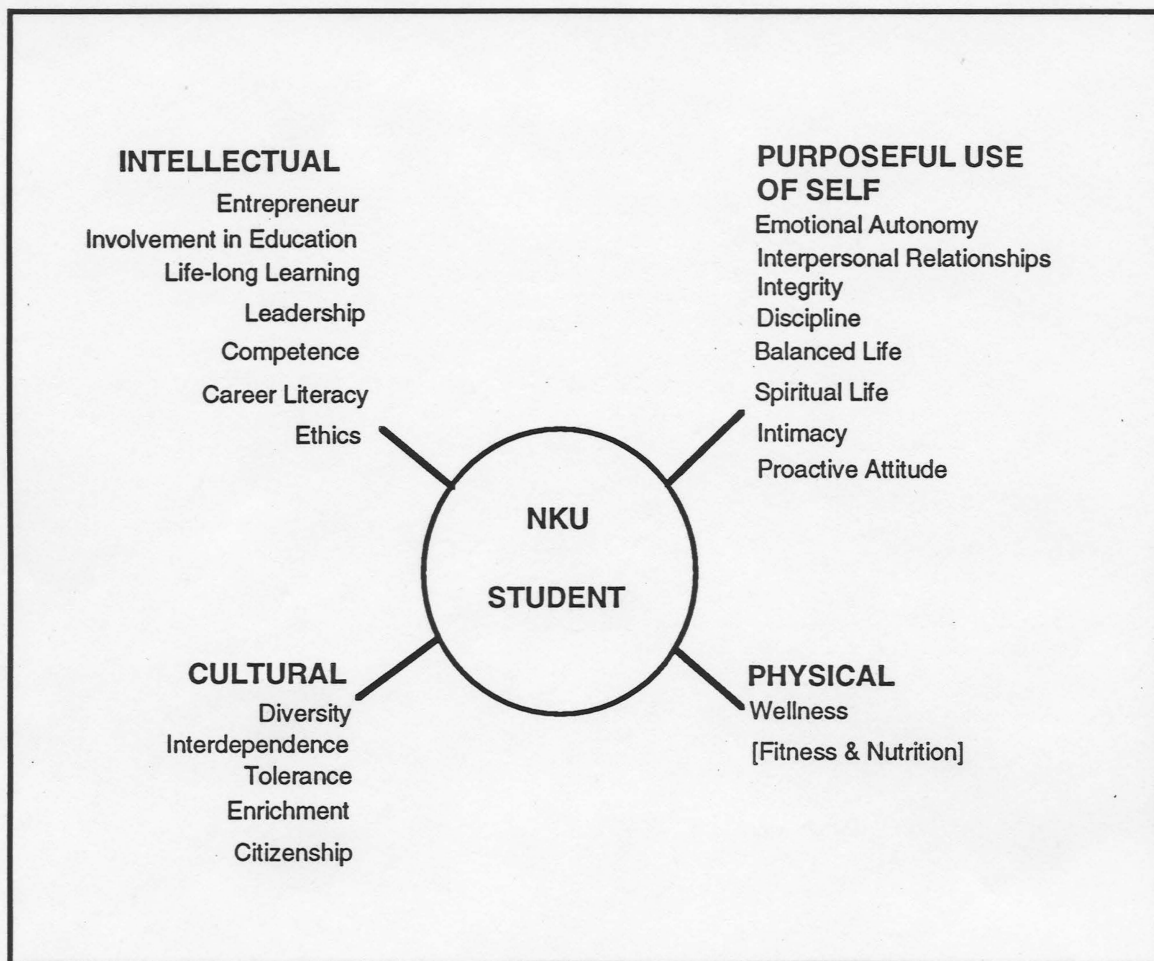
NORTHERN KENTUCKY UNIVERSITY

Division of Student Affairs



MODEL

FOR THE WELL-EDUCATED, WELL-DEVELOPED NORTHERN KENTUCKY UNIVERSITY STUDENT



The Model for the Well-Educated, Well-Developed Northern Kentucky University Student was developed by a working group of Student Affairs staff who reviewed numerous student developmental theories in order to identify the critical areas of development for all students regardless of age, race, or gender. These are also areas which transcend classroom walls and are the purview of all members of the campus community who work with students.

IV. PROGRAM REVIEW AND EVALUATION PROCEDURES AND PROCESS

Purpose

A review and evaluation of the annual reports (program reviews) of each unit within Student Affairs will provide the Vice President with recommendations and comments from a formalized review and evaluation process conducted in conjunction with a review and evaluation committee and the unit administrators. These recommendations will enable the Vice President to assess and review each unit within Student Affairs and to identify critical issues involving student needs and to implement priorities which respond to those needs and thus to establish Student Affairs goals and objectives for up-coming years.

Procedures

- The review and evaluation committee will be convened composed of
 - two students
 - ✓ a faculty member
 - the Assistant Provost for Planning and Assessment
 - six Student Affairs representatives:
 - two administrators
 - two professionals
 - two support staff.

Assistant Vice President for Student Development, Chair

The initial appointments are for two or three years in order to establish a staggered, rotation membership. The students and faculty may be appointed for only one year; the Assistant Provost and the Assistant Vice President are permanent members because of position.

- A schedule will be established for each annual report to be reviewed by the committee. The initial focus will be to review the limitation identified by the directors of each unit and to assess the objectives for the up-coming year.
- Each unit administrator will meet with the committee for approximately 20 minutes to discuss the annual report. Discussions will center on such issues as whether or not identified limitations are adequately addressed in the planning for the up-coming year; whether or not strategies are specific and measureable; whether or not adequate supporting data is available. See attached Checklist.
- Each person on the committee will be assigned one to two units to visit during the review period. This visit may be with the director or with the entire staff during a staff meeting.
- After each review is complete, the committee will submit recommendations, comments, and commendations to the Vice President.
- The Vice President will review the recommendations from the committee and prepare a Final Evaluation Report for each Student Affairs unit.

STUDENT AFFAIRS ANNUAL PROGRAM REPORT REVIEW AND EVALUATION GUIDELINES

Unit: _____ Academic Year: _____

Date: ____/____/____

Instructions: Use this scale to rate assessment criteria listed below. Place rating score in the space to the right of each criterion statement. Use Unknown (UK) response only if documentation or other information is unavailable. Use Not Applicable (NA) response only if the criterium is not applicable to that particular unit. The Committee and/or the Vice President will make recommendations for any areas scoring 3 or below.

1	2	3	4	5	UK	NA
Needs Action		Adequate		Excellent		

CRITERIA

**SCALE
SCORE**

PLANNING

1. Strengths and limitations of the unit have been clearly identified. _____
2. There exists a written set of objectives that are consistent with the identified limitations of the unit, with the stated goals and priorities of Student Affairs and with the mission of the Institution. _____
3. The written set of objectives are well-developed with clearly stated, measureable guidelines _____
4. There exists a set of strategies, which are related to the unit objectives and which are specific, clearly defined, and measurable. _____
5. There are clearly stated objectives and strategies related to the Kentucky Plan and to the enhancement of diversity on campus. _____
6. Strategies are assigned to specific staff members and have clear and appropriate timelines. _____
7. Staff are fully apprised of which strategies they have been assigned and have appropriate support to carry out their assignments _____

PROGRAM

8. The Director and staff make an effort to convey information about students to the broader campus population. _____

STUDENT AFFAIRS

9. There is a routine process for obtaining feedback on services to students _____
10. Data on student utilization of services are maintained and are readily available _____
11. The unit promotes student development by encouraging
(All units will not necessarily promote all of the following aspects of student
development.)
positive and realistic self appraisal _____
- intellectual development _____
- appropriate personal and occupational choices _____
- clarification of values _____
- physical fitness _____
- the ability to relate meaningfully to others _____
- an enhanced capacity to engage in a personally satisfying and effective style of
living _____
- appreciation of cultural and esthetic differences _____
- an enhanced capacity to work independently and interdependently _____
- List other ways this particular unit enhances student development _____

MANAGEMENT

12. There exists a clearly written set of policies and procedures for the unit. _____
13. There exists an organization chart showing job functions and reporting relationships
within and beyond the unit. _____
14. Staff in the unit have been encouraged to participate in training and educational
opportunities. _____
15. There exists personal and professional objectives for each staff member. _____
16. The unit has effectively used its physical resources to provide services and meet its
objectives. _____
17. The unit has effectively used its financial resources to provide services and meet its
objectives. _____
18. There is evidence of effective working relationships with other campus units and with
community agencies and resources as relevant. _____
19. Staff in the unit have initiated implemented, or participated in multicultural programs _____

20. The unit has a clearly articulated statement of professional ethics _____

Overall Assessment:

Commendations:

Actions needed [required] for improvement and enhancement:

This assessment report has been reviewed and approved by

Dr. Jessica L. Bailey
Vice President for Student Affairs

Date

Final Review Comments:

TO: Karen Ware
Campus Digest

FR: Peg Goodrich
Faculty Senate Secretary

DA: January 31, 1994

RE: Faculty Senate Special Election Results

A total 325 ballots were sent to faculty eligible to vote in the special election, and 156 valid votes were cast (almost 50%). Three invalid ballots were received.

A run-off for the Faculty Regents Election is necessary and will be held during the first two weeks of February as no candidate received the majority vote (defined as 50% + 1 of the valid votes cast). The smallest list of candidates whose combined percentage of vote exceeds 66 2/3 percent constitutes the candidates eligible for the run-off election. The following faculty will be listed on the ballot you will be receive within a few days.

Dr. Larry Giesmann - Biological Sciences
Dr. Rosetta J. Mauldin - Allied Health, Human Services, Social Work
Dr. J. Michael Thomson - Political Science

The following eight persons were the top vote getters in checking the results of the Financial Exigency Committee for the 1994-95 academic year. President Boothe will appoint five from the following faculty to serve on the committee.

+

Kevin Booher - Art Department
Linda Dolive - Political Science
Gary Johnston - Music Department
Debra Pearce - Biological Sciences
Beverly Reno - Nursing Department
Alice Rini - Nursing department
Frederick R. Schneider - Chase
Jeffrey Smith - Psychology