

NKU FACULTY SENATE

MEMORANDUM

TO: All Faculty
FROM: Billie Brandon, Secretary, Faculty Senate
DATE: April 30, 1982
RE: FACULTY SENATE MEETING

The next meeting of the Faculty Senate will be held on May 10 in Room 120, BEP Building at 1:00 P.M.

AGENDA

- I. Additions to/deletions from the agenda
- II. Minutes of the April 19th meeting.
- III. President's Report
 - A. April 28 Regents meeting
 - B. Review of year's goals
 - C. Ad hoc committees
 - D.
- IV. Old Business
 - A.
 - B.
- V. Committee Reports
 - A. Budget Committee
 1. NKU Policy for Faculty Evaluation and allocation of merit.
 - 2.
 - B. Curriculum Committee
Addition/Changes in General Studies
 1. ANT 258 Primitive Arts
280 Origins of Civilization
294 Cultural Ecology
251 The Anthropology of Sexuality and Sex Rules
 2. HIS 104
 3. SWK 203 Social Welfare in Contemporary Society
 - C. Faculty Benefits Committee
 1. Proposed changes in Bylaws
 2. Proposed changes in the Faculty Manual
 3. Faculty Educational Expansion Grant
 - 4.
 - D. Professional Concerns Committee
 - 1.
 - 2.
- VI. New Business
 - A. Election of 1982-83 Executive Committee
 - B.
- VII. Adjournment

MINUTES OF THE FACULTY SENATE

May 10, 1982

Senators Present:	Joseph Ohren	Kay Cooper
	Gary Johnston	Jonathan Bushee
	Paul Joseph	Larry Giesmann
	Jim Kinne	Susan Kissel
	Glen Mazis	Art Miller
	Peter Schiff	Debra Pearce
	Rosetta Mauldin	Tom Rambo
	George Goedel	Mike Ryan
	Lois Schultz	Frank Stallings
	Julie Gerdsen	Edwin Weiss
	Byron Renz	Billie Brandon
	Vernon Hicks	Rachelle Bruno
	Macel Wheeler	Tom Cate
	Jerry Warner	Pam Juengling
	Kathy Brinker	Donna Bennett

Senators Absent without Alternates:

Richard Ward	Richard Snyder
Mike Gray	David Elder
Frank Dietrich	Donald Cobb

Guests Present:

- Chuck Hawkins, Physical Science
- Linda Newman, Chase Law Library
- Barbara O'Brien, Nursing
- Pat Dolan, Social Work
- Lyle Gray, Provost
- Jeffrey Williams, Faculty Regent
- Lynn Ebersole, Biological Sciences
- Dennis O'Keefe, Political Sciences
- Michael Klembara, Associate Provost
- Jim Thomas
- Linda Olasov
- Janet Simon
- Becky Sturm
- Nancy Martin

The Faculty Senate meeting was brought to order at 1:10 P.M. by Debra Pearce

Dr. Pearce welcomed the Senators and the New Senators.

Dr. Pearce stated that the 1982-83 Senators would vote for the Executive Committee for 1982-83 at the end of this meeting. The president would be elected first and he/she would take the chair for the remainder of the elections of the Executive Committee.

I. Additions to/deletions from the Agenda

Dr. Pearce announced deletions under Curriculum Committee:

- 280 Anthropology
- 251 Anthropology
- 203 SWK Social Welfare in Contemporary Society

II. Minutes of the April 19th meeting

Jonathan Bushee moved that the minutes of the April 19th meeting be accepted as written, seconded by Tom Cate. Carried.

III. President's Report

A. April 28th Regents meeting

Dr. Pearce deferred to the Faculty Regent, Jeffrey Williams, congratulating him on his reelection as Faculty Regent. Dr. Williams reported that the previously discussed changes in the Financial Exigency Policy was passed by the Board of Regents.

B. Review of year's goals

Dr. Pearce indicated that the major goal that confronted the Faculty Senate at the beginning of the year was the development of the Financial Exigency Policy. Even though the Faculty Senate's policy was not accepted, a compromise document that is workable and perhaps can be changed as time goes on was accepted. Also the Senate wanted to develop some budgetary items and review the goals for the university. A questionnaire was sent out by the Budget Committee for the faculty to prioritize. The Budget Committee has also been working on a salary comparison, and the faculty has received a report on that comparison. The Committee is working on a merit and salary increase criteria as well. Professional Concerns has been involved with provisions on the Handbook. The Curriculum Committee has been working on standardization of the catalog as well as the concept of common learning and its implications here at Northern. Our Faculty Benefits Committee this year has gotten through a dental plan which is now in effect and has continued to pursue other benefits that we have had in the past years. It is also exploring new benefits. She stated that a lot was accomplished this year and that there is a lot more to do. She wished good luck to the new Senate that will be taking office in August and indicated that she will give them a list of things that the Executive Committee feels needs to be worked upon. She thanked the Senate for their long hours and hard work done this year. Jeffrey Williams also commended the Senate for their hard work and long hours.

C. Ad Hoc Committees

Dr. Pearce stated that some ad hoc committees will have to be formed and that the Senate has recently been asked by the Administration for a faculty representative to the Search Committee for Dean of Community Services. Dr. Pearson has resigned that office, and we will be in need of a new Dean. That committee will be established shortly and will work this summer for the selection of a new dean. Dr. Pearce asked if any of the Senators would volunteer for that committee or nominate someone and to please contact her or one of the members of the Executive Committee as soon as possible in that regard.

She related that another ad hoc committee is being established for the selection of a West Campus Coordinator (title as yet has not been agreed upon) and a faculty representative is needed for that committee. Dr. Pearce again asked for a volunteer or a nomination, and asked that they contact her or one of the members of the Executive Committee.

Dr. Pearce related that the administration is looking into new procedures with regard to tenure and promotion. The current procedure is for the department to make its recommendations to the Dean and the Dean passes recommendations on to the Provost. So once the department has made its recommendations there is no further input, other than administrator input, and the administration would like to explore other possibilities. Dr. Lyle Gray related that they would like to have more than one representative on the preceeding committees. Dr. Pearce will send out a memo concerning these committees. Concerning the tenure and promotion information, Dr. Gray related they are interested in having a faculty ad hoc committee discuss through the summer a way of getting ideas surfaced about the possibilities of some other approaches that would involve faculty, either college-wide or university-wide in reviewing tenure and promotion decisions and probably also some review of hiring decisions. Part of this comes out of a very active year of the Peer Review Committee in the areas of tenure and promotion and part comes out of a fairly large concern on the part of many with the fact that with the initial hiring as well as tenure and promotion, more than one department really is affected by any appointment in the university.

Dr. Pearce related that a replacement representative is needed on the Parking Committee also as there is a vacancy on that committee.

IV. Old Business

Dr. Gray related that he had attended every Faculty Senate meeting and stated on behalf of the administration that not only the performance of the Faculty Senate, its Executive Committee, but more especially by its chief executive, Debra Pearce, has been superb.

Dr. Pearce thanked him on behalf of herself, the Faculty Senate and the Executive Committee.

V. Committee Reports

A. Budget Committee - D. Snyder

As Dr. Snyder was absent from the meeting, Dr. Pearce related that the Budget Committee has been working on and has developed a document which relates to merit and yearly salary increases. The Executive Committee has yet to further look at the document before it is brought before the entire Senate. In all probability this will be top priority of the next year's Senate according to Dr. Pearce.

B. Curriculum Committee - T. Cate

Dr. Cate stated there were 3 courses to vote upon, ANT 258 Primitive Arts, 294 Cultural Ecology, and HIS 104. The first two are General Studies courses (non-Western Courses) and the latter an Honor Course which would replace the History sequence of the General Studies requirements. Senator Kathy Brinker expressed concern for the limited number of courses offered in any given semester in non-Western culture.

Question was called on the first two courses and passed. Question was called on the latter and passed.

C. Faculty Benefits Committee - L. Giesmann

1. Proposed changes in Bylaws submitted to the Senate with the Agenda passed.
2. Proposed changes in the Faculty Manual

After discussion of these proposed changes which were submitted to the Senate with the Agenda, two wording changes were made:

- a. the word "without" instead of "prior to" on item number 1.
- b. item number 7 was changed to read: Personnel with emeritus status will also continue to receive group medical and dental benefits equivalent to active faculty at the time of retirement for age.

Question was called for acceptance of these proposals and corrections. Passed.

3. Faculty Educational Expansion Grant

This is a working document, Dr. Giesmann indicated, and the Executive Committee has looked at this document and wants the Senate to have input.

Dr. Pearce stated this was a draft, and Tom Rambo made a few comments about the document and related it would be a valuable document for the faculty.

It was moved and seconded that this document be forwarded to the administration for comment and then come back to the Executive Committee for any further revisions before being presented to the Senate. Passed.

D. Professional Concerns Committee - T. Weiss

None

VI. New Business

A. Election of 1982-83 Executive Committee

President

As no written nominations had been made, nominations were opened to the floor. Byron Renz, Jonathan Bushee, Tom Cate and Jerry Warner were nominated. All declined to accept but Tom Cate. Dr. Cate was elected President of the 1982-83 Senate and Dr. Pearce turned the chair over to him.

Vice President

Of the three written nominations (Michael Ryan, Kathy Brinker, and Nancy Martin), Kathy Brinker and Nancy Martin withdrew their nominations. There being no other nominations from the floor, Michael Ryan was elected Vice President.

Secretary

Pam Juengling had received a written nomination. There being no other nominations from the floor, Pam Juengling was elected Secretary.

Parliamentarian

Byron Renz had received a written nomination. There being no other nominations from the floor, Byron Renz was elected Parliamentarian.

Chair of the Faculty Benefits Committee

George Goedel had received a written nomination. There being no other nominations from the floor, George Goedel was elected Chair of the Faculty Benefits Committee.

Chair of the Budget Committee

There were no written nominations for this position. Jim Kinne was nominated from the floor. There being no further nominations from the floor, Jim Kinne was elected Chair of the Budget Committee.

Chair of the Professional Concerns Committee

Ted Weiss had received a written nomination. There being no other nominations from the floor, Ted Weiss was elected Chair of the Professional Concerns Committee.

Chair of the Curriculum Committee

Tom Cate withdrew from the written nomination he had received. Nancy Martin, Jerry Warner and Billie Brandon received nominations from the floor. Billie Brandon declined. Ballots were then distributed. Jerry Warner was elected Chair of the Curriculum Committee by a vote of 16 to 14.

- B. Larry Giesmann complimented Debra Pearce for her fine job of presiding over the Faculty Senate, and related his gratification in having her as a colleague in the Biology Science Department. His comments were offered in the form of a motion, seconded and passed.
- C. Dr. Cate asked Dr. Albright if he had anything to say to the new or old Faculty Senate. Dr. Albright commended the Faculty Senate for its fine job this year and the fine selection of officers for the new Senate. He also commended Debra Pearce for the fine job she did this year.
- D. Dr. Pearce thanked everyone for the kind words and stated that it had been a very interesting year.

VII. Adjournment

Meeting was adjourned at 2:20 P.M.

Billie Brandon
Secretary
Faculty Senate

NKU POLICY FOR FACULTY EVALUATION AND ALLOCATION OF MERIT

I. Purpose

Merit compensation may be defined as a reward for excellent job performance. Merit money should be limited so that only outstanding work and only a given percentage of the faculty may qualify.

II. Assumptions and Objectives

Faculty merit pay should in no way be tied to rank or seniority. Merit increases serve to reward achievement, not as cost-of-living adjustments and should serve as positive motivation to improve performance. A well-designed merit reward system assumes that a sound salary structure exists, with salaries both externally competitive and internally equitable, and reflects levels of responsibility, experience and individual performance. Structure of the evaluative process should be made known to the faculty before the evaluation period begins.

Appropriately merit allocation criteria will closely follow those guidelines outlined in the Faculty Handbook for promotion and tenure, i.e. teaching effectiveness and/or job performance; professional development; university service; and community service.

The merit allocation policy shall be standardized for university-wide use but also flexible enough to take into consideration the uniqueness of each department. The criteria for awarding merit shall be directly related to the mission of the institution and will reflect performance in those evaluative areas mentioned above.

III. Overview of the Evaluative Method

The basis of faculty evaluation for merit must coincide to the primary categories of faculty activity for promotion and tenure. The flexibility of evaluation essential for the recognition of the individuality between departments and faculty is provided through a selective process. This process offers the faculty member the opportunity to select three of the four categories upon which to be evaluated, with teaching and/or job performance being a mandatory selection.

These three categories are then listed in a hierarchy, with the highest category assigned a weight of .45, the second a weight of .35 and the third a weight of .20. Based upon this process, the overall evaluation of a faculty member, E, would be equal to the sum of the weighted categories:

$$E = .45(C_1) + .35(C_2) + .20(C_3)$$

where C_1 = highest category

C_2 = second

C_3 = third

The following classifications will determine the ranking of the faculty member's overall evaluation:

<u>Range of E</u>	<u>Classification</u>
90 to 100	Merit category 3
75 to 84.99	Merit category 2
50 to 74.99	Merit category 1
25 to 49.99	Satisfactory
0 to 24.99	Unsatisfactory

IV. Analysis of individual categories

1. Teaching and/or job performance^{*}

This category is divided into three sections:

- a. Student evaluation - the student evaluation category will be given a weight of .5 and will be analyzed very mechanically, consisting of the highest evaluation from the previous two semesters' student evaluations, multiplied by (25), providing a range from 0 to 100.
- b. The chairperson's evaluation will be given a weight of .25 and based upon other information at the disposal of the chairperson, e.g. letters from students, syllabi, classroom material, nature of courses, class handouts, etc.
- c. Instructional and educational activity - this category will be given a weight of .25 also and will include attendance and participation in appropriate seminars, workshops, conferences, etc. and innovative teaching techniques.

2. Professional development

This category shall include certain identified activities which are to be determined by the individual departments, thus allowing them the opportunity to identify those activities they consider appropriate for merit rewards. These shall include the following

- a. Research
- b. Publication
- c. Professional services
- d. Additional coursework/degrees
- e. Creative productivity, including the visual and performing arts

^{*}For librarians and other non-teaching faculty:

Effective performance on the job, including innovation and initiative in meeting the responsibilities of the position successfully and efficiently, is substituted for the teaching category.

3. University service

This category would include the following:

- a. Committee activity
- b. Administrative responsibilities
- c. Academic advising
- d. Appropriate workshops, seminars
- e. Curriculum development, etc.

4. Community service

This category would be open to only that activity which involves the faculty member's professional skills in professionally-oriented, community-based organizations.

V. Procedure for appeal of individual evaluation

FACULTY MERIT EVALUATION FORM

1. TEACHING AND/OR JOB PERFORMANCE: weight = _____ x (A + B + C) = _____

A. Student Evaluation: 25 x _____ x .5 = _____

B. Chairperson Evaluation: _____ x .25 = _____

C. Instructional/Educational Activity: weight = _____ x _____ = _____

NOTE: For librarians and other non-teaching faculty, effective performance on the job, including innovation and initiative in meeting the responsibilities of the position successfully and efficiently, is substituted for the teaching category.

2. PROFESSIONAL DEVELOPMENT: weight = _____ x _____ = _____

A. Research

B. Publication

C. Professional services

D. Additional coursework/degrees

E. Creative productivity, including the visual and performing arts

3. UNIVERSITY SERVICE : weight = _____ x _____ = _____

A. Committee activity

B. Administrative responsibilities

C. Academic advising

D. Appropriate workshops, seminars

E. Curriculum development, etc.

4. COMMUNITY SERVICE: weight = _____ x _____ = _____

Activities in professionally-oriented, community-based organizations

Total points from the three selected categories = _____

SAMPLE EVALUATION

Selected categories and ranking

1. Teaching and/or job performance	.45 (52.5) = 23.625
2. Professional development	.35 (40) = 14.000
3. University service	.20 (30) = 6.000
	<hr/>
	43.625

43.625 falls into the satisfactory range

Teaching and/or job performance (mandatory selection)

A.	25 x 3 = 75 x .5 = 37.5
B.	40 x .25 = 10.0
C.	20 x .25 = 5.0
	<hr/>
	52.5

Professional development = 40 pts.

University service = 30 pts.

CATALOG INFORMATION

Type of Change Requested
check one:

☒ NEW COURSE
(does not appear
in current catalog)

☐ CHANGE OF PROGRAM REQUIREMENTS

☐ OTHER

(describe)

Program Cluster Arts and Sciences
Social Sciences

Program Anthropology

Course Number ANT 251 requested (Filled in by Program Chairperson only in cases of course already numbered. In case of new courses, filled in by registrar)

Course Level 100 ☒ 200 300 400 500 600

Name of Course Sexuality and Sex Roles

Hegis Taxonomy

(To be completed by registrar)

Catalog Page # would appear on page #170 of 1981-1982 catalog

Course Description (Please limit to 50 words) Contemporary sexual practices and sex roles are analyzed cross-culturally by focusing on non-Western cultures. Topics include origins, role of sexual intercourse, differences in the sexes, division of labor by sex.

Prerequisite or Co-requisite: None (in part so that Women's Studies minors without an anthropology background may take the course)

Number of credits: Three

Fee Assessment: None

Program Requirement Change
New Wording: N/A

Catalog Page #

Justification:

ANT 150 Information Sources in Anthropology (1,0,1) Nature and scope of primary and secondary information sources; bibliographic organization of resources; introduction to information retrieval systems; directed experience in using resources. Not applicable to general studies requirements. May not be taken for credit in more than one discipline. Same as SOC 150 and SWK 150.

ANT 201 World Ethnography (3,0,3) Survey of world cultures, primarily non-literate, using various anthropological approaches; development from simple to more complex cultural systems.

ANT 211 Museum Methods (2,2,3) Actual work experience in museums, stressing an anthropological approach; history of museums and their role in the development of anthropology; essential factors involved in museum research.

ANT 213 Experimental Archaeology (2,2,3) Classroom emphasis on the use of ethnographic and experimental analogy in archaeology; laboratory studies of manufacture of various "primitive" technologies such as chipped and ground stone tools, bone tools, textiles, basketry, and ceramics. PREREQ: ANT 100 or consent of instructor.

ANT 215 Archaeological Field Methods (1,6,4) Archaeological field methods by directed participation; surveying, site location, excavation, and recording. PREREQ: ANT 100 or consent of instructor.

ANT 220 Applied Anthropology (3,0,3) The ways anthropological research can be put to use solving practical problems in ethnicity, medical anthropology, population anthropology, and gerontology. PREREQ: ANT 100.

ANT 230 North American Indians (3,0,3) Origin; traditional ways of life; current position in American society.

ANT 231 Modern American Indians (3,0,3) Current problems faced by Indian populations in North America; history of Indian-White and Indian-Black relations; relations to federal government.

ANT 235 Indians of Mexico and Guatemala (3,0,3) Aboriginal cultures of Mexico and Guatemala; economic, social, political, and religious aspects of traditional and contemporary Indian cultures. PREREQ: ANT 100 or consent of instructor.

ANT 240 Peoples of Africa (3,0,3) Archaeology, geography, history, and cultures of Sub-Saharan Africa to the present; culture area concepts.

ANT 245 Peoples of Latin America (3,0,3) Contemporary cultures of Latin America; problems of contact, colonization, acculturation, development of the area cultural tradition, and contemporary urbanization. Same as SOC 245.

ANT 250 Women in Society (3,0,3) Roles of women in American society analyzed and compared with those of women in other societies; cross-cultural perspective of women; Western stereotypes; position of women and men in a changing world. Same as SOC 250.

ANT 258 Primitive Arts (3,0,3) Arts and art styles of non-literate cultures; functions of art; relationship to other aspects of culture. Same as ART 259. PREREQ: consent of instructor.

ANT 280 Origins of Civilization (3,0,3) The six major early civilizations: Mesopotamia, Egypt, Indus Valley, China, Mesoamerica, and Peru; archaeological background of the development of early civilization; various theories on the development of civilization.

ANT 294 Cultural Ecology (3,0,3) Interdependence of culture and physical environment; role of technology in cultural adaptation; socio-cultural patterns of human environmental interaction; case studies on selected non-industrialized and industrialized societies. PREREQ: ANT 100 or ENV 100.

ANT 310 Culture Change (3,0,3) Historical and theoretical approach; various processes of change from an anthropological perspective; case studies. PREREQ: ANT 100 or consent of instructor.

ANT 312 Social Organization (3,0,3) Theoretical approaches to the study of "primitive," peasant, and urban social organization; social categories, groups, associations, and other organizations based on kinship, ethnic affiliation, age, and sex. PREREQ: ANT 100 or consent of instructor.

ANT 320 Religion and Culture (3,0,3) Anthropological approaches to the study of religion and religious beliefs and practices of selected non-western and western cultures. PREREQ: ANT 100 or consent of instructor.

ANT 330 People in Cities (3,0,3) Application of anthropological methods and concepts to the study of cities; development of cities, urbanism, and urban socio-cultural systems; cultural adaptation and adjustment of migrants to cities; developing nations. PREREQ: ANT 100 or consent of instructor.

ANT 335 Advanced Archaeological Field Methods (1,6,4) Directed independent research problems based on current archaeological field investigations; processing and interpreting archaeological investigation. PREREQ: ANT 210 and ANT 215 and consent of instructor.

ANT 340 Ethnographic Methods (3,0,3) Basic ethnographic field techniques; individual research projects. PREREQ: ANT 100; an area course is highly desirable.

ANT 350 North American Archaeology (3,0,3) Pre-Columbian history of the New World north of Mexico; development of regional and area traditions and cultures. PREREQ: ANT 210 or consent of instructor.

ANT 353 Mayas, Olmecs, and Others (3,0,3) Major pre-Columbian cultures of Mexico and Central America from earliest times through the Classic Period; rise of towns, ceremonial centers, and cities; development of area and regional cultural traditions. PREREQ: ANT 210 or consent of instructor.

ANT 354 Aztecs, Toltecs, and Others (3,0,3) Major Postclassic native cultures of Mexico and Central America to the Spanish conquest; rise of militarism, states, and empires; elaboration of area and regional cultural traditions. PREREQ: ANT 210 or consent of instructor.

ANT 355 Archaeological Laboratory Analysis (2,2,3) Follow-up study of excavated materials; artifact description, measurement, and analysis by students; final site reconstruction. PREREQ: ANT 210 or consent of instructor.

ANT 361 Arts of Africa (3,0,3) Techniques, styles, and functions of traditional arts of Sub-Saharan Africa; visual arts, music, oral literature, dance, and drama; relationship between art and society. PREREQ: junior standing or consent of instructor.

ANT 399 Topics in Anthropology (3,0,3) A newer development in any phase of anthropology. See Schedule of Courses for current topic and prerequisites.

ANT 401 Culture Theory (3,0,3) Development of the discipline; major theoretical and anthropological contributions. PREREQ: consent of instructor.

ANT 410 Method and Theory of Archaeology (3,0,3) Data-retrieval methods and their theoretical bases; the "new" archaeology and its goals. PREREQ: consent of instructor.

ANT 461-462 Research Practicum I and II (3,0,3 each) Placement with agency for supervised experience in developing or applying research skills. Students will also meet with other practicum students and faculty field supervisors. Graded pass/fail.

ANT 497 Senior Seminar (3,0,3) Fundamental anthropological questions in ethnology, archaeology, and physical anthropology. See Schedule of Courses for current topic and prerequisites.

ANT 498-499 Independent Study (3,0,3 each) Specialized aspect or topic in anthropology chosen by student and appropriate faculty member for study. PREREQ: junior or senior standing.

ANT 515 Educational Anthropology (3,0,3) Theory and practice derived from anthropological thought; educational systems affecting developing countries and cultural minorities in the U.S.; methods for incorporating non-western and minority studies into standard courses. PREREQ: ANT 100 or consent of instructor.

ART

ART 100 Art Appreciation (3,0,3) Examination of major aspects of art to increase one's artistic awareness. May be used to help satisfy general studies requirement in fine arts.

ART 101 Survey of Western Art I (3,0,3) Major art styles from prehistory through Medieval period; slide and essay exams emphasizing styles and cultural influences on the arts.

ART 102 Survey of Western Art II (3,0,3) Major art styles from the Renaissance to the mid-19th century; development of the arts as reflective of Western European values and ideas.

ART 103 Survey of Western Art III (3,0,3) Major styles in Western European Art from mid-19th century to the present; the so-called Modern period, reflecting the dissolution of traditional Western values in the pictorial arts.

ART 104 Survey of Oriental Art (3,0,3) Major styles of architecture, sculpture, printmaking, painting, and ceramics of India, China, and Japan. May be used to satisfy the general studies requirement in fine arts or in a non-Western subject area.

ART 110 Drawing I (3,3,3) Various media and subject matter; composition; development of ability to observe and perceive spatial relationships.

ART 111 Drawing II (3,3,3) Continuation of ART 110. Emphasis on human figure in development of spatial and tonal concepts; various media and color. PREREQ: ART 110.

ART 120 Design: Color (3,3,3) Color theory and color relationships; history, psychology, and application of color theory explored through assignments, lectures, and readings.

ART 121 Design: Two-Dimensional Form (3,3,3) Form and space in a two-dimensional context; development of illusionary spatial considerations, including perspective and cubism.

ART 122 Design: Three-Dimensional Form (3,3,3) Development of form in non-illusionary space; variety of media used to illustrate mechanics of abstract relationships of space and form.

ART 130 Painting for the Non-Major (3,3,3) Beginning painting. Does not require a background in painting. Not applicable to major or minor requirements in art.

CATALOG INFORMATION

Type of Change Requested
check one:

☒ NEW COURSE

(does not appear

in current catalog)

☐ CHANGE OF PROGRAM REQUIREMENTS

☐ OTHER

(describe)

Program Cluster Arts & Sciences

Program History and Geography

Course Number HIS (Filled in by Program Chairperson only in cases of course already numbered. In case of new courses, filled in by registrar)

Course Level ☒ 100 ☐ 200 ☐ 300 ☐ 400 ☐ 500 ☐ 600

Name of Course Honors Seminar

Hegis Taxonomy

(To be completed by registrar)

Catalog Page #

Course Description (Please limit to 50 words) An alternative to the 100 level survey courses for students who have demonstrated outstanding potential in the discipline. Provides an in-depth view of the research methods and materials of the historian. The usefulness of historical analysis to students in many disciplines is emphasized. Completes entire General Studies requirement in history.

Prerequisite or Co-requisite: ACT of 24 or equivalent; B+ in high school History or equivalent; consent of instructor.

Number of credits: 3,0,3

Fee Assessment: None

Program Requirement Change

Catalog Page #

New Wording:

Justification: Course is introduced to comply with requirement of university honors program.

PROPOSED CHANGES IN
FACULTY BENEFITS COMMITTEE BYLAWS

1. article V., section B. changed to read:

Each subcommittee shall consist of at least four members, ...

2. article V., section E., 6. changed by adding:

- a. All proposals will be initially read and evaluated by each member of the subcommittee independently and without consultation.
- b. Each proposal shall be assigned a numerical value, on a scale of 0 through 4, by each subcommittee member.
- c. After each subcommittee member has read, evaluated, and assigned a numerical value to each proposal the subcommittee will then meet to discuss their evaluations and rank-order the proposals.
 1. The initial rank-ordering shall be arrived at by calculating the average numerical value for each proposal.
 2. This initial rank-ordering may be adjusted by the subcommittee to reconcile marked differences among subcommittee members in the evaluation of a given proposal(s).

PROPOSED CHANGES IN THE

FACULTY MANUAL

1. The following sentence to be added to the appropriate sections as indicated:

Any proposal that does not follow the procedures, format, and timelines specified in this Manual will not be considered eligible for funding unless the subcommittee determines that the violation was beyond the applicant's control. All ineligible proposals will be returned to the applicants prior to evaluation.

p. 62 added to the end of F.1.

p. 67 added to the end of G.1.

p. 73 added to the end of G.1.

2. The following sentence to be added to the appropriate sections as indicated:

It is the applicant's responsibility to ensure that the Chairperson completes the evaluation form and forwards it, with a copy of the proposal, to the Chair of the Faculty Benefits Committee by the November 1 deadline.

p. 63 added to the end of F.2.

p. 68 added to the end of G.2.

p. 73 added as new section G.2.c.

3. Change p. 79, section F., 7th line to read:

...teaching load, or reduced workload for librarians,
within the department.

4. Change p. 77, section III.B., so that the second sentence reads:

A reduced teaching load, or reduced workload for librarians,
is granted...

5. The following sentence to be added to the appropriate sections as indicated:

Copies of these bylaws, upon request to the chair of the Faculty Benefits Committee, will be made available.

p. 63 F.3.a.

p. 68 G.3.a.

p. 73 G.3.a.

6. p. 14 Article III, section H

insert the phrase "to have office and/or research space"
in the first line after ...research grants;

7. p. 14

insert, at the end of Article III, section H the paragraph:

Personnel with emeritus status will also continue to receive
medical and dental benefits at the levels of coverage and
participation in effect at the time of retirement for age.

Faculty Educational Expansion Grant

Draft--15 April 1982

I. Definition

The Educational Expansion Grant is a faculty initiated project providing the opportunity for faculty to broaden their academic abilities in allied fields when this is deemed appropriate to the continued growth and development of the University. Through the grant an individual would be given leave for a specified period of time to complete relevant course-work or internships. Monetary compensation for loss of salary will be provided through the University, with the regular fringe benefit package in effect throughout the leave.

II. Examples of possible uses of the grant.

- A. A program is being phased out and individuals' positions would otherwise have to be terminated.
- B. An area within a program becomes less valid or justifiable to teach than another (i.e., it becomes obsolete).
- C. A new college curriculum is introduced and there are no qualified personnel to teach it.
- D. Interdisciplinary studies where expertise is required in more than one field.

III. What it should not be used for.

- A. For further training or completion of degree work within one's existing field of expertise.
- B. Keeping abreast in one's current teaching area.
- C. Activities more appropriately funded through existing faculty development programs (e.g., sabbatical leave, Summer Fellowship, Project Grant, Reassigned Time).

IV. Criteria which must be met.

- A. Studies undertaken must be in a structured curriculum or involve some assessable method of acquiring knowledge.

- B. Must be a major undertaking which could not be accomplished within limits of reassigned time.
- C. The grantee must agree to remain at NKU for at least one year subsequent to the grant.

V. Eligibility.

All tenured or tenure-track teaching or library faculty who have a minimum of three years service at NKU.

VI. Magnitude, length, and repeatability.

- A. The grant shall provide for leaves extending up to but not normally exceeding one academic year.
- B. Salary and fringe benefits will be continued for the period of the grant.
- C. May also provide aid toward tuition, travel, and/or room and board at the training institution.
- D. Repeatibility--no limit.

VII. Procedure.

- A. Initiated by the faculty member in consultation with the faculty member's chairperson.
- B. Must have recommendations of the faculty member's chairperson and, where appropriate, coordinator, and Dean. These must include a discussion of how the area of study will integrate with the departmental and university plans and programs.
- C. The application and the recommendations will be submitted to the Faculty Benefits Committee of the Faculty Senate. The Committee will review the application and will forward the application, with its recommendation, to the Provost.
- D. The Provost will make the final decision on the awarding of the grant.
- E. Because needs for faculty expansion may arise on short notice, the time schedule for these grants should not be set on a calendar basis, but rather the intervals between the steps in the decisions on the grants should be established.