

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41076

MEMORANDUM

TO: Faculty Senate

FR: Lynn Langmeyer, President
Faculty Senate

DA: May 6, 1986

RE: Agenda for Senate Meeting of May 12

- I. Approval of April 21 minutes
- II. Agenda additions or deletions
- III. Chair's Report and Recommendation
 - A. Election of acting vice president
 - B. Resolution (voting item)
- IV. Committee Reports
 - A. Budget
 1. By law revision (voting)
 2. Salary Subcommittee Recommendation (voting item)
 - B. Curriculum (all voting items)

1. Elementary Japanese I	JPN 101 (new)
2. Elementary Japanese 2	JPN 102 (new)
3. Elements of Visual Theater	TAR 364 (change)
4. Public Policy	PSC 200 (change)
5. Intro to the Law	PSC 205 (change)
6. Psychology of Personal Adjustment	PSY 200 (change)
 - C. Faculty Benefits (all voting items)
 1. Phased Retirement Proposal
 2. Procedures for Faculty Senate Scholarship
 3. Resolution for progress report on health insurance for retired faculty.
 4. Resolution for progress report on tuition waivers for faculty and staff.
 5. Resolution for using tuition waivers for Summer Consortium courses.
 - D. Professional Concerns
 1. Recommendation that contracts explicitly state under which Manual the employee is covered. (voting item)

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41076

FACULTY SENATE MINUTES

May 12, 1986

MEMBERS PRESENT: Carol Bredemeyer, Gary Clayton, Pat Dolan, Sudesh Duggal, Lynn Ebersole, Andrea Gauthier, Mike Hunter, Lynn Jones, Lynn Langmeyer, Nancy D. Martin, Carrie McCoy, Bill McKim, Janet Miller, Margaret Myers, Dennis O'Keefe, Linda Olasov, Ralph Peterson, Doug Roberts, Fred Schneider, Dennis Sies, Frank Stallings, Frank Steely, Barbara Thiel, Jim Thomas, David Thomson, Gail Wells, Threasa L. Wesley.

MEMBERS ABSENT: Scottie Barty, Rebecca Britton, Lonnie Davis, Ed Goggin, David Hogan, Tom Rambo, Vernon Hicks, Richard Ward, Ted Weiss.

GUESTS: Barb Herald, Linda Dolive, Ray Waggoner.

The meeting was opened at 12:05 p.m. by President Lynn Langmeyer.

I. A motion was made by Fred Schneider to approve the minutes. The motion was seconded and passed.

II. Agenda Additions: Dennis O'Keefe would like to speak under "New Business".

III. Chairs Reports and Recommendations

- 1) Lynn Langmeyer will be resigning as President of Faculty Senate effective May 19, 1986. Ted Weiss will assume the office in her absence (as per Senate bylaws). It was recommended that an "Acting Vice-President" be elected to assume the duties of the Vice President and President in their absence this summer. **Action:** Dennis O'Keefe was nominated by Nancy Martin and he agreed to accept the nomination. A motion was made by Frank Stallings to close nominations. Motion seconded and passed.

A motion was made by Fred Schneider to instruct the Secretary to cast an unanimous ballot for Dennis O'Keefe as acting Vice President of the 1985-86 Faculty Senate. Motion seconded and passed.

- 2) Lynn Langmeyer congratulated Linda Olasov as newly elected president of Faculty Senate and gave her the "needed tools" (a large bottle of Excedrin).
- 3) Lynn Langmeyer presented a resolution to Dr. Boothe, suggested and recommended by the Executive Committee. The resolution was seconded by Fred Schneider. **Action:** An amendment was introduced by Fred Schneider to insert at the end of the sentence on line 4 "Each constituency shall select it's own representative to the committee". The amendment was seconded and much discussion followed the motion (amendment). Passed with 1 abstention.

There was much discussion about the resolution, it's purpose, etc.

Action: An amendment was introduced by Janet Miller to delete the word "students" in line 2. Motion seconded and further discussions followed.

Frank Steely requested that all votes on this amendment and pertaining to this resolution be done by secret ballot. This procedure was followed for the remainder of the votes on this issue.

The vote on the amendment was 10 Yes (Delete), 17 No (Do not delete), 1 abstention. The amendment failed.

ACTION: A substitute motion (recommendation) was introduced by Pat Dolan and seconded that "Faculty Senate recommends that the Executive Committees of the Faculty Senate, Staff Congress and Student Government meet regularly throughout the year to jointly identify areas of concern to the University Community and recommend that existing or special committees (if needed) address these concerns. Faculty Senate pledges their co-operation and involvement in this effort".

Discussion included the question regarding the appropriate time for involvement of administration. It was felt the groups need to work together to identify concerns before involving administration. **ACTION:** The vote on the substitute resolution was 18 Yes, 9 No, 1 abstention. The vote to adopt the resolution was 19 Yes, 6 No. The resolution will be forwarded to Dr. Boothe.

IV. Committee Reports

1) Budget Committee - Andrea Gauthier

Andrea presented proposed bylaw revisions as distributed in packet with agenda. **ACTION:** The bylaw revisions passed unanimously.

The Salary Subcommittee proposed a recommendation to have administration identify an expert to assist the university in establishing and implementing a salary administration policy. Much discussion followed. **ACTION:** The motion carried to send this recommendation to Dr. Boothe.

Andrea stated the materials gathered by the Salary Subcommittee will be on reserve in the library.

2) Curriculum Committee - Nancy Martin

Nancy distributed copies of the bylaws revision approved at the April 21 Senate meeting. This was reworded slightly to improve grammar. The rewording did not change the intent.

Voting Items:

A) Elementary Japanese 101 and 102 will be offered as General Studies option. **ACTION:** The motion passed. The courses will be accepted.

B) Elements of Visual Theater - Reduced to 100 level - accept as a General Studies option.

C) Public Policy - Revised numbers to reflect content and removed from General Studies option.

D) Introduction to the Law

E) Psychology of Personal Adjustment - A minor change in title and description.

ACTION: A motion was made by Frank Steely to approve B through E as a group. Motion passed with 2 abstentions.

3) **Faculty Benefits Committee** - Margaret Myers (for Tom Rambo)

A) The proposed Phased Retirement Program was presented (as distributed in packet with agenda) and accepted by the Senate.

B) The proposed procedure for Faculty Senate Scholarships was presented and discussed. The committee recommended instituting this procedure Fall 1986 with the first scholarship awarded at Graduation - May 1987.

ACTION: A motion was introduced by Ralph Peterson to delete Item #8 (personal interview) under eligibility requirements. The motion was seconded and following discussion was defeated. **ACTION:** The vote was taken on the proposal as submitted. Motion passed.

C) Three resolutions from the Benefits Committee were presented and discussed. (Distributed with agenda). **ACTION:** All resolutions accepted by Senate. Will be forwarded to appropriate people.

4) **Professional Concerns Committee** - Linda Olasov

A) The results of the Evaluation of Administrators were delivered to those individuals. A schedule has been set up for evaluation of administrators on a rotating basis. Results will be on file in the Senate Office.

B) Recommendations that contracts explicitly state under which manual the employee is covered. Following discussion, Linda Olasov will hold this item for further discussion with concerned individuals and will re-introduce it later if necessary.

V. New Business

1) Dennis O'Keefe introduced a resolution of Faculty Senate support of the AAUP vote. Discussion followed. **ACTION:** The resolution was accepted with a vote of 23 Yes, 4 No.

2) Frank Steely spoke on behalf of the Senate commending Lynn Langmeyer on her term as President of Faculty Senate and wishing her bon voyage for her new venture.

Lynn Jones, Secretary
Faculty Senate

Faculty Senate

Northern Kentucky University Highland Heights, Kentucky 41076

RESOLUTION TO PRESIDENT BOOTHE

We recommend that a new committee be created of faculty, staff, students and administrators to identify areas of concern to the university community and then recommend that existing or special committees (if needed) address these concerns. Furthermore, the report of this committee should be completed and distributed to the university community no later than October 15, 1986.

Faculty Senate pledges its cooperation and involvement in this effort.

PROPOSED BYLAWS REVISIONS

Change Name to:

Faculty Senate Budget and Commonwealth Affairs Committee

Addition under Article IV Section A. add

4. Commonwealth Affairs sub-committee. This standing sub-committee shall keep the Budget and Commonwealth Affairs Committee informed of actions and proposals of the legislature, governor's office, council on higher education, and other agencies, public and private, which might affect aspects of university programs and governance for which the faculty senate has responsibility. This sub-committee shall also provide representation to COSFL to ensure that faculty interests are represented by COSFL at the state level.



Northern Kentucky University
Highland Heights, Kentucky 41076

TO: Professor Melinda Langmeyer
President, Faculty Senate
and Senate Membership

FROM: H. L. Wallace, Faculty Regent

RE: End-of-Year Report to Faculty Senate

As you will recall, I mentioned earlier in the year at a meeting of the Faculty Senate Executive Committee that although the by-laws of the Senate required reports from the Faculty Regent, there seemed to be no set procedure for such reports. Knowing that the Senate had access to the open meeting of the Board, that sessions of the Senate were working agendas for preparing materials that would be presented to the Board, I mentioned that I did not wish to intrude in matters that involved Senate prerogatives or matters wherein the Senate and I shared common information. As members of the Executive Committee again will recall, I left the initiative for soliciting any special material or special research I might provide for the Senate and/or faculty committees of all persuasions in the hands of the Senate. I should add, I have been called upon numerous times in the year by members of search committees, professional concerns committees, budget committees, and curriculum committees to research policies of the Board on matters involving minority hiring, equal opportunity, specific fiscal issues, and general curriculum policies.

Chase College of Law

I am assuming that a general written report, as now the end of the academic year draws near, is also in order.

The primary concern of the Board during the first and second meetings that I attended was the threat to the Chase College of Law. The issues of that threat were heavily publicized, including the fact that the university faculty, indeed the university community, rallied in support of the Law College. I might add that I have long been an advocate of Chase, have felt that Northern would be a lesser place should Chase be removed from the university, and I was, and continue to be, a strong advocate of the Law College.

Salary Issues

Discussion of salary increases for the 1985-86 year, while thorough, and a central issue, were limited by the simple fact that the 3 percent ceiling imposed on universities left little room for policy decisions and thus provided little controversy. Fiscal matters relating to the 1986-87 year have provided many more areas for discussion, although such discussions have been in the abstract, since the Legislature has been in the process of determining extent of funding during the meetings of the Board this year. The Board approves, and did approve, the general budget and the general categories submitted by the President. That the President recommended salary increases

be discretionary and performance based is common knowledge. How such terms as satisfactory, fully satisfactory, and performance based will translate into actual dollars for faculty and staff I do not know at the moment of writing. I assume that only the contract itself will clarify the terminology.

Considering the conditions on this campus I oppose discretionary performance based raises before cost of living increments for all faculty. In a university where salary increments have by and large failed to equal the cost of living for more than a decade, I believe to place all salary increases on a discretionary basis is, in a word, misguided. I favor performance based increases when they are truly performance based increases - not when they are cost of living increments, long overdue, which are simply called performance based increases.

President's Evaluation Committee

Personnel matters also occupied a considerable amount of the Board's time in sessions. At the May session the President's Evaluation Committee reported in Executive Session. The Committee's work pre-dated my membership on the Board. The details of the report, coming in Executive Session, are thereby confidential. That President Boothe's contract was extended through July 1, 1988 is, of course, a matter of public record.

Other personnel matters occupied a great deal of time at the October 31, 1985 and January 22, 1986 meetings. Since personnel matters not only take place in Executive Session, but often pose the possibility of litigation, I do not feel that it is my place to elaborate in any way, except to say that such matters do often offer a forum wherein the differing views of faculty rights, responsibilities, privileges and protections can be aired - and are.

I sometimes do not believe Board members fully appreciate the fact that university faculties are hard-working bodies. Much of what a faculty member does is not readily apparent from the outside. A line on a vita reads: taught four classes, twelve hours. Perhaps the eye picks up only on the twelve hours. Another line reads: served on Peer Review Committee. Not much of a line. What the line does not convey are the hours, the psychic drains, the energy erosions and, often, the utter and absolute frustrations that are built into the assignment.

The 'visible university' - the buildings, the parking lots, the number of students, the size of the faculty, the number of colleges and departments and programs - is, I believe, only a small part of what a university is - or ought to be. As Faculty Regent I have tried to convey a sense of the-too often-invisible university - the efforts that go into teaching (far beyond the twelve hour load), research, university and community service. On one occasion I was able to illustrate just how much time and creative effort went into just preparing applications for sabbatical leaves, project grants, and summer fellowships, without any guarantee whatsoever that the efforts would net an appointment. Yet, either way, successful or not, the outcome in no way conveyed the hours of time and effort put into the project. Further, this was only one small part of the multitude of projects and commitments that faculty members are involved in every working day.

Respect for Faculty

I do not believe that the Board, or for that matter the community or the entire university community, fully appreciate and respect the vitalness of faculty to a university. Faculty are the university, but too often they are looked upon by Board members and some administrators and community leaders in the Northern Kentucky area as mere employees.

Tenure

Another issue I have been concerned with is that of tenure. Or perhaps I should say the meaning of tenure. Often I think Boards look at tenure as simply meaning job protection, with the connotation being that once tenured, once protected, faculty members settle into a kind of sinecure. There is certainly a nuanced connection between tenure and job, but I have always thought, as a faculty member, that tenure was a protection, primarily, of freedom of speech, that it allowed one to explore controversial areas in a professional manner without the particular fear that an unpopular position meant one better be looking for the next stage coach out of town - and gown.

Some Board members, some members of the administration, and perhaps some members of the faculty at Northern believe that tenure - that is, too many members being tenured - has robbed the university of "flexibility". I have two observations. One is that I know of few tenured faculty who are not as flexible, creative and productive after tenure as before. Secondly, I have noticed that those who worry about tenure usually manage to ensconce themselves safely within its confines before they get concerned.

The tenure issue will, I am sure, continue to be a subject for discussion.

Committee Work, Faculty Governance and Due Process

Other issues that I think are general faculty issues that I have concerned myself with as Faculty Regent, and which I feel are deep concerns of the faculty, involve committee work. I will make it brief. It seems that so many committees labor long and hard, only to find that their efforts are 1) ignored or 2) criticized because their efforts were not the ones desired or expected by the administration - and by extension, the Board. These two points, I believe, involve the deeper issue - that of faculty governance in general. Extending from this point is the issue of due process. The concept, a central one for the most important committees of the faculty, is perhaps the most nebulous concept on campus. There are at least three different - no, four - interpretations of the term, leading as I stated in a dissenting opinion on a Peer Review, to a situation that is ridiculous, though no less threatening to the idea of true governance by the nature of being ridiculous.

In general, the matters I have mentioned - the nature of the job of faculty, tenure, governance, in the broadest sense of that word - all of which I feel reflect the "invisible" world of the university, have been the things I have concerned myself with as Regent. I trust that these matters are general concerns of the faculty.

CURRENT
(as revised in 1985)

ARTICLE VI

Section 4. General Studies/Remedial Work Committee:
This Subcommittee will have two representatives from each college offering undergraduate degrees. The chairperson of the UCC will be an ex-officio member of this subcommittee.

REVISED
(as approved April 21, 1986)

ARTICLE VI

Section 4. General Studies/Remedial Work Committee:
This subcommittee shall consist of a chairperson and two representatives from each college offering undergraduate degrees, elected from the members of the University Curriculum Committee. The chairperson of the UCC will be an ex officio member of this subcommittee.

SUGGESTED REWORDING FOR CLARITY

ARTICLE VI

Section 4. General Studies/Remedial Work Committee:
This sub-committee, elected from the members of the University Curriculum Committee, shall consist of a chairperson and two representatives from each college offering undergraduate degrees. The chairperson of the UCC will be an ex officio member of this subcommittee.

A REPORT TO
THE BUDGET AND COMMONWEALTH COMMITTEE
on

Recommendations for a Long Term Salary Distribution Policy

from

The Salary Subcommittee

Vinay Kumar, Member
Toni Pickard, Member
H. Ray Souder, Chair
Vladimir Wozniuk, Member

THE CHARGE:

The Salary Subcommittee was given the charge to recommend a long term, i.e., a three to five year, salary distribution policy to the Budget and Commonwealth Committee for possible action.

METHODOLOGY:

After much discussion, the subcommittee members decided to take an academic (research) approach on the issue. This methodology was selected for three primary reasons:

1. The committee members had varying degrees of expertise and experience on the issue of salary distribution policy.
2. To identify what other researchers and college and universities had written, discovered, and experienced on the issue.
3. To strengthen any recommendations that the subcommittee would make.

CONCLUSION:

The primary conclusion reached by the subcommittee after researching the issue was:

"To recommend a long term salary distribution policy was not appropriate or possible for the subcommittee at this time."

The rationale for this conclusion was based on the following:

"A salary distribution policy is but one of many issues involved in a salary administration policy."

A salary administration policy can be defined as a comprehensive and integrative set of procedures that clearly outline the process of evaluating and rewarding employees for their performance within a given time horizon. Thus, before any salary distribution policy can be identified it is essential that many other issues be addressed. For example, a salary administration policy would include or address such issues as:

1. The salary administration philosophy.
2. The salary administration policy objectives.
3. How these objectives will be communicated and implemented.

4. An allocation process of resources for the reward system.
5. Wage compression.
6. Wage adjustments.
7. The distribution of resources to the various organizational entities.
8. The evaluation instrument that will be utilized.
9. The variables in the instrument.
10. The weights given to the coefficients of the variables.
11. The units that the variables will utilize.
12. The evaluation of the results of the measurement.
13. A review process of the evaluation.
14. An appeal process to the evaluation.

The above list does not posit to be comprehensive in nature. But it does illustrate the complexity of a good salary administration policy.

RECOMMENDATION:

The Salary Subcommittee recommends the following:

"That the faculty, Faculty Senate, and the Administration, in a joint effort, identify and select an expert in the area of salary administration policy to assist the University in designing, developing and implementing a salary administration policy for Northern Kentucky University."

COMMENTS FROM THE SUBCOMMITTEE:

The subcommittee members suggest that before any positive or negative actions be made concerning this recommendation that the attached articles and materials be reviewed. The wealth of knowledge and insight found within these materials strongly supports the subcommittee's position.

CATALOG INFORMATION - NEW COURSE FORM

DISCIPLINE Literature and Language NUMBER JPN 101

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

JPN 101 Elementary Japanese I (3.1.4) ~~Using~~ ^{To} oral-aural approach, introduces
Japanese language, pronunciation, vocabulary, grammar; Also presents
Japanese kana syllabary writing system.

JWT 6 Mar 86
 University Editor Signature

2. JUSTIFICATION: (Course outline must be attached if appropriate)

Japanese has been offered successfully as an experimental course for two
semesters; offering this Asian language on at least the elementary level represents
an important dimension of the internationalizing of the curriculum at NKU and
the maturation of the foreign curriculum.

3. ADDITIONAL RESOURCES REQUIRED: None. Courses will be taught by part-time
faculty unless or until grant money can fund a full-time person to develop
Asian languages in a more systematic way.

4. The proposed course is a(n): (Check where appropriate) University Honors
 General Studies X Free Elective Major/Minor Requirement
 Non-Western General Studies Course Departmental/Program Honors

5. The department would like instruction of this course to begin in the following
 academic semester: Fall 1986* Spring Summer

*If approved, course will be added to schedule of classes prior to
 summer orientation and walk-in registration

CATALOG INFORMATION - NEW COURSE FORM

DISCIPLINE Literature and Language NUMBER JPN 102

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

JPN 102 Elementary Japanese II (3,1,4) Continuation of ~~Elementary Japanese I;~~ ^{JPN 101.}

~~aims to~~ ^{extension of} further command of grammar and expand vocabulary in conversational Japanese; ^{introduction of} introduces additional Chinese characters for reading comprehension and writing. PREREQ: JPN 101 or equivalent.

JWT 6 Mar 86
University Editor Signature

2. JUSTIFICATION: (Course outline must be attached if appropriate)

The second semester of Japanese has been offered experimentally once (spring semester, 1986) and the enrollment response to JPN 101 indicates there is growing interest in a permanent full year sequence of Japanese instruction. This course, like JPN 101, represents an important dimension of the attempt of the university to include an international element in its curriculum.

3. ADDITIONAL RESOURCES REQUIRED: None. Courses will be taught by part-time

faculty unless or until grant money can fund a full-time person to develop Asian languages in a more systematic way.

4. The proposed course is a(n): (Check where appropriate) University Honors _____
General Studies X Free Elective _____ Major/Minor Requirement _____
Non-Western General Studies Course _____ Departmental/Program Honors _____

5. The department would like instruction of this course to begin in the following academic semester: Fall _____ Spring 1987 Summer _____

CATALOG INFORMATION - COURSE CHANGE FORM

1. CURRENT CATALOG INFORMATION: TAR 364 Elements of Visual Theatre (3,0,3)

History and theory: theatre architecture, scene, costume, and
lighting design in historical perspective; methods and sources of
research for design in the theatre. Recommended as an effective
overview course for students majoring in performance.

2. PROPOSED COURSE CHANGE(S) INCLUDE(S):

1) Number x 4) Prerequisite/Corequisite _____ (circle one)

2) Title _____ 5) Description x 7) Deletion of this course _____

3) Hours _____ 6) Designator _____

Note: Course Change: Any two of the first five
New Course: Three or more of the first five

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

TAR 161 Elements of Visual Theatre (3,0,3) ~~A general studies~~
~~survey class.~~ History and theory: theatre architecture, scenic,
costume, and lighting design; development of an appreciation for
the visual and technical elements of theatre, dance, and film. A
general studies course (fine arts). Not applicable to a theatre
arts technology major. Formerly TAR 364.

JWT 24 Feb 86
University Editor Signature

4. JUSTIFICATION: To provide a more special appreciation course for

non-majors, minors and performance students interested in the
visual aspects of theatre production. This provides theatre with
another general studies offering outside of general appreciation
and better serves the needs of the overall student community.

CATALOG INFORMATION - COURSE CHANGE FORM

2. PROPOSED COURSE CHANGE(S) INCLUDE(S):

- [illegible]

University Editor Signature

4. JUSTIFICATION: - Public Policy has been taught once. The labeling of this course as a sophomore level course, PSC 200, caused several difficulties in this first teaching. The level of difficulty of such a course, integrating as it does the requirement of knowledge in a given policy area with the mechanics of government, often intragovernmental cooperation, with the art of applied politics transcends the background of most sophomores. The grouping of sophomores together with graduating seniors with virtually three times as much university level work created a chasm not always bridged. As a result class morale faltered, as did some of the sophomores, despite their diligence. Public Policy is in reality a complex upper division course and should have a corresponding identification to aid students in rational course selection.

CATALOG INFORMATION - COURSE CHANGE FORM

1. CURRENT CATALOG INFORMATION: PSC 205 Introduction to the Law (3,0,3) Various
approaches to law, including philosophical, sociological, political, and historical;
elements of legal reasoning; institutions, functions, and effects of law in
American society.

2. PROPOSED COURSE CHANGE(S) INCLUDE(S):

- 1) Number X 4) Prerequisite/Corequisite X (circle one)
 2) Title _____ 5) Description _____ 7) Deletion of this course _____
 3) Hours _____ 6) Designator _____ 8) Deletion of this course for general
 studies credit X

Note: Course Change: Any two of the first five
 New Course: Three or more of the first five

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

PSC 304 Introduction to the Law (3,0,3) Various approaches to law, including
philosophical, sociological, political, and historical; elements of legal
reasoning; institutions, function^s and effects of law in American society.
PREREQ: 3 semester hours of introductory political science courses or consent
of instructor.

9/10/17 17 Mar 86
 University Editor Signature

4. JUSTIFICATION: Based on 4 semesters of teaching Introduction To Law
(PSC 205), I have found that between 30 to 50 percent of the students
had difficulty grasping the elements of legal reasoning. Lately, the
number of students experiencing difficulty may be even higher than
50 percent. Given this situation, it would be appropriate to raise
this course from the 200 to 300 level to increase the chances that
students with more course background in logic, political science and
writing would elect to take the course.

CATALOG INFORMATION - COURSE CHANGE FORM

1. CURRENT CATALOG INFORMATION: PSY 200 Psychology of Personal Adjustment -
Mental Hygiene (3,0,3) Nature and origin of personality difficulties;
personal and social adjustment; serious personality problems. PREREQ: PSY 100

2. PROPOSED COURSE CHANGE(S) INCLUDE(S):

- 1) Number _____ 4) Prerequisite/Corequisite _____ (circle one)
2) Title X 5) Description X 7) Deletion of this course _____
3) Hours _____ 6) Designator _____

Note: Course Change: Any two of the first five
New Course: Three or more of the first five

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

PSY 200 Psychology of Personal Adjustment (3,0,3) ~~Study of~~ personal growth and
stress management
development including personal health; ~~physical fitness~~; values clarification;
moral dilemmas; interpersonal relations; social problems; ~~and~~ career
development. PREREQ: PSY 100.

JWT 15 Apr 86
University Editor Signature

4. JUSTIFICATION: Current title and description is outdated and no longer reflects
current course content and emphasis on personal development.

Items from Faculty Benefits Committee

1. Phased Retirement Proposal
2. Procedures for Faculty Senate Scholarship
3. Resolution: That the President of the Faculty Senate ask President Boothe for a progress report on our request that retired faculty be able to buy health insurance through the University Group Plan, and request that this opportunity be also extended to faculty who are on disability lay-off.
4. Resolution: That the President of the Faculty Senate ask President Boothe for a progress report on our request that tuition waivers be available for the families of Faculty and Staff.
5. Resolution: That the Faculty Senate requests that Faculty, using their option for tuition waivers, be able to take Consortium courses in the summer, as well as during the regular academic year.

A Proposed Phased Retirement Program (PRP) for
Northern Kentucky University

Preface:

A sampling of the literature on early and phased retirement plans reveals the need for Northern Kentucky University to adopt a dual track approach. A number of colleges and universities across the country have opted for a dual approach to retirement before the normal and mandatory ages. Most of the operative phased retirement plans are similar in nature, but each institution has tailored their respective plans to the constraints and needs of the university.

Because the implementation of phased retirement benefits are relatively new, there is little data available to demonstrate to what degree phased retirement is beneficial to both the participant and the university.

To complement the proposed early retirement program for Northern Kentucky University, a phased or partial retirement plan would provide the faculty with a second option.

I. Purpose:

- A) To allow a faculty member to exercise an incremental and phased approach to retirement.
- B) To lessen the financial and psychological trauma that often accompanies full retirement.
- C) To allow for an even transition between teaching and retirement by a phased reduction in work-load and salary.
- D) To allow the university the means to provide long-range planning, especially within the next decade when a high percentage of Northern's senior faculty will reach normal retirement age.
- E) Provide opportunity for upward mobility of junior faculty.
- F) To allow faculty to pursue interests outside the university community.

II. Definitions:

- A) Retirement generally means full or partial termination of regular, compensated employment at the normal retirement age of 65 or mandatory age of 70 with the initiation of regular retirement benefits under the established retirement program.
- B) Phased retirement means an arrangement for partial retirement prior to the normal and/or mandatory age, as embodied in a written contract between the faculty member and university.

III. Eligibility:

- A) Phased retirement is available to full-time university faculty and those administrators who are presently enrolled in the TIAA-CREF program and hold a professional rank (assistant professor through full professor).
- B) In addition, the faculty member must be at least 59 years of age, but has not reached their 70th birthday.*
- C) Those eligible for phased retirement must have had continuous service with the university in accordance with a formula of age plus years of service to total 70 or more. (Note: approved leave of absence shall be considered as a part of continuous service).
- D) Phased retirement is voluntary and must never be used to force retirement on a faculty member.
- E) Participation in phased retirement is not an entitlement or a right automatically available to all persons who meet the criteria. The university may limit the participants in a given year in order to maintain the viability of academic and administrative departments and the fiscal responsibility of the university.

IV. Financial Considerations:

- A) Participant's actual salary will be based on a percentage of their full-time work contract prior to phased retirement.
- B) Participants whose age is at least 59 but not reached their 65th birthday may be employed from 25 to 75 percent of full-time equivalency.
- C) Participants whose age is 65 but not 70 may be employed for no more than 50 percent of full-time equivalency.
- D) The percentage of full-time equivalency in terms of salary and workload is based on a contractual agreement between participants and the university. Under usual circumstances, if a participant in their final full-time employment year earned \$36,000 and chose to reduce the workload to one-half time, then the salary would be commensurate with the half-time equivalency or \$18,000.
- E) Participants may initiate retirement benefits from TIAA/CREF as long as the faculty member and the university is not contributing to the retirement program. If the faculty member chooses, contributions to TIAA/CREF will continue until full retirement commences. Contributions will be based on the reduced salary of the PRP participant.
- G) PRP participants will continue to be eligible for salary increases based upon their percentage of full-time equivalency.
- H) Committee work and publishing will be voluntary.

*PRP to begin at an earlier age might be considered at some future date.

V. Health and Insurance Benefits:

- A) All health and insurance benefits as provided under full-time equivalency will continue to age 65 or, where the contract permits, to age 70.
- B) Participants age 65 and older will be eligible for supplemental health benefits equitable to those given to full-time faculty.
- C) The PRP participant and university contributions to dental health, life insurance and disability benefit plans will continue as long as the faculty member is under a teaching contract with the university.

VI. Other Benefits:

- A) Tenure rights continue to the mandatory retirement age of 70.
- B) All sick time continues to accrue to age 70.
- C) Participants will be provided with office space and enjoy the use of all university facilities as they did prior to phased retirement.
- D) Participants will receive parking privileges as if a retired faculty member.
- E) Participants will receive complimentary tickets for athletic, fine arts and the Albright Health Center activities.
- F) Participants should be eligible, where applicable, for any new benefit programs established for full-time faculty during the time of phased retirement.
- G) PRP faculty shall continue to receive 6 semester hours of free tuition each semester until age 65.

VII. Procedures:

- A) The candidate for phased retirement will file a request by application at the beginning of the fiscal year which precedes the year in which retirement is requested.
- B) The request will be submitted to the appropriate chairperson or department head for endorsement. The request should proceed through the dean of the respective colleges to the Provost for recommendation for approval. The Provost will then forward the request to the President for final approval. The request is completed with Board of Regents' action.

- C) Should phased retirement not be initially granted, the request may be re-submitted the following year.
- D) Once phased retirement has been granted and is in force, the participant may not return to full-time equivalency unless by mutual agreement of concerned parties.
- E) Persons in the following circumstances are not eligible for phased retirement.
 - 1) One who has received a written notice of suspension from the university or a notice of termination or non-renewal of contract.
 - 2) One who is retiring under the provisions of a long term disability program.
 - 3) One who has already opted to retire under the early retirement program.

A Proposed Early Retirement Program (ERP) for
Northern Kentucky University

I Purpose

The purpose of the early retirement program at Northern Kentucky University is as follows:

- A. To afford those faculty who desire to retire between the ages of 59 and 62/70 to do so without undue financial sacrifice.
- B. To insure continued faculty diversity at all instructional levels and alleviate faculty imbalance which may become skewed heavily toward the upper professional levels.
- C. To recognize that faculty burnout may occur after considerable years of teaching, thereby decreasing effectiveness.

II Definitions

"Retirement" generally means full or partial termination of regular, compensated employment at age 62/70 or later with the initiation of regular retirement benefits under the established retirement program.

"Early Retirement Program" (ERP) defines a contractual arrangement between university faculty employees and the University with written incentives and commitments which allow for the termination of regular employment before the age of 62/70.

III Eligibility

- A. The ERP is available to full-time university faculty who are presently enrolled in the TIAA-CREF program and hold a professorial rank.
- B. The ERP is available to those in A. above who are at least 59 years of age and have not reached their 62/70 birthday.
- C. Those eligible for ERP must have had continuous service with the University in accordance with a formula of age plus years of service to total 75 or more.*
- D. ERP is voluntary and must never be used to force retirement on a faculty member.

*Approved leave of absence shall be considered as a part of continuous service.

IV Financial Considerations

- A. The University shall retain 70% of the ERP participants yearly salary at the time of requested retirement.
- B. The early retiree shall receive incentive pay in the amount of 20% of the yearly salary and shall be paid for a three year period or until the age of 62/70.
- C. The University yearly incentive pay will in no way limit the retiree's other sources of income as Social Security, TIAA-CREF, or other income so long as IRS regulations are being met.
- D. The University's contribution to faculty benefits shall continue for the retiree until the age of 62/70. The full benefits will be financed with the remaining 10% of the retiree's yearly salary. This will include the University contribution to Blue Cross/Blue Shield, Delta Dental, and term Life Insurance. The retiree shall continue to contribute as was done prior to retirement.
- E. Retirement incentive payments will be made by the University in 12 monthly installments.
- F. The financial accounting for the retiree shall be the responsibility of the University through the appropriate faculty personnel department.
- G. The University will make no further contribution to the retiree's TIAA-CREF after retirement commences.
- H. The ERP retiree will not be eligible for Disability Insurance claims after retirement commences.

V Procedures

- A. The candidate for the ERP will file a request by written notice no later than July 1st of the year preceding the year of retirement.
- B. The notice will be submitted to the appropriate chairperson for endorsement. The notice should proceed through the Dean of the College to the Provost. The Provost will then forward the notice to the President for final approval.
- C. Under special circumstances a faculty member may request early retirement with shorter notice with the permission of the concerned offices.

- D. When early retirement has been granted and is in force the retiree may not re-enter the University on a full-time basis unless by mutual agreement of the concerned parties.

VI Other Considerations and Policies

- A. Under normal circumstances the retiring faculty member's department will be allowed to retain the position. However, as in any vacancy, the appropriate administrative officer shall determine whether the position is to be retained.
- B. If death should occur during the early retirement period the retiree will be considered the same as a full time employee and under the age of 70.
- C. Persons in the following circumstances are not eligible for ERP.
1. one who has received a written notice of suspension from the University or a notice of termination or non-renewal of contract.
 2. one who is retiring under the provisions of a long term disability program.

A Sample Early Retirement Profile
(figures approximate)

Faculty member - age 59 with 20 years at NKU

Salary at time of request for ERP.....	\$35,000
Amount (70%) retained by University.....	\$24,500
Amount retained for continued faculty benefits.....	\$3,500
Amount of early retirement incentive pay (20%).....	\$7,000

TIAA-CREF offers several plans to the faculty member, the highest being a monthly return for ten years with no survivors benefits and the lowest being a monthly return for life to the faculty member and a monthly income for life to the living spouse. The difference between the high and low is minimal, being less than \$50 per month. TIAA-CREF also offers the retiree a lump sum of 10% of the total annuity with the monthly return adjusted downward accordingly.

It is possible that the retiree could have an annual income from TIAA-CREF of \$12,000 or better.

The retiree could also add the income by teaching part-time.

The saving to the University would be the difference between the last salary of the retiree and the salary of the replacement and the difference between the amount returned to the University for Health Benefits, etc. (10%) and the actual cost.

The University would also have an additional savings because contributions to TIAA-CREF and FICA for the replacement would be less.

Phased retirement differs from early retirement in that the faculty member chooses to teach less than a full load for several consecutive years and until he/she is teaching 6 hours.

This is designed primarily for those who do not wish to retire at age 62 and wish to continue can contribute to TIAA/CREF. The university would continue to contribute to social security, TIAA/CREF and all health and other benefits. The faculty member must have completed a minimum of 15 years with NKU at which time he/she will drop to 3/4 load (9 hours) at 3/4 pay. Then drop to 1/2 load (6 hours) at 1/2 pay of the last full year contract. The 1/2 load could be taught in one semester with one semester totally free.

Committee work and publishing will be totally voluntary.

A faculty member with 15 years of service and age 62 making \$32,000 would drop to \$24,000 to age 63 and to \$16,000 from age 64.

Parts III, IV, V, and VI from ERP will be modified for Phased Retirement.

Because the faculty member is on an annual contract the actual year of retirement must be determined on an individual basis according to the birthdate of the retiree where Social Security is going to be figured into the amount to be received. ie. The first Social Security check will be paid one month after the last check from the university.